

WESTMONT COLLEGE
2005-2006 ANNUAL REPORT ON DIVERSITY

Prepared by the Campus Diversity Committee



INTRODUCTION

Westmont's current long range plan places a priority on the college becoming more diverse in its people and programs. As a result, the campus Diversity Committee was established in 1996.

The role of the campus Diversity Committee is to:

1. Assess the College's progress in responding to the recommendations included in the Long Range Planning Report section on diversity, and the Final Report issued by the Westmont College Commission on Diversity in June 1990.
2. Establish links with others that are working to address diversity-related issues at Westmont – for example, Trustee Diversity Committee, Trustee Membership Committee, President's Staff, and President's Advisory Council.
3. Seek to build community-wide awareness and ownership of diversity-related issues and of appropriate ways to address them.
4. Summarize the various challenges and opportunities related to diversity that currently face the College.
5. Recommend priorities and propose implementation plans to the President's Staff.
6. Make annual reports on the Committee's work to the Faculty, the President's Staff, and the Trustee Diversity Committee.

Members of the campus Diversity Committee for 2005-2006 were: Jane Higa (chair); John Blondell; Chris Call; Toya Cooper; Julissa Delgado; Mary Docter; Bob Duchin; Michael Ericksen; T.K. Erickson; Thomas Jayawardene; Lydia Kim; Joyce Luy; Jane Messah; Michele Mollkoy; Shirley Mullen; Helen Rhee; Jenni Stanford; Bill Wright; and Elena Yee.

The purpose of this annual report is to summarize for the Westmont community what diversity-related efforts were undertaken, and progress was made, during the past year. The report is divided into five sections:

- I. Diversity Priorities, Standards, and Goals
- II. People
- III. Programs
- IV. Climate
- V. Assessment.

SECTION I:
DIVERSITY PRIORITIES, STANDARDS, AND GOALS

Westmont College Long Range Plan

Responding to a “concern that the Westmont community be creatively and energetically responding to the significant issues related to diversity – including both ethnic and gender diversity,” the long range plan recommended:

1. That a task force be created to facilitate the implementation of the institution’s goals in the area of diversity as those goals are reflected in the Report (of several years ago) of the Task Force on Diversity.
2. That greater attention be given to recruiting and retaining candidates of diversity as members of the faculty, administration, and the Board of Trustees.
3. That greater attention be given to identifying and retaining ethnically underrepresented candidates who would be expected to flourish at Westmont.
4. That there be a marked effort over the next five years to identify and to meet the needs of our women students as there has been in recent years to identify and to meet the needs of multi-cultural students.
5. That we continue to seek connections with sister colleges of similar educational vision but with greater ethnic diversity.

Flowing out of the long range plan’s Vision Statement and its section on diversity, the following statement was adopted by then President Gaede (based on input and review by the campus and trustee diversity committees, as well as President’s Staff) as a summary of Westmont’s commitment to diversity:

Westmont strives to be a community informed and enriched by thoughtful and intentional study of and interaction with multiple cultures. As a liberal arts college rooted in Christ, we celebrate diversity as an aspect of God’s creation; we strive to create community out of rich diversity as an aspect of building God’s Kingdom in the world; we value the range of perspectives on the world that stimulates intellectual and personal growth; and we seek for faculty and staff to apprentice students in the art of dealing with diversity in constructive ways. It is an aim of Westmont to prepare graduates who will function intelligently, effectively and for the good of our increasingly intercultural world.

Program Standard on Diversity

The faculty has adopted the following standard, which includes a series of expected student learning outcomes:

DIVERSITY EXPECTATIONS AT WESTMONT

Program Standard

Students have the understanding and skills to engage people unlike themselves -- both individuals and groups -- in ways that affirm others as persons created in God's image. Students are able to approach others respectfully -- avoiding the natural tendency to deal with differences by vilifying, romanticizing, or victimizing.

Student Learning Outcomes

Self-reflection. Students demonstrate increased self-reflection on how their beliefs, values, ideas, and practices—while not solely a function of one's context--are influenced by social class, gender, ethnicity, culture, and historical moment.

Discussion and Analysis of Issues. Students demonstrate the ability to bring the dimensions of social class, gender, ethnicity, and culture to the discussion and analysis of issues within their disciplines, as well as to discussions of broader social, cultural and political issues.

Formulation of Knowledge. Students are able to recognize that, while knowledge is not solely a function of social construction, any formulation of knowledge may be affected in important ways by gender, social class, ethnicity, and culture.

Cross-cultural Communication Skills. Students have gained increased cross-cultural communication and adaptation skills, empathy, self-awareness, flexibility, understanding of the influence of context, social roles, and culture on behavior, and the ability to locate and evaluate information about other cultures.

Process of Making Choices. Students understand the process of making ethical, Christian choices within multiple cultural contexts, avoiding premature judgments.

Essential Christianity v. Cultural Peculiarities. Students have an understanding of the Christian church cross-culturally, distinguishing between what is essential to Christianity and what is peculiar to a particular culture.

Foreign Language. Students will have an appreciation of the advantages and insights to be gained from the study of foreign languages and literature.

Goals Presented to The James Irvine Foundation

When Westmont submitted a major grant proposal to The James Irvine Foundation in 2002, it included the college's comprehensive set of diversity-related goals within categories utilized by consultants to the Foundation:

Access and Success

1. Enroll 20% more students of color by 2005
2. Retain students of color at the same rate as the overall population

Education and Scholarship

1. Achieve the program standard on diversity by
 - A. Investing in the expansion of diversity-related knowledge, skills and programs.
 - B. Assessing progress, celebrating achievements, and making program-related adjustments

Climate and Intergroup Relations

1. Equip members of the Westmont community to deal constructively with difference
2. Continue enhancing structures aimed at supporting students of color and promoting multicultural programs

Institutional Viability and Visibility

1. Add more persons of color to the faculty, staff, and Board of Trustees
2. Retain these persons of color at the same rate as the overall population
3. Make the campus Diversity Committee a standing committee of the College
4. Add other visible evidences of the College's commitment to greater diversity
5. Enhance diversity-related communications

While the Irvine Foundation chose to fund activities aimed at goals in two areas – Access and Success, and Education and Scholarship – Westmont continues to pursue its goals in the other two areas as well – Climate and Intergroup Relations, and Institutional Viability and Visibility.

SECTION II:

PEOPLE

Demographic Data

ETHNIC/INTERNATIONAL STUDENT ENROLLMENT

Fall Semester 2005

	2001	2002	2003	2004	2005
Native American/Alaskan	22	21	16	24	20
Asian/Pacific Islander	63	78	77	85	98
Black	8	10	15	23	26
Hispanic	92	77	89	105	127
Non-Resident Alien	6	7	11	13	11
TOTAL	191	193	208	250	282
College Enrollment	1381	1330	1347	1376	1379
% of Total Enrollment	13.8%	14.5%	15.4%	18.2%	20.4%

ETHNICITY OF THE WESTMONT COMMUNITY

Fall 2005

	Native Am. /Alaskan		Asian/ Pac. Island		Black		Hispanic		White		Non- Resident		Unknown		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students															
<i>Frosh</i>	5	2%	28	8%	5	2%	37	11%	238	71%	1	0%	19	6%	333
<i>Total</i>	20	1%	98	7%	26	2%	127	9%	1033	75%	11	1%	64	5%	1379
Full-time Faculty															
<i>New</i>	0	0%	0	0%	0	0%	2	17%	8	67%	2	17%	0	0%	12
<i>Total</i>	0	0%	4	4%	0	0%	4	4%	81	89%	2	2%	0	0%	91
Full-time Staff															
<i>New</i>	0	0%	6	15%	0	0%	6	15%	28	70%	0	0%	0	0%	40
<i>Total</i>	0	0%	10	5%	7	3%	34	16%	163	76%	0	0%	0	0%	214
Trustees															
<i>New</i>															
<i>Total</i>	0	0%	2	6%	2	6%	1	3%	30	86%	0	0%	0	0%	35

**A SUMMARY OF
RETENTION / GRADUATION RATES OF FIRST-YEAR STUDENTS CLASS COHORTS**
Four-Year Average Rates

	Cohort Years Included		Entire First- Year Class	Men only	Women only	White/Non- Hispanic	Students of Color
After 1st Year	2001-2004	Retention	85.5%	89.3%	83.7%	85.4%	84.7%
After 2nd Year	2000-2003	Retention	77.9%	82.3%	75.7%	76.4%	74.7%
After 3rd Year	1999-2002	Graduated	4.1%	2.1%	5.0%	4.0%	4.9%
		Continuing	69.2%	73.5%	67.2%	69.9%	66.3%
		Persistence	73.3%	75.6%	72.3%	73.9%	71.1%
After 4th Year	1998-2001	Graduated	64.8%	67.5%	63.3%	65.8%	60.0%
		Continuing	1.7%	2.4%	1.6%	1.5%	2.8%
		Persistence	66.4%	69.9%	64.8%	67.3%	62.8%
After 5th Year	1997-2000	Graduated	70.8%	73.4%	69.4%	71.7%	66.6%
		Continuing	0.1%	0.0%	0.0%	0.0%	0.4%
		Persistence	70.9%	73.4%	69.4%	71.7%	67.0%
After 6th Year	1996-1999	Graduated	70.2%	73.6%	68.4%	71.0%	66.7%

Note: 1. Persistence is the % of students that have received degrees + the % of students still enrolled.
2. The four-year average was selected since this is the federal standard established by the I.P.E.D.S Graduation Rate Survey

Recruitment Activities and Efforts

Students

Continuing a trend in recent years, there was an increase in the number of students of color who applied and were admitted to Westmont, and who enrolled in the college for 2005-2006. As a result:

- Students of color made up a larger percentage than ever – slightly over 25% in the entering class, and slightly over 20% in the student body as a whole.
- Westmont surpassed significantly its goal three years ago (when students of color comprised less than 15% of the student body) of *increasing* the ethnic diversity of its student body by 20% (i.e., to increase students of color to 18% of the student body).

This success is due in part to a three-year grant from The James Irvine Foundation. At the conclusion this year of the grant activities, here is what the college reported to the Irvine Foundation:

We have achieved our goals in this area through a number of deliberate strategies.

- First, by creating *a full-time Assistant Director of Admissions for Diversity Recruitment*;
- Second, by *increasing the financial aid* directed toward the recruitment of students of color and those majority students who have significant potential to help us achieve our diversity goals;
- Third, by *more direct involvement with national organizations* such as Young Black Scholars and College Horizons (including hosting one of the national gatherings of College Horizons in the summer of 2005);
- Fourth, by *connecting more intentionally with ethnic churches* in the Los Angeles and Bay areas; and
- Fifth, by *strengthening the networks of support* for our students of color once they arrive on campus.

Faculty

Diversity Recruitment Specialists from each department continued meeting on a regular basis to explore ways of increasing the number of candidates of color in faculty search pools and of being a more hospitable community when these candidates are on campus for interviews. Discussions centered around language that is used and strategies that are employed with candidates of color, as well as the climate they may experience while on campus.

Faculty search committees continued to work at increasing the diversity of candidate pools and then of the diversity of candidates brought to campus. College Counsel Toya Cooper met with the committees to discuss with them the legal implications of diversity in hiring, and appropriate strategies for diversifying faculty that comport with laws that prohibit the consideration of race in employment.

Seven out of nine faculty searches during 2005-2006 brought women or ethnic minority candidates to campus for interviews. Some of these searches remained open from the year before, in an effort to find a candidate who would meet the full range of criteria for hiring and retaining faculty – including contribution to the college's diversity goals. In the end, though, none of the tenure-track positions were filled by faculty of color or by female faculty.

Staff

In response to Westmont's diversity priority, then President David Winter established in 1999 the following search guidelines for hiring staff:

One of Westmont's long-range priorities is to diversify the campus, both in terms of its programs and its people, because the mission of the college includes the preparation of students for cross-cultural work and leadership. Therefore, the ethnic and gender diversity of applicants is an important factor in selecting candidates who can help us provide an increasingly diverse educational experience for our students.

As we work together to identify and hire a greater number of applicants of color, Westmont is simultaneously committed to:

- Hiring the best candidates;
- Including ethnicity as one factor in determining which candidates are best; and
- Working harder at identifying persons of color who would be the best candidates.

As a result, hiring managers who are beginning a search for a staff member must first meet with either Provost Shirley Mullen or Vice President Chris Call to discuss what special efforts they will make to recruit a more diverse pool of applicants. Applicants are then sent a confidential card that is returned to Vice President Call indicating their gender and ethnicity, the position for which they applied, and how they learned about the opening. The 160 applicants who returned these cards during 2005-2006 indicated the following:

- Gender:
 - 48% Female (compared to 55% and 52% the two previous years)
 - 52% Male (compared to 45% and 48% the two previous years)
- Ethnicity:
 - 2% American Indian (compared to 3% each of the two previous years)
 - 7% Asian (compared to 5% each of the two previous years)
 - 5% Black (compared to 4% each of the two previous years)
 - 15% Hispanic (compared to 11% and 10% the two previous years)
 - 70% White (compared to 77% and 79% the two previous years)
- Learned about the position:
 - 24% Santa Barbara News-Press (compared to 32% and 34% the two previous years)
 - 3% Chronicle of Higher Education (compared to 3% and 4% the two previous years)
 - 34% Westmont Web Page (compared to 25% each of the two previous years)
 - 23% Internet (compared to 16% and 20% the two previous years)
 - 19% Friend or Acquaintance (compared to 11% and 10% the two previous years)
 - 4% Other (compared to 10% and 11% the two previous years)

Trustees

Since the adoption of the Long Range Plan, the trustee Membership Committee has actively sought and recruited nominees of color. As a result, four trustees of color have been added since 1997; one has subsequently left the Board. The Membership Committee continues to place a high priority on adding more trustees of color in future years and is currently considering several nominees of color.

SECTION III: PROGRAMS

New programs or initiatives during 2005-2006 included:

1. ***Racial Justice Chapel Study Series*** – Student Charlene Martinez initiated this ten-week series with the Provost and the Campus Pastor’s Office as a constructive response to diversity-related issues that strained the Westmont community the spring before. Six study groups met during fall Chapels to share observations from readings and experiences about race relations in America and how they might be a part of moving our society forward in this area. Over fifty students participated, and were led by faculty, staff and student facilitators. In general, participants felt that groups provided a meaningful and helpful venue for discussing race and racism in a relatively safe space.
2. ***Summit for Justice Retreat*** – The Intercultural Programs Office and the Office of Residence Life combined to offer a one night retreat in January with a group of students and some faculty to talk about diversity and racial justice. Scholarship support was provided for students who committed to working at the campus climate in matters of diversity. The retreat was attended by 85 student leaders and 15 faculty interested in making the campus a more truly redemptive and welcoming community for all of our students.
3. ***Residence Life Diversity Programs*** – There were an increased number of students of color among the Resident Assistants, with at least one RA of color in each residence. Each residence hall staff member was tasked to develop one diversity program for the year. Most of the programs offered to the residents focused on the celebratory aspect of diversity. These programs increased the commitment of residence life staff to promote diversity in their halls.
4. ***WCSA Representative for Diversity Initiatives*** – For the first time, the student government designated a member of the WCSA cabinet to carry special responsibility for diversity initiatives.
5. ***Liberal Arts Ambassadors*** – The Liberal Arts Ambassadors program began during 2005-2006. The program reaches out to teens from low-income families, underrepresented ethnic groups, and families who haven’t attended college. Student ambassadors from a similar background, many of them from Westmont, made presentations at schools and community events about the value of a liberal arts education.
6. ***Summer Conferences*** – Several new camps for youth – e.g., Discovery Camp, Think Camp – brought more prospective students of color to campus. For example, the new Discovery camp was sponsored by the Endowment for Youth Committee, whose clientele is 95% Hispanic; 80% fall within the category of working class poor family classification.

Also Noteworthy:

- ***Latino Leadership Summit*** – Intercultural Programs Director Elena Yee took the Latino Cultural Organization leaders to the Latino Leadership Summit at the University of Texas in Austin. It was a good opportunity to encourage these new leaders.
- ***Cele De Concert with WACC*** – A student, Nate Dreesman, from one of the Racial Justice Study groups recommended that Cele De, a Celtic music band, be brought to Westmont. Thanks in part to the support of WACC, the band performed a concert in Kerr Student Center. Up to seventy students attended throughout the evening and were exposed to a part of Irish culture.
- ***Book Group*** – Following a Chapel talk in January by Brenda Salter McNeil, Elena Yee met with a group of five students of color to read and discuss Salter McNeil's book about racial justice. The group met every Wednesday night for about an hour, which provided a good venue for discussing tough issues in a safe space.
- ***Being White Workshop*** – Doug Schaupp, the author of *Being White*, led a workshop about White culture and privilege. Campus sponsors were surprised and delighted by the number of students and faculty who attended. Schaupp's indirect approach to White privilege and racism seemed effective for Caucasians in the audience.

Ongoing Programs and Initiatives:

- ***Orientation Dessert*** – Two Parents Council members spoke to the parents in both Spanish and English.
- ***Reel Talk*** – Once again, the power of film provoked, challenged and changed perspectives as students gathered to view *Spanglish*. Afterwards, Dr. Mary Docter facilitated a good discussion about immigration and assimilation in the United States.
- ***The Intercultural Leadership Award*** – Two students – Gloria Tebelman and Jamie Gates – were granted Intercultural Leadership Awards for 2005-2006. Thanks to their efforts, stronger ties were established with WACC; chapel and the yearbook reflected the increased diversity at our campus; and students were exposed to American Indian culture through an art exhibit and workshops led by Richard Twiss.
- ***Saturday Connection Dinners*** – Three dinners were held in the fall. The turnout was great, with a more diverse group of students attending than in previous years.
- ***Student Conferences*** – Fifteen students attended the National Christian Multicultural Student Leadership Conference (NCMSLC) at Wheaton College. Five students attended the Student Congress on Racial Reconciliation (SCORR) at Biola University.
- ***Racial Justice and Equality Group (REJ)*** – Nineteen students participated in REJ during spring break. A portion of the funding for the trip was provided by WCSA.
- ***Intercultural Clubs*** – The Asian Student Association (ASA), Black Student Union (BSU), Latino Cultural Organization (LCO), and Nomads each offered a couple of activities per semester. In addition, a student started an Italian-American club during the spring. Students have responded well to the new club, which is now connected with other Italian American clubs in Santa Barbara.

SECTION IV: CLIMATE

Over the past three years, several campus wide incidents have heightened tensions around issues of diversity. But despite the painful aspects of each situation, it appears that the campus community has learned how to facilitate more productive discussion in a timely manner.

Several years ago, a poster promoting a Westmont basketball game included some racially offensive caricatures. This led the students life staff to discuss how public incidents involving diversity should be dealt with in a way that continues to honor appropriate protocols of confidentiality, but that also make clear to the public that the offense had been addressed. One result of this discussion was the creation of a Presidential task force to draft a Diversity in Community document, articulating how we expect the community to respond in constructive ways to public incidents involving community.

Two incidents during spring semester of 2005 strained campus climate and prompted passionate statements and discussions about diversity at Westmont. The first surrounded comments by the campus pastor in chapel about his neighborhood friends when he was a youth. The second resulted from a faculty personnel committee decision that was unpopular with many. It is clear that each of these incidents strained and tested the “fabric of institutional credibility” relative to diversity. Each of these incidents served to shift the burden of proof in the direction of the institution to show that it really is committed to becoming an equally welcoming and equally challenging place for all its students, faculty and staff.

Fortunately, these incidents did not result in a loss of students of color. Unfortunately, though, several students of color opted to enroll in off-campus programs for the fall of 2005 rather than return to campus.

In the spring of 2006, for the second year in a row, a student of color was elected to serve as student body president.

We are still trying to understand more fully how to coordinate student and administrative efforts on matters of diversity in a way that is most effective for transforming our institutional culture. At some points, students of color have indicated their desire to have the topic addressed more often and more directly by the President and other institutional leaders in such public forums as chapel. Other students (most often white students) have sometimes expressed that the topic is addressed too much. Our Director of Intercultural Programming believes that there may be a cultural difference in that white students seem to prefer the matter of diversity to be addressed indirectly, while students of color prefer it to be taken on “head-on.”

Representatives from the Provost, Student Life, and Admissions Offices met during the fall of 2005 to discuss how to more systematically assess attitudes held by Catholic students towards Westmont. As a result, students who self-identified themselves as Catholics were first asked to complete a survey and then invited to be part of a focus group.

One student expressed concern about Westmont's policy not to hire and tenure a full-time Roman Catholic faculty member. Five students described situations where they believe they had been falsely judged because of their Catholic faith and several had encountered students who refused to consider the possibility that a Catholic could also be a Christian. The responses to several survey items indicate Catholic students hear disrespectful statements about Catholic students and the Catholic Church made by other students, and to a lesser degree, by some faculty.

As a result of the input received through the survey and focus group, the following recommendations were made to the President by the Admissions, Student Life, and Provost's offices, and were reviewed by President's Staff:

1. Admissions: Consider a personal contact by an experienced admissions counselor with all admitted students who have self-identified as Catholic for the purpose of highlighting aspects of the Westmont experience that may pose challenging.
2. Faculty and Staff Awareness: Making all members of the Westmont community conscious of the perceptions and personal experiences of Catholic students, particularly focusing on how to demonstrate respect in the midst of difference.
3. Churches: Invite priests from the local Catholic churches to the church-fair held every fall so that new Catholic students can become familiar with these church options.
4. Student Awareness: Students are the cause of many of the negative experiences reported by the Catholic students. Just as the Westmont community has sought ways to openly discuss problems with racial reconciliation, we need to find ways to address the difficulties encountered by many Catholic students at Westmont.
5. Consider ways of connecting newly enrolled Catholic students with the student group, One-in-Christ. This will need to be done carefully without violating new students' privacy rights.

SECTION V: ASSESSMENT

Progress toward becoming a truly intercultural community is not a neat or linear process. As is true in other areas of change, becoming a more diverse community is threatening to some people just as it is exhilarating to others. Heightened reactions to diversity concerns seem to arise when this progress is seen by some as interfering with traditions (e.g., of humor) or is competing for time and resources with other programming priorities.

It is also increasingly clear how diversity concerns intertwine in crucial ways with other campus discourses, such as faculty hiring and tenure decisions and chapel programming. Mediating these discussions in ways that are not merely re-active in any direction requires great wisdom, sensitivity and perseverance.

Strategies must be developed and employed to make sure all voices are heard, and that when there are disagreements among competing voices, the dignity of all is protected and a process is employed to move beyond deadlock; thus, the importance of the work of the Diversity in Community Task Force.

We are pleased that issues of diversity now appear to be very naturally incorporated in residence programming, orientation programming, ethnic student clubs, and student activities council. The Intercultural Programs Office (ICP) no longer needs to take the lead in promoting diversity-related programs. Other department and groups are now providing leadership in this regard, which allows ICP to come alongside and partner with others.

On the one hand, many of ICP's educational programs during 2005-2006 were well attended – e.g., the White Culture Workshop, and the Reel Talk film discussion of *Spanglish*. On the other hand, only 5 out of 70 award recipients attended the Cultural Diversity Award Dessert.

The Intercultural Leadership Program, by which we had anticipated recruiting student leaders to support diversity efforts, had not been as successful up to this point as we had thought. Nevertheless, over 70 students requested information and applications for the 2006-2007 awards. The coordinator of the award has speculated that this may be a result of the fall semester's Racial Justice Study Groups.

In assessing our progress, it is worth noting that both in the area of grade point averages and persistence rates, our students of color are achieving at very similar rates to the majority population. While we would not want to claim major trends based on relatively small samples and for a very short period, we are encouraged by these tangible measures. Assessment data also revealed:

1. Increased discussion of diversity issues as reflected on the senior survey, where seniors are asked to identify areas in which their Westmont education has changed them.

2. Greater identification and publication of courses that give explicit attention to matters of diversity in class. (In a number of cases, the transformation of classes has been the direct result of an Irvine curriculum grant.)
3. Greater numbers of students graduating with some level of competency in foreign languages as a result of changes in the general education requirement in language.
4. Greater numbers of students and faculty participating in genuinely intercultural off-campus programs (especially the new Westmont-in-Mexico program).
5. Greater emphasis in the chapel context on concerns of diversity (though this is also an area where there is still much opportunity for doing more). One of the most encouraging aspects of this situation is the student pressure for greater emphasis on diversity programming, coming from both students of color and majority students.
6. Much greater visibility on campus of the discussion of diversity concerns, in part, and regrettably, as a result of certain incidents on campus that become controversial along diversity lines.

In assessing efforts to diversify the faculty, Provost Mullen identified a few questions that emerged with great clarity over the course of last year:

1. In general, what would count as “success” in our hiring in the area of diversity?
2. When we speak of “diversity” what are we willing to see changed in our community? What are the limits beyond which change is viewed to be a compromising of mission?
3. How do we think that concerns of diversity should enter into the discussion of candidates? Is it a factor that operates when “all else is equal.” That is, does diversity enter only when there is a “tie” in other qualifications? Or does diversity enter into the process as one of the “goods” that is to be weighed along with other “goods” in determining the extent to which a candidate is qualified for a position on the Westmont faculty? And if the latter is true, how much should the “good” of diversity weight relative to other “goods?”
4. What about the range of “diversities” that inevitably enter into this discussion? For example, how do we weigh the value of diversity from an international context over against diversity within the U.S. experience? And would a candidate from say, Zimbabwe or South Africa, who was white “count” as much as a candidate from these countries who was black? And what about curricular diversity as opposed to diversity of ethnicity? What are the relative merits of a majority candidate who teaches say, African or Asian history, relative to an Asian candidate who studies Shakespeare?” And does it matter whether a candidate of color is committed to being an activist on matters of diversity?

Progress was made this year in identifying the data that will be used in future years to assess the college’s success in achieving the diversity standard for student learning:

- A. First-Year Student Survey (CIRP items from HERI)
 - 1. Socialized with some of another racial/ethnic group (during the past year).
 - 2. Racial discrimination is no longer a major problem in America (personal belief).
 - 3. Helping to promote racial understanding (as a personal value).
 - 4. Improving my understanding of other countries and cultures (as a personal value).
 - 5. Socialized with someone of another racial/ethnic group (expect to during college).
 - 6. Participate in a study abroad program (expect to during college).

- B. Senior Survey (CSS items from HERI)
 - 1. Taken an ethnic studies course (since entering college).
 - 2. Attended a racial/cultural awareness workshop (since entering college).
 - 3. Had a roommate of a different race/ethnicity (since entering college).
 - 4. Participated in an ethnic/racial student organization (since entering college).
 - 5. Socialized with someone of another racial/ethnic group (during the past year).
 - 6. Knowledge of people from different races/cultures (compared to when you started college).
 - 7. Ability to get along with people of different races/cultures (compared to when you started college).
 - 8. Helping to promote racial understanding (as a personal value).
 - 9. Racial discrimination is no longer a major problem in America (personal belief).

- C. Faculty Survey (Faculty Survey from HERI)
 - 1. Taught an ethnic studies course (in the past two years).
 - 2. Enhance student's knowledge and appreciation for other racial/ethnic groups (as an educational goal for students).
 - 3. To recruit more minority students (degree to which it is an institutional value).
 - 4. To create a diverse multi-cultural campus environment (degree to which it is an institutional value).
 - 5. Racial and ethnic diversity should be more strongly reflected in the curriculum (institutional priority).
 - 6. The institution should hire more faculty of color (institutional priority).
 - 7. There is a lot of campus racial conflict here (institutional descriptor).
 - 8. Faculty of color are treated fairly here (institutional descriptor).
 - 9. Readings on racial and ethnic issues (incorporated into courses).
 - 10. Promoting diversity leads to the admission of too many underprepared students (personal belief).
 - 11. A racially/ethnically diverse student body enhances the educational experience of all students (personal belief).
 - 12. Helping to promote racial understanding (personal value).

- D. National Survey of Student Engagement
 - 1. Had serious conversations with students of a different race or ethnicity than your own (during the current school year).
 - 2. Understanding people of different racial and ethnic background (extent college has contributed to your).
 - 3. Encourage contact among students from different economic, social, and racial or ethnic background (extent college has emphasized).

Finally, the faculty provided the following summary to the Western Association and Colleges and Universities (WASC) of the extent to which there is evidence of success in achieving the college's program standard on diversity. (*Note: underlining indicates where links to additional information is available on the web at http://www.westmont.edu/_academics/pages/portfolio/pages/educational_effectiveness/ee_III_ge.html.*)

Selected Evidence of Fulfillment

Self-reflection; Formulation of knowledge; Cross-cultural communication skills: Off-Campus Programs reports that students participating in the Westmont-in-Mexico semester in 2004 and 2005 made noteworthy shifts in all three of these components, as measured by the Intercultural Development Inventory. See also related exhibit, below.

Discussion and analysis of issues: Essential Christianity vs. cultural peculiarities: Both majority and non-majority students have helped to create and/or participated in a growing number of intercultural groups on campus, including the Asian Student Association, Black Student Union, Latino Cultural Organization, Nomads, Italian Americans, and Hawaii Club. Each group plans multiple annual events, with attendance reaching a high of thirty for individual gatherings.

Essential Christianity vs. cultural peculiarities: Majority students wishing to expand their peers' understanding and experience of Christian worship, and African-American music in particular, created in 2002-03 a Gospel Choir. The choir has performed regularly on and off-campus since then, and reached at one point a membership of over one hundred majority and non-majority students.

Self-reflection; Discussion and analysis of issues; Formulation of knowledge: The Student Life Office, in conjunction with the Provost's office, sponsored a series of Supper Club discussions during the 2004-05 academic year, bringing together "pro-diversity" and "skeptical-of-diversity" groups of students from a wide range of ethnicities. In addition to the intentionally small number of students who participated directly in the Supper Club itself, approximately 75 students attended a public report on the impact of the program. A presentation on the Supper Club program was made to the regional WASC conference in April 2005.

Discussion and analysis of issues: A minimum of 290 students participated in six residence hall programs funded through the Intercultural Office during the 2005-06 year. Each Residence Hall sponsored an event ranging from viewing and discussing the film *Crash*, to celebrating aspects of particular ethnic cultures, including food, art, and dance. The primarily informal evidence gathered indicates that students discussed a range of diversity-related issues, including racial identity and involuntary and voluntary racism.

Self-reflection; Discussion and analysis of issues; Formulation of knowledge: In addition to nineteen faculty and staff, seventy-nine students participated in the February 2006 Summit for Justice jointly sponsored by Residence Life and the Intercultural Programs office. Students reported a heightened awareness of the impact that race and class have on one's opportunities and on one's world views. 66% of the students stated that their "perspectives on race, power,

and privilege changed” during the weekend (36% agree, 30% strongly agree). Some participants commented in the retreat evaluation that the small groups did not address the concept of white privilege. The Intercultural Programs Office responded to this feedback by sponsoring a white privilege workshop the following month. This session was attended by fifty-five students and eight faculty and staff.

Cross-cultural communication skills: On the HERI Student Survey (2002) Westmont seniors reported socializing frequently with different ethnic groups at a rate of 57.6%, as opposed to 46.8% at all private four-year colleges. 35.7% of Westmont students reported attending a racial/cultural workshop, as opposed to 25.5% at all private four-year colleges. ([A more extended discussion of survey and interview evidence pertinent to the Diversity standard may be accessed here.](#)) Granted that at least four of this standard’s seven components are linked to the development of certain attitudes and dispositions, as much or more as behavioral outcomes, testimonial evidence related to this standard may be of particular value.

Departmental Projects or Goals Relevant to One or More Components of this Standard

Self-reflection; Formulation of knowledge; Cross-cultural communication skills: Students participating in one of the College’s newest Off-Campus Programs, Westmont in Mexico, provide program evaluations that speak eloquently to each of these components (Reflections on Westmont in Mexico, Irvine Grant Report, June 2005).

Discussion and analysis of issues: The Sociology-Anthropology has begun to analyze senior seminar papers for evidence of multiple outcomes, including conceptual skills relevant to this component, for example intellectual habits of examining issues through the lenses of class, gender, and ethnicity.

Self-reflection; Process of making choices; discussion and analysis of issues: The History department has collected essays from HIS 10 reflecting students’ skills in these areas, and is in the process of analyzing this material. The History department has also collected student analyses of primary source documents, with particular reference to gender, social class, ethnicity, and culture (*Formulation of knowledge*).

Cross-cultural communication skills: The Department of Education’s Evaluations from Master Teachers and First-Year-Graduate Employers include evidence relevant to the ability of student teachers and graduates to teach English Learners. Several other Teaching Performance Expectations on the same surveys provide indirect evidence of graduates’ ability to communicate effectively in cross-cultural settings.

Self-reflection; Discussion and analysis of issues: Portfolios completed by students in the Liberal Studies Major (pre-elementary education) include artifacts and/or short essays demonstrating students’ ability to reflect on issues of cultural diversity.

Self-reflection; Discussion and analysis of issues; Formulation of knowledge: The Urban Program (a component of Off-Campus Programs, with three permanent full-time faculty) has collected student portfolios that demonstrate students’ achievement of multiple components of the Diversity Standard during their semester of study and work in San Francisco. Note also that the Urban Program is highlighted in William Kratt’s dissertation, *Diversity in Evangelical*

Higher Education (Claremont Graduate School, 2004) as one particularly positive and promising aspect of Westmont’s program with respect to diversity.

Additional Information on Diversity-related Institutional Inputs

(1) The College’s ability to foster *the understanding and skills to engage people unlike themselves* has been significantly enhanced in recent years by our success in attracting and retaining higher percentages of non-majority students. Over the ten year period from 1995 to 2005, the total percentage of students of color enrolled nearly tripled, from 7.8% to 21.6. The percentage in each of four categories of students of color more than doubled over the same period.

<u>Ethnicity</u>	<u>Fall 1995</u>	<u>Fall 2000</u>	<u>Fall 2005</u>
Asian/Pacific Islander	3.5	3.8	7.8
Black Non-Hispanic	1.0	1.0	2.1
Hispanic	2.6	8.1	10.1
Native American	0.7	1.5	1.6

Of the twenty-seven private colleges in California participating in the James Irvine Foundation Campus Diversity Initiative, Westmont was 6th in the percentage change of first-year under-represented minority (URM) students, 2000 to 2004 (this, even without factoring in the continued high growth of first-year students of color, 2004-05). Over the same period, Westmont was 2nd of the 27 institutions with respect to positive percentage change in URM students who were Pell Grant recipients.

Finally, and equally encouraging, as the College indicated in its Final Report to the James Irvine Foundation on the Campus Diversity Initiative, retention, graduation rates, and average GPAs for students of color are in most cases equal or nearly equal to those in the white non-Hispanic category.

(2) With respect to curricular inputs, the GE Committee since at least 2004 has made available to students at the time of registration a list of courses identified as including substantial content relevant to diversity. This list suggests both the availability of experiences leading to outcomes specified in the College’s Diversity standard and the College’s commitment to helping students take full advantage of the experiences available. (It also provides one additional example, at the institutional level, of how curriculum has been aligned with a set of articulated purposes.)

(3) The College recently developed the Liberal Arts Ambassadors Program through the Gaede Institute for the Liberal Arts. Non-majority students at the College have been equipped to reach out to non-majority students in local high schools, enhancing the Westmont students’ own understanding of the College’s educational philosophy and at the same time helping to improve access to Westmont and other liberal arts colleges for future non-majority students.

Reflection, including Actions Taken or Under Consideration

The College continues to focus attention on providing additional inputs in this area (especially more faculty and administrators of color). In the meantime, available evidence related to articulated outcomes suggests that Westmont students are in fact gaining *the understanding and skills to engage people unlike themselves*. One component of the standard which survey evidence had consistently flagged in the past—*Foreign language*—has been addressed as part of the revised GE program. Unlike the previous set of requirements, the new core includes a requirement of one additional foreign language course for every student not demonstrating advanced proficiency or evidence of a primary language other than English. As noted above, at least four of the seven components of this standard pertain in large part to attitudes. At such point as the College should decide to revise the six standards, it may be valuable to include increased attention to more measurable outcomes pertinent to diversity.

APPENDIX I

Activities sponsored by, co-sponsored or supported by Intercultural Programs for 2005-06 (59 events, 28 directly organized by ICP = 47%)

Fall Semester 2005

August

- Intercultural Programs dessert for first year and transfer students and families
- Black Student Union (BSU) Kick-off event for new students

September

- One day retreat for Intercultural Leadership Awardees
- Racial Justice Chapel Study Series (started in Sept and ended in Dec; once/week)
- Asian Student Association (ASA) Kick-off dessert for all students
- Latino Cultural Organization (LCO) Kick-off dessert for new students at the Hoeckleys
- Saturday Connection dinner at the Pattersons
- LCO Kick-Off at Muddy Waters for all students
- A visit to the Native American Art Exhibit opening at the Jewish Cultural Center
- Attended the Latino Leadership Summit in Austin, TX with two LCO leaders.

October

- International dinner sponsored by Ocean View Apartments
- Nomads dessert at the Gaedes
- Westmont-in-the-Arts (WIA) - Eddie Palmieri & the Latin Jazz Ensemble at Campbell Hall, UCSB
- ASA Boba Tea Study Break
- Saturday Connection dinner at Dr. Steve Cook's
- LCO Chips & Salsa Study Break
- Hear Jonathan Kozol, author and speaker about diversity and education, at Victoria Theater
- Cultural Diversity Awardees dessert at Elena's
- LCO Day of the Dead celebration at Natural History Muesum
- Watch and discuss "A Long Night's Journey" (South Africa and Apartheid) at Victoria Theater

November

- WIA – Archbishop Desmond Tutu at the Arlington
- Watch and discuss the film "Crash" with Racial Justice Chapel Study Group
- Attended the annual National Christian Multicultural Student Leaders Conference (NCMSLC) at Wheaton (17 students – more than we have ever had in the past four years).
- Ha'waii club visit to Evergreen Church in Los Angeles
- Nomads sushi night at Dr. Helen Rhee's
- Saturday Connection dinner at Dorothy Palmquist's
- American Indian Harvest dinner at UCSB
- Japanese Culture Night sponsored by Emerson Hall

December

- Watch and discuss the film “The Rosa Parks Story” at the Riviera
- LCO holiday party
- Watch and discuss the film “Smoke Signals” in Armington

Spring Semester 2006

January

- Opening of the Global Photography exhibit sponsored by Van Kampen Hall
- A showing and discussion of the film “Crash” sponsored by Page Hall
- Q&A with chapel speaker Brenda Salter-McNeil
- Students of Color meeting with Brenda Salter-McNeil
- Irvine Diversity Artists Opening and Reception in Reynolds Hall
- BSU BBQ at Armington
- Racial Equality and Justice Group (REJ) Info meeting
- Reel Talk “Spanglish” with Dr. Mary Docter
- Native American speaker and pastor, Richard Twiss, for various events
- WIA – Wu Man at Campbell Hall, UCSB
- IC leaders one day retreat

February

- Summit for Justice retreat weekend sponsored by Residence Life and ICP in Malibu
- REJ weekly meetings (thru April)
- Racial Justice Study Group Members in chapel
- Attended the annual Student Congress on Racial Reconciliation (SCORR) at Biola
- Cele De Celtic Band concert sponsored by WACC and ICP.
- ASA annual dinner at Bethany Church

March

- “Arabian Nights” dinner and culture night sponsored by Armington Hall
- Book and Prayer group using Brenda Salter-McNeil’s book (thru April)
- BSU film showing and discussion of “Malcolm X” at Dr. Omedi Ochieng’s
- WIA – Alvin Ailey at the Arlington
- White Culture workshop by Doug Schaupp
- REJ annual service project in Jackson, MS with the John Perkins Foundation

April

- WIA – Lady Smith Mambazo and South African dinner at UCSB
- New Student Leaders Kick-Off
- Attend Lila Downs performance at UCSB
- Unity Racial Reconciliation event for jr. high and high school students organized by student Pablo Otaola and friends.