DIVERSITY – CURRENT CONTRIBUTIONS

1. Career and Life Planning
   • Our focus on diversity centers on the make-up of human persons and the wide variety of differences possible. Though we apply this primarily to the workplace and occupational "fit," it has profound implications for all aspects of human interaction and relationship (e.g., parent/child, teacher/student, roommate, dating, marriage, and leadership roles). The areas we particularly look at are:
     1. Personality – using the Myers-Briggs
     2. Motivation and Interest (using the Strong Interest Inventory and the Self-Directed Search) – what is the "fuel" that causes people to do what they do
     3. Skills – what are the unique "tools" a person brings
     4. Work-Related Values – what is important to an individual in the work they do
   Our goals are to: (1) emphasize the importance of recognizing and affirming human differences for effective functioning in the world, (2) to encourage each student's self-acceptance of individual characteristics, and to (3) encourage the understanding and acceptance of others with differing characteristics.
   • We have materials that focus particularly on underrepresented students, informing them about both educational and occupational opportunities. Some of these are sent to them through the inside mail, and others are available to access in our area.

2. Student Life – General
   • David Hernandez attends Potter's Clay each year. (Marcy O'Hara went 4 years ago.)

3. First-Year Programs
   • Participate and help sponsor Multi-cultural lunch during orientation.
   • Community Care (service-learning) day during orientation
   • Include Multi-cultural director in as many parts of orientation as possible
   • Keep issues of gender, social class, ethnicity and culture in mind when choosing summer readings for incoming students.
   • First-year women's bible study, "women in the Bible."

4. Residence Life
   • Resident assistants visit Museum of Tolerance as part of training.
   • Diversity training in RA training/class – Color of Fear. Understanding the Westmont experience through different lenses.
   • Potter's Clay debrief
   • Music of faith from around the world program
• Living with roommates/suitemates from diverse backgrounds

DIVERSITY – POSSIBLE NEW APPROACHES

1. Career and Life Planning
   • Bring the expertise mentioned in point #1 to more places within the college such as WCSA leadership, Potters Clay leadership, England and Europe semester students (before they go), etc.
   • Have seminars/workshops/panels that focus on the unique needs of underrepresented students, perhaps using alums or community resources.
   • Dana to see if book exists that examines cultural determinates for specific cultures (Dana has some evidence of this, i.e. U.S. more extroverted).
   • Challenges to women as they examine the role of work.

2. Leadership and Character Development
   • Dedicate a section of the Intro. To Leadership course to Diversity Awareness. Show the video, "The Color of Fear II." Then, follow it up with a discussion and a reflection paper. Acquisition of the video would be required.
   • Dedicate another section of the Intro. To Leadership course to appropriate ways to make ethical decisions as a leader in the midst of ethical quandaries. No additional funding would be required.
   • Offer a workshop in small group dynamics, focusing on concepts such as boundaries, gender differences, and personality differences in order to encourage a better interpersonal understanding and to promote effective and appropriate communication styles. No additional funding would be required.

3. Student Life – General
   • Promoting an International Awareness them house in campus housing.
   • Evaluate the “Culture Week” idea that Jovanni and others initiated. Sodexo-Marriott will sponsor special meals.
   • Increase attendance at Potter’s Clay and Spring Break in the City by Student Life Directors.
   • Provide institutional support for Women’s Issues group.
   • Include diversity issues as part of pre-semester institutional training for faculty, staff, and student leaders.
   • Resume summer travel trips for faculty/staff (similar to Cuernavaca program).
   • Helping students share experiences when they return to campus.
   • Get to the bottom of Tower X.
   • Have discussion related to women as professionals and homemakers at the same time.
   • Urban House visit with first year students.
   • Retreat for faculty/staff/students during the year.
• All Student Life staff individually to encourage underrepresented students they meet to consider leadership roles.

4. First-year Programs
• Have more than one choice available for summer reading for new students to provide more diversity of ideas, etc.
• Have same-sex discussion time during orientation to address issues or transition for each gender.
• Include "Diversity" (in the broad sense of the word) skit during orientation.
• "Gender and Grace" Mayterm.
• Do a literature review to see if there is information on possible differences for advising male and female students, and differences between race.
• Target first generation college students.

5. Residence Life
• More residence hall programs that go beyond awareness raising. (What does it mean to be white?)
• Theme housing around diversity connected to a seminar course
• Specialty housing in Santa Barbara (Milpas area)
• Urban program debrief/assimilation program

6. Multicultural Programs Office
• Serve the personal, social, academic, and Christian needs of the variety of students who fall under the multicultural umbrella. This involves creating a welcoming, supportive, and safe environment for students to share, individually and collectively, personal experiences and campus issues.
• Create awareness among majority students of their historical and contemporary relationship to racial and ethnic groups. This can be achieved in a number of ways: through courses and other campus forums.
• Increase unity among the diversity at Westmont. In other words, find ways of bringing people together to discuss issues and share experiences.

WRITTEN AND ORAL COMMUNICATION – CURRENT CONTRIBUTIONS

1. Career and Life Planning
• Our promotion of the importance of resumes and cover letters, our workshops, and our personal critiquing for improvements; in some cases, encouraging them to go to the Writer's Corner, if significant re-working is needed.
• Our emphasis on the importance of the employment interview and being properly prepared for it, of being able to articulately present oneself to an employer; our workshops in which students are placed into dyads and practice interviewing.
• Our collaboration with the English Department in making resume and cover letter presentations to Composition classes that require them as part of the writing
assignments. Providing an overview of our resources for the Comp classes that requires writing careers.

2. **Student Life – General**
   - Student life staff participate as judges in “Open for Debate” program

3. **First-year Programs**
   - Share written O-team applications with each other for review and feedback.
   - Require written applications for all orientation positions.
   - O-team members present in various formal and informal situations during orientation. Provide more feedback and take time to listen through before presenting.
   - Students write certain sections of the student handbook.

4. **Residence Life**
   - Increase importance of written RA application in the screening process. Give feedback to applicants on style, grammar, and content.
   - Forums for discussion of ideas
   - Roommate check-up (first years)
   - Requiring written apologies in some discipline cases
   - Behind closed doors/listening skills, workshop/confrontation training
   - RA class – written autobiography and position papers
   - Roommate "negotiation" and reconciliation
   - Feedback to staff members regarding their communication style in the staff

**WRITTEN AND ORAL COMMUNICATION – POSSIBLE NEW APPROACHES**

1. **Career and Life Planning**
   - Requiring each student to have a resume that has been approved by our department before graduation.
   - Employing video into the practice for interviewing so that students can actually see how they come across.

2. **Leadership and Character Development**
   - In addition to the written and oral course requirements through the leadership class, a competitive based leadership and character development presentation (written and oral) could be required to make application for specific scholarships. These awards would be offered to Juniors for their Senior year) as opposed to High School seniors for their Freshman year), and would require an integration of what the individual students had learned through their particular emphasis/major in relation to the development of their character, and subsequently their ability to lead. I believe the existing scholarship monies would be sufficient to fund this effort.
3. Student Life – General
   • Increase standards for acceptable parking permit applications and appeals.

4. First-year Programs
   • Videotape various student presentations during orientation to provide future feedback.
   • Find more deliberate ways to market writer's corner to first-year students.
   • Expand training for oral skills with small group leaders.

5. Residence Life
   • Require each RA applicant to complete the Interview Techniques workshop offered by Career and Life Planning.
   • Roommate negotiation workshop at the beginning of the year
   • Build in feedback for RA candidates in the selection process
   • Ask students to develop a resume for leadership positions

6. Multicultural Programs
   • Make the public face of the Multicultural Programs Office more visible and familiar by getting students involved.
   • Work-study students
   • Lots of advertising through posters and flyers.
   • Meet with RD's and RA's
   • Networking with other programs

CHRISTIAN ORIENTATION – CURRENT CONTRIBUTIONS

1. Career and Life Planning
   • Our mission statement incorporates the sense of our accountability to God for our gifts, and the importance of discovering who we are and living out our uniqueness for God's glory.
   • Programming that includes: a biblical perspective on work, what it means to be a Christian in the workplace, God's leading in individual career paths, discerning the will of God, etc.
   • Class chapels (ex. Will of God)
   • Inclusion of biblical perspectives on work and vocation in the IS80 Career Planning class.
   • Career counseling process usually includes consideration of spiritual issues and integration of biblical principles.

2. First-year Programs
   (Example: Page Hall offers a program where staff and faculty answer the question Why I get up in the Morning?)
• Community Care Day during orientations – perhaps have the Student Life directors join.
• Book Group time during orientation
• Mentoring students
• Women in the Bible

3. **Residence Life**
• Page Hall offers a program where staff and faculty answer the question *Why get up in the Morning?*
• Programs of Spiritual disciplines
• Section Bible studies
• Informal mentoring
• Church car

**CHRISTIAN ORIENTATION – POSSIBLE NEW APPROACHES**

1. **Career and Life Planning**
• More of a focus on addressing our understanding of the will go God, e.g., invite M. Blaine Smith (author of *Knowing God's Will*) to campus for chapel and evening meetings.
• Collaborate with chaplain to more systematically and intentionally include programming that touch on all aspects of vocation.
• Meet with RD's in September to talk about connecting Career and Life planning with Residence Life.
• Collaborate with chaplain to do chapel series on "Will of God."

2. **Leadership and Character Development**
• Target faculty members who are currently engaging with students and initiate a retreat for these folks in the Fall term so that they, as a corporate group, might be nourished and invested in.
• In the Spring term, host an on-campus conference on the need and nature of Spiritual Formation for the Westmont College community. The lecturers would be the same person or people that we invite in the Fall semester to speak at our Faculty retreat. The target audience would be the student population but would be substantive enough to attract faculty and staff as well. The cost would be subsidized for students, by offering it to the general public for a greater fee. Potential invitees as speakers for both events could include James Houston, Dallas Willard, Emile Griffin, Glandian Carnie, James Bryan Smith, Eugene Peterson, Brennan Manning, etc.
• As follow-up to the Fall retreat, we would ask the faculty in attendance to target one small group of 4-6 students each to actively mentor. These students who would be invited to be a part of such groups would be expected to participate in, promote, and attend the Spring event. Such ongoing relationships would promote
a communal approach to our faith building as well as a common language (because of the content covered in both events) through which to dialogue. A significant budget would be required to coordinate these potentially annual events.

3. Student Life – General
   • Student Life Directors will each invite one student to participate in a weekend Habitat for Humanity project.
   • Associate Dean of Students to participate in small group with some student athletes.
   • Promote summer internship opportunities that place students in settings where they experience social justice issues.
   • Arrange for students to attend weekend-guided retreat.
   • Students could be asked to submit and discuss written reflections on their decision to violate standards related to integrity.
   • Developing strategies to prepare students to contribute to local church.
   • Encourage annual writing of life purpose statement.
   • Institute a mentoring program.

4. First-year Programs
   • OFFER TRANSPORTATION TO LOCAL CHURCHES!
   • Create discipline educational modules rather than fines.
   • First-year Experience Course to focus on Christian Worldview and mission of Westmont.

5. Residence Life
   • Church car for Sophomores – more structured way of connection rides with people who need them
   • Hall service projects
   • More programming related to this area (i.e. "understanding your spiritual gifts")

6. Multicultural Programs
   • Construct a convincing argument that clearly addresses the issues of diversity from a Christian perspective.
   • Serve the needs of students and the Westmont community in accordance with a Christian vision.

CRITICAL INTERDISCIPLINARY THINKING – CURRENT CONTRIBUTIONS

1. Student Life – General
   • The student representative on the Budget Committee participates in discussions involving societal trends, demographics, economic forecasting, and particular problem solving related to Westmont's budget plan.
2. **First-year Programs**
   - Conversations with O-team about "What is Westmont students?" What are goals of orientation?" etc.
   - Book group discussion during orientation.

3. **Residence Life**
   - RA Class

**CRITICAL INTERDISCIPLINARY THINKING – POSSIBLE NEW APPROACHES**

1. **Student Life – General**
   - Involve a group of pre-med students in the team approach along with the Counseling Center, Health Center, local dieticians, and Kinesiology to develop strategies for responding to eating issues on campus.

2. **Leadership and Character Development**
   - Put together a committee of faculty across multiple disciplines who already demonstrate a desire to engage students personally. Then, at bi-weekly hosted (by Leadership/Character Development) luncheons in the dining commons, charge them with the sole goal of discussing what could be done on Westmont's campus to better encourage traditional and not-traditional student leadership, through their particular disciplines.
   - Target a second committee of students who are designated by the above mentioned faculty, across multiple disciplines, to be part of a bi-weekly luncheon of their own, to discuss what does it look like to lead in the context of their disciplines. The only cost of these events would be to pay for the lunches that were not already covered through meal plans. Further, both on-going events could ultimately inform each other as well as promote a communal approach to our faith building as well as a common language (because of the content covered in both events) through which to dialogue. A significant budget would be required to coordinate these potentially annual events.

3. **First-year Programs**
   - Create "learn to discern" program in residence halls to look at aspects of popular culture (film, music, etc.)
   - First-year Experience course
   - Encourage/mentor a small group of sophomores across disciplines to meet and discuss what they are learning. Perhaps encourage attending cross-discipline events.
   - Summer/Mayterm reading groups with students.
4. **Residence Life**
   - Educational programming that includes, but moves beyond development issues. Examples:
     1. "Alcohol through the eyes of a chemist: A dispassionate view of Alcohol."
     2. "Give Good Reasons why the Church should not Promote Abstinence from Alcohol...and Five good Reasons why it should."
     3. Homosexuality through the Eyes of...Scientists/Sociologists/Theologian/Parent/Friend
   - Leadership for Life
   - Scholar in Residence Program
   - Current issues from the news...perspectives from different disciplines.

4. **Multicultural Office**
   - Continue to encourage the many departments on campus that are consciously and actively involved in advancing multicultural education.
   - Keep pace with new ideas and perspectives in academia, especially issues regarding multi-racial identity, globalization, and whiteness.
   - Bring innovative thinkers in these areas to campus.

**ACTIVE SOCIETAL AND INTELLECTUAL ENGAGEMENT – CURRENT CONTRIBUTIONS**

1. **Career and Life Planning**
   - Keeping students aware (through our workshops, materials available in our office, articles in the Horizon, etc) of the changing nature of the workplace, trends in occupations, salary profiles, societal attitudes toward work, etc.
   - Educating staff and faculty, especially through e-mails of articles, of the above.
   - Presenting biblical perspectives on work and vocation in a variety of ways (see Christian Orientation).
   - Presenting models (through panels of alumni and friends of the college, individual career-path profiles, etc.) of engaging the world through work.
   - Presenting different perspectives on work and vocation.
   - Encouraging internship experiences where students can gain first-hand knowledge of the world of work as well as the great variety of individuals (culturally, spiritually, and ethically) that they work with.
   - Educate students on the nature of work and the workplace through the IS80 Career and Life Planning class.

2. **Student Life – General**
   - Student Life got approval through the budget process to contract with USA TODAY to provide four newspapers at no charge to our students.
• Counseling center offers weekend "pre-engagement" retreat for committed couples.

3. First-year Programs
• Group and communication training with all OVOLS.
• Participation in Potter's Clay offered plenty of opportunities for these discussions.
• Try to involve students in my "world" outside of Westmont.

4. Residence Life
• RA Class – understanding community and leadership
• Section ministry opportunities
• Sanctions that are educational in nature

ACTIVE SOCIETAL AND INTELLECTUAL ENGAGEMENT – POSSIBLE NEW APPROACHES

1. Career and Life Planning
• Collaborate with the Internship Director and Provost's Office to encourage and develop service-learning options within our curriculum.

2. Leadership and Character Development
• Leadership/Character Development could sponsor and host weekly "Coffee Talks" at some "Common Grounds" space on campus, inviting all students for a directed and interactive discussion on the events of our times and how our faith might inform these circumstances. A minimal budget would be required to serve refreshments at such events.

3. Student Life – General
• Work with chaplain, political science department, and provost office to heighten awareness of national elections this fall.
• Help students understand and debrief aspects of missions work.
• Current Events Bowl Competition between halls.

4. First-year Programs
(Example: Page or Clark could sponsor a debriefing session for those students returning from Potter's Clay).
• Encourage first-years who need to make up chapel hours to attend Transition House when I am working so I can debrief with them (perhaps include my hours and phone number on referral sheet given from chaplain's office)
• Be more intentional in including issues of "reduce, reuse, recycle" in orientation (i.e. provide recycle bags for each person in rooms, do skit during large meeting time, provide framework for Christian obligation, etc.)
• Push service learning and perhaps seek partnerships with faculty
• Social justice chapel lead by students.

5. Residence Life
• Page or Clark could sponsor a debriefing session for those students returning from Potter's Clay.
• Intentional use of readership program
• Specialty off-campus housing (see Diversity)
• Urban program re-entry
• Develop hall community partnerships

6. Multicultural Programs Office
• Have public forums, film presentations, and discussions. This is the most effective way to reach a large number of people in an intellectual setting.
• Reach out to the larger Santa Barbara community in an educational setting. Encourage students to get involved in off-campus organizations. There's no better antidote to ethnocentrism than interacting with real people in the world.

TECHNOLOGY – CURRENT CONTRIBUTIONS

1. Career and Life Planning
• Strongly encourage and teach students on use of the Internet for career exploration, job search, graduate and professional school search, etc.
• Two computers (one added this summer) outside our office, dedicated to the above purposes.
• Internet web site that includes links to other valuable on-line resources.
• Placing of all full time jobs on line through Job Direct.
• Development of Westmont Connection which provides on-line links between students, and alums and friends of the college.
• Workshop on "Using the Internet for Career Planning."

2. Student Life – General
• Student Life received funding through the budget process to connect computer data lines to Ocean View.

3. Residence Life
• Provide internet access in halls
• Some educational/intervention related to misuse and abuse

TECHNOLOGY – POSSIBLE NEW APPROACHES

1. Career and Life Planning
• Placing all part-time jobs on-line.
2. **Leadership and Character Development**
   - Set aside a section of the *Intro to Leadership* course to discuss and critically evaluate the nature, proper and improper use, and the effect that technology, specifically entertainment media and the internet, has on the individuals who use it.
   - Perhaps host campus-wide forums on similar topics.

3. **Student Life – General**
   - Student Life could expand intervention and educational programming related to pornography on the internet.
   - Arrange for someone like Chris Mundell to do an evening computer workshop for interested students.
   - Decide if we need to change connections in triple rooms so every student has their own unique connection to system.
   - Increase readership "on-line" of Intercom.

4. **First-year Programs**
   - Have email be presented as primary way of communication with students and make it so.
   - Provide Computer skills training session during orientation for those who do not know how to use email or the web.
   - Get web page up for First-year programs
   - Possibly have advising questions answered via the web
   - Integrate discussion of pornography on the web and chat rooms into orientation

5. **Residence Life**
   - Third data port for tripled rooms
   - Offer workshops on using the internet for research/job search
   - Program on ethical issues and the net (MP3, Movie downloading, plagiarism, etc.)
   - Build new residence hall with an eye toward possible future uses of technology
   - Program: "Is Technology Good?"
   - Tech assistants

6. **Multicultural Programs Office**
   - Update the webpage ????