



Actions Toward a More Inclusive CSB/SJU 2017-2019

COLLEGE OF
Saint Benedict  Saint John's
UNIVERSITY

President Hinton framed our campuses' commitment to creating a more inclusive CSB/SJU during her remarks at the All-Community Forum in August 2016.

Built on our history and mission of dwelling in community, our goal is to create an ecosystem that encourages, supports and builds inclusion at the College of Saint Benedict and Saint John's University.

Inclusion efforts are designed to support our community and ensure it thrives along multiple dimensions: economic, racial and ethnic, geographic, religious, ability, sexual orientation and gender identity, and perspective and thought. As Benedictine institutions we commit to all having a voice in our community; therefore, it is essential that we think about the variety of people we serve and what they contribute to, and expect from, our community.

The work of inclusion requires a number of partners and points of influence. The expectation is that everyone on our campuses sees themselves as part of the work of creating the inclusion ecosystem.

1. Curriculum and co-curriculum: What do we need to focus on in the curriculum and co-curriculum in order to ensure our community is culturally competent, and reflects inclusive excellence? How do we ensure our pedagogical practices are inclusive and engaging?
2. Professional development: How do we, as a professional community, share the responsibilities and the joy of being an inclusive community? What activities, programming and expectations support collaboration and enable all members of our professional community to share their questions, concerns, and skills in order to create and model an inclusive community? How do we structure employee recruitment, retention and professional development so that all faculty and staff share the work of, and reap the benefits from, creating an inclusive community?
3. Local and regional community: How do we build community beyond our campus to ensure that the local environment around CSB/SJU supports inclusion? This means partnering with Saint Benedict's Monastery, Saint John's Abbey and key local leaders to 1) engage a conversation about inclusion; 2) articulate how CSB/SJU can support and benefit from inclusion activity in the community; and 3) create an environment for students, faculty and staff to be active and engaged

community members. As rural institutions, the demands and engagement with local partners are enhanced and complex. It is imperative that we engage our entire local and regional community in a sustained conversation about inclusion in order to achieve our goal.

4. Policies, programs and practices: How do we ensure that our policies, programs and practices create equity and support high impact educational experiences for all? How do we involve multiple voices in a comprehensive inclusion audit to determine where we support and obstruct inclusion and to remove barriers?

Work toward the inclusion ecosystem is happening in a variety of areas and taking a variety of paths. This report is designed, and regularly updated, to provide more transparency about campus goals related to inclusion and progress toward those goals. It summarizes some of the recent actions the College of Saint Benedict and Saint John's University have taken toward becoming more inclusive campuses.

This report talks about actions in the following areas:

- Student recruitment and retention
- Attention to inclusion within campus offices
- Selected campus programming toward inclusion
- Academic requirements related to inclusion
- Policies and practices related to inclusion
- Professional development of faculty and staff to lead in a diverse environment
- Faculty and staff research
- Recruitment of a more diverse faculty and staff



Student Recruitment and Retention

Strategic Partnerships

CSB/SJU aim to recruit and retain a population of students that are reflective of the world. Many strategic enrollment partnerships have continued for many years. For example, partnerships in The Bahamas and China have resulted in many generations of international students thriving on our campus. Our work across the U.S. is equally important.

In addition, the enrollment management team has recently been shepherding the following additional partnerships and programs focusing on recruiting American students of color:

- College Possible – We have worked with College Possible over the past five years to have 1-3 campus based coaches each year. The campus-based College Possible program serves low income students and uses a near-peer coaching experience to support students toward earning their college degrees. Coaches ensure students register for classes each semester and renew

their financial aid each year, coach students in how to talk with their professors and academic advisors, and connect students with other campus experiences like Experience and Professional Development (XPD).

The College Possible coaches initially served only participants in the organization's flagship highschool program, but expanded to serve any low income students at CSB/SJU. Nearly 200 CSB and SJU students were served by campus-based College Possible coaches in spring 2019.

- Cristo Rey National University Partner Program – There are 35 Cristo Rey High Schools across 22 states, the largest network of high schools in the country that exclusively serve low-income students. Cristo Rey High Schools serve a high percentage of American students of color and draw from a richly diverse geographical area due to their national scope.
- YES Prep Impact Scholars Program – We have been an Impact Partner with YES Prep since 2012. They have 18 schools in operation, serving over 13,000 students throughout Houston, TX.



grant from the Medtronic Foundation. It became a joint position with Saint John's University in August of 2017. The College Navigator was charged with supporting the transition of first-generation college students at CSB/SJU from the admission process throughout their time at CSB/SJU, with an emphasis on the first year. To accomplish this work, the College Navigator conducted a campus survey and focus groups of first-generation students in spring 2017 to evaluate this population's unique needs and characteristics. This information was then compiled into a report for use by administrators. Moving forward the work focused on first-generation student support will occur at an institutional and director level through the Student Engagement and Success Director position beginning in summer of 2019.

During the past two and a half years, the College Navigator set various initiatives in motion regarding first-generation students at CSB/SJU including the following:

- Uplift Education Partner – Uplift is the largest public charter school network in North Texas and has grown to a network serving over 18,000 scholars in pre-K through 12th grade on 20 campuses across the Dallas/Fort Worth metroplex. Each school provides free, college-preparatory education in a community that has limited high quality public education options. The goal is to completely close the achievement gap between students, regardless of their ethnic or socio-economic backgrounds, while ensuring that 100% of the students graduate and enroll in college.
- EMERGE Partner – Located in Houston, TX and serving Houston Public Schools, EMERGE helps first-generation and low-income students attend and graduate from the nation's top colleges and universities.
- College Match Partner (Los Angeles) – This program mentors and supports talented students from low-income families to get into and graduate from the nation's top colleges and universities. They provide us with their entire roster of rising seniors each year.
- Founded and advised the First-Generation Organization, a student led organization focused on supporting students through community building, knowledge of resources, and development of college-related skills.
- Collected information on faculty and staff at CSB/SJU who were first-generation college students. This information led to an awareness campaign through stickers and postings outside of faculty and staff offices to denote who was also a first-generation student. This initiative was meant to create a greater sense of community and comfort for current first-generation Bennies and Johnnies when they engage with faculty and staff members.
- Published a webpage on the CSB/SJU website specifically geared to first-generation students including information on resources, financial support, support for families, first-gen faculty and staff, and more.
- Coordinated the 2018 National First-Generation Celebration at CSB/SJU to build awareness and pride surrounding the first-generation student population.
- Planned and facilitated an End of the Year Banquet for first-generation students of all years to celebrate their accomplishments of the year.

College Navigator/First-Generation Student Support Specialist

The College Navigator position began at the College of Saint Benedict in January of 2017 through a generous

- Presented about the CSB/SJU first-generation population at Thursday Forum, First Year Seminar Faculty Training, Culinary Services staff training, Orientation Leader Training and Library staff learning meeting; and consulted on departmental review for the education and communication departments about how they can better serve first-generation college students.

Advocates for Inclusive Mentoring (AIM)

Advocates for Inclusive Mentoring is a mentorship program for Bennies from backgrounds historically underrepresented at CSB. The program is advised by a board made up of faculty, staff and students, and its goals are to help eliminate any retention gap between underrepresented Bennies and majority students; increase underrepresented students' self-confidence in leadership, academics, professional and personal skills; and help develop self-agency and identity among underrepresented students.

AIM mentors and mentees are Bennies that come from historically underrepresented backgrounds. Mentors are motivated upperclass women who have demonstrated leadership on campus and expressed a desire to work with their Bennie sisters. Mentees are first-year-students-to-juniors who have demonstrated an interest in improving and gaining new skills from older Bennies. All are dedicated Bennies who benefit from having a positive peer mentor relationship during their journey at CSB. The AIM program hosts monthly seminars on campus to continue developing identity, leadership, and self-awareness. Along with the monthly seminars, the program coordinates activities for mentors and mentees to enjoy a variety of activities both on and off campus.

Intercultural and International Student Services (IISS)

Since 2017, IISS has primarily focused on creating programming that encourages students, staff, and faculty across campus to become more culturally agile and build relationships of belonging to our CSBSJU campus. To help international students learn more about MN culture, IISS also organizes trips off campus to St. Cloud, neighboring cities, and the Twin Cities with planned agendas. Not only does this office provide outreach and programming but they provide frontline advocacy and support for underrepresented students.

In 2018, a full-time Diversity & Inclusion Program Coordinator was added to IISS with assistance from

the Medtronic Foundation. This position supports both CSB and SJU students through campus-wide programming and events. Part of this position also advises cultural clubs and participates in planning committees for fall orientation, MLK week programming, and search committees.

The programming offered by IISS is robust, and recent programs are detailed below, under **Selected Campus Programming Toward Inclusion**.

Attention to Inclusion within Campus Offices

In the past two years, a growing number of campus offices have set goals and changed practices to be more inclusive. Representative actions are highlighted below.

In fall 2019, **Counseling Services** hired a CSB Counselor whose emphasis is outreach and consultation with historically underrepresented women. In the last three years, the office has received continuing education focused on diversity, inclusion, and cultural agility. And, in 2017-2018, the staff participated in a common read of *Waking Up White (And Finding Myself in the Story of Race)*, including monthly readings and group discussion.

Student Accessibility Services (SAS) collaborates with CSB/SJU entities to provide community-wide access for persons with disabilities. More than 370 students at the College of Saint Benedict/Saint John's University are registered with SAS. These individuals have a variety of needs, for which traditional learning environments pose barriers. Students registered with SAS may have learning disabilities, mental health conditions, visual impairments, hearing impairments, mobility impairments and/or chronic diseases. SAS provides reasonable accommodations and auxiliary aids on a case-by-case basis; which include some of the following: exam accommodations, note-taking assistance, accessible print materials, housing accommodations, dining accommodations and other accommodations unique to individual needs and circumstances. The office provides quiz and exam proctoring for students and over each of the last two years has proctored more than 1000 exams.

In addition to serving students, SAS frequently collaborates with on-campus departments to promote inclusive teaching practices and service models, including: Admissions, Counseling and Health

Promotion, Instructional Technology, IT Services, Academic Departments, Department Chairs, Writing Center Staff, CSB/SJU Libraries, Orientation Leader Training, RA Fair, Fall into Your Future, FYS and First-Year Faculty Training, Athletics, Institutional Advancement, the School of Theology and Experience and Professional Development (XPD).

CSB Campus Recreation partnered with IISS to assist with recruiting diverse students for student employment positions. Approximately 30% of student staff (including desk attendants, officials, and group exercise instructors) are students of color. The goal is 50%. Student staff in campus recreation also receive diversity and inclusion training each fall.

CSB Campus Recreation has partnered with student clubs/organizations to diversify group exercise class offerings, including Caribbean Cardio class, Bahamian Zumba, and Black Student Association-themed classes (a hip-hop cardio dance class). In addition, Friday night open gym encourages students of color to participate and create their own games and activities within the evening. As a result of these efforts, overall participation in programs and utilization of facility by students of color has increased.

CSB/SJU Student Activities is committed to deliberate and ongoing efforts to exhibit concern for every person. To this end, they work to:

- challenge assumptions and biases implicit in traditional definitions of race, religion and gender remain receptive to new ideas, programs and initiatives and to collaboration with various campus partners
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- welcome healthy tension that addresses differences honestly while fostering an emphasis on using

respectful language and listening without interrupting hire employees that model our commitment to these goals

Student Activities employees are expected to attend annually at least one institutionally or departmentally sponsored event designed to address diversity issues, to document attendance at events addressing diversity issues by completing a form, and to complete assessments on the Harvard Implicit Bias site. Student employee job applicants must answer questions that are specific and detailed regarding inclusion.

The Joint Events Council is purposeful in bringing activities that showcase diverse and underrepresented performers so that all students may see themselves as represented and welcome on our campuses. A list of selected events and programming is included below.

In addition, all Student Activities programming is designed to be accessible. For example:

- All JEC movies include closed captioning.
- All event advertisements include the following statement: “All JEC Events are open to every student. If you have a disability and may need accommodations to fully participate, please contact jointevents@csbsju.edu.” Fees are waived to events in a quick and confidential manner for self-identifying low-income students.
- JEC programming is alcohol-free to avoid programming that separates under-class from upper-class students.
- CSB senior events changed their names to be more inclusive: Mother Daughter Lunch became Bennie Brunch and Father Daughter Dance became Bennie Ball.



CSB Residential Life & Housing made a concerted effort in 2018-2019 to host numerous community building events within the first-year residence halls during the first 6 weeks of each semester, as students are acclimating or reacclimating to life on campus/in the residence halls. These events are open to all students, and are typically centered on the floor community, including group dinners, study sessions, floor lounge decorating, service activities, art projects, and outdoor events.

Specific events focused on inclusion in the campus residence halls and apartments are included in the list of selected campus programming below. In addition to the events listed below, CSB Residential Life has partnered with CAFÉ Initiative (Health Promotion) to host student-led workshops that discuss intimacy and healthy relationships in inclusive and culturally-sensitive ways. Piloted in the first-year residence halls in spring 2018, CAFÉ came back to host their workshops in fall 2018, and expanded to host workshops in the upper-class residence halls in spring 2019.

Finally, residential area bulletin boards have featured topics related to diversity and inclusion, including celebrations of Hispanic Heritage Month, Black History Month and Women's History Month, and have explored culturally-inclusive communities and eliminating/building awareness of microaggressions.

In the last several years, Residential Life has devoted considerable time during fall training of student resident assistants and community advisors to address issues of equity and inclusion and build competence in these areas. For the last two years, training sessions have included time with Brandyn Woodard, Director of IISS, (both alone and in conjunction with IISS student employee training), as well as Residential Life staff-specific sessions regarding first-generation college students, students of color, and gender identity.

In addition to these population-based sessions, Residential Life staff have been working on an on-going basis to develop overall community building skills in our student leaders. These skills include basic and advanced conversation and listening skills, perspective taking, mediation practice, and group dynamics—all of which impact inclusion in our residence halls and apartments, and on campus as a whole.

Training on the topics of inclusion, equity and diversity happens before the semester starts and into the fall. In the summer of 2018, RAs and CAs were asked to complete online training sessions through a Canvas course before arriving on campus for fall training. One module of that training is entitled "Privilege & Oppression," and includes a TED Talk with discussion/reflection questions, an overview of *What If I Say the Wrong Thing* by Verna Myers, and 2 more articles. This is intended to "prime the pump" for further exploration during face-to-face training. A similar module will be presented during 2019 training, where the overall theme will be the sacredness and importance of sharing stories.

Since fall 2017, Residential Life has hosted monthly in-service training sessions for student staff. Topics that have been covered during these sessions include cultural appropriation (October 2017, 2018), implicit bias training in advance of student staff selection (January 2019), and the celebration of Martin Luther King on campus (January 2019).

CSB Campus Ministry continues to grow their programs toward serving all students regardless of faith as they develop in their own faith journeys. A particular success over the last two years has been the growth in the Latinx ministries better serving a growing number of Latinx students. CSB has continued to develop student leadership in Latinx Ministry, and has become a resource for other colleges and universities in the US.



The programs listed below are examples of inclusive outreach in Campus Ministry:

Faith Communities

- Interdenominational Women's Bible Study
- Busy woman's Retreats that are interdenominational
- Pastor Jennie Thul (ELCA Pastor from Resurrection Lutheran Church, St. Joseph, MN)
 - o Week of Christian Unity-Prayer Squares with students in Gorecki
 - o Bread and Night Blessing in first-year and sophomore dorms
- Week of Christian Unity co-sponsor with Magis – joint ecumenical event
- Authenticity Retreat
- Presentation by S. Judy Kramer on Ministry at the Border-Ascension House, El Paso, TX
 - o Follow up: Collection for Ascension House
 - o Shoe and Jean Clothing Drive



Interdepartmental Programming

- IISS and CSB Campus Ministers pair together for activity to Triad Squads activity
- S. Sharon presented Orientation workshop with "Spiritual and Religious" and cultural differences
- Joint Orientation Inservice with IISS and CSB Campus Ministers In-service on Diversity and Inclusive Community

Latinx Ministry

- Mass in Spanish once a month on CSB campus
- Presentation by 3 Latinx Campus Ministers during Hispanic Heritage Month: "The Young Latinx Church"
- Presentation Panel at the El Futuro Is Here Conference at Dominican University Chicago:

"Developing Latinx Ministry on Campus" (3 Latinx Campus Ministers and S. Sharon)

- Growing participation on campus for Latinx cultural celebrations
 - o Dias De Los Muertos
 - o Posadas
 - o Las Mañanitas and Mass for Our Lady of Guadalupe
 - o Quinceañera Mass
- Co-sponsored events with academic departments and clubs on campus, including the Hispanic Studies Department, Latino/Latin American Studies Department, ELAC and Spanish Club
- Co-sponsored week of events leading up to the Canonization of St. Oscar Romero
 - o Viewing and discussion of movie: Oscar Romero
 - o Theology on Tap with Shawn Colberg: What Makes a Saint? Oscar Romero a Martyr for the people!
 - o Display at Sacred Heart Chapel and Alcuin Library on Oscar Romero
 - o Collections at Sunday 6pm Campus Ministry Masses for Ascension House in El Paso, TX

Spirituality and Social Justice:

- ServOps: monthly service days working alongside at-risk populations in need of societal inclusion
- J-Walking: bi-monthly service trips to the OIF Dream Center, engaging in relational ministry with men who are ex-convicts and in recovery from addictions in their attempt to re-enter/reengage society
- Syrian Refugee Crisis Reflection Walk (as a part of MLK Week)
- Bennie Boutique: annual event designed in part to promote "inclusive shopping" whereby ALL Bennies are able to "refresh" their wardrobe for no cost
- Hunger & Homelessness Awareness Week
- Sex Trafficking Awareness Week
- Community Kitchen
- "Not Me!" Self Defense Training
- TX Border Crisis Fundraiser – Shoe & Jean Drive
- Crisis Fundraiser – Shoe & Jean Drive

In addition, CSB Campus Ministry has intentionally attended to ecumenism and religious diversity, with a Sunday Protestant Service led by Professor Anna Mercedes once a month, a Muslim Prayer Room added 2017-18, and a 2018 Sunday Mass with music led by the Gospel Choir from St. Peter Claver Church in St. Paul.

And, Alternative Break Experiences through CSB Campus Ministry include co-leader training sessions focused on enhancing cultural awareness. Training addresses:

- Students' own culture as well as those different from their own
- Inherent biases
- Addressing cultural prejudices
- Promoting human dignity; and
- Our responsibility to listen and learn from others.

The Koch Chair in Catholic Thought and Culture is intended to assist the campus community in deepening their understanding of the rich Catholic intellectual and cultural tradition, by placing the Catholic intellectual tradition in dialogue with other academic disciplines. Events organized through the Koch Chair over the past three years have also been related to inclusion. Topics have included:

- Reimagining Decolonial Futures (Teresa Delgado, 2018)
- The Challenge of Martin Luther King's Vision to the Faith Community (Bryan Massingale, 2018)
- DACA and immigration conversations (Spring 2018)
- The Arts, Empathy and Racial Justice (Christopher Pramuk, 2017)
- Body, Race and Being (Shawn Copeland, 2016)

The Jay Phillips Center for Interfaith Learning

sponsors a host of interfaith activities, with the goal of promoting dialogue, understanding, friendship and civic engagement across lines of difference. Recent events have included:

- Interfaith Coexistence (Eric Calderwood, 2019)
- Cultivating Community: Insights from Muslim and Christian Practices (Spring 2019)
- Cultivating Compassion: Insights from Buddhist and Benedictine Practices (Spring 2019)
- Exile, Memory, and Welcoming the Stranger (Fall 2018)

Over the last two years, the **CSB/SJU Libraries** have created displays highlighting inclusion topics, including:



- **Becoming Community book display:** Through a partnership between the CSB/SJU libraries and the Becoming Community team, a book display was created on diversity and inclusion which was available at the Clemens and the Alcuin libraries. These displays featured book recommendations from CSB/SJU faculty and staff. They were asked to recommend books on issues of diversity, inclusion, social justice, culture, and/or identity.
- **LGBTQI+ Community Members at CSB/SJU:** HR Faculty-Staff Training Sessions on LGBTQI+ Community Members at CSB/SJU put together a list of resources—videos and books—that promote understanding. The Inclusivity Display included the list of resources and books/videos that we had available. Both Clemens and Alcuin created displays.
- **Native American authors book display:** Book displays for Native American Heritage Month at CSB/SJU Libraries for the month of November (included about a dozen Native American authors).
- **Judaism book display:** Included cultural items, along with a focus on Torah, Tanakh, Siddur, Kabbalah, Kaddish, and Hanukkah.
- **Drawing Diversity - Different Voices in Graphic Novels:** Critical Race Theory encourages us to value storytelling as a way in which people from diverse backgrounds can communicate based on their own experiences. Some authors and artists have turned to graphic novels to share stories that the dominant culture does not often encounter. Graphic novels contain words and images that complement each other to tell a story in ways not possible using only text. They are multi-modal books that literally require reading between the lines. Readers are expected to infer meaning from a combination of text, image, lines and even empty space. These graphic novels from the collections of Alcuin Library (SJU) and Clemens Library (CSB)

demonstrate the expressive range authors and artists have deployed in drawing diversity.

- “JUSTICE!” wall mural: Hung in Clemens Library through Spring 2019. During the spring 2018 semester, students enrolled in LLAS 270: Readings in Latino/Latin American Studies attended a series of immigrant-led panels focused on economic and civil rights. The students read and reflected about the concept of justice as defined by a variety of texts and traditions, from Catholic social doctrine to social philosophy to the neo-Zapatista project in Mexico. Students then took up the challenge of imagining justice as an image. Two teams of students created two initial designs, which they presented to the CSB/SJU campus communities for feedback. Based on responses from some 400 people, the students decided to combine elements of both designs into one. The result: a 5’x15’ mural, which uses the Fibonacci sequence to construct the visual metaphor of the spiral (justice envisioned as a circle opening outward), enlivened by the companion figures of the snail and the speech volute. This is an image of the often slow and overlooked movement toward justice through communication and the opening of circles of recognition, respect, and concern.
- Mola Art Exhibit at Clemens Library: Molas are decorative cloth panels created by the San Las Cuna Indians who live in an independent state on a narrow strip of land along the eastern coast of Panama. Exhibit included 12 pieces of original Mola artwork along with a display case which included books and articles regarding the history and meaning of mola artwork.
- Extending the Link portrait exhibit in Dietrich Reinhart Learning Commons: A gallery of portraits of the refugees interviewed in Germany and here at St. Joseph for the 12th annual ETL Documentary “*Bayt Jadeed: Seeking Home*,” which focused on Germany’s efforts to settle over one million forced migrants.
- Greencard Voices: Displayed in Alcuin Library in April 2018 and March of 2019. Green Card Voices is a touring photo exhibit regarding “Immigrants Telling Their Life Stories” which is part of their mission to share immigrant stories with as many people possible. The exhibit featuring 20 Twin Cities’ immigrants has traveled to over 35 locations throughout Minnesota and has since evolved to meet high demand.
- Hmong Artist SeeXeng Lee’s artwork on display: Artwork on loan from HAIS (Hmong American Involving Student). SeeXeng Lee is a Hmong Artist who journeyed from the land of the Mekong to Minnesota in 1984. This piece of artwork was given as a gift to the HAIS Board of 2018-2019. He wanted to thank them for inviting him to the CSB/SJU campus. HAIS reached out to us and asked if the CSB/SJU Libraries would exhibit this artwork on behalf of HAIS and its board members because it was important to them, and as the club president mentioned to me, “it means a lot to the Hmong students here at CSB/SJU and the HAIS club and board.”
- Black Male Writers for our Time: New York Times Style Magazine did an article on 32 American men, and their peers, who are producing literature that is essential to how we understand our country and its place in the world right now. The CSB/SJU Libraries had most of the listed authors on hand and we created a book display in Alcuin Library for Spring 2019.
- Latin American Cinema: Movie display in the Dietrich Reinhart Learning Commons in Fall 2018, which highlighted the collection of Latin American themed movies at CSB/SJU Libraries.
- Institute for Women’s Leadership in the library: Included a “book reveal” every month at Clemens Library, with a suggested reading from the IWL to the students. Hot chocolate/apple cider was served during each book reveal to encourage students to come in and see what book the IWL is recommending to the students.
- Becoming Community - Black History Month Book List: A visual book project. As a collaboration between Becoming Community and the CSB/SJU Libraries, we invited participants in a Black History Month visual book project. We were struck by how different the stacks of books were (one from an instructor in English and the other in Psychology). This made us wonder what might be included in book stacks across disciplines among faculty, staff, students, and monastics here at CSB/SJU. Participants simply snapped a photo of their book stack for Black History Month. Then, they uploaded the photo and their name on a provided link. We then created a photo display to encourage reading and to spur dialogue on inclusion.



The **CSB Alumnae Relations** office has built a goal in their strategic plan to develop and implement an Alumnae Relations element for the Inclusion Ecosystem to guide community thinking. Listed below are select examples:

- Requesting that Brandyn Woodard or an expert in working with underrepresented individuals provide training to CSB IA staff on how to be inclusive in their work.
- Partnering with XPD to find opportunities for underrepresented alums to assist underrepresented students for career preparation.
- Working with the Advocates for Inclusive Mentoring to find opportunities for underrepresented alumnae to assist underrepresented students.
- Exploring connections between alumnae relations and the Becoming Community Mellon Grant work to leverage potential opportunities to serve underrepresented alumnae.
- Alums of Color Survey – CSB Alumnae Relations, SJU Alumni Relations and IISS sent out a survey to alums of color. We are in the process of planning Listening Sessions in the Twin Cities and in St. Cloud. We are also in the process of analyzing the survey data. We hope that will inform how we plan alum events to be more inclusive of our alums of color.
- Reaching Back, Moving Forward – We have been involved with the planning of this event. We have invited alums to come back.
- Multicultural Graduation – Anne Sumangil spoke at this event in 2019 on behalf of the alumnae and alumni offices. We were also a part of the planning process for the 2018 Multicultural Graduation. Historically, we have had an alumnae relations office representative at the, previously, separate events (International Student Graduation, Intercultural Club Graduation and Lavender Graduation)
- Festival of Cultures – The Alumnae Office has partnered with SJU Alumni Relations to have a table at this event. We promote this event to our alumnae base. We also hosted a pre-event alum reception in November 2016.
- IISS Events – The Alumnae Relations office promotes selected IISS events and includes information about programming in the Bennie Blast Newsletter.
- LGBTQ+ and Allies Networking Reception – We invited alums to attend this event on November 30, 2017.
- International Alum Dinner – We will be hosting this first-ever event on June 20, 2019 and inviting back alums from graduation years ending in 4 and 9.

CSB Institutional Advancement is also working to develop a department-wide diversity plan.

Selected Campus Programing Toward Inclusion

Below is a sampling of recent campus programming toward inclusion.

Fall 2017

- Henna Night – Residential Life
- Long Weekend Alternate Programming (Healthy Meal Prep, Bullet Journaling, Movies) – Residential Life
- Community Banner Creation – Residential Life
- Game of Life Simulation – Residential Life
- The Black-Jews Dialogues
- Comedian Jose Barrientos – Joint Events Council
- Caribbean Social – Archipelago Association
- We’ve Only Just Begun: Students’ Experiences During the 1970s
- Mid-Autumn Festival – CCCCC
- Why Don’t Get They Me: Language Barriers
- Taste of Latin America – ELAC
- Overcoming Racism Conference by the Facilitating Racial Equity Collaborative
- Reaching Back, Moving Forward
- Documentary Film Screening and student panel discussion: HAFU: The Mixed-Race Experience in Japan
- Festival of Cultures
- Hmong New Year – HAIS
- Thanksgiving Programming:
 - o Potluck
 - o Mall of America Trip
 - o Movie Night

Spring 2018

- Identity Exploration Workshop – Residential Life
- Identity Quilt – Residential Life
- Building Community After College – Residential Life
- Women in the Workplace Workshop & Discussion – Residential Life
- MLK Week Events:
 - o SCSU MLK Breakfast
 - o Community Conversations with Presidents Hinton and Hemesath
 - o Keynote Address by Fr. Bryan Massingale
 - o S.T.D. “Redeeming the Soul of America: The Challenge of the King’s Vision to the Faith Community”
 - o Poverty Stimulation

- o Spoken Word Poet Ashley Haze - Joint Events Council
- o Theology on Tap with Dr. Laura Taylor and Dr. Chris Conway
- Diversity Job and Internship Fair at SCSU – 1/25
- Power in Diversity Conference: “Raising Voices. Lifting Leaders” at SCSU
- Cultural Club Expo
- How to Adult: Professional Attire
- Sexual Assault: From #Me Too to CSB/SJU - United Politics (The mission of the United Politics Club, formed in 2017-2018, is to offer a forum for students to discuss political ideas and current events. This club is nonpartisan and policy oriented to combat political divisions.)
- Comedian Kiran Doel – Joint Events Council
- Klan-Destine Relationships with Daryl Davis
- Pride Bingo – PriSM
- The Second Amendment: Rights & Responsibilities – United Politics
- Asian New Year – Asia Club & CCCCC
- Colorism in our Communities
- Putting Black Lives Onstage: a conversation with Lou Bellamy
- House of Haiku – Spoken Word Poets – Joint Events Council
- Spring Break Programming:
 - o Prince’s Paisley Park
 - o Buffalo Wild Wings
- Drag Show – PRiSM & Joint Events Council
- Spoken Word Poet Kyla Lacey – Joint Events Council
- Introvert Activism through Craftivism
- The Future of Race Relations in America – United Politics
- Singer Javier Colon – Joint Events Council
- Annual Caribbean Gala – Archipelago Association
- HAIS Gender Retreat
- The More Different the Hair, the More We Care
- Becoming an Ally
- Running Man – KACC
- Dismantling Toxic Masculinities by Paul Kivel
- MN Culture
- Umoja Night – African Student Association
- Speaker Eddie Moore – IISS & Joint Events Council
- The N-Word: Is there a message in the madness? By Dr. Eddie Moore, Jr.
- Can America Still Agree – United Politics
- Black Panther Movie Showing – IISS & Joint Events Council
- Multicultural Graduation

- Water Week Events:
 - Water Walk
 - What's Going on in Flint Michigan?
 - Mexica Dance Workshop
- Building Bridges Instead of Walls – Eric Diggans
- Speaker Eric Deggans – IISS & Joint Events Council
- Water in Politics -- United Politics
- Quinceañera – ELAC
- Pines Concert featuring Lupe Fiasco – Joint Events Council

Fall 2018

- Food From Home Potluck – Residential Life
- Finance & Feminism – Residential Life
- How To Sushi – Residential Life
- Bennies for Change – Residential Life
- Mindful Meditation – Residential Life
- Mayhem Poets – Joint Events Council
- Fete – Archipelago Association
- How to Build Campus Activism with Jouapag Lee
- Alphabet Soup: The Difference in DEI
- Mid-Autumn Festival – CCCCC
- Mapping Out Your Identities
- Coco Movie Showing – ELAC & Joint Events Council
- Trip to Albertville
- Who Am I? Who am I in Relation to Others?
- Resilience Mapping by Dr. Saby Labor
- Intervention vs. Isolation: The role of the US – United Politics
- Deconstructing Whiteness? with Curtis Linton
- Restorative Practices
- Beyond Diversity 101 with Anne Phibbs
- Trip to Mall of America
- Election Forum – United Politics, College Dems & College Reps
- BBQQueer – PRiSM
- Haunted House – Asia Club & Joint Events Council
- FOC After Party Dance – Joint Events Council & KACC
- C.A.R.E Workshop with Debra Leigh
- Hmong New Year – HAIS
- Spoken Word Poet Ebony Stewart – Joint Events Council
- Urban Vs. Rural: Upbringing and Ideology – United Politics
- Winter Break Programming

Spring 2019

- Reflect & Respect – Residential Life
- Identi-Tree Art Project – Residential Life

- Tie Dye-Versity – Residential Life
- Bring Your Own Mug Discussion Groups – Residential Life – biweekly, fall 2018 and spring
- MLK Week Programming:
 - JEC Presents: Spoken Word Poet Carlos Andres Gomez
 - NAACP Freedom Fund Banquet
 - Dr. Martin Luther King Jr. Breakfast & Day of Service
 - MLK Week Convocation - Rev. Dr. Traci West
 - CSB Campus Ministry presents “Syrian Refugee Reflection Journey”
 - MLK Week Teach-Ins
 - “Outlier: The Story of Katherine Johnson” in collaboration with the Mathematics Department
 - Climate Justice for the Beloved Community
 - Reflection Action Dialogue - “Drowning Voices: Can You Hear Me?”
 - JEC Presents: Saturday Church
- Border Security: Is “The Wall” the Way? – United Politics
- On Year After Parkland: Are Student Safer? – United Politics
- Asian New Year - Asia Club & CCCCC
- Students of Color Abroad
- IISS Presents:
 - Awakening
 - Awake
 - Woke
- Blackkkklansman & Discussion
- The Death Penalty – United Politics
- Running Man – KACC
- Drag Show – PRiSM
- Annual Caribbean Gala – Archipelago Association
- HAIS Gender Retreat
- Monifa Night – African Student Association
- Politics of Gender in 2019 with Liam Lair
- Authentic Dialogue with Anne Phibbs
- Cultural Food Bingo – Joint Events Council
- Male Identity Development with Keary Saffold
- Quinceañera – ELAC
- 9th Annual Diversity Conference
- Coming together to Advocate for Women's Leadership – United Politics (In collaboration with the Institute of Women Leadership & Men's Development Institute)
- Gender Neutral Bathrooms – United Politics & PRiSM
- Multicultural Graduation



Academic Program and Requirements Related to Inclusion

First-Year Experience

In 2015, CSB/SJU began working to develop a comprehensive First-Year Experience (FYX), using the framework of the John N. Gardner Institute for Excellence in Undergraduate Education. The FYX is not just a program or a set of programs, but the “environment that encompasses all the students’ experiences and relationships with the institutions from the time of their deposit until they return for their sophomore year.” In 2018-2019, the first year of FYX implementation, the FYX Implementation Task Force established learning goals and focused on three areas: Orientation, the College Success Course, and Faculty Development.

The College Success Course, first piloted in fall 2018, is designed to help first-year students make a successful transition to CSB/SJU. The course aims to help students find sense of belonging, engage in and out of the classroom, understand academic expectations, and clarify purpose, meaning and direction. In fall 2018, there were thirteen sections of the College Success Course, taught by faculty and staff, and 211 students who completed the course. The same syllabus was used across all sections, including the same readings, assignments, and daily

activities. Each course met once a week for a 55-minute class period, and each class was assigned one or two Peer Mentors, students who were sophomores, juniors or seniors.

The feedback collected from instructors, students, and Peer Mentors, as well from surveys and student assignments, demonstrated that the College Success Course was a worthwhile experience. The feedback led to heavy revisions for the second pilot in fall 2019, including new readings, rewritten lesson plans, new assignments, and more guidance around the Peer Mentor position. Five of the project’s 15 sections in fall 2109 will be a “pilot within a pilot” and based upon the recommendation of the Advising and Mentoring Committee, will include primary academic advising responsibilities for the instructor. It is expected that the College Success Course will be part of the general education requirements beginning in Fall 2020, which means that all entering first-year students will take the class in their entering semester.

Integrations Curriculum

The CSB/SJU faculty approved the new Integrations Curriculum to begin in fall 2020 for the Class of 2024. The Integrations Curriculum is a faculty-designed, innovative, and holistic model of general education that integrates every aspect of students’ learning, empowering them to synthesize their coursework across disciplines and apply it beyond the classroom.

The Integrations Curriculum includes two sequential courses on Culture & Social Difference that examine the ways in which gender, race, and ethnicity structure and impact our lives and how these differences are made to matter in society. Identity, the first course, is taken during students first year. Students will learn why none of these categories, in isolation, is sufficient to conceptualize either individual or social identity. They will learn to think critically about their own gendered, racial, and ethnic identities as well as identify the social and cultural factors that shape and contribute to each.

The second Cultural and Social Difference Course is Systems, which students will take after they’ve completed the Identity course. In the second course, students will demonstrate an understanding of how constructions of race, gender, and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures, and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice in regard to access and participation in communal life.

Policies and Practices Related to Inclusion

The [Human Rights Policy](#) for CSB and SJU was most recently revised in consultation with legal counsel and approved by the Board of Trustees in May 2015. It is slated to undergo review in summer 2019, with discussions underway about the important responsibilities of the Human Rights Officer in supporting all students.

CSB Residential Life & Housing have worked to be more inclusive in their practices. This is an area that was identified as a priority and an opportunity for continued growth after the department's recent program review. Some of these changes include:

- Changing student staff contracts to allow for greater flexibility in travel for international and out-of-state staff members;
- Developing new guidelines for student staff hiring, designed to make the application and interview process more accessible and less pressure-packed for all CSB students who may be interested in applying for the RA/CA position. This includes spreading the interview process over several days in order to better serve students who may have other commitments (including on- or off-campus work), providing interview questions ahead of time, and hosting informational meetings, as well as interview and application prep workshops;
- Collaborating with Student Development partners to collect information from students remaining on campus for breaks regarding food security, and assisting in providing food, utensils, and other supplies for students in need.
- Incorporating a search advocate into professional staff hiring (residence directors and area coordinators). This resulted in revamped job descriptions and produced a search matrix that clarified expectations of search committees.

And, as a key policy-making body for the College of Saint Benedict, the **CSB Cabinet** completed the Intercultural Development Inventory in summer 2018 and set individual and cabinet goals related to intercultural development. The results of the IDI, and the subsequent intercultural development activities engaged by CSB Cabinet members, continue to inform decision- and policy-making.

For example, the CSB and SJU Cabinets believe that creating a community is the responsibility of all on campus and reflected this commitment by including this responsibility within performance reviews for faculty and staff.

Administrators at CSB and SJU have also been involved in inclusion activities within the regional community. In 2019, President Mary Hinton co-chaired the Dr. Martin Luther King, Jr. Breakfast and Day of Service, which drew around 800 attendees to the River's Edge Convention Center to honor the legacy of Martin Luther King, Jr.

Vice President Mary Geller is Vice-Chair of Create CommUNITY, a community leadership team that addresses racial and other human rights issues in Central Minnesota. CSB is a regular sponsor of Create CommUNITY's Annual Conversation on Race.

And, CSB hosted CentraCare Health's 9th Annual Diversity Conference in April 2019, planned by a team including Brandyn Woodard of IISS. CSB/SJU were also major sponsors of this event, which aimed to understand how inclusion drives innovation, employee satisfaction, and business results.

Professional Development of Faculty and Staff to Lead in a Diverse Environment

Selected professional development activities are included in the list of programming above. Professional development related to inclusion has taken place in a variety of departments and divisions in the past two years.

For example, professional staff in Residential Life have been actively engaged in professional development opportunities on campus, from the initial Inclusion Visioning Day, to follow-up sessions, as well as attending Becoming Community workshops in the last year. Some staff members have also attended the Power in Diversity conference at St. Cloud State University as part of their own professional development plans. While the Directors of Residential Life and Housing completed the IDI in the 2018-2019 academic year, as part of a Student Development initiative, all Res Life professional staff members will complete the IDI and develop their own action/learning plan in fall 2019.

As a group, the Residential Life staff have completed group reads, including Verna Myers' *What If I Say the*

Wrong Thing, and have developed a list of topics that will be covered during July professional staff training, and continue into the academic year. This list includes intersectionality, supporting students of color as a predominantly white professional staff, law and policy and how it impacts students/college campuses, and responding to incidents of bias.

Systematic professional development has been provided through multiple grants from The Mellon Foundation. In July 2015, the College of Saint Benedict and Saint John's University were awarded grants from The Andrew W. Mellon Foundation to support professional development for faculty teaching an increasingly diverse student body. The SJU grant sought to provide resources for all faculty who teach in the First-Year Seminar (FYS) program, to address classroom experience, skills development, and navigating the available resources on campus in the critical first year for American students of color at CSB/SJU. The CSB grant sought to help humanities faculty successfully teach, advise, and engage CSB/SJU's increasingly diverse student body.

As the work of the first Mellon Grants completed, The Mellon Foundation provided an additional \$600,000 to support initiatives focused on inclusive pedagogy and community building. More information about the Becoming Community Initiative is shared below.

Becoming Community

Becoming Community aims to create transformative inclusion among faculty, staff, students, and community partners at the College of Saint Benedict (CSB), including our academic partner, Saint John's University (SJU). At the heart of this work is the idea that inclusion requires a transformative, instead of a merely additive, process wherein our community is necessarily reformed and enriched through deep engagement among all members. Thus, true inclusion is an ongoing process as we engage in a continual process of becoming an inclusive community. We aim to provide the members of our community with the tools to create space for all to be heard and for all to thrive. We seek to create a place where more people can feel authentic, recognized, accepted, and wanted.

Informed by Pope, Reynolds, & Mueller's (2014) application of a multicultural organizational change model for institutions of higher education, our approach to transformative inclusion promotes not only first-order changes within our existing institutional structures, but also deeper, more transformational changes to the structures themselves. Moreover, the target of such change includes individual, group, and institutional dimensions.

During the first year of this work, we implemented this vision of multidimensional transformative inclusion and initiated the first phase of the initiative. The ongoing work of Phase 1 is to leverage and extend the work of individual and group inclusivity development begun with the earlier



Mellon grants. This phase of the work began during spring 2018 and will extend throughout spring 2019. The objectives are to:

1. Continue and extend the work of our previous Mellon grants with CSB/SJU faculty.
2. Develop and implement an interdisciplinary professional development model for transformative inclusion across campus.
3. Identify best practices to support the recruitment, hiring, and mentoring of faculty from underrepresented groups.

With the generous support of the Mellon Foundation, we were successfully able to launch Phase 1 of the Becoming Community Initiative and make meaningful progress towards our goals. We began by creating a detailed semester-by-semester Implementation Plan for the full duration of the grant period to determine how to realize the vision illustrated in the Becoming Community grant proposal. Informed by our objectives, our Phase One initiatives were organized around seven distinct themes: Programming, Structural Change Implementation, Resource Development, Empowerment, Assessment, Organization, and Marketing and Communication.

Programming. During fall 2018, we launched a Becoming Community Professional Development Workshop Series and Becoming Community Certificate Programs for faculty and staff. This extended the work of our prior Mellon initiatives, which were focused primarily on the humanities and first-year seminar faculty, to provide opportunities for all employees to participate in professional development on inclusive pedagogy and practice. This involved ongoing collaborations with campus experts, engaging prior Mellon cohort members to share lessons learned, and initiating discussions across disciplines that embrace a flat hierarchy to spur mutual sharing. Through collaboration with other campus groups, we were able to offer 13 workshop offerings during the grant period. We will provide recognition for those who demonstrate sustained investment in terms of time and engagement; individuals who attend five or more of the workshops will earn a Becoming Community Practitioner Certificate. Moreover, individuals who attend five or more workshops and provide evidence that they applied what they learned to change their work will receive a Becoming Community Advanced Practitioner Certificate with recognition on the Becoming Community website. This workshop series has been popular, with nearly 200 faculty and staff members participating so far; therefore, we have

decided to extend this program through the end of the Fall 2019 semester and are working with institutional leaders to sustain the program beyond the life of this grant.

We also hosted book discussion groups on texts pertinent to this inclusion work. Specifically, we hosted a book group that included faculty, staff, and students on Pope, Reynolds and Mueller's (2014) *Creating Multicultural Change on Campus* during fall 2018. We are hosting additional book groups during Spring 2019 on Adams and Bell's (2016) *Teaching for Diversity and Social Justice*; again, this initiative has been popular with nearly 80 faculty and staff pre-registered to participate. Connected with these efforts, we have also invited national experts on diversity and inclusion in higher education to campus for presentations, workshops and trainings, including Dr. Amy Reynolds and Davey Shlasko.

The grant administrators have also been engaging in ongoing campus outreach, offering presentations and workshops for various campus units including for the Board of Trustees Student Development Committee, CSB Cabinet, Institutional Advancement, Intercultural Directions Council, Student Development, CSB/SJU Libraries, Culinary Services, and others. We collaborated with CSB/SJU Intercultural and International Students Services, Human Resources, the CSB/SJU Libraries and a variety of other departments, centers, and student groups to co-sponsor speakers, events, displays, outreach, and tabling related to diversity and inclusion.

Structural Change Implementation. We have collaborated with campus partners on institutional-level change work. This includes creating Search Advocate Training with Human Resources and Academic Affairs leaders to improve inclusion in the hiring process on each campus. We invited Anne Gillies from Oregon State University's successful Search Advocate Program to facilitate two multi-day workshops on campus to train 54 faculty and staff to become search advocates. A search advocate is now assigned to all full-time faculty and staff hiring committees. Their role is to assist colleagues in avoiding implicit bias and implement inclusive practices in all stages of the search process. Our institutions have also recently joined the Consortium for Faculty Diversity to aid in diversifying our faculty; our first two-year post-doctoral fellow has been recruited to begin in Fall 2019. Beyond supporting these inclusive recruitment initiatives, we also consulted with the Dean of the Faculty on collaborating to establish mentoring processes for diversity and retention with a needs assessment to begin this semester.

In addition, we conducted a Multi-level Change Assessment by plotting our recent inclusion efforts within Pope, Reynolds, and Mueller's (2014) Multicultural Organizational Development Matrix to assess multi-level organization change interventions for dissemination and planning purposes. We presented these findings to institutional leaders and community members and will continue to do so annually to track progress and frame goal-setting. We are also preparing a Data-Informed Action Plan by compiling findings from our prior and ongoing Mellon initiatives, including the 10 Mellon Inclusion Research Projects, climate surveys, and external evaluations to share with key stakeholders in May 2019. We have organized a retreat with Campus Partners to review these findings and will create an action plan for structural change.

Resource Development. We launched a Becoming Community website: www.csbsju.edu/becoming-community. This website features Mellon-related press, promotional materials, and a repository of inclusion resources that includes educational videos, podcasts, and book recommendations. As part of our effort to extend the work of prior Mellon efforts at CSB/SJU, the website features highlights of our 2016-2017 grant work, *Headwaters* publications, and an overview of our Mellon Inclusion Research Initiative. We are also creating training materials for facilitators of our Becoming Community Dialogue Groups which will form in Phase 2, with an emphasis on spurring sustained dialogue, dispositional change, and ultimately institutional change around issues of inclusion and justice.

Empowerment. In an effort to empower individuals across our institutions to pursue transformative inclusion, we continued to oversee ten ongoing Mellon Inclusion Research Projects that are examining important questions about how our institutions promote or inhibit inclusion. We also released a call for additional seed grants as part of our Mellon Inclusion Research, Practice, and Implementation Initiative and funded five additional unit-level and institutional initiatives on issues related to mentoring, food insecurity, religious marginalization, Native student experiences, and accessibility of resources for low income students. We also supplied funding for professional development and travel for opportunities related to inclusion, including to support dissemination of Mellon-funded work. Currently, we have approved awards for 27 faculty, staff, and students.

Assessment. We elicited bids and hired Libby Smith from Applied Research Center at the University of Wisconsin - Stout to serve as our external evaluator.

We also created an assessment plan for engaging in comprehensive climate quantitative and qualitative assessment, including administration of the Higher Education Data Sharing Consortium (HEDS) and National Survey of Student Engagement (NSSE) campus climate surveys which will be combined with the results of 10 Mellon Inclusion Research Initiative research projects on issues of inclusion at CSB and our partner institution, Saint John's University. We also created a mechanism for dissemination of assessment results to key institutional shareholders to create action plans which we will support in Phase Two of the grant work.

Organization. To aid in organizing and sustaining our multifaceted grant efforts, we recruited and hired an Administrative Partner. We also coordinated with the CSB Business Office to oversee the grant budget and reporting. To collaborate with key institutional stakeholders, we created a Campus Partners Committee with quarterly updates and are beginning to establish a network of Community Partners. We have been networking with regional colleagues, including Minnesota Campus Compact. We have also been overseeing several student-directed research projects to inform initiatives.

Marketing and Communication. We worked with our Office of Marketing and Communication to create a communication plan to share the vision of transformative inclusion, elicit broad-based support, and promote grant initiatives. This included creating web content, producing informational videos, collaborating to launch a podcast series, and creating promotional materials. We also hosted Becoming Community launch events, including a listening salon, campus presentations, and tablings.

Taken in sum, in our first year, the Becoming Community team has met the main objectives of Phase 1 of the grant initiative. Through our programming, outreach, communication strategies, and resource development, we built upon our prior Mellon-funded work on inclusive pedagogy and extended its reach across our campus community (Objective 1). More specifically, through our Becoming Community Workshop and Certificate Series, as well as our travel and seed grant programs, we have successfully engaged faculty in participating in an interdisciplinary professional development model for transformative inclusion (Objective 2). Finally, through collaboration with other campus leaders on our new Search Advocate Program, we have made meaningful progress in identifying and implementing best practices to support more inclusive recruitment, hiring and mentoring practices for faculty (Objective 3).

The Becoming Community leaders and associated scholars have produced four publications and ten presentations at national conferences or external venues on this work. Ten additional presentations or workshops were provided on campus. Four videos outlining the vision of transformative inclusion were disseminated on the Becoming Community website, along with a new podcast series. The institutions shared two press releases about the initiative, the student newspaper *The Record* published two related articles, and it was featured in an edition of *Saint Benedict Magazine*. Through these avenues, we have begun to disseminate our vision and pursuit of transformative inclusion. The work of the Mellon Grants has nicely complemented other work at CSB/SJU to develop an Inclusion Ecosystem.

Faculty and Staff Research

The CSB/SJU Mellon Research initiative funded ten research teams in 2018-2019 to pursue lines of inquiry around the question: How do CSB/SJU promote or inhibit creating an inclusive community? These teams included:

Exploring Inclusivity in Biology 101 to Identify Areas of Success and Improvement

Researchers: Katherine Furniss (Visiting Assistant Professor of Biology), Kyle McClure (Instructor of Biology), Jacob Jantzer (Instructor of First Year Seminar), and Thomas Kirkman (Associate Professor of Physics)

Investigating Food Insecurity and Potential Solutions at CSB/SJU

Researchers: Emily Heying (Assistant Professor of Nutrition) and Jonathan Nash (Assistant Professor of History)

An Ecological Model for Encouraging Social Justice, Inclusion, and Diversity in an Academic Setting

Researchers: Richard M. Wielkiewicz (Professor of Psychology), Amanda Macht Jantzer (Assistant Professor of Psychology), Stephen P. Stelzner (Professor of Psychology), and Kyhl Lyndgaard (Interim Director of Integrations Curriculum & Director of FYS)





Inclusivity in Teacher Preparation at CSB/SJU: An Equity Audit

Researchers: Catherine Bohn-Gettler (Professor of Educational Psychology), Jeanne Cofell (Visiting Assistant Professor of Ethics and Human Development), Diana Fenton (Assistant Professor of Science Education), Madeleine Israelson (Assistant Professor of Literacy Education), Terry Johnson (Associate Professor and Chair of Social Studies Education), Terri Rodriguez (Professor of English Education), and Allison Spenader (Associate Professor of Language Education), and Brandyn Woodard (Director of Intercultural and International Student Services)

Collaborative Social Psychological Research on Institutional Policies and Practices

Researchers: Pamela Bacon (Professor of Psychology), Amanda Macht Jantzer (Assistant Professor of Psychology), and Jennifer Kramer (Assistant Professor of Communication)

From Assimilation to Revitalization: Strategies for Decolonizing CSB/SJU

Researchers: Ted Gordon (Visiting Assistant Professor of First Year Seminar), Sophie Koloski (CSB 2019), Kateri Heymans (CSB 2019), Regina Therchik (CSB 2020), Claire Winters (CSB 2020), and Belen Benway (CSB 2021)

Latinx Identity and Perceived Inclusivity at CSB/SJU

Researchers: Emily Kuffner (Visiting Assistant Professor of Hispanic Studies), Tania Gomez (Associate Professor of Hispanic Studies), and Sarah Schaaf (Instructor of Hispanic Studies)

The Effectiveness of the Exercise Science and Sport Studies Department in Creating an Accessible and Inclusive Community for CSB/SJU Students

Researchers: Mary Stenson (Associate Professor of Exercise Science), Donald Fischer (Professor of Exercise Science), Janna LaFountaine (Professor of Exercise Science), and Janelle Hinchley (Instructor of FYS and Gender Studies)

Exploring CSB Student Attitudes Toward Economics

Researchers: Margaret Lewis (Professor of Economics), Sucharita Mukherjee (Associate Professor of Economics), and Jean Keller (Professor of Philosophy)

Using Storytelling to Reflect Upon Exclusive Encounters in “After 5 pm Experiences”

Researchers: Sophia Geng (Associate Professor of Languages and Cultures) and Brandyn Woodard (Director of Intercultural and International Student Services)

It is evident from these research projects that interest in creating an inclusive community exists within multiple departments and divisions at CSB/SJU. Additional research projects are being funded for the 2019-2020 academic year.

Recruitment of a More Diverse Faculty and Staff

CSB and SJU seek a diverse faculty and staff along multiple dimensions, and particularly we seek to diversify our faculty and staff racially and ethnically to reflect the student population that we serve and that we expect to serve in the future. The following initiatives are underway and support our commitment to diversifying the faculty and staff at CSB and SJU.

Search Advocate Program

Originally developed by Oregon State University, the search advocate program seeks to enhance equity, validity, and diversity in university hiring. Two cohorts of search advocates were trained at CSB/SJU in 2018, including 23 faculty and 28 staff members. Every new faculty and staff search at CSB/SJU has a search advocate who's assigned to the search committee. The search advocate acts as a participant and consultant on the search committee, asking questions and promoting practices that advance diversity and equity, and minimizing the impacts of cognitive and structural biases. The search advocate is involved in the entirety of the search process from developing the position description, recruitment, and screening to interviewing, evaluating, and welcoming the new faculty member to campus. The Director of Human Resources and the Dean of the Faculty oversee the search advocate program.

Consortium for Faculty Diversity

CSB/SJU joined the Consortium for Faculty Diversity in spring 2017, which seeks to increase the racial diversity of faculty members at liberal arts colleges by matching candidates with Scholar-in-Residence appointments. In fall 2019, CSB/SJU will host our first CFD fellow. The Dean of the Faculty oversees CSB/SJU's participation in the consortium.

Upper Midwest Higher Education Recruitment Consortium

CSB/SJU joined the Upper Midwest Higher Education Recruitment Consortium (UMW HERC). The consortium supports diversity and dual-career hiring at member colleges and universities. In collaboration with UMW HERC, member institutions engage in innovative employment outreach efforts to achieve diversity and excellence in faculty and staff applicant pools. In addition

to a website that offers a dual-career search function and resources, UMW HERC members meet twice a year to address recruitment and retention issues and to share resources and best practices.

Human Resources Inclusion Advisory Committee

In support of Strategic Directions 2020 and a commitment to building and retaining a diverse workforce, the Human Resources department established a Human Resources Inclusion Advisory Committee in early 2017.

Carol Abell, HR Director, and Brandyn Woodard, Director of Intercultural and International Student Services, are leading this endeavor. The HR Inclusion Advisory Committee has the following goals:

- Recruitment of diverse faculty and staff, with a focus on developing search advocates
- Professional development in diversity and inclusion
- Community outreach

Conclusion

We believe that our combined efforts toward inclusion will have transformational impact on the success of underrepresented college students at CSB/SJU.

We are proud that CSB/SJU are committed to educating a student body that reflects the great variety of gifts, experiences, and identities in the broader community. The work of inclusion requires a number of partners and points of influence – and just a few of those points of influence are discussed herein.

This report was prepared in June 2019 by Kathryn Enke, Chief of Staff, College of Saint Benedict President's Office, with the assistance of Mayzong Lee, Diversity & Inclusion Program Coordinator. It is intended to update and supplement the similar report compiled in March 2017.

Read the March 2017 report at <https://bit.ly/2Xtpcos>