



# ACTIONS

TOWARD A MORE  
INCLUSIVE CSB/SJU

JULY 2020

## INTRODUCTION

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 CSB/SJU 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 multiple 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 CSB/SJU 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 campuses 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 version of the report was prepared in the shadow of the COVID-19 pandemic, which exemplified the systemic racism and injustice in its disproportionate impact on Black, Indigenous and People of Color. And, it was written soon after the killing of George Floyd by Minneapolis police.

At the College of Saint Benedict and Saint John's University, the broad call to inclusion and our ecosystem work has created tremendous results since 2016. But, in this moment, we also understand our responsibility to be explicitly anti-racist. Our Benedictine values, as Rev. Dr. Anna Mercedes, Associate Professor of Theology and Co-Director of the Becoming Community Grant, says, "Require us to commit to anti-racist work."

As such, this report highlights actions from the past year that relate to anti-racism specifically. We acknowledge that we have much more work to do to correct the impact of generations of racism. We also appreciate and support the ongoing and important work of many students, faculty and staff to address racist acts, policies and beliefs that are present on the CSB/SJU campuses. Here is a brief description of some of that work.

### This report talks about actions in the following areas:

- I. Teaching racism and anti-racism
- II. Hiring and retaining Black, Indigenous, and People of Color staff and faculty
- III. Addressing tokenism
- IV. Confronting our own history
- V. Dedicating resources to anti-racist action

## I. TEACHING RACISM AND ANTI-RACISM

We acknowledge that students are often more informed than members of our professional community about racism and anti-racism, and that they are tired of being the teachers on these issues. CSB/SJU need broad faculty/staff anti-racist education, and professional development efforts to teach racism and anti-racism are detailed later in this report.

Racism and anti-racism education is provided to students within and outside the classroom.

### INSIDE THE CLASSROOM

#### Integrations Curriculum

CSB/SJU's Integrations Curriculum – the newly implemented general education curriculum – is designed to empower students to ask and answer critical questions. Upon completion of the Integrations Curriculum, students will have advanced adeptness in 12 skill areas. One of those, race and ethnicity, requires students to examine the social construction of race and ethnicity and resulting inequities.

As part of the Integrations Curriculum, students complete two required courses on cultural and social difference, the first focused on identity, and the second focused on systems. "Identity" is taken during a student's first year and is an introduction to intersectionality within the context of the contemporary U.S. Students will learn why no one category, 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. In "Systems," 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.

In addition, justice is one of three key themes that connect academic disciplines across the curriculum. This theme focuses on historical and contemporary social change, whether forms of oppression or advocacy for human dignity and inclusion. Courses might explore concepts of justice, or historical or contemporary calls for fair and equitable conditions, institutions and laws, or the fight for human rights and equality, or various policies and movements that have restricted the same.

Courses in this theme might:

- Model or use data and statistical models to examine the impact of different policies on social change/social justice concerns such as income inequality.
- Explore the use of visual art, literature, and performance that advocate for or against social justice or to document or to critique social change.
- Study histories of enslavement or efforts to overthrow or recover from colonial oppression.
- Study philosophical perspectives on justice.
- Study the use of science or technology, past or present, to maintain inequitable conditions or alleviate human suffering.
- Examine political activism, or income and wealth inequality.

#### College Success Course

INTG 105 also is attempting to introduce the work of anti-racism in the College Success Course. Measurable goals for INTG 105 related to anti-racism work are being drafted and will be piloted this fall.

#### White Privilege and Theological Pedagogy

Anti-racist education within the classroom is only effective when taught by informed and reflective faculty. Theology faculty at the College of Saint Benedict, Saint John's University, and the Saint John's School of Theology and Seminary have identified that thinking about race and racism is an important task for us as theologians in the United States, and reflected that they have not yet been able to collectively articulate how deeply white privilege shapes their pedagogy. An entirely white theological faculty, they have learned through the years from theologians of color who have brought their theological expertise to CSB/SJU as visiting speakers.

Theology faculty sought and were awarded a grant from the Wabash Center to enable a sustained encounter with a theological scholar with expertise in anti-racist pedagogy who will catalyze and guide exploration of the central question: *How does white privilege distort our theological pedagogy?*

The project acknowledges:

- We need to focus our learning goals specifically on white privilege if anti-racist pedagogy is our intention, because more general learning goals on privilege and power will not ensure that faculty stay focused on this topic.
- We need to learn specifically from a theological scholar and teacher of color with expertise in anti-racist work.
- We need to provide space for students to see their white faculty learning about white privilege and white racism alongside them, in a role as students themselves.

This grant project will engage CSB/SJU's theological faculty of about twenty-five individuals. The theology faculty at CSB/SJU will

- 1 Gain insight into the distorting impact of white privilege on theological pedagogy
- 2 Improve their pedagogical practices for building supportive, anti-racist teaching environments for theological education



As a consequence of this grant project, theology faculty at CSB/SJU will be able to

- 1 Articulate and discuss distorting impacts of white privilege on theological pedagogy,
- 2 Pilot test pedagogical practices that explicitly seek to counter these distortions,
- 3 Analyze pilot tested practices to gain further insight into effective practices, and
- 4 Articulate a list of successful practices for supportive, anti-racist learning environments for theological education
- 5 Envision the pedagogical changes they will make to continue to address the distorting impacts of white privilege on theological pedagogy

Project activities will run from July 2020 through spring 2022. Participants will identify and implement specific pedagogical practices to create supportive, anti-racist learning environments for theological education as well as generate individual vision statements of ongoing individual pedagogical work to address white privilege. Grant findings will be widely shared.

### OUTSIDE THE CLASSROOM

As residential liberal arts colleges, CSB/SJU believe that teaching and learning is not limited to the classroom. Education about racism and anti-racism also happens through events, student orientation, guest speakers, library displays and resources, student clubs and programming, and residence life.

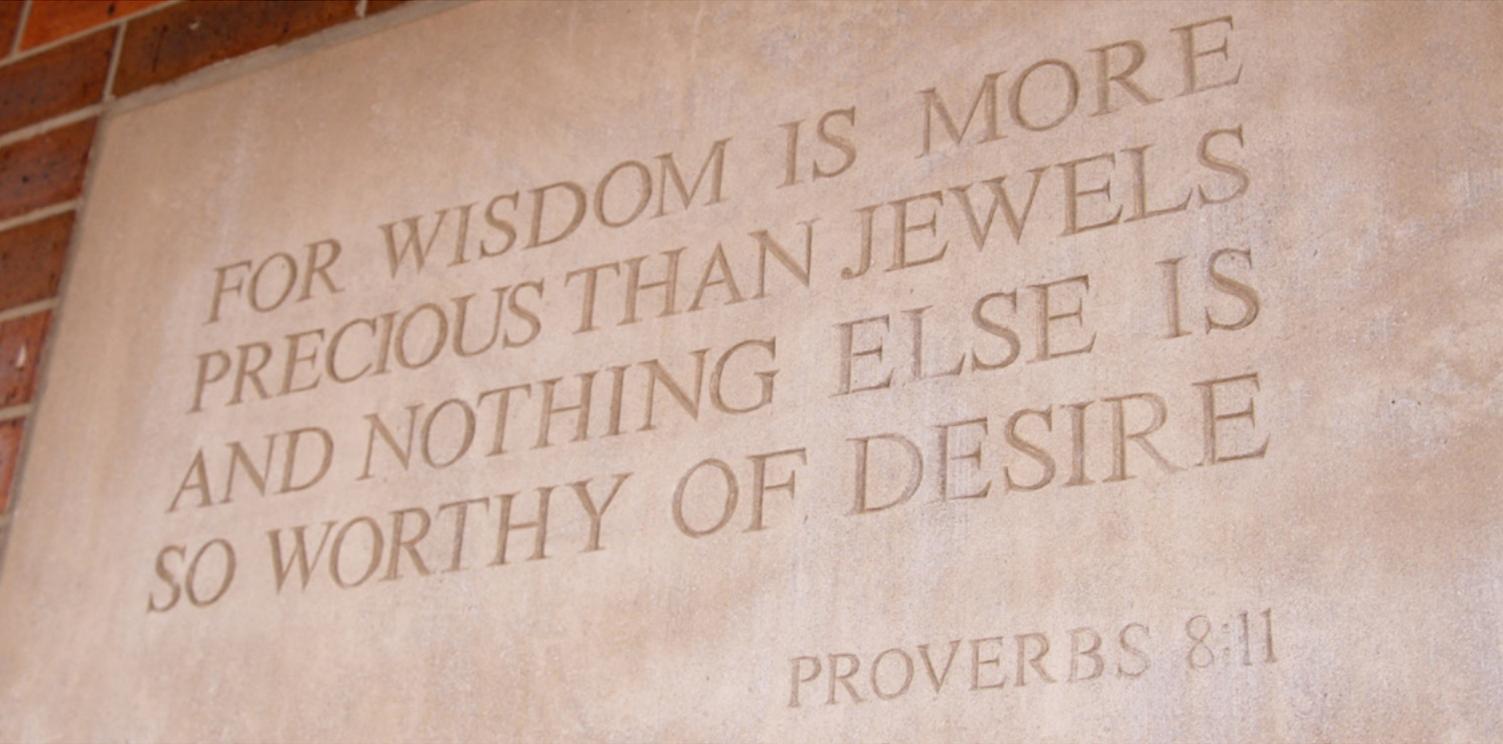
Relevant past lectures at CSB/SJU are available in our Digital Commons. The follow Martin Luther King, Jr. Day lectures, all tailored to our specific CSB/SJU context, are particularly helpful and vivid to revisit in summer 2020:

- Robin DiAngelo's lecture at CSB/SJU in January 2017: [youtu.be/f2cda10Z0TA](https://youtu.be/f2cda10Z0TA)
- Bryan Massingale's lecture at CSB/SJU in January 2018: [youtu.be/s-LUeMJSUK8](https://youtu.be/s-LUeMJSUK8)
- Traci West's lecture at CSB/SJU in January 2019: [youtu.be/q7WDS5uQFz0](https://youtu.be/q7WDS5uQFz0)

Many ongoing programming series have focused on topics related to racism, anti-racism, racial justice, and social justice in recent years, acknowledging the way that race shapes many aspects of life and intersects with other aspects of identity. For example:

After the killing of George Floyd on June 3, two episodes of the **Saint Ben's @ Home Summer Series** were dedicated to community prayer and reflection. On June 10, CSB hosted a virtual prayer service. On June 3, Saint Ben's @ Home spoke with the campus leaders of the **Becoming Community** effort. [Watch the recording](#) of the Becoming Community episode.

**Faculty** member Dr. Kari-Shane Davis Zimmerman offered a series of listening sessions for current students and young alums covering topics from how to have difficult conversation about race (with Associate Professor of Communications Jennifer Kramer), to how to maintain mental health (with CSB/SJU Counseling and Health Promotions), to how to find God in troubled times (with SJU Campus Ministry). Hundreds of students and young alums have participated in these conversations.



FOR WISDOM IS MORE  
PRECIOUS THAN JEWELS  
AND NOTHING ELSE IS  
SO WORTHY OF DESIRE  
PROVERBS 8:11

**Becoming Community** has created summer 2020 Contemplative Action Groups. These are reading groups on Zoom with space included for intentional contemplation. These groups are gentle holding spaces for your reflection, growth, and action planning in this dynamic summer of uprising and pandemic. All alumnae are invited to participate and to **choose from a rich selection of readings**. Becoming Community will purchase the reading material needed.

Over the last three years, the CSB/SJU Libraries have created physical and virtual displays of **resources for combating racism**. For example:

- Juneteenth, an online collection of books, videos, databases, and other services related to the holiday commemorating the end of slavery in the U.S.
- Again, an online collection of resources, videos, literature, and anti-racist books, designed to help CSB/SJU community members make anti-racist work personal every day.
- 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.
- 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).
- 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.
- 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 See Xeng Lee’s artwork on display:** Artwork on loan from HAIS (Hmong Americans Involving Student). See Xeng 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 said, “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.
- **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 wondered 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 and racism.

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. Events organized through the Koch Chair over the past four years have also been related to inclusion. Topics have included:

- The Global Common Good in a World of Rising Nationalism (David Hollenbach, 2019)
- 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)

Further, programming on justice through the **The Eugene J. McCarthy Center for Public Policy & Civic Engagement** is detailed at [csbsju.edu/mccarthy-center](https://csbsju.edu/mccarthy-center).

## II. HIRING AND RETAINING BIPOC STAFF AND FACULTY

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 hiring and retaining BIPOC 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, and 42 faculty and staff search advocates are active on campus. 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.

In its first year of use at CSB/SJU, we hired our most diverse class of faculty ever. Work continues to make progress within the staff.

### 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 hosted 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.

### EMERGING SCHOLARS PROGRAM

Growing our own alumnae/i into future faculty and staff is an important step toward ensuring our workforce reflects our student body. The Emerging Scholars (ES) Program is a unique program designed to provide first-years students that have been traditionally underserved by higher education or their field of study to three high-impact practices over the course of their first year at CSB/SJU: undergraduate research, learning in community, and meaningful on-campus student employment.

Students selected to become Emerging Scholars are paired with a faculty mentor who is committed to working with underserved students and to our program's mission of making undergraduate research accessible to students from all backgrounds and abilities. Students selected to be an Emerging Scholar are offered a paid, on-campus research position (10-12 hours per week) for the entire academic year under the mentorship of a faculty mentor. Emerging Scholars assist their faculty mentor with hands-on research or creative work, participate in personal and professional development and

networking opportunities, and are part of a unique learning community of students and faculty that fosters their sense of belonging on campus. Faculty mentors participating in the program also receive ongoing professional development and a stipend for the meaningful time they invest with their mentee.

### DIVERSITY ACTION PLAN

A team from CSB/SJU attended the Council of Independent Colleges' Institute on "Diversity, Civility, and the Liberal Arts," held in June 2018. Work from that conference led to a draft CSB/SJU Diversity Action Plan. A faculty committee is meeting regularly to draft handbook requirements regarding teaching for inclusivity, equity and justice, and to discuss the future success of the Search Advocate program.

Individual departments have also created action plans related to diversity, equity, inclusion and justice.

### POLICY AND DECISION MAKING

As a key policy-making body for the College of Saint Benedict, the CSB Cabinet completed the Intercultural Development Inventory (IDI) 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 making and policy making. The SJU Cabinet has likewise engaged in conversation on the importance of creating a community that is inclusive in every way.

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

Other actions taken include specific training offered to individual departments and allowing staff to use work time to participate in Becoming Community events.

### III. ADDRESSING TOKENISM

As CSB and SJU have intentionally enrolled more BIPOC students, BIPOC students have also been increasingly featured in college promotional materials. But, representation without resources and political commitment is tokenizing.

The events of 2020 brought renewed attention to the negative impacts of tokenism. In summer 2020, marketing and communications staff carefully reviewed all pieces currently in production and made adjustments to ensure accurate representation of our community.

At Saint Ben's, we value and promote the agency of each woman to speak for herself in the pieces we produce. In recognition of the need for more honest representation of BIPOC faculty, staff and students, Saint Ben's is creating an editorial process that includes direct, active, and accountable steps against tokenism. We commit to documenting this process in writing and sharing it publicly.

### IV. CONFRONTING OUR OWN HISTORY

CSB/SJU is on the original homeland of the Dakhóta and Anishinaabe peoples. We honor and respect the Indigenous peoples who were forcibly removed from, and who are still connected to this territory.

Understanding how racism and colonialism has operated throughout our institutional history is essential to dismantling racism on campus today. CSB/SJU are engaged in the following activities to confront that history.

#### DECOLONIZING CSB/SJU

In 2018-2019, researchers Ted Gordon (Visiting Assistant Professor and anthropologist), Sophie Koloski (CSB 2019), Kateri Heymans (CSB 2019), Regina Therchik (CSB 2020), Claire Winters (CSB 2020), and Belen Benway (CSB 2021) undertook a research project entitled "From Assimilation to Revitalization: Strategies for Decolonizing CSB/SJU."

They presented their research at the 32nd Annual Peace Studies Conference at CSB/SJU in September 2019. The conference, focused on Native Resilience, also included a panel on reclaiming native spaces in education and politics, a movie screening focused on the Standing Rock water projection actions, and keynote speaker Winona LaDuke. The conference created space for an important conversation about the CSB/SJU's relationship and responsibility to native peoples.

#### REDRESSING A HISTORY OF INJUSTICE

In spring 2020, the College of Saint Benedict was awarded \$10,000 through the CIC Humanities Research for the Public Good Program. The funds are being used to support Native American Boarding School research in the campus archives by Ted Gordon, and two undergraduate research assistants. Dr. Gordon has a long-standing relationship with Native communities. Though the work of this grant has been put on hold because of the pandemic, we expect it to begin again sometime during the coming year and fully expect that work to impact our community.

Part of our institutional history is tied to four Native American boarding schools. We seek to provide our campus, our local community, and our Native partner, White Earth Nation, with a deeper understanding of the history of these schools and their legacy as we pursue reconciliation and justice. The project is enhancing our understanding of the impacts of the schools on the Native communities and on our founding order. Additionally, it will provide information about the complex shared history of the Order of Saint Benedict and White Earth to promote healing within our region.



## COMMITMENT TO DO BETTER

Even as we confront our history, we acknowledge that microaggressions and human rights violations are still experienced by BIPOC in the CSB/SJU community.

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

Through the generous support of the Andrew W. Mellon Foundation, we are pursuing transformative inclusion at the College of Saint Benedict and Saint John's University (CSB/SJU). We articulate and increasingly live out this idea of inclusion as one that requires a transformative, instead of a merely additive, process wherein our community is necessarily reformed and enriched through deep

engagement among all members. We are engaging the work for inclusion as an ongoing and continual process of becoming an inclusive community. We aim to co-create a community 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 deep transformational changes to institutional structures. Moreover, the target of such change includes individual, group, and institutional dimensions. We are now seeing signs of the active growth and change culture we set out to support.

During the first and second years of the initiative, we began implementing this vision of multidimensional transformative inclusion. Phase 1, beginning Spring 2018 and extending through the present, leverages and extends the work of individual and group inclusivity development begun with the 2016-17 Mellon grants. Phase 1 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 underserved groups.

Consistent with these aims, in 2019, we continued our popular professional development series of Becoming Community Workshop and Certificate Programs, sustained work from our Becoming Community Research, Practice,

and Implementation mini-grant projects, provided ongoing support for a Search Advocate Program, and sponsored campus visits from scholars on inclusion.

During the past year, we also began Phase 2 and Phase 3 of the grant. The work of Phase 2 reflects the outcomes and experiences of Phase 1. Phase 2 unearths and systematically addresses our underlying assumptions about inclusion and community, Phase 2 objectives include:

- 1 Reform our practice of community on campus to reflect the dispositional and paradigm shifts toward transformative inclusion.
- 2 Demonstrate measurable progress and outcomes as a result of becoming a transformationally inclusive community.
- 3 Serve as a convener in the region as it relates to creating and sustaining transformational inclusion structures to support equity and justice in the local community.

Implementation of the Becoming Community Dialogue Groups constitute a major component of our current efforts towards achieving these objectives.

We have also begun to transform gains from prior phases of the grant work into the structural implementation of Phase 3, which has the following objectives:

- 1 Structurally implement the methods of transformative inclusion that the earlier phases revealed.
- 2 Disseminate our learning to others in higher education who seek systemic transformation and lasting substantive change as it relates to inclusion.



The Becoming Community Dialogue Groups are beginning to articulate the structural changes they hope to see and in some cases are practicing ways to implement them. We are sharing Becoming Community efforts through publications and presentations to serve as models and resources for other institutions of higher education. With the support of this grant, we are systematically moving towards “second order” transformative, structural change for our institutions that includes a paradigm shift and systemic restructuring.

During 2019, we successfully launched Phases 2 and 3 of the Becoming Community Initiative and made meaningful progress towards our objectives. We continue to carry out our semester-by-semester Implementation Plan to realize the Becoming Community vision. Informed by our objectives, our initiatives are organized around seven distinct themes: Programming, Structural Change Implementation, Assessment, Organization, Marketing and Communication, Resource Development, and Empowerment.

### Programming

The Becoming Community Dialogue Groups have been a primary focus of our current programming. These are steady groups that will meet regularly until at least December 2020. After a recruitment campaign through spring and summer 2019, Dialogue Groups launched in September 2019 with 312 participants (surpassing our goal of 200 participants). Participants include students, staff, faculty, alumni, members of the schools’ founding monasteries, and neighbors from the community. Eight-six of our participants are students, showing a high level of student engagement with the project. The Dialogue Groups are also facilitating regional engagement, with participants from community organizations, the local state university, and a Dialogue Group meeting in the Twin Cities region (one hour from campus).

The Dialogue Groups aim to build relationships and discuss topics related to our campuses and inclusion, so that the groups can ultimately put forth recommendations for institutional change. Each group draws upon resources tailored

to the group’s expressed interest, such as a book on their topic. The formal goals for the groups are that Dialogue Group participants will be able to:

- 1 Listen to one another as individuals in different roles on or around our campuses (staff and faculty and students and monastics and local community members);
- 2 Respond to one another and discuss together throughout three semesters of group life;
- 3 Analyze a topic related to our campuses and inclusion; and finally,
- 4 Recommend strategies for institutional change based on their group’s work.

There are a total of thirty-five Dialogue Groups, and each has its own distinct focus topic related to transformative inclusion. Topics range greatly by group—including, for example, “Native & Indigenous Inclusion,” “Dismantling Racism,” “Deconstructing Racism and White Privilege,” “Countering Racism and Ethnocentrism,” and “Cultural Diversity on Campus, Microaggressions and Racism.”

Each Dialogue Group meeting is intentionally structured following a guide written by grant co-administrator Anna Mercedes and led by two co-facilitators. The Dialogue to Action model of the organization Everyday Democracy serves as our established dialogue model.

Thus far the Dialogue Groups demonstrate wide variation in the sessions they have chosen. Several groups have benefited from sessions processing the Intercultural Development Inventory with a facilitator. Two groups have explored sessions on taking action steps together to work toward inclusive structural change at this earlier stage of their work. Specifically, one group contributed to an MLK teach-in session on campus, and another was in the process of launching a civility

campaign when the COVID-19 pandemic began. The strong level of interest and participation in these groups illustrates the deep investment in inclusion work across a broad cross-section of our community and lays the groundwork for sustainable systemic change.

Another centerpiece of our grant programming has been the Becoming Community Professional Development Workshop Series and Becoming Community Certificate Programs for faculty and staff. This programming provides opportunities for all employees to participate in professional development on inclusive practice. Due to popular demand and high levels of participation, we decided to extend this program throughout the grant period and have initiated discussions with institutional leaders about how to sustain this work beyond the life of this grant. As of March 2020, we have hosted more than 35 workshops with more than 850 attendees. These workshops and trainings have drawn upon the knowledge of some of our residential campus experts, as well as the expertise of national leaders on diversity and inclusion in higher education who have presented on a broad range of inclusion issues. Those individuals who attend five or more of the workshops earn a Becoming Community Practitioner Certificate to display in their office space. Individuals who attend five or more workshops and provide evidence that they have applied what they learned to change their work received a Becoming Community Advanced Practitioner Certificate with recognition on the Becoming Community website. So far, we have awarded 54 Becoming Community Practitioner and 12 Becoming Community Advanced Practitioner certificates.

The grant administrators have also continued to provide campus outreach, offering presentations and workshops by request to various campus units and collaborated with 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**

During this reporting period, we continued to collaborate with campus partners on institutional-level change work. In spring 2019, we compiled findings from our prior and ongoing Mellon initiatives, including the ten Mellon Inclusion Research Projects, and external evaluations to share with key stakeholders and create action plans for structural change. We hosted a retreat with our Becoming Community Campus Partners committee, other key institutional stakeholders, and an external and internal evaluator to review these findings. At the retreat we prioritized a list of pressing inclusion issues highlighted in our assessment, took stock of existing actions towards addressing those issues, and voted on the top five inclusion issues to address this year. Communication, gender and sexuality, mental health, racism, and policy review emerged as central themes. This work informed creation of some of the Dialogue Groups and we also created work groups around these five issues which reconvened in winter 2020. This structural change work is ongoing.

CSB/SJU also supported research and change efforts around issues that emerged out of our campus assessments. For instance, we worked with faculty and students who conducted a survey on transportation barriers on campus. We then used these results to write up an executive summary highlighting relevant literature and unique challenges on our campus, used data to illustrate the ways in which transportation access is an inclusion issue, and presented recommendations for changes. We convened discussions with campus stakeholders, as well as a regional transportation professional, and are

currently in the process of creating a pilot program and reaching out to city and state leaders. In this way, we are spurring dialogue and moving toward lasting change.

CSB/SJU have continued to provide support and evaluation for the Search Advocate Program, in coordination with Human Resources and Academic Affairs leaders to improve inclusion in the hiring process on each campus. We have also initiated conversations with campus leaders, including Human Resources, Academic Affairs leaders, and a newly formed Inclusion, Equity, and Justice subcommittee of the faculty senate to consider ways to institutionalize and sustain other Becoming Community sponsored initiatives beyond the life of the grant. A few examples include sustaining the Workshop and Certificate Series, applying the findings of food insecurity research, sustaining new relationships with local tribal leaders, expanding a new Emerging Scholars Program that grew from a mini grant project, and applying an Equity Audit Model created by a mini grant in the Education Department to guide new inclusion requirements in Program Review. We have supported ongoing efforts to provide more institutionalized support and resources for LGBTQ+ students on campus. We also collaborated with the Dean of the Faculty on establishing mentoring processes for diversity and retention and explored opportunities for a new Teaching and Learning Center on campus. Finally, we coordinated with faculty governance leaders to support faculty development around instruction of Culture and Social Difference courses that are required in our newly adopted Integrations general education curriculum that will begin in Fall 2020. Altogether, these efforts mark meaningful progress towards realizing lasting structural change on our campuses, in keeping with our vision of transformative inclusion.

## Assessment

CSB/SJU commenced implementing our assessment plan which includes comprehensive quantitative and qualitative climate assessment. During winter 2019, we concluded administration of the Higher Education Data Sharing Consortium (HEDS) and National Survey of Student Engagement (NSSE) campus climate surveys. Preliminary results of these surveys informed the grant administration team and were shared with our Becoming Community Campus Partners committee. Moreover, the HEDS survey provides baseline data which will be compared to results obtained when the HEDS is administered again at the end of the grant period. Moreover, we received final reports from the 10 research projects on issues of inclusion at CSB/SJU that were part of the Mellon Inclusion Research Initiative. These assessment results were compiled and shared with our Campus Partners committee and other key institutional stakeholders and have informed the creation of inclusion action plans. Libby Smith from Applied Research Center at the University of Wisconsin Stout continued to serve as our external evaluator.

## Organization

Our staff administrative professional plays a central role in organizing and supporting our multifaceted grant efforts, and the CSB Business Office oversees the grant budget and reporting. To collaborate with key institutional stakeholders, we connect with our Campus Partners Committee for quarterly updates and have also established a network of community partners who are involved with our Dialogue Groups. We continue to network with regional colleagues, including Minnesota Campus Compact. Finally, we continue to oversee student-directed projects to inform our initiatives, particularly around access issues like transportation, providing support for

LGBTQ+ students, and providing assistance to our Dialogue Group participants.

## Resource Development

During the past year, we developed the Becoming Community Dialogue Group guidebook (described above) which is being used as a training resource for Dialogue Group facilitators as well as an ongoing reference tool for all participants. This guidebook is not only useful for guiding our own process but will be a helpful resource for other higher education professionals upon future dissemination. With regard to dissemination of other resources, we continue to maintain the Becoming Community website ([csbsju.edu/becoming-community](https://csbsju.edu/becoming-community)), which features Mellon-related press, promotional materials for events, Dialogue Group resources, the names of certificate awardees, and a repository of inclusion resources that includes educational videos, two seasons of the Becoming Community podcasts, and book recommendations from faculty and staff. The website also features an overview of our Mellon Inclusion Research Initiative and Becoming Community Research, Practice, and Implementation projects, along with information about recent publications and presentations.

## Empowerment

In the past year, we have continued empowering individuals across our institutions to pursue transformative inclusion, which has resulted in broad-based engagement and emergent leadership from individuals in our community. During Spring 2019, we oversaw the completion of the ten Mellon Inclusion Research Projects that examined important questions about how our institutions promote or inhibit inclusion. We also launched the subsequent Mellon Inclusion Research, Practice, and Implementation Initiative, funding twelve seed grant projects for additional

unit-level and institutional initiatives on issues related to mentoring, open educational resources, food insecurity, religious marginalization, Native student experiences, universal design for learning, and additional pressing inclusion issues. We awarded funding for professional development and travel for opportunities related to inclusion, including to support dissemination of Mellon-funded work to venues such as the AAC&U Diversity, Equity and Student Success annual conferences. Currently, we have approved travel and professional development funding awards for 45 faculty, staff, and students.

Taken in sum, during our second year, the Becoming Community team made significant progress towards meeting the major objectives of the grant initiative, cycling through Phase 1: Learn, Phase 2: Practice, and Phase 3: Teach & Share. Through our new Becoming Community Dialogue Group program, we advanced the reformation of our practice of community in measurable ways while serving as a regional convener in our community. We have also begun to implement institutional changes revealed as necessary through prior Becoming Community work, to lay the groundwork for future change implementation, and to disseminate our learning.



Becoming Community leaders and associated scholars have continued to disseminate our vision and pursuit of transformative inclusion in a variety of professional venues. Notably, a book entitled *Inclusivity in Higher Education: Inquiry-Based Approaches to Change* is currently under contract with Lexington Books. This edited collection features the work and contributions of the Mellon Inclusion Research Initiative teams and provides models of inquiry-based inclusion strategies for adoption at other institutions of higher education. Thirteen presentations were accepted for dissemination at national conferences or external venues on this work. The second season of the *Becoming Community* podcast was released on the *Becoming Community* website. The grant leaders were also awarded the MN Campus Compact 2020 Civic Engagement Leadership Award and were nominated for an additional regional award.

### HUMAN RIGHTS

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 undergoing review in summer 2020, to include restorative justice as a pathway for responding to human rights issues, and to ensure it is robust enough to support all students.

Student Human Rights Officer Brandyn Woodard shares information about inclusion and CSB/SJU's Human Rights Policy to all new students during fall orientation.



### ATTENTION TO INCLUSION WITHIN CAMPUS OFFICES

In the past three years, a growing number of campus offices have set goals and changed practices to be more inclusive. Multiple staff areas have taken the Intercultural Development Inventory to measure progress. Representative actions are highlighted below.

The **CSB/SJU Fine Arts Series** is intentional about representing the diversity of our campus community in the art and artists that we represent on stage and galleries. Each year, we celebrate art from a variety of cultural experiences and traditions around the world and the US. We are not bringing them to campus as artists of color, but as truly exceptional artists in good company. A history of guest artists is available online: [csbsju.edu/fine-arts/performances](https://csbsju.edu/fine-arts/performances).

When artists are on campus for a performance, we create opportunities for students to have personal experiences with artists in conversation and in workshops. Fine Arts Programming has sought student feedback about artists under consideration. Students—and

student clubs like the CSB/SJU Hmong Americans Involving Students—have approached Fine Arts Programming with specific requests and we worked closely with them co-host artists' visits. The Fine Arts Series has been influenced by a number of student requests.

Fine Arts Programming routinely invites students to introduce guest artists, to let the students shine and be sure that all our students can see themselves reflected in that privileged place on stage.

In fall 2019, **Counseling Services** hired a CSB Counselor whose emphasis is outreach and consultation with historically underserved women. 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.

**Experience and Professional Development (XPD)** is creating Canvas content, making information more equitable and accessible, and removing the expectation that students need to come to them for resources. In addition, the pipeline, application and interview process for the Bonner Leadership Program is being carefully considered to ensure that the program is structured to attract and support racially diverse participants.

**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

- Remain receptive to new ideas, programs and initiatives and to collaboration with various campus partners
- 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 underserved performers so that all students may see themselves as represented and welcome on our campuses. Selected events and programming are listed above.

**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.

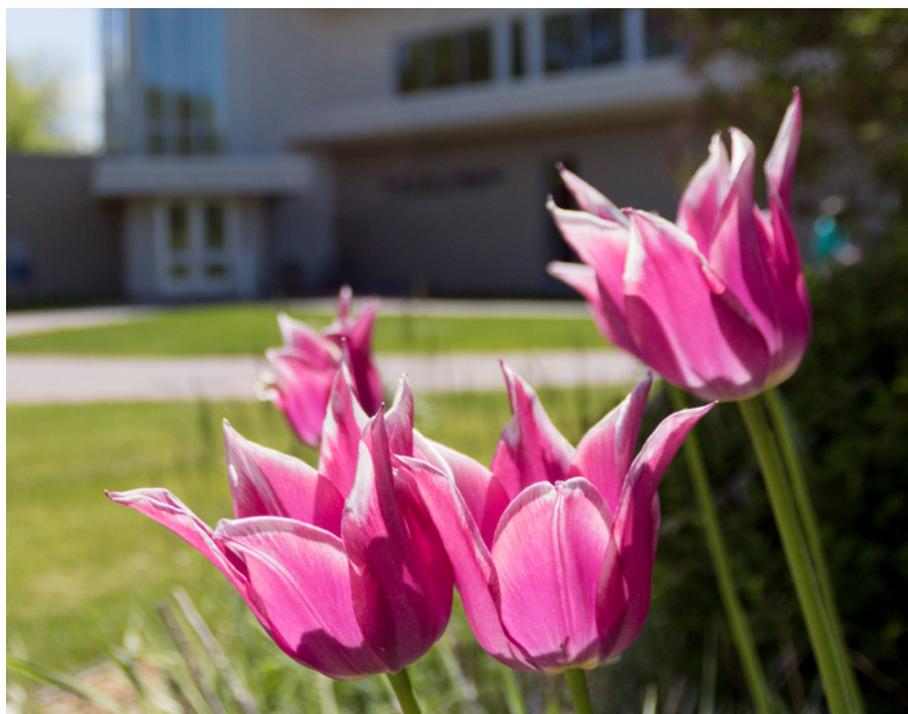
Finally, residential area bulletin boards have featured topics related to diversity and inclusion, including celebrations of Hispanic Heritage Month, Black History Month and Women's History Month, and have explored culturally inclusive communities and eliminating/building awareness of microaggressions.

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

ISS, (both alone and in conjunction with ISS student employee training), as well as Residential Life staff-specific sessions regarding the experience of students of color. Summer prerequisite online trainings for RAs include a segment entitled "Privilege & Oppression."

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).

The **CSB/SJU Student Development** Directors and many members of the division also completed the IDI in 2018-2019. Revisiting the IDI results will be a critical professional task for staff in the fall semester to access our progress and identify additional steps toward become increasingly anti-racist in our work.



**SJU Campus Ministry's** mission is to cultivate the faith life of the campus community. This means creating programs, opportunities and spaces for radical hospitality, community, justice and peace, and prayer for all students – not just for some – and these values are derived from our Catholic, Benedictine roots. Since the fall of 2018, a rebranding to “SJUfaith” signals an appreciation that not all students are Catholic; there are many ways to deepening one’s relationship with God at Saint John’s.

In 2019 we dedicated one of two goals: to build a more inclusive ministry at SJUfaith. The following projects are among those that have been implemented, with plans to continue:

- CSB/SJU have an history of alternative break programs which, while good-intentioned have not always questioned the paternalization of the challenges facing those who are poor and the enhancement of white superiority. SJUfaith made an intentional service-immersion to the Bahamas this year with a diverse group of students as a place of pilgrimage and service. While this trip was inspired by the devastating impact of Hurricane Dorian (September 2019), it was driven by recognition of a mutual relationship between CSB/SJU and the Bahamas, decades of student and alumni support and relationship, and desire for future growth.
- Bilingual Stations of the Cross, a historic Catholic devotional during Lent or the Triduum, is a way of praying with Christ’s passion and death in a tactile way. In March 2019, SJU Campus Ministry created a profound rendition of the fourteen stations to tell the story of Christ’s passion as experienced by people today: in migrants, at abortion clinics,

in the elderly, on death row, by sexual assault victims and more. This was created in collaboration with clubs working for justice for these victims on campus and attended by over 50 students in English and Spanish in April 2019. In April 2020, this was adapted to Instagram and can still be viewed and prayed with at @SJUfaith.

- Following the killing of George Floyd, SJU Campus Ministry staff have been strongly encouraged to deepen their understanding of racism in the Catholic Church and discern ways to combat this. Margaret Nuzzolese Conway, director of SJU Campus Ministry, hosted a Listening Session for Students to discuss the presence and purpose of faith in a movement of anti-racism. The SJU Campus Ministry fall training and meetings will focus on this topic.

**CSB Campus Ministry** continues to grow their programs toward serving all students regardless of faith as they develop in their own faith journeys. A success over the last three 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 Latinx Ministry at CSB:

- 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
  - Dias De Los Muertos
  - Posadas
  - Las Mañanitas and Mass for Our Lady of Guadalupe
  - 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
- A collaboration with SJU Campus Ministry, co-sponsored week of events leading up to the Canonization of St. Oscar Romero
  - Viewing and discussion of movie: Romero.
  - SJUfaith Theology on Tap with Shawn Colberg: What Makes a Saint? Oscar Romero and John Paul II
  - Display at Sacred Heart Chapel and Alcuin Library on the writings of Oscar Romero
  - Collections at Sunday 6pm Campus Ministry Masses for Ascension House in El Paso, TX

In 2019, **CSB Institutional Advancement** completed a Diversity, Equity, Inclusion and Justice Action Plan in order to advance mission-driven, data-supported work with all students, alumnae, parents and friends. The division is currently working to implement that plan.

The plan includes a goal to build an anti-racist, transformatively inclusive approach to fundraising, alumnae engagement, and communications. Listed below are select examples:

- Regular diversity, equity, inclusion and justice segments in monthly staff meetings since 2017.
- Leadership participated in Diversity in Advancement training with Rev. Dr. Jamie Washington sponsored by the MPCC. Staff members also participated in national conferences and webinars about DEIJ in advancement work.
- VP serves on task force sponsored by MPCC to increase diversity in advancement professionals.
- Including an Alumnae Relations element for the Inclusion Ecosystem to guide community thinking.
- Partnering with XPD to find opportunities for underrepresented alumni to assist underserved students for career preparation.
- Working with the Advocates for Inclusive Mentoring to find opportunities for underrepresented alumnae to assist underserved students.
- Exploring connections between alumnae relations and the Becoming Community Mellon Grant work to leverage potential opportunities to serve underserved alumnae.
- Creating a written plan for editorial planning and review to eliminate tokenism in representation of women of color in advancement publications and other communications.

### LEADING EFFORTS IN OUR LOCAL COMMUNITY

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.

Heather Pieper-Olson, CSB associate vice president of institutional advancement, sits on the Greater St. Cloud Development Corporation's board of directors as well as the Diversity, Equity and Inclusion Team.

And, CSB hosted CentraCare Health's 9th Annual Diversity Conference in April 2019, planned by a team including Brandyn Woodard of IISS. (The April 2020 conference was canceled due to COVID-19.) CSB/SJU were also major sponsors of this event, which aimed to understand how inclusion drives innovation, employee satisfaction, and business results.

### V. DEDICATING RESOURCES TO ANTI-RACIST ACTION

Ongoing financial resources ensure the sustainability of inclusion and anti-racism efforts. CSB and SJU have successfully raised funds from various grants and corporate sponsors to support this work; the Mellon Foundation, Target, and U.S. Bank are key sources of support. Individual scholarship donations are also essential to supporting BIPOC students.

#### BREONNA TAYLOR SCHOLARSHIP FOR RACIAL JUSTICE

The College of Saint Benedict, working with alumnae and friends who have advocated for such a scholarship, has committed to creating the Breonna Taylor Scholarship for Racial Justice. Work is currently underway to establish the terms of the scholarship, but it will be used to support women whose identities have been historically under-represented at Saint Ben's, with special consideration

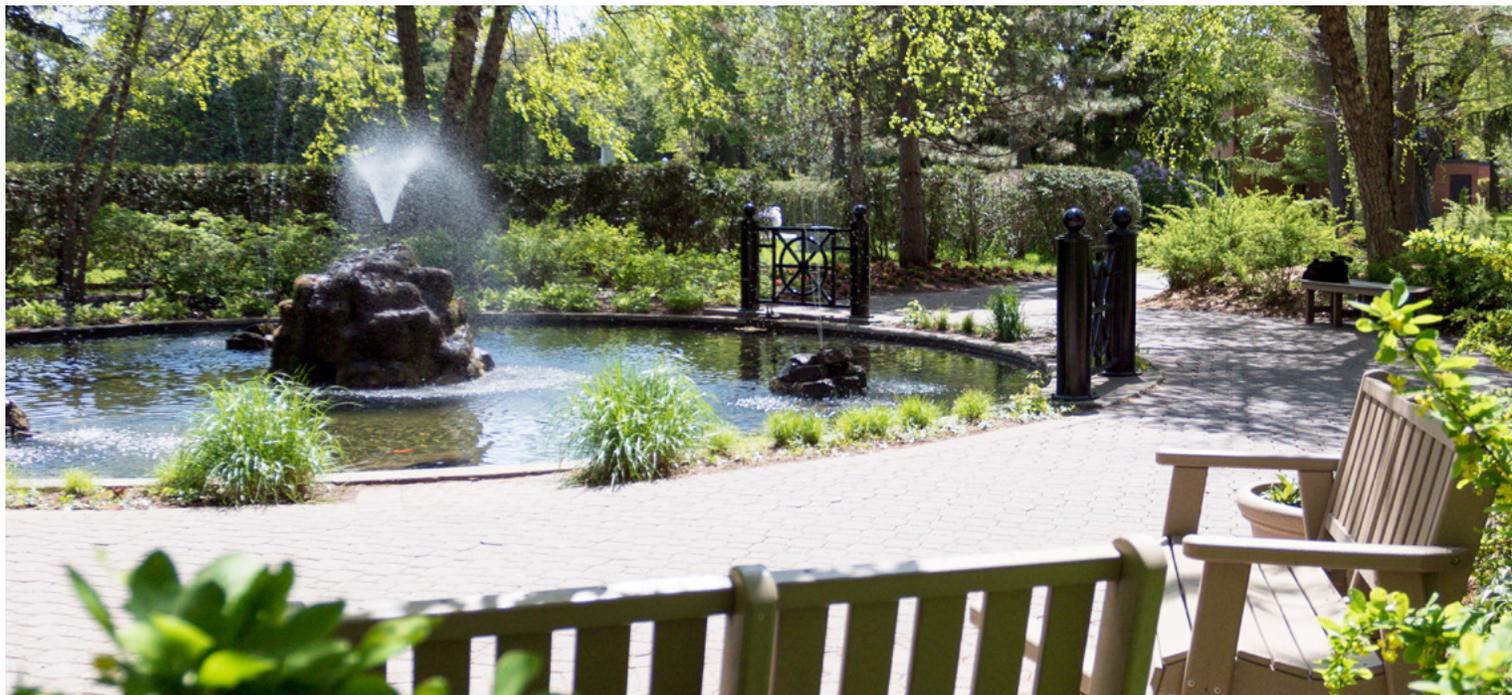
given to Black and African American women. Saint Ben's and the alumnae leaders working to create the scholarship felt that, given CSB's identity as a college for women, it was important to recognize women who have been victims of police violence in the naming of the scholarship. The intention is to announce the scholarship later in July 2020 and invite gifts to grow it.

#### RACIAL JUSTICE SCHOLARSHIP FUNDS

At SJU, benefactors have recently stepped forward to establish two Racial Justice Scholarship Funds in memory of George Floyd. One is an endowment fund, and the other is a \$100,000 commitment in immediate scholarship support for African American Students.

#### CSB FUNDRAISING FOR SCHOLARSHIP SUPPORT

Through the *Illuminating Lives* comprehensive fundraising campaign, CSB has raised nearly \$9 million in scholarships dedicated to first-generation, Pell-Grant-eligible, and other students from low income families. In addition, over \$11 million was raised to support experiential learning for these students. This funding provides stipends to students that allow them to take internships, study abroad, or do research, regardless of their financial situation. CSB has made a strong commitment to raising funds to make the total CSB experience available to all students, not merely those with the resources that allow them to work for free or to study abroad.



### **SJU FUNDRAISING FOR SCHOLARSHIP SUPPORT**

The monks of Saint John's Abbey founded Saint John's University to address the educational needs of immigrant families in Central Minnesota and beyond. For the better part of its first hundred years, Saint John's University had a particular focus on educating immigrants and others who were the first in their families to attend college. At the dawn of the 21st century, Saint John's renewed its commitment to educating first generation college students, setting an ambitious target of reaching 25% of the student body, a goal that has been reached and surpassed.

The key element to this strategy was a dramatic increase in scholarship support for first generation college students, particularly young men of color, and a corresponding increase in the diversity of our student body. Saint John's has raised significant funds in support of scholarships that benefit students of color, including Intercultural Lead, First

Gen, Immokalee, Cristo Rey, and the Phillips Scholars, to name a few. These scholarships are earmarked to students with financial need, with a preference for under-served African Americans, Native Americans, and Latinx students who desire to attend Saint John's University.

Presently, the size of this specific SJU scholarship portfolio is nearly \$18 million, with over \$4.7 million in scholarships awarded since 2002. In addition to the current balance of \$18 million, donors have signed and documented another \$12.5 million in estate gift commitments designated to these existing scholarships. Saint John's total cash and pledges targeted for this scholarship purpose presently exceeds \$30 million.

### **STUDENT RECRUITMENT AND RETENTION**

Higher education is an important tool to disrupt systems of privilege in our world. Many long-standing strategic enrollment partnerships aim to ensure that Black, Indigenous, and People of Color have

access to a CSB/SJU education. The enrollment management team has recently been shepherding the following additional partnerships and programs focusing on recruiting American students of color.

- 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.
- 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.
- 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.

- 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. At both CSB and SJU, \$1 million Cristo Rey scholarships were established in 2019, providing two full-ride scholarships for Cristo Rey graduates annually at CSB, and two full-ride scholarships for Cristo Rey graduates annually at SJU.
- 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.

### ACADEMIC STUDENT SUCCESS NETWORK

The Student Success Network works to empower all students to reach their academic, personal, and career potential through learning, reflection, and connection.

The Hive is being implemented as part of and in support of the Academic Student Success Network at CSB and SJU. The Hive is a digital platform that links faculty, advisors, student services and students

in a connected community designed to enhance student success through mutual support. The Hive connects students, faculty, staff and services on campus to each other and creates a channel for communication across these areas in support of the student.

The Hive is expected to:

- Enhance communication and collaboration between faculty, advisers, and other student support staff
- Simplify coordinating student support resources and scheduling appointments
- Centralize advising resources
- Simplify navigation of campus resources by students
- Improve student, faculty, and program success

CSB/SJU expect The Hive to help ensure that all students receive the help they need, including students from under-represented communities and students of color.

### FIRST-GENERATION STUDENT SUPPORT

The College of Saint Benedict and Saint John's University are committed to supporting first-generation students in their transition to college, many of whom are also Black, Indigenous and People of Color students.

CSB/SJU define a first-generation student as any student whose parents or guardians have not completed a four-year degree. Over 1/4 of our student body identify as first-generation college students.

Our institutions recognize that first-generation students may need additional support navigating the college experience; therefore, CSB/SJU provide additional resources to assist these students. See [csbsju.edu/first-generation](https://csbsju.edu/first-generation).



### ADVOCATES FOR INCLUSIVE MENTORING (AIM)

Advocates for Inclusive Mentoring is a mentorship program for Bennies from backgrounds historically underserved 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 underserved Bennies and majority students; increase underserved students' self-confidence in leadership, academics, professional and personal skills; and help develop self-agency and identity among underserved students.

AIM mentors and mentees are Bennies that come from historically underserved backgrounds. Mentors are motivated women who have demonstrated leadership on campus and expressed a desire to work with their Bennie sisters. Mentors receive financial support in the form of a fellowship. 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 underserved 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 on the next page.

### SELECTED CAMPUS PROGRAMMING

Below is a sampling of recent campus programming around racial diversity, racism and anti-racism.

#### Fall 2018

- How to Build Campus Activism with Jouapag Lee
- Alphabet Soup: The Difference in DEIJ
- Mapping Out Your Identities
- Who Am I? Who am I in Relation to Others?

- Resilience Mapping by Dr. Saby Labor
- Deconstructing Whiteness? with Curtis Linton
- Beyond Diversity 101 with Anne Phibbs
- Urban Vs. Rural: Upbringing and Ideology – United Politics

#### Spring 2019

- 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
- IISS Presents:
  - Awakening
  - Awake
  - Woke
- Blackkkklansman & Discussion
- Authentic Dialogue with Anne Phibbs
- 9th Annual Diversity Conference

### Fall 2019

- Orientation Inclusion Workshop for all First Year and Transfer Students
- Overcoming Racism Forum
- Transportation for students to participate in the annual Conversation on Race hosted by Create CommUNITY
- Identity-specific events for Hmong women, LatinX men, and programs for (historically) underserved students regarding grad school, Urban Scholars, and surviving Minnesota winters

### Spring 2020

- Speaker Malcolm London (part of MLK Week)
- FYX Student Leader Speaker Wing Young Huie (Minneapolis Artist)

### Upcoming

- Eboo Patel will speak to the CSB/SJU community on November 20 about the interfaith action toward racial equity. For more information, visit [csbsju.edu/patel-visit-2020](https://csbsju.edu/patel-visit-2020).
- Wing Young Huie is coming back to speak to all first year and transfer students in September 2020 as part of the INTG 105 course.
- On Tuesday, October 6, CSB/SJU will host an Anti-Racism Panel on Policing. More information is forthcoming.

### CONCLUSION

We believe that our combined efforts toward inclusion and anti-racism will have a transformational impact on the success of underserved college students and on our CSB/SJU community as a whole.

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.

And, we are called to continue work that is more explicitly anti-racist. We know that our past calls for a more inclusive community have been insufficient in addressing racism. We know there is much more to do and CSB/SJU is committed to doing it. We will offer additional updates and announcements as this work continues.

This report was prepared in July 2020 by

**Kathryn A. E. Enke, Ph.D.**,  
Chief of Staff, College of Saint  
Benedict Office of the President.

It is intended to update and supplement similar reports compiled in March 2017 and June 2019.

- Read the March 2017 report at [bit.ly/2Xtpcos](https://bit.ly/2Xtpcos)
- Read the June 2019 report at [bit.ly/2Zvbgsw](https://bit.ly/2Zvbgsw)