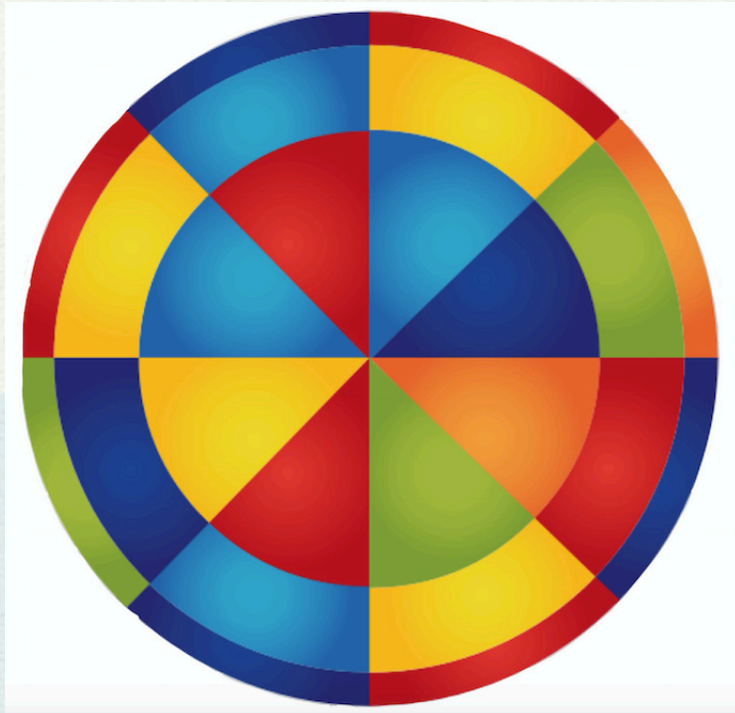# PIE:

Planning for Inclusive Excellence in the School of Liberal Arts

March 16, 2017

Plan for Inclusive Excellence (PIE) in the School of Liberal Arts

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Plan for Inclusive Excellence (PIE) in the School of Liberal Arts

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Preface from the Dean:

An incredibly diverse student body, a highly engaged faculty that is clearly committed to serving students and to advancing social justice, a rich and distinctive curriculum, and an inspiring and galvanizing mission: these were the most compelling attractions for me of the opportunity to lead Saint Mary's School of Liberal Arts. In my short time in SOLA, I've been awed and inspired by the lengths to which both our faculty and staff daily go to ensure that individual students feel welcomed, included, and cared for, as well as intellectually challenged and supported in their education. From my very first days on campus, I have been excited about tapping into, building on, and more systematically supporting those personal and passionate commitments to inclusive excellence, commitments that animate the "liberating" heart of the Liberal Arts and that resonate powerfully with my own deepest concerns as a teacher, scholar, leader, and person. My goal in establishing the PIE initiative is to engage with faculty in planning, together, how best we can do this across SOLA. Recognizing, supporting, enhancing, and expanding what we are already doing in so many ways, this plan invites faculty and staff to commit, together, to a few specific, ambitious goals that we believe can make us better at what we do.

It has been my pleasure and honor to work with the PIE Team--a group of seasoned faculty from across SOLA who were nominated and invited for their

experience and expertise in these issues. The plan we have developed together is presented to our SOLA colleagues as an invitation to join us in work about which we are all incredibly energized. It asks departments, programs, and centers within SOLA to consider how they might best contribute to this work, given their particular contexts and missions, disciplinary and otherwise. We have invested substantial time, thought, and passion in these first steps--researching, assessing, drafting, considering feedback and revising this plan in light of it--and we appreciate that inviting our colleagues across SOLA to join us in a new initiative such as this is "a big deal." For some, PIE may primarily mean enhanced support for and recognition of work you're already doing; for others, it will be a chance to begin something you've wanted to do for a while; and for others still, it will provide an opportunity to think and stretch in new ways. To support this work, I am prepared to focus a significant portion of my discretionary budget toward faculty involvement in PIE in the years ahead, and I am committed to garnering new resources for PIE, as well. So this invitation comes with an open hand of collegiality, the promise of literal (and *liberal*) pie, and a commitment to practical support . We believe that every department, program, and center will be able to find some way to connect meaningfully to the plan and to embody and advance aspects of it that are contextually relevant, disciplinarily appropriate, and, we hope, personally inspiring. So ... *PIE anyone?*

PART ONE: SOLA School-Wide Plan

I. Background & Rationale:

Purpose:

        The aim of this Plan to bring greater focus and commitment, energy and resources, and visibility and mutual accountability to advancing a shared vision of inclusive excellence in the School of Liberal Arts (SOLA). It is a vision inspired by concern and care for our students and for our entire community as well as by an appreciation of the special contribution the Liberal Arts make at Saint Mary's, in higher education, and in our world today. This plan is offered as an invitation to engage together in building on our strengths, as well as in addressing our challenges, so that we can most effectively advance our shared mission and support and implement College-wide goals for inclusive excellence and academic distinction within the SOLA context. Our College and School are rich in student diversity, and SOLA faculty already are active in bringing to the center those populations that have been historically marginalized in our country and community. Faculty lead by example in inclusive excellence, recognizing that a quality education is only possible, in our current socio-historical and geopolitical context, through deep and sustained practices of diversity and inclusion that reflect our society and embody our mission.

        PIE builds on the premise that diversity and inclusion are deeply embedded in the mission of the College and through this plan SOLA seeks to embody the just society that our mission envisions. Saint Mary's three-part mission informs and inspires our thinking about diversity and inclusion and our commitment to practice and foster inclusive excellence. Our Catholic and Lasallian traditions, in particular,

call us to be a diverse and inclusive community that can, together and as individual, whole persons, in solidarity with marginalized groups, work to transform our world for the common good. A deep appreciation for human diversity and a commitment to inclusive community are fundamental to the Catholic tradition. The catholicity of the faith tradition on which we are built is all-embracing, and it calls for commitment to the common good. In the words of our own Professor of Theology and Religious Studies Anne Carpenter, "Each person is a holy mystery from God. We are made to be different *together.* To be together *differently*. To be one and catholic. / We are made in the image of God, and God is Trinity. For Christians, even God contains both unity and difference" (par. 8-9).

Catholic Social Teaching further articulates the value and necessity of diverse and inclusive communities, upholding not only "the equal dignity of all people" (Pontifical Council 144), but also the truth that "difference in equality is enriching and indispensable for the harmony of life in society" (146). This valuing of diversity and inclusion is built, in part, on a recognition that diverse "religions and cultures today . . . need to join forces in promoting justice, fraternity, peace and the growth of the human person" (12). In other words, it is only through the work of a diverse and inclusive community that we may contribute to the common good upheld in our mission. Further, the tradition and living presence of the Brothers of the Christian Schools, and the vision and inspiration of their founder, St. John Baptist de la Salle, have established for us primary commitments to academic excellence, faith formation, inclusion, respect for the individual, service, and social justice. These Lasallian values fundamentally inspire and shape the PIE initiative.

Our Liberal Arts tradition also calls on us to promote inclusive excellence: bringing diverse experiences and perspectives to fundamental questions about what it means to be human; cultivating shared and various ways of knowing and thinking; and setting a high standard of mindfulness and self-critique--inviting us to be reflective about our own relative privileges, conscientious in recognizing and naming inequities, and willing to work against bias and inequity in order to foster a more democratic discourse and community. In concert with our commitments to see and know, value and respect, and care for and support one another deeply, as human persons in whom, as our Catholic and Lasallian traditions teach, we find the presence and likeness of God, we find impetus in our Liberal Arts' commitment to shared inquiry and critical thinking for the change we desire to see on campus and preparing our students for the world awaiting them beyond our campus gate.

Indeed, we find that attention to issues of inclusive excellence is central to the study of the Liberal Arts and that the study of the Liberal Arts is crucial to the success of citizens in adapting to the needs and challenges of an increasingly globalized world. Only through critical thinking that incorporates diversity and inclusion can we creatively and confidently comprehend the challenges of the 21st Century. Our graduates should be prepared to lead fulfilling lives that carry the mission of Saint Mary's College into the world.

Our strategic plan, "Distinctive Excellence: Defining the Future of Saint Mary's College," articulates our shared goal to be academically distinctive through "collaborative approaches to critical inquiry that uncover human potential, advance the common good, and create a more just, sustainable world" (Goal 1.A.). We believe

we can only accomplish this goal if diversity and inclusion characterize our collaboration. The related goal of "'[i]nvesting in faculty sufficiency and support… including… faculty diversity that more closely mirrors the composition of our students" (Goal 1.B.) affirms this connection between excellence and inclusion.

Parameters:

The PIE plan, which addresses SOLA faculty, curriculum, and climate, focuses its attention primarily on faculty and students, but recognizes that staff also play a crucial role in fostering diversity and inclusion in our School, especially through contributions to an inclusive climate. This plan thus invites SOLA staff to join with faculty in strategizing and implementing aspects of this plan, as seems appropriate and feasible, and it welcomes any other proposals for action staff may want to put forward in support of PIE. Attention to staff demographics is one area, for example, that may merit future attention.

The plan focuses its curricular attentions on traditional undergraduate (TUG) programs, which comprise the vast majority of SOLA offerings. Graduate and Professional Studies (GPS) curricula also have a role to play in advancing diversity and inclusion in SOLA, however, even as they operate within their own distinct parameters. GPS programs are thus invited, along with TUG departments and programs, to propose their own PIE plans and/or to cooperate with related TUG departments and programs on shared plans.

Definitions:

It is important to clarify some key terms that undergird this document. Although these terms are used in various ways within and beyond the Saint Mary's

community, the working definitions provided below clarify how they function in this SOLA Plan for Inclusive Excellence and offer a common parlance to guide our future work, including the development of departmental and program plans within SOLA and the College. These working definitions are not meant to be exhaustive, nor can they do justice to the various traditions and approaches by which they are informed; rather, they are meant simply to provide some practical clarity on the particular usage here of these common terms.

The Common Good: This is an essential principle of the Catholic faith and of Catholic Social Teaching. It is the principle to which, in the language of the Second Vatican Council, "every aspect of social life must be related if it is to attain its fullest meaning," and which itself "stems from the dignity, unity and equality of all people. According to its primary and broadly accepted sense, the common good indicates 'the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfilment more fully and more easily'" (Pontifical Council 164, quoting *Gaudium et spes,* 26).

Diversity: Literally, *diversity* refers to the presence of a variety of different individuals and groups within a particular context. Globally, diversity is a fact of nature and a good of creation. More deeply, however, in institutional and communal contexts, diversity is achieved not simply by varied demographic representation, but when a range of different backgrounds, social identities, and experiences inform the perspectives and ideas given voice within the larger body.

Inclusion: While *diversity* defines who comprises a community or institution, *inclusion* signals how diversity is achieved, maintained, and experienced. We achieve

inclusion when a wide variety of people both *are* and *feel* fully welcomed and embraced in the community, when diverse voices are heard and valued, when diverse perspectives are considered and valued at every level of decision-making, and when socially marginalized voices are actively and intentionally recruited and included at the table. Practicing inclusion does not mean that we all agree, but rather that, even in times of conflict, what we say and do shows that we value each other inherently and respect our mutual differences as unique contributions to the community and institution. Different relative degrees or stages of inclusion are characterized in the Organizational Development Model of Inclusion (ODMI) that has informed the College's work toward inclusion in recent years.

Inclusive Excellence: Building upon the definition of inclusion above, inclusive excellence signals an understanding that a truly excellent education depends upon the practices of inclusion. In the words of the College Committee on Inclusive Excellence (CCIE), inclusive excellence means that, as a community, "we are committed to engaging in open, respectful, and often difficult dialogue about ideas, faith, education, and difference." Collaboration as equal partners with colleagues who bring different experiences and perspectives to the table enables excellence. Shared inquiry that is truly inclusive enhances the quality of both the learning process and its outcomes. It is characterized, in the terms of the ODMI model, by the belief that "inclusion yields greater creativity, synergy, and effective outcomes." In another sense, inclusive excellence might be understood as the true integration and manifestation of the five Lasallian Core Principles: Concern for the Poor and Social Justice; Faith in the Presence of God; Quality Education; Respect for all Persons; and

Inclusive Community.

Social Justice: *Social justice* requires the equitable distribution of resources and equitable access to the conditions that enable full human development and flourishing in society. In the language of Catholic Social Teaching, "Everyone ... has the right to enjoy the conditions of social life that are brought about by the quest for the common good," and in the words of Pope Pius XI, "The distribution of created goods ... must be effectively called back and brought into conformity with the norms of the common good, that is social justice" [354] (Pontifical Council 167). Such an understanding of social justice requires that we consider the kinds of diversity and inclusion that are especially important to foster within our community and institution, given existing differences in wealth, voice, and power within our global, national, and regional context. In light of Catholic Social Teaching and the concern for the poor at the heart of the Lasallian tradition, it is also important to consider the "universal destination of goods" and a "preferential option for the poor" as part of this vision of social justice. In appreciating the goodness of the earth and all creation, we must recognize that it is meant for the sustenance of all, and in acknowledging the presence of God in each person, we must especially remember that God is on the side of the poor (Pontifical Council 171-175 and 182-184).

Process:

In spring 2016, the SOLA Dean's Office convened a team of faculty to work on inclusive excellence planning for the School. A call for nominations and self-nominations to participate was sent to all ranked SOLA faculty in early February, and in early March a group of six faculty was then invited to form the PIE (Planning

for Inclusive Excellence) Team (see Appendix 1: PIE Team Membership), with leadership from Dean Hughes and Associate Dean Anderson. The team met three times over the spring, including a full-day retreat in late May, and members consulted by e-mail over the summer. The group began by reviewing internal and external resources (See Appendix 2: List of Resources) to conduct an assessment of diversity and inclusion in SOLA, and it then worked to identify goals and strategies for the School and guidelines for SOLA departments and programs to draft their own plans for inclusive excellence. From the beginning, the Dean charged the team to consider at least these three areas: *faculty*, *curriculum*, and *climate*. The Team produced a draft Plan for Inclusive Excellence, which was distributed to departments, programs, and centers across SOLA in late September, inviting discussion and feedback by the end of the fall semester. The plan was also shared with the members of the Provost's Academic Affairs Leadership Team. Within SOLA, 14 departments, programs, and centers provided written feedback on the plan, and SOLA staff also met to discuss the plan and provided feedback. Several individuals, from within SOLA and beyond, submitted responses to the plan, as well. The PIE Team reconvened in mid-January to consider the feedback and revise the plan in light of the questions, concerns, and recommendations that had been articulated. The final plan, represented by this document, was then shared with the Provost for further comment. It is now being distributed to all SOLA Faculty and Staff and will be made available to other members of the SMC community via the SOLA Dean's website.

Timeline:

Sept. 2016:   Draft PIE Plan distributed

Oct-Dec 2016:   Departments and programs discussed PIE draft and provided

feedback

Jan-March 2017:   Finalize SOLA PIE Plan and department and program guidelines

March-May 2017:   Departments and programs develop draft plans, in keeping

with PIE guidelines

June 10, 2017:   Deadline for submission of department and program draft

plans to the Dean

June 30, 2017:   PIE Team provides feedback to departments and programs on

draft plans submitted by June 10

July-Sept 2017:   Additional consultation and revision of department and

program plans, as appropriate

October 2017:   Revised SOLA department and program plans submitted by

June 10 approved and implemented

Oct. 31, 2017:   Extended deadline for submission of draft plans for those

departments and programs that have requested more time

Dec. 20, 2017:   PIE Team provides feedback to departments and programs on

draft plans submitted by Oct. 31.

                            Jan-Feb 2018:   Additional consultation and revision of

department and program plans, as appropriate

                            Feb. 28, 2018:   Revised SOLA department and program

plans submitted by Oct. 31 approved and implemented

II. Assessment

No school-specific assessment of diversity and inclusion had been previously conducted, so the PIE Team set out to gather and review a mixed array of existing data related to faculty demographics, curriculum, and climate in SOLA. The team also served as a focus group, of sorts, bringing their own experiences and observations as faculty working, teaching, and in some cases leading a range of SOLA departments and programs to the analysis. The following conclusions summarize the team's findings.

Context:

Important to our assessment is an appreciation of the fact that the Saint Mary's student body has changed significantly from what it once was, manifesting the foundational Lasallian commitment educational accessibility in new and evolving ways. We have a long history of serving first-generation college-goers, and while fifty years ago this included a predominantly white, male-only student body, today, we are officially a Hispanic-Serving Institution (HSI), and we educate a female majority. As of fall 2015, our traditional undergraduate (TUG) student body is 46.5% White, 25.7% Hispanic/Latino, 14.8% Asian, 5.4% Black, 1.5% American Indian/Alaskan Native, 1.2% Hawaiian-Pacific Islander. Additionally, 2.1% are international, and 2.7% are of unknown ethnicity. In terms of gender, 59.3% of our traditional undergraduates last fall were female.[1] Saint Mary's Graduate and Professional Studies (GPS) student body is also highly diverse. As of fall 2015, 43% of GPS students are White, 16% Hispanic/Latino, 10.6% Asian, 8.3% Black, about

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[1] According to the online SMC Fact Book, in Fall 2015, women comprised 60.8% of the entire student population, including traditional undergraduate, professional, and graduate students.

1% are Hawaiian-Pacific Islander, less than 1% are American Indian/Alaskan Native. Among GPS students, 2.1% are international, and 19% are unknown. In terms of gender, 64% are female , compared to 36% male (Factbook).[2]

While the College's infrastructure has changed in many ways to support this new reality, other responses to such change are still needed. Recent and emerging patterns in college enrollment nationally, combined with California's changing demographics, mean that we will need to sustain an adaptive and responsive approach as our future students will continue to be more racially, ethnically, linguistically, religiously and socio-economically diverse, as well as more diverse in their declared gender and sexual identities and disability status, than the College has seen in years past. To survive and thrive as an institution for the next fifty years in a very competitive higher education landscape, we need to renew and enhance our commitment to inclusive excellence and our changing student population. In the School of Liberal Arts, this needs to be reflected in our curriculum, climate, and faculty.

Curriculum:

Overall, issues of diversity are addressed in a good number of undergraduate SOLA courses. Our departments and programs are well represented in the "American Diversity" component of the Core Curriculum, for example, with 29 out of

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[2] We do not have SOLA-specific demographic data for the TUG student population, as students enter the College without a declared major. We have been able to disaggregate the most recent data for GPS demographics, however. As of fall 2016, SOLA GPS students are 66% White, 8.3% Black, 4.6% Asian, less than 1% American Indian/Alaska Native, less than 1% Hawaiian/Pacific Islander, and 0% Hispanic/Latino. 2.3% are international and 17.5% are of unknown race/ethnicity. In terms of gender, 65% are female and 35% male. There are a total of 217 GPS students in SOLA, a little more than half of these in the LEAP program, and slightly less than half spread across the graduate programs.

the 33 courses approved for this requirement (as of Spring 2016) coming from SOLA. SOLA courses also make up the majority--31 of the 32 courses approved--of those that address "Global Perspectives", which fosters awareness of "what it means to be a citizen in a local community and a part of the global community" (Core Curriculum).

A review of learning outcomes for SOLA majors also reveals that a high number of these address some aspect of diversity, broadly construed. A smaller number of these outcomes bring a comparative approach to bear or specifically incorporate social justice, features that the PIE Team identified as desirable articulations of inclusive excellence. Reviewing course designations and major learning outcomes does not, of course, assure us of what students are actually learning. The team did not have access to learning assessment data for majors as it relates to these outcomes and, given our timeframe, did not attempt to analyze whether and how specific courses might map onto the relevant diversity outcomes to ensure their achievement by students in the major. The team concluded that, objectively speaking, the level of attention paid to diversity, inclusion, and social justice across all courses in SOLA is uneven, and assessment results for diversity learning are not widely known or shared.

Climate:

For climate assessment, the PIE Team looked at College-wide and SOLA-faculty-respondent results of the 2014 campus climate survey, reviewed recent BIRT report data, and reflected on their own experiences. Climate survey data revealed some areas of concern where SOLA faculty responses were not only

generally negative but also noticeably more negative than faculty responses

campus-wide. SOLA faculty

- o Reported higher frequencies of observed insensitivity/disparagement for every social identity category listed (*How often have you seen or heard insensitive or disparaging comments, behaviors or gestures directed towards people on this campus who are men/ women/ LGBT/have a disability/religious/older/younger?*)
- o Reported higher frequencies of personal experience of harassment/ discrimination for every identity category *(How often have you been harassed, pressured, or discriminated against on campus because of your gender/political views/ethnicity/sexual orientation/disability/language or accent/religion/age?)*
- o Expressed lower levels of confidence that female faculty receive the same level of support as male faculty (41% SOLA vs. 47% All)
- o Were less likely to perceive faculty morale as good (37% SOLA vs. 46% All)
- o Were more likely to report that subtle instances of discrimination are tolerated on campus (52% SOLA vs. 41% All)
- o Were less likely to say that they are treated with respect by their colleagues (68% SOLA vs. 74% All).

However, SOLA also had some areas of diversity-related responses that were more

positive. Compared to College-wide responses, SOLA faculty

- o Were less likely to "feel uncomfortable discussing racially sensitive topics on campus with members of other races and ethnicities" (11% SOLA vs. 21% All)
- o Were more likely to value the work being done by the Intercultural Center (64% SOLA vs. 57% All)
- o Were more likely to say that their department encouraged the inclusion of multiple ethnic and gender specific materials in their curriculum (68% SOLA vs. 54% All).

These differences may reflect the fact that more SOLA departments and programs

have diversity-focused curricula and faculty research interests and, thus, that faculty

expectations may be higher and/or the critical eye sharper on these issues than on

average among the other schools. It may also, or alternatively, indicate that there is

some degree of contradiction within a faculty group exhibiting both a higher level of

cognitive appreciation for diversity and a higher degree of actually insensitive and

discriminatory practice. Because the questions in the climate survey did not ask respondents to address concerns that they held about SOLA in particular, it is not clear whether their higher levels of concern pertain to experiences in SOLA or in the wider College community. Whatever the cause, the climate is clearly affected for SOLA faculty and students around these issues.

With regard to climate for students, BIRT (Bias Incident Response Team) summary data for 2015-16 revealed that almost half of the academic-related bias complaints were SOLA related. A total of 49 BIRT reports were filed, 11 of which were academic in nature. Of these, 5 were regarding SOLA classes, another 4 were about Seminar or Jan Term classes, and 2 were for other schools. Of the 5 SOLA reports, 3 specifically claimed "bias" on the part of a faculty member towards the reporting student. A recent mixed-methods SMC student project concluded, as well, that students of color have a lower level of comfort on our campus, in terms of "acceptance, belonging, and inclusivity, " than do white students.[3] Thus, while it is difficult to determine, based on this limited information, whether students experience the climate in SOLA as any worse than in other parts of the College, it seems clear that students perceive bias and exclusion to be problems and that we should aim to improve in these areas.

Faculty:

While the team looked to climate data to reveal something about SOLA faculty and student experience, it examined current demographic data to

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[3] The student's project was not formal IRB research but is relevant for internal, SMC communication. See Samonte in Sources.

understand the representational diversity of faculty in the school. In Fall 2015, there were 322 faculty in SOLA, including 202 lecturers (part-time, now called "per-course adjunct faculty"), 26 adjuncts (full-time, now called "salaried adjunct faculty"), and 95 tenured or tenure track faculty. Among tenured and tenure track faculty, we saw gender parity (47 men, 48 women). While there are an equal number of men and women at the Associate Professor rank (18 each), there are more men than women at the full Professor rank (26 to 19, or 58%) and more women than men at the Assistant rank (11 to 3, or 79%). Fifty-six percent of lecturers (now called adjuncts) are female, as are 68% of full-time adjuncts. In terms of race and ethnicity, 67% of the total faculty are white, 7% are Asian, 5% are Hispanic/Latino, 5% are Black or African American. Less than 2% each are Native American, Pacific Islander, or International, and 13% are unknown. Among the ranked faculty, 73% are white, 12% are Asian, 6% are Hispanic/Latino, 2% are Black or African American, 1% is International, and 6% are unknown. The chart below highlights the areas of greatest discrepancy with our student body, as well as with state and national demographic contexts (see percentages in bold font).

Fall 2015 Demographics (%)	All SMC students	SMC TUG students	All SOLA faculty	SOLA ranked faculty	US Population[4]	CA Population
Female	60.8	59.3	55.3	50.5	50.8	50.3
Male	39.2	40.7	44.7	49.5	49.2	49.7
White (*not Hispanic or Latino)	**45.4**	**46.5**	67.4	**72.6**	**61.6***	**38***
Latino/Hispanic	**22.7**	**25.7**	5.3	**6.3**	**17.6**	**38.8**

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[4]US and CA statistics are taken from the most recent (2015) US Census Bureau data.

Asian	13.5	14.8	7.1	11.6	5.6	14.7
Black/African American	**6.4**	**5.4**	5.0	**2.1**	**13.3**	**6.5**
American Indian or Alaska Native	1.0	1.5	1.2	0	1.2	1.7
Hawaii-Pacific Islander	1.1	1.2	<1.0	0	0.2	0.5
International	2.1	2.1	<1.0	1.1	n/a	n/a
Unknown	7.9	2.7	4.0	6.3	n/a	n/a

Thus, our current faculty in SOLA falls short of meeting the College's stated goal of reflecting our student body, particularly in the areas of Hispanic/Latino faculty generally (5-6% vs. 23% TUG students) and African American ranked faculty (2% vs. 6% TUG students). [5] Only Asian ranked faculty (12%) are roughly on par with TUG students (13% Asian). White faculty are overrepresented relative to our students (67-73% vs. 45% TUG students and 35% GPS students), as are men, generally. Female faculty are underrepresented relative to the student body, especially among the ranked faculty (50% vs. TUG 61% and 64% GPS students), though recent hiring trends (with females concentrated in the Assistant Professor rank) would seem to have improved this ratio considerably in recent years.

III. Goals

<u>Curriculum:</u>

  GOAL 1: Enrich SOLA majors'/students' learning about diversity and

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[5] Student demographic data was drawn from the 2015-16 SMC Fact Book. Note that 6% African American reflects the entire student body. Undergraduates are 5% African American. For context and comparison's sake, as of the 2014 Census, California's population was 38.6% Hispanic/Latino of any race, 14.4% Asian, 6.5% Black, 1.7% American Indian and 0.5% Pacific Islander. Faculty demographic data was provided, upon request, by the Office of Institutional Research.

inclusion by (a) encouraging the adoption of diversity and inclusion learning outcomes more broadly across the curriculum in SOLA and (b) considering the impact of such learning as part of the standard curriculum assessment process.

GOAL 2: Foster commitment by departments and programs to continual renewal and innovation for inclusive excellence in the curriculum.

Climate:

GOAL 1: Ensure that the majority of SOLA faculty members have competence to effectively participate in and lead difficult conversations about diversity and inclusion, both in and out of the classroom.

GOAL 2: Ensure that mutual respect, with attentiveness to the dynamics of power and status, distinguish our interactions with each other as faculty, staff, and students.

Faculty:

GOAL 1: Diversify applicant, semi-finalist, and finalist pools in faculty searches, and make substantial progress toward the aspiration of reflecting, in our faculty, the diversity of our current and future student body, especially with regard to racial and ethnic groups underrepresented in SOLA (especially Black or African American and Hispanic/ Latino/a, but also Asian, Pacific

Islander and American Indian or Alaska Native faculty).

GOAL 2:   Retain faculty of color at rates on par with white faculty,

through to the time of final tenure decision.

GOAL 3:   Promote faculty of color and female faculty from

Associate to full Professor rank at rates on par with white male

faculty.

GOAL 4:   Foster a collective culture of shared responsibility for meeting

these goals across all programs and departments.

IV. Strategies

These strategies are suggested as potential means by which the School as a whole

and individual departments and programs may work to achieve shared as well as

particular PIE goals. In most of the strategies below, there is a direct or supportive

role for the SOLA Dean's Office and/or PIE Team. Departments and programs are

encouraged to consider which strategies may be most relevant and effective to

achieving these goals in their particular contexts and to generate additional and

more local strategies, as well. The PIE Team can serve as one resource for doing so.

Curriculum:

    a. Recognize and affirm current, ongoing department and

program-level efforts to articulate and implement specific

strategies for increasing emphasis on diversity and inclusion

(Goal 2).

b. Support, identify, highlight, and reward relevant innovative, collaborative curricular and co-curricular initiatives through program support funds, faculty lines/hiring, and communications (Goal 1a & 2).

c. Sponsor and support departmental, interdepartmental, and interdisciplinary workshops/programs across SOLA related to learning outcomes and other aspects of and curricular development around diversity and inclusion (Goal 1a & 2).

d. Explore possibilities for securing funds to support course development and revision (Goal 1a & 2).

e. Identify and share strong examples of diversity and inclusion learning outcomes among SOLA departments and programs and share them as models for adaptation (Goal 1a).

f. Create a PIE "team drive" in Google that is accessible to SOLA faculty, for the sharing of information, ideas, and resources(Goal 1 & 2).

g. Develop diversity and inclusion content for use in SOLA First Year Advising Cohort classes (FYACs) (Goal 1a).

h. Create a robust trans-disciplinary learning outcome for diversity and inclusion and encourage SOLA departments and programs to address it in at least one required course in their majors and in relevant Core courses (Goal 1a).

i. Encourage the development of diversity-and-inclusion-related

themes and approaches for required, lower division "gateway" courses in SOLA (Goal 1a).

j. Collect, analyze, summarize and report on program-level assessment data related to diversity and inclusion in the curriculum as part of normal reporting processes (Goal 1b & 2). e.g., i. Consider asking chairs and directors to report on any relevant PIE efforts in their annual discussions with the Dean about their department "Annual Plan" or by some other means; ii. Explore the possibility of reporting on diversity curricular initiatives and progress through the College-wide Program Review process.

k. Encourage robust assessment of learning outcomes related to American and global diversity in the Core Curriculum (Goal 1).

Climate:

a. Recognize and affirm current, ongoing department and program-level efforts to articulate and implement specific strategies for increasing emphasis on diversity and inclusion (Goal 2).

b. Consider conducting a SOLA-wide climate assessment using the ODMI model (Goal 1 & 2).

c. Ensure that a variety of faculty development opportunities related to diversity and inclusion are available to every SOLA faculty member; the dean, chairs/directors, and PIE Team will encourage SOLA faculty to participate, in order to increase competency with regard to

pedagogy and conversations around matters of race, class, gender, sexuality, religion, etc.. This programming may include:

    i.   Gaels Uniting for Inclusion and Diversity through Education (GUIDE) (formerly Campus of Difference) (Goal 1 & 2)

    ii.   A SOLA-designed, faculty-led follow-up to GUIDE, with a pedagogy-focused component (Goal 1)

    iii.   Fall & spring SOLA-wide community time events around best practices in diversity & inclusion (Goal 1 & 2)

    iv.   A PIE colloquium to highlight faculty strategies and successes in achieving an inclusive classroom climate (Goal 1)

    v.   A "cheat sheet" identifying specific strategies, language and classroom protocols for difficult dialogues around diversity and inclusion and peer-to-peer workshops to communicate best practices (Goal 1)

    vi.   An addition or supplement to New Faculty Orientation (Goal 1 & 2)

    vii.   Developing, via faculty discussions, a "Commitment to Community" agreement that spells out what it means, in terms of Rank and Tenure expectations, to "work well with others" in SOLA (Goal 2).

l.   Chairs and Directors programming in SOLA will include

attention to fostering a culture of respect within departments and programs (strategies for leading effective discussions, best practices for equity and transparency, etc.). (Goal 2).

m. The Dean, Chairs and Directors, and PIE team members will clearly communicate that tenured faculty carry a special responsibility to intervene and promote an inclusive climate (Goal 2).

n. The Dean's Office will communicate that departments and programs may request resources to help address internal climate concerns (retreats, facilitators, professional development programs) (Goal 2).

<u>Faculty:</u>

a. Collect and analyze demographic data about hiring pools to improve the search process and more effectively target candidates who will support and advance inclusive excellence (Goal 1).

b. Encourage innovation in the shaping and defining of open lines in order to attract the most diverse pools of candidates (Goal 1).

c. Ask candidates to address questions about diversity in scholarship, teaching, student advising/support and experience in their application and in interviews (Goal 1).

d. Rigorously apply newer processes and requirements related

to hiring in SOLA and SMC re: line requests, job ads, GUIDE training, etc. (Goal 1).

e. Explore innovative pipeline development and recruitment strategies (Goal 1) such as:

  i.   Fellows/postdocs/visiting positions

  ii. Promoting graduate and undergraduate research and scholarships.

f. Seek opportunities to hire senior faculty of color (Goal 1).

g. Include appropriate inclusivity content in the SOLA pre-tenure mentoring program and explore the expansion and enhancement of individual mentoring efforts within and beyond SOLA departments and programs (Goal 2).

h. Offer Rank and Tenure development programming for advanced associate professors (individual or group mentoring, etc.) (Goal 3).

i. Continue to provide greater clarity and transparency re: Rank and Tenure processes and expectations at the department, School, and College level (Goal 2 and 3).

j. Recognizing the importance of Rank and Tenure processes that are beyond the control of SOLA, invite concerned faculty to begin the Senate process of requesting a change in Faculty Handbook language governing R&T guidelines in the following areas: 1) specific recognition of the value of faculty

teaching and scholarship efforts in the areas of diversity and inclusion; 2) mentoring faculty of color as meritorious School and College service; 3) recognizing the College service performed by faculty of color who serve as primary mentors for students of color; 4) defining more clearly what the special criterion of "ability to work productively with colleagues" would mean in relationship to diversity and inclusion. Concerned faculty could also encourage the Senate to examine how both race and gender may factor into discrepancies in service workload, and to consider changes to relevant policies and practices (Goals 2 and 3).

k. Engage SOLA faculty in the PIE Plan development process (Goal 4).

l. Ask departments and programs to develop their own PIE plans, appropriate to their distinct disciplines and contexts, to support and extend the SOLA wide plan (Goal 4).

m. Offer consultation with members of the PIE Team during the department and program planning process (Goal 4).

n. Dedicate some time in the regular Chairs and Directors Meeting schedule to discussion of PIE planning (Goal 4).

o. Dean's Office/PIE Team sponsor additional conversations for SOLA faculty PIE planning during the department and program planning phase (Goal 4).

p. Consult the the Center for Teaching, Learning, and Scholarship about potential support for the department/program assessment and planning process (Goal 4).

V. Resources

The Dean will direct a substantial part of her discretionary budget for program development and support toward PIE planning and PIE-related initiatives for at least the first two years of the PIE initiative (2016-17 and 2017-18). In 2016-17, the total budget allocated from the Dean's budget for PIE has been approximately $10,000. The Dean aims to grow this amount for future years through gifts to a new Dean's Fund for Academic Distinction[6]. Chairs and directors will be encouraged to consider targeting some of their operating funds toward activities tied to their department's or program's PIE plan, as may be relevant and feasible, but departments and programs will retain their current level of autonomy over their operating budgets. In addition to seeking donor support for PIE, the Dean will work with departments, programs, individual faculty, the Office of Research, and Corporate and Foundation Relations to seek out external funding opportunities for proposed programs and activities related to PIE.

PART TWO: Guidelines for Department & Program Plans in SOLA

The PIE initiative in SOLA cannot hope to move forward without the broad engagement and deep commitment of faculty across the School. In order to achieve

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[6] This new fund currently serves to support the Dean's key initiatives around Academic Distinction including Planning for Inclusive Excellence and Faculty and Student Scholarly Travel.

real and lasting change in our curriculum, climate, and faculty in ways that embody inclusive excellence, it is imperative that this work be embraced at the department and program level. To that end, the PIE team invited significant input from SOLA departments and programs on a draft of this plan and now asks departments and programs to develop their own PIE-related plans in support of the goals articulated here. Departments and programs are invited to consider their own strengths and challenges and to develop goals and adopt strategies most relevant to their own contexts, disciplines, and particular missions.

I.   Process & Timeline

The draft PIE plan was shared across SOLA early in the fall semester, 2016. Departments and programs, as well as staff members, were asked to read the plan, meet together to discuss it wherever possible, and provide a summary of feedback (one page, in prose or outline form) to the Dean by December 20, 2016. Fourteen departments and programs submitted written feedback, the Assistant Dean submitted a summary of staff feedback, and several individuals responded to the draft as well.

The PIE Team reviewed all feedback in January and then worked from mid-January through early March to revise the plan in light of the questions, concerns, and recommendations raised in the responses. The final plan is being distributed in mid-March, 2017. Departments and programs are now asked to take up the torch and develop their own plans. A variety of supports for faculty engagement in this process are identified in the final strategies section, above ("Faculty" Strategies k

through p). For departments that are ready and able to take up and complete this work in the spring, their draft plans should be submitted to the Dean for review and feedback from the PIE Team, by **June 10, 2017**. Departments or programs whose goals for the process would benefit from more time may request to extend their planning through the fall semester, submitting draft plans for feedback from the PIE Team by **October 31, 2017**. The review of draft plans will enable the PIE Team to grasp the breadth of PIE work being proposed across SOLA, to suggest revisions and particular strategies where those might be helpful, and to assess the level of resources requested or needed to advance the aims of PIE. See the Timeline in PART ONE of this plan for an overview of the PIE planning and implementation process.

II.   Department/Program Plan Components

Department and Program Plans for Inclusive Excellence should be developed to support and extend the SOLA-wide plan in ways appropriate to their particular context. They should, at minimum, include the following components:

1. Assessment. Before embarking on constructing a plan, departments and programs should identify their particular strengths and challenges relating to inclusive excellence by conducting some basic, preliminary assessment of their curriculum and faculty in light of the SOLA-wide analysis included in PART ONE of this plan. (The PIE Team recognizes that assessment of microclimate could be difficult, especially in very small departments, and so adopting the school-wide analysis would be acceptable in that area). Chairs and directors are encouraged to consult with the Dean's Office for support in

the assessment process.

2. Goals. In light of its identified strengths and challenges related to diversity and inclusion, each department's or program's plan should specify at least one goal in each of the three areas targeted in this School-wide plan: curriculum, climate, and faculty. These goals should support or extend the SOLA-wide goals in some way and be appropriate to the department's or program's particular context and mission.

3. Strategies. The strategies identified in the SOLA-wide plan may serve as prompts to aid departments and programs in developing their own specific strategies for achieving each goal, but they are neither exhaustive nor necessarily universally applicable. Departments are encouraged to consult with the Dean's Office or PIE Team members if assistance is needed to identify additional or alternative strategies.

4. Resources. Plans should also identify any resources necessary to carry out the proposed strategies and achieve the department's or program's goals. Substantial resource needs beyond the department's or program's means should be discussed with the Dean during the plan development stage.

5. Timeline. The plan should establish a timeline for achieving or making significant progress toward the department's or program's goals within five years (though longer-term goals may also be included). Brief updates on plan implementation and progress toward goals should be included as part of existing reporting processes.

1. **Q:** *Why is PIE specific to SOLA? Aren't SOLA faculty already leading on many of these issues?*
   A: PIE is an initiative of the SOLA Dean, aimed at supporting and enhancing the work we are already doing in the School and at embodying the College's shared goals more deeply and specifically within our particular School context. The Dean and the PIE Team also hope that PIE will become a model for other units in the College.

2. **Q:** *How does PIE relate to the CCIE?*
   A: The CCIE is a College-wide council with institutional aims. PIE is a School-specific initiative with somewhat more narrowly focused goals that functions to support and embody the larger aims of CCIE within the SOLA context. Three members of the CCIE (Denise Witzig, Myrna Santiago and David Quijada) serve on the PIE Team, and CCIE resources, including the ODMI, were consulted in the development of PIE. The Provost, who established and leads the CCIE, has also been consulted throughout the process of developing PIE.

3. **Q:** *How does the development and implementation of PIE fit within existing structures of shared governance?*
   A: The only existing structures of shared governance specific to SOLA are those of academic departments and programs. In order to foster broad engagement and input across these sub-units, the Dean solicited nominations and self-nominations for the PIE Team membership from across the SOLA faculty, communicated regularly with SOLA Chairs and Directors during the development of the plan, and circulated the draft plan across SOLA for departmental, program, and staff feedback. The Plan holds no legislative weight but rather represents a School-specific initiative in support of the College's existing Strategic Plan, Goal 1. The Dean and PIE Team are inviting participation and offering encouragement and resources for doing so.

4. **Q:** *What does PIE, with its emphasis on curricular revision, mean for academic freedom?*
   A: The faculty retains authority over the curriculum, through the normal approval processes. No particular curricular change is mandated by this plan, but departments are strongly encouraged to review their programs and to innovate in light of our shared strategic goals, with the added support that this plan provides.

5. **Q:** *The Core Curriculum has American diversity and global perspectives outcomes built into it. Isn't that sufficient?*
   A: The Core rightly includes these important elements, but students should also be invited and expected to think critically about the relationship of diversity and inclusion to their learning in their disciplinary or interdisciplinary majors. In keeping with the Liberal Arts tradition of integrated learning, what students learn in the Core Curriculum should be enriched by and connected to their learning in the majors.

6. **Q:** *Is the Dean going to cut our budgets if we don't comply with PIE?*
   A: No. Departments and Programs will retain their current levels of budgetary autonomy. A significant portion of the Dean's discretionary budget,
   however, will be targeted to PIE activities.

7. **Q:** *Can we set a numerical (%) target for hiring faculty of color?*
   A: In the first draft of this plan, PIE set such a target (hiring faculty of color in 50% of ranked searches over the next five years). Since then, however, we have determined, through the Provost's consultation with outside counsel, that any commitment to increase a percentage of minority faculty within a specified time frame constitutes a "voluntary Affirmative Action Plan" in violation of Title VII. We can articulate minority status as a desirable but not definitive status for hiring. The spirit of the plan retains a firm commitment to diversifying the faculty, in keeping with our mission and Strategic Plan, through all legal and ethical means.

8. **Q:** *Shouldn't we be allocating additional salary funds for recruiting faculty of color?*
   A: This issue, which is a College-wide matter, is currently being discussed within the Academic Senate. While they may have a part to play, additional salary incentives are not necessarily the only, primary, or most effective way to recruit a diverse faculty. Strategies proposed in PIE and more specific processes attached to them reflect best practice in this area.

9. **Q:** *Do we have data about faculty retention and promotion relevant to PIE concerns?*
   A: We do not currently have ready access to such data. However, with implementation of PIE, the SOLA Dean's Office will begin tracking these numbers.

Appendix 2: PIE Team Membership

Shawny Anderson, Associate Dean (co-chair)

Sheila Hassell Hughes, Dean (co-chair)

Frank Murray, Performing Arts

David Quijada, Ethnic Studies

María Luisa Ruiz, World Languages & Cultures and Global & Regional Studies

Aaron Dickinson Sachs, Communication

Myrna Santiago, History

Denise Witzig, Women's and Gender Studies

Appendix 3: Sources Consulted

Internal (Saint Mary's College) Resources:

Carpenter, Anne. "A Trinitarian View of Diversity in Community." Cummins Institute Blog. May 24, 2016. https://cumminsinstitute.com/2016/05/24/a-trinitarian-view-of-diversity-in-community/

Collegiate Seminar Diversity Initiatives: http://www.stmarys-ca.edu/collegiate-seminar/seminar-diversity-initiatives

"Inclusive Excellence and Hiring for Mission." Office of Human Resources. http://www.stmarys-ca.edu/working-at-smc/smcs-inclusive-excellence-hiring-for-mission-statements

"Inclusive Excellence and the Mission of Saint Mary's College." College Council on Inclusive Excellence (CCIE). http://www.stmarys-ca.edu/inclusive-excellence/inclusive-excellence-and-the-mission-of-smc

Organizational Development Model of Inclusion (ODMI). http://www.stmarys-ca.edu/inclusive-excellence/college-committee-on-inclusive-excellence-ccie/ccie-report-2008-2012-0

"The Path to Inclusion: CCIE 2008-2012." (Including the Organizational Development Model of Inclusion, or ODMI.) http://www.stmarys-ca.edu/inclusive-excellence/ccie-report-2010-2014

President's Response to "End the Silence" May 13, 2016 http://www.stmarys-ca.edu/response-to-end-the-silence

Saint Mary's College Factbook. http://www.stmarys-ca.edu/about-smc/facts-figures/fact-book

Samonte, Ardi. "Measuring Student's Race & Level of Comfort Within A Multicultural University." Unpublished Student Research Paper. Saint Mary's College of California. 2015.

The Strategic Plan: "Distinctive Excellence: Defining the Future of Saint Mary's College." http://www.stmarys-ca.edu/president/strategic-plan

Data from the following sources was also examined:
- Lists of courses approved for the American Diversity and Global Perspectives requirements of the Core Curriculum;

- SOLA faculty demographics (provided by the Office of Institutional Research);
- Campus Climate Survey results, aggregated and also disaggregated for SOLA, from 2010, 2012, 2014. Data from the 2016 survey has been examined less thoroughly at the time of this drafting;
- BIRT statistics on bias-reporting about faculty in SOLA classes;
- Learning outcomes for majors in SOLA, from the Undergraduate Catalog.

External Resources:

US Census Bureau. "Quick Facts." www.census.gov/quickfacts/table/PST045215/00

McMurtrie, Beth. "How Do You Create a Diversity Agenda?" *Chronicle of Higher Education.* May 15, 2016.

Moreno, José F., Daryl G. Smith, Alma R. Clayton-Pedersen, Sharon Parker, and Daniel Hiroyuki Teraguchi. *The Revolving Door for Underrepresented Minority Faculty in Higher Education: An Analysis from the Campus Diversity Initiative.* A research brief from The James Irvine Foundation Campus Diversity Initiative Evaluation Project. AAC&U and Claremont Graduate University. April 2006. http://diversity.unc.edu/files/2013/05/RevolvingDoorCDIInsight.pdf

"Pathways to Diversity and Inclusion: An Action Plan for Brown University." February 2016. https://www.brown.edu/about/administration/institutional-diversity/pathways

Pontifical Council for Justice and Peace, Compendium of the Social Doctrine of the Church, Washington, D.C.: United States Conference of Catholic Bishops, 2005. http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html

Ruff, Corinne. One University's Response to Students' Demands on Race: Radical Transparency." *Chronicle of Higher Education*. April 21, 2016.

Taylor, Teresa E., Jeffrey F. Milem, and Arthur L. Coleman. *Bridging the Research to Practice Gap: Achieving Mission-Driven Inclusion Goals.* A Review of Research Findings and Policy Implications for Colleges and Universities. The College Board. March 2016. https://www.aacu.org/node/16225