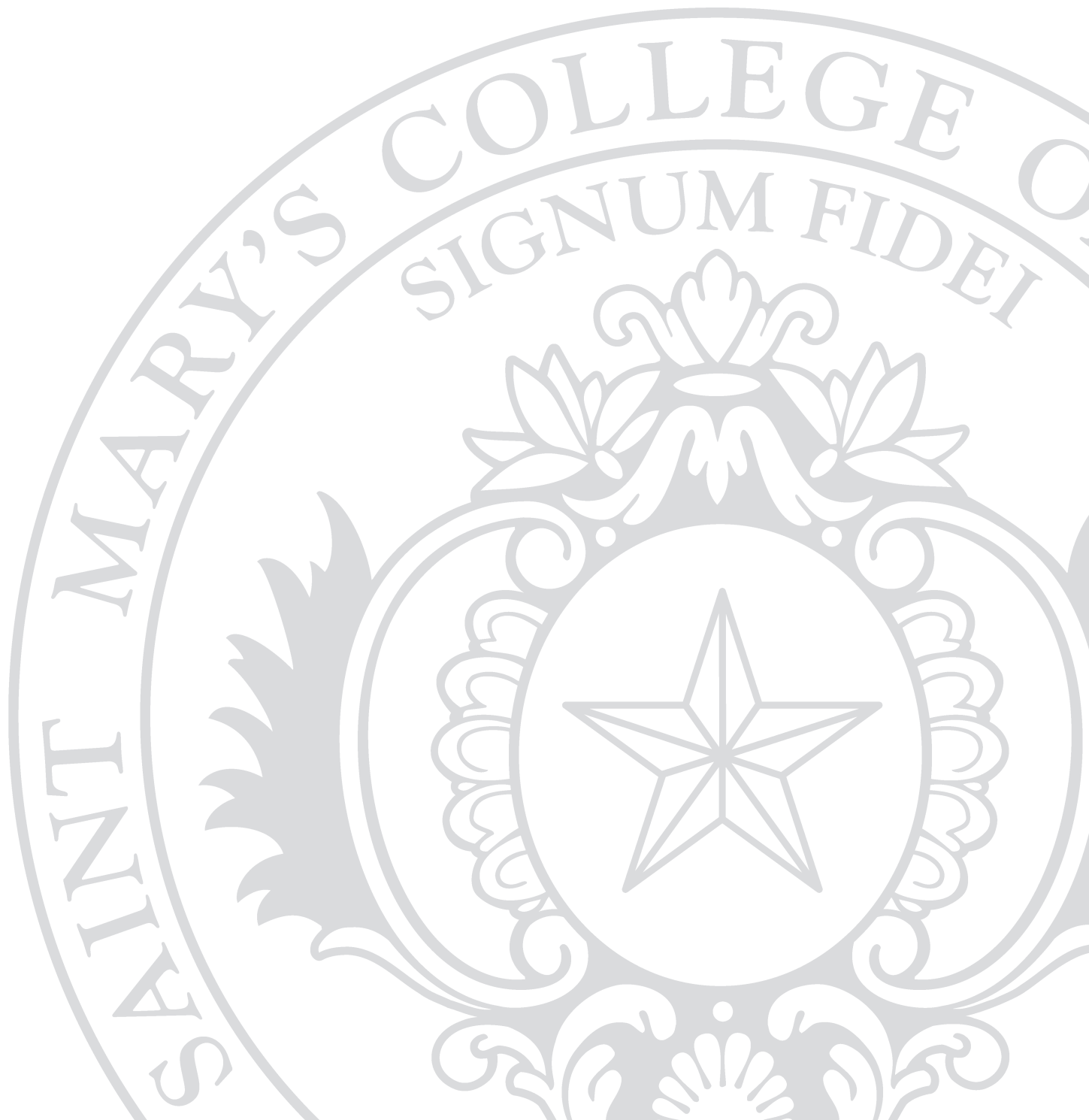


Renewing Our Commitment  
to Inclusion: Library, Graduate  
Education, Diversity and Civility



2009 SELF-STUDY



# Renewing Our Commitment to Inclusion: Library, Graduate Education, Diversity and Civility

## 2009 SELF-STUDY

PREPARED FOR THE  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
AUGUST, 2009

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# Part I: Nature of the Institutional Context and Major Changes since the Last WASC Visit

Saint Mary's College of California was founded in 1863 under the auspices of the Catholic Archdiocese of San Francisco as an undergraduate college for men. The College, which moved to Oakland in 1889 and subsequently to Moraga in 1928, is affiliated with the Brothers of the Christian Schools (the De La Salle Christian Brothers), a Catholic religious teaching order. Since 1972, Saint Mary's has been a coeducational, comprehensive institution. Today, it has approximately 2500 traditional undergraduate and 1500 adult professional and graduate students.

Saint Mary's maintains a strong identification with three traditions: Liberal Arts, Lasallian, and Catholic. These three traditions are manifested in recruiting and admissions, curricular and co-curricular programs, and faculty, staff, and student community enrichment activities. The College embraces the five Lasallian core principles: quality education, commitment to the poor and social justice, respect for all persons, inclusive community, and faith in the presence of God. The College's undergraduate core curriculum is organized around a Great Books seminar series which encourages inclusive participation. All undergraduate students take these courses and all faculty of the College are welcome to participate in this program, which is designed to set a pedagogical tone of shared inquiry for other programs throughout the campus.

The College was reaffirmed in its accreditation status in 2004. At that time, the WASC Commission requested two Special Visits. The first Special Visit was intended to review the doctorate in Educational Leadership (Ed.D.) in regards to capacity, enrollment, vision, and educational effectiveness. This visit occurred with a positive review in Fall 2005. The second Special Visit addressed three topics: 1) library resources, 2) adult and graduate education, with focus on a status report on the Ed.D. Program, and 3) diversity and civility. Following the second Special Visit of 2007, the Commission noted progress in these areas but also issued a formal Notice of Concern and requested a Special Visit for Fall 2009. This report addresses persistent concerns raised in the Fall 2007 Special Visit and subsequent Letter of Concern.

## Key institutional changes since Fall 2007

In January 2008, the College opened a new 37,000 square foot academic building, Filippi Academic Hall. This \$23.4 million

building project was funded completely from donations and includes a \$2.8 million endowment for maintenance. Filippi Academic Hall houses the newly named Kalmanovitz School of Education, two undergraduate programs (Department of Philosophy and the Studies for International/Multilingual Students), as well as the Dean of Academic Advising and Achievement and the Tutoring and Academic Skills Center, which offers tutorial programs, academic testing and accommodation services for students with special needs. Filippi Academic Hall also has eight classrooms for use by traditional undergraduate students during the day and graduate and professional students in the evening, greatly enhancing classroom facility offerings.

In February 2008, the College welcomed Dr. Bethami Dobkin as Provost and Vice President for Academic Affairs. Dr. Dobkin became the second provost since the transition to a provost model of governance in 2004. Dr. Sara Stampf, the first Provost, returned to her appointment as Professor of Psychology after eight years in administration. As the chief academic officer and second ranking college administrator, Dr. Dobkin has been instrumental in coordinating improvements in institutional effectiveness relative to admissions processes, recruiting and hiring of faculty and staff, academic planning, professional development for faculty, staff, and administrators across campus in the area of inclusive excellence, and institutional operations across units (e.g., academic leadership, student life, college communication, and institutional administration). She has also become the most visible face on issues of diversity. Her newness to Saint Mary's has provided a fresh perspective on past decisions, and she successfully led diversity and inclusion initiatives at her previous institution before coming to Saint Mary's. Brother Ron Gallagher's appointment of Dr. Dobkin as Provost signaled his commitment to new leadership of the College's inclusiveness efforts.

Additional Cabinet-level administrative changes have occurred since the past WASC Special Visit. First, in July 2008 the College welcomed Dr. Keith Brant as the Vice President for Development. Dr. Brant is a member of the President's Cabinet and is responsible for all development initiatives, the Alumni Office, and organizing the College's sesquicentennial celebration programming, including a comprehensive campaign. The other Cabinet level administrative change is the restructuring of the position of Vice President for Mission and Dean of Faculty Development. This position has been

divided, with Dr. Carole Swain continuing in her capacity as Vice President for Mission and a faculty member, Dr. Steven Bachofer, assuming the position of Director of Faculty Development, reporting to the Provost and with dedicated time for the position. Dr. Swain will remain an active consultant to the Provost and Office of Faculty Development, particularly for mission and faculty formation-related activities. The final administrative shift is the expansion of the duties of the Associate Dean for Liberal Arts as an assistant to the Provost for graduate and professional program development and coordination. These changes and the actions taken, as evidenced throughout this report, demonstrate responsibility by the College to ensure “a sufficient number of ... qualified administrators to provide effective educational leadership and management” (CFR 1.3).<sup>1</sup> (See Organizational Chart at <http://www.stmarys-ca.edu/about-smc/fact-book/docs/section2.pdf#page=2>)

In addition to these administrative changes, the College has continued its work in strategic planning and continuous improvement. As the College was completing a series of action items in the five-year period from 2002 – 2007 under the Next Steps strategic plan, Brother President Gallagher initiated the next planning phase, *Building on Strengths*. An institution-wide steering committee, guided by a professional consultant, Bill Weary, engaged in a twelve-month process of articulating goals and prioritizing concomitant action items based on intensive input through forums with alumni, faculty, staff, and student constituencies. The timeline of action items is guided by this constituent input as well as by needs evidenced in earlier plans, consultant reports, and assessment efforts across areas of the institution (<http://www.stmarys-ca.edu/about-smc/president/messages/docs/strategic-plan-07-12.pdf>). The strategic plan provides the College with 23 primary objectives, broken down into tasks across nine primary categories. The tasks range from short term (six-, twelve- and eighteen-month periods) to long term initiatives (one to five years). Each of the tasks is coordinated through at least one member of the Cabinet, who assigns individuals or groups to develop a report and recommendations for improvement. The completed reports are vetted with appropriate campus bodies, including

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<sup>1</sup> “CFR” refers to “Criteria For Review,” the means for evaluating whether an institution fulfills each of the four Standards articulated by WASC: (I) Defining Institutional Purposes and Ensuring Educational Objectives, (II) Achieving Educational Objectives through Core Functions, (III) Developing and Applying Resources and Organizational Structures to Ensure Sustainability, and Creating an Organization Committed to Learning and Improvement (IV). Each standard has several CFR’s.

the Budget Committee, and shared with the Cabinet for response and action. A Committee on Strategic Planning and Assessment receives the finished reports and serves as an oversight committee to track completion of the tasks, allocation of budget and other resources, and assistance with assessment of the tasks completed, with future recommendations noted. The campus website has a webpage with the completed reports and a primary tracking matrix, and a blog so that members of the community can remain informed and participate in the process (<http://www.stmarys-ca.edu/about-smc/budget-committee/messages/list.html>).

Additionally, the Committee on Strategic Planning and Assessment regularly reports to the Academic Senate, the Staff Council, and the Associated Students. Through this process there is clear evidence of leadership and prioritization, resource allocation, and resolution or advancement of many campus initiatives (CFR 1.3, 3.8, and 4.1)

One of the principal academic tasks arising at the same time as the strategic plan was the review of the undergraduate core curriculum. This process, begun in 2006, was completed in spring 2009 with approval by the Academic Senate of new undergraduate learning goals and a new model of undergraduate curriculum. This new curriculum transitions the undergraduate education to a learning goals and outcomes approach, founded on developmental theory and research into higher education, rather than a course distribution, disciplinary model. The Core Curriculum webpage provided the campus community with minutes of the committee, as well as information about the best practices used (<https://smcnet.stmarys-ca.edu/academics/cctf/index.html>). Key elements of the undergraduate experience, such as the Collegiate Seminar Program and January Term, have been continued. New learning goals in the area of American Diversity, Global Perspective, Common Good and Community Engagement exemplify the College’s efforts to maintain a liberal arts education for the 21<sup>st</sup> Century, founded on the Catholic and Lasallian traditions and intentionally embrace perspective-taking, inclusion, social justice, service, and community involvement.

In addition to these key strategic changes, Saint Mary’s has worked to address specifically the areas outlined in the WASC report: library resources, graduate and professional programs, and diversity and civility. One particularly relevant form of self-review has been the 2008 Climate Survey, which was analyzed both in-house (<http://www.stmarys-ca.edu/about-smc/provost/ccie/docs/climate-report-11-03-08.pdf>)

and by an independent Eduventures research consortium ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/Eduventures Climate Report 2009.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/Eduventures%20Climate%20Report%202009.pdf)). While the College has long recognized the needs in these areas and included them in the *Building on Strengths* plan, we also take to heart the message from our WASC colleagues that it is time to demonstrate more fully our institutional leadership, decision-making, achievement and change in these areas. Saint Mary's remains committed to continuous improvement aligned with our mission and the four WASC standards. In fact, the Saint Mary's WASC preparation team has deliberated much on the relevance of these items to our campus community and what is most needed: action, evidence of the ability to change, and

change itself, and evidence of that change.

Because in many ways these items point to a cultural shift for the College, they will not be resolved by any quick fix. We have worked to establish frameworks with relevant and intentional action, and assessment measures that will guide us in tracking our progress. The focus has switched from planning to execution and outcomes. We are confident that progress is being made, and that the progress will be demonstrable to WASC evaluators. More importantly, we appreciate that the changes taking place help Saint Mary's more authentically live its mission.

## Part II: Statement on Report Preparation

The members of the team used to write this report reflect the first year of response and progress based on the WASC letter. Robert Bulman, Professor of Sociology, was the key organizer in early faculty discussions about the concerns raised by WASC and is a co-chair of the College Committee on Inclusive Excellence (CCIE). Myrna Santiago, Professor of History, has been involved in past iterations of diversity programming, has been the Director of the Women's Studies program, and also serves on the CCIE. Christopher Sindt, Associate Dean of the School of Liberal Arts, is leading efforts to redefine and strengthen graduate programs. Rebecca Proehl is serving as Director of the Education Doctorate. Tom Carter, Dean for Academic Resources, provided input regarding the Library. Frances Sweeney, Vice Provost for Undergraduate Academics and Jane Camarillo, Vice Provost for Student Life, provide institutional perspective on the collaborative efforts across campus towards a comprehensive undergraduate experience. Mary McCall provided assistance through her role as Director of Institutional Research. This team, chaired by the Provost, met regularly across the academic year 2008-2009 and

over the summer of 2009 to coordinate drafts which were distributed to the campus for review and feedback. The team also targeted particular groups for review of various sections (e.g., the graduate and adult program draft was discussed by the Provost's Graduate Council, and the section on diversity was reviewed by the CCIE). All drafts were reviewed by the President's Cabinet. The Board of Trustees received regular progress reports and reviewed drafts of this document, and it was discussed extensively in the Academic Affairs Committee of the Board, the Trustee Committee charged with oversight of accreditation initiatives (CFR 3.9). Finally, campus-wide Community Forums and focus groups were held in Spring 2009. In particular, the team structured focus group conversations with individuals selected from CCIE lists of individuals who had self-identified as interested in assessing our diversity efforts. Revised drafts of the report were posted electronically throughout the summer. The design of this proposal thus began with past practices at SMC, but also went beyond "usual suspects" and involved student leadership, staff, faculty, alumni, and Trustees (CFR 4.8).

## Part III: Response to Issues Identified by the Commission and Last Visiting Team: LIBRARY

Although the 2009 Commission Action Letter acknowledges progress in enhancing collections and services, it states that “further progress is needed to move the library to a more central position within the culture of the College,” from funding of collections, to study space and access, to collaboration with academic departments in developing and implementing acquisition plans. The Library’s centrality to the culture of the College is evidenced by the hosting of academic events and workshops for the community, the integration of information literacy into all first-year English composition courses, the new requirement for all theses and dissertations to be digitally archived in ProQuest, the inclusion of library staff as part of our online “faculty profiles,” and the presence of library staff on key institutional committees. This involvement is well beyond the traditional measures of engagement, such as the use of collections and services. Librarians serve as liaisons to each academic department and program, collaborating with faculty members on book, journal, media, and database requests and providing targeted information on literacy instruction. Librarians’ status on the three curriculum committees also increased this year as they were formally designated voting members of the committees for the first time. These committees include the Undergraduate Educational Policies Committee, the Graduate and Professional Studies Educational Policies Committee, and the Program Review Committee. The first two of these committees review and assess proposed changes in the curriculum. Librarian membership assures that the library is aware of pending curriculum changes and can build collection support accordingly, as well as assess the costs of library support for new programs. Library liaisons also participate in departmental program review; included in each review is an assessment by the librarian liaison of the adequacy of library support, including information literacy instruction. Finally, the College’s review of its core curriculum has led to the inclusion of “information evaluation and research practices” as one of the twelve learning goals adopted by the Academic Senate for the College’s core curriculum. Librarians have been active members of the conversations surrounding a core revision during the past three years.

Another way librarians enjoy a central position in our academic culture is through the Library Committee. This committee,

reporting to the Academic Senate, is advisory to the Library Director and includes faculty from each school. The Library hosts, with the Provost, an annual reception honoring faculty scholarship, art displays, and public presentations. Several Library staff members have participated as officers in the institution’s Staff Council, and the Library Director serves on the Provost’s Council of Deans, the Graduate Council, the Campus Deans and Directors, and the Technology Advisory Committee.

### Progress in Addressing Resources

Led by the President, the Provost, and the Budget Committee, and endorsed by the Board of Trustees, Saint Mary’s College has made substantial progress in recent years to address specific needs with regards to the areas of collections and staffing. In 2004, the Board of Trustees adopted a ten-year plan ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix A.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library%20Appendix%20A.pdf)) to address concerns about inadequate Library resources and services (CFR 3.6). The goal of the plan is to improve library support to SMC students by increasing collections and staffing to the mean level as that of SMC’s peers in the West Coast Conference (WCC). The plan has been funded by the College through the first five years (2005/2006 – 2009/2010). This increased funding has resulted in consistent, effective attention to library collections and staffing. As the Action Letter notes, the additional funding has resulted in “demonstrated impact,” evident in increases in Library hours, reference service, book, periodical, and database purchases, and implementation of electronic reserves ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix B.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library%20Appendix%20B.pdf)). Comparisons with our West Coast Conference peer institutions show that the gap between hours of access has narrowed in terms of building hours and reference service ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix C.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library%20Appendix%20C.pdf)). More significant, however, is the evidence of increasing student use of these resources and services. Use of reference services, book circulation, database downloads, digital reserves, and information literacy sessions have all increased. ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix D1 reference questions.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library%20Appendix%20D1%20reference%20questions.pdf); [http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix D2 circulation data.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library%20Appendix%20D2%20circulation%20data.pdf); [http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix D3 circulation data.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library%20Appendix%20D3%20circulation%20data.pdf)).

D3 database downloads.pdf; <http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix D4 reserve use.pdf>; and <http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix D5 information literacy sessions taught.pdf>). Even student use of the Library facility has remained consistent, despite our growing collection of digital library resources and space challenges.

The Commission Action Letter expressed concern about continued funding beyond 2009-2010. This past year has been a challenging one for budget planning, leading to reductions in the 2008-2009 and 2009-2010 institutional budgets. The position of Library resources and services within the culture of the College was affirmed when the President, detailing strategic initiatives that would be maintained in the face of campus wide budget cuts, included enhanced library resources in the amount of \$120,000. With library acquisitions protected as a strategic priority, no reductions have been made in any of its projected budgets. Continued funding of the multiyear plan to improve library collections and staffing will ensure that SMC students continue to enjoy improved access to information and services; such as increased access to reference service, greater integration of information literacy in the curriculum, and expanded resources, particularly journals and databases. The improved access, acquisitions, integration with new student programs and learning outcomes, liaison and service activities of librarians all demonstrate support for academic offerings and scholarship, and alignment with our institution's educational objectives and student learning outcomes (CFR 3.6).

## Progress in Addressing Space

The Commission Action Letter notes long standing issues relating to library space, specifically that "study space per student still lag(s) behind peer institutions, and about a third of the library's books are housed in an off-site storage facility." Both of these facts persist in 2009. College Senior Survey data shows SMC students continue to rate the library facility less well than students at other Catholic and other four year colleges (<http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix E CSS data.pdf>). The percentage of the collection housed offsite continues to increase as books must be removed from the shelves to make room for new titles; however, those books are titles rarely, if ever, requested, so housing all titles on site may not be a top priority in configuring new library space. Additionally, we are substantially increasing access to ebooks by subscribing to approximately 40,000 full text titles that are available online to all SMC students, faculty, and staff.

Soon after receipt of the Commission Action Letter, the College accelerated plans to renovate the library by engaging an architectural firm and a library consultant to assist in developing a vision statement for a library construction project. Within the two months between receiving the Commission Action Letter and the next scheduled Board of Trustees meeting, library staff, with the help of the consultant, arranged stakeholder meetings with students, faculty and staff to determine a vision of what a 21<sup>st</sup> Century library should provide to the SMC community (<http://smcnet.stmarys-ca.edu/academics/wasc/documents/Library Appendix F Vision Statement.pdf>). Three options were considered to actualize the resulting vision, and the option of a remodel of the existing structure plus an addition was approved by the Board of Trustees in May 2008. This remodel and expansion is now a prioritized goal in the comprehensive campaign linked to the sesquicentennial. When completed, the new learning spaces will transform how students and faculty experience and engage with the library. Additional learning spaces have been created in the interim; the new Filippi Academic Hall and renovations to De La Salle and Assumption residence halls in 2009 have resulted in new dedicated research and study spaces for students.

In September, 2008, Saint Mary's began the process of selecting a project architect. At the same time Library staff began working with the aforementioned architects and consultant to complete the programming in order to facilitate donor solicitations. Twenty two potential architects were identified by Library staff and the campus architect's office, and in October they were invited to submit their qualifications for the project. Responses were received in November, at which time a Library Design Advisory Committee (LDAC), chaired by the Library Director, was formed by the Vice President for Finance. This Committee is charged to recommend a short list of architectural firms from those that respond to the College's request for qualifications (RFQ) process, an architectural firm(s) from the College's request for proposals (RFP) process, and designs and planning phases of the expansion and improvement of Library facilities as requested by the President and Vice President for Finance.

The Committee met in December, reviewed the RFQ responses, and selected eight architectural firms to receive an RFP. Also in December, the architect and the consultant presented the work they had completed on the program, including a space summary, technology issues, furniture list, and conceptual building plans. As the project moves forward, the LDAC will review the proposals and develop a short list

of two or more firms to be invited for a campus visit and interview with the SMC community. The RFP process is currently underway and is expected to result in the award of an architectural services contract in December 2009.

The College is also in the midst of a series of strategic space moves. One of the moves scheduled for summer 2009 relocates four employees of the College's Technology and Computer Services Department who are currently housed in the Library. This will provide space on the third floor of the Library for office, study, and/or book storage uses.

The College's strategic momentum to improving library resources and services continues to have a demonstrable impact. As resources and services have increased, evidence of student use of the resources and services has also grown. Continued funding for the duration of the ten year

plan and additional funding beyond the projected end date, as recommended in the Commission Action Letter, will assure that Saint Mary's students have increasing access to sufficient library resources and services in support of their education, as recommended in the Commission Action Letter and WASC criteria (CFR 3.6). This year intermittent progress has also been made towards addressing the long term issue of adequate and appropriate library space. The Trustees approved a vision for a renovation and expansion that would more than double the size of the present facility, and the College has approved funding for the preliminary design phases of the project. This program will result in renovated and new space sufficient to provide adequate study space for SMC students and possibly reunite the library collections in one location for efficient access.

## Part III: Response to Issues Identified by the Commission and Last Visiting Team: GRADUATE EDUCATION

At the time of the WASC Special Visit Report in the fall of 2007, the College had begun a transformative change in Adult and Graduate Education. The School of Extended Education was concluding a teach-out after the decision in 2005 to close the School; the LEAP Program and the Leadership Program had been moved to the School of Liberal Arts; the College had created a new administrative position in the School of Liberal Arts to oversee graduate and professional education in the School; the School of Education was planning its relocation to its new building (Olivia C. Filippi Academic Hall); the *Building on Strengths* (BOS) Strategic Plan had been approved by the Board of Trustees and its first tasks were being carried out; and the College had begun a search for a new Provost.

The Commission Action Letter acknowledges these positive changes, but notes that “the College will need to monitor these new directions and provide the necessary support to ensure their success.” The letter reports that the graduate and adult programs have “not always found a resonant home within a residential liberal arts college” and calls on the leadership of the College to help build consensus on the role of graduate and adult education at the College. These statements are underpinned by the report of the WASC Special Visit Team, which stresses the need for organizational structure and oversight to ensure adequate services for graduate and adult students.

Since the 2007 visit, the College has continued on the path toward transformational change in graduate and professional education, including addressing the issues raised in the Commission Action Letter. The School of Extended Education is in its final phases, with all extant programs fully integrated into the School of Liberal Arts; the School of Education is fully situated in its new location as a more central part of campus life; the School of Economics and Business Administration has moved closer to AACSB accreditation; much of the work outlined in the BOS Plan in relation to graduate education has now taken place; and our new Provost has taken an active part in redefining and supporting graduate education at Saint Mary’s. Moreover, the College’s BOS Strategic Plan, its newly developed institutional identity statement and case for the comprehensive campaign, and its continuing work on consistent standards, policies, and review practices for programs, all point to leadership and community consensus

about the integration of graduate and professional programs into the Saint Mary’s community (CFR1.2).

### Support and Strategic Leadership Provided for Graduate and Professional Studies

The College’s *Building on Strength* Strategic Plan 2007-2012 (BOS) explicitly declares a central place for graduate and professional studies at the College, evidenced by several strategic tasks connected to graduate education as well as it being one of the 23 primary strategic objectives. The primary objective notes: “Develop a cohesive, integrated, and inclusive academic identity that includes graduate and undergraduate programs.” Emerging from this primary objective are the following tasks: BOS task 1.4 provides access to financial support for graduate students; BOS task 1.7 recommends a comprehensive approach to student life on the campus; and BOS 1.13 requires a review of student services on the campus. BOS task 2.4 explicitly charges the Provost “with providing greater support for graduate programs, including program development, enrollment support, staffing, facilities, and the generation of shared programs in admission, financial aid, and marketing.” Further, it requires “an analysis of workflow and functions needed, and a proposal for how those needs will be met.” This task can be linked to several objectives connected to the quality and reputation of the College’s academic programs.

The Provost’s completed report in relation to BOS 2.4 responds to this charge and provides a list of strategic objectives for graduate education at the College: ensure quality control across graduate programs; maintain standards across graduate programs; support interdisciplinary programs; enhance the intellectual community; improve basic services for graduate students; improve the student life experience of graduate students; better train graduate students for professional endeavors; enhance the academic life of undergraduates; and promote academic integrity. Like all reports related to the BOS Strategic Plan, this report provides an action plan as well as an assessment plan with measurable outcomes ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/BOS\\_2.4.doc](http://smcnet.stmarys-ca.edu/academics/wasc/documents/BOS_2.4.doc)).

The College has made significant progress toward achieving the objectives above largely through the work of the

redesigned “Council of Graduate Deans,” which Provost Dobkin renamed in 2008 as the Graduate Council. The group had included school deans, Senate representation, and deans for academic development and academic resources. In addition, Provost Dobkin named the Associate Dean for graduate programs in the School of Liberal Arts, Dr. Christopher Sindt, as Chair of the Council and revised the charge to include the following:

- Respond to WASC’s call for oversight of central policies and procedures;
- Strengthen efforts to legitimate the quality and value of graduate education at SMC;
- Act as liaison to national organizations related to graduate education, such as the Council of Graduate Schools;
- Coordinate graduate program reviews;
- Oversee WASC substantive change proposals and updates;
- Review and advance budget and strategic planning recommendations of graduate programs;
- Review and regularly assess College issues related to graduate education, such as services for students, graduate housing, and policies governing graduate students; and
- Regularly meet with all graduate and professional program directors.

As a result of new leadership since January 2008, SMC joined the national Council of Graduate Schools (CGS), and with the support of the Provost, the Chair of the Graduate Council attended three recent CGS conferences to ensure clear alignment between Saint Mary’s practices with CGS standards and best practices. Through the work of the Graduate Council SMC began offering graduate student housing, allocating 18 beds in the initial year. After limited recruiting, 9 beds were occupied in the 2008-2009. Assessment measures are underway with the first group, and broader advertising for the program has happened in the spring 2009 as we increasingly accommodate graduate students in the life of the central campus. Additionally, library services have been expanded for graduate students so that they can now renew books online and request delivery of journal articles and books without visiting the library (requests are scanned and emailed to students; books are mailed). Book circulation periods for graduate students have also been expanded.

At a process level, the College has contracted with Hobson’s EMS for several of their products, including an online graduate and professional application, an enrollment management data tracking system for undergraduate and graduate divisions, and

communication and social networking tools. This shift will increase the quality of enrollment management and recruiting in graduate programs and schools, provide tools for better oversight, and serve to support a general identity for graduate and professional studies at Saint Mary’s. An even more expansive project, the *Graduate and Professional Student Handbook*, represents the collaboration of all graduate and professional programs in agreeing about general College policies that govern graduate students. Policies in the student handbook include items such as the academic honor code, the student code of conduct, and grievance procedures. These policies are overseen by the Graduate and Professional Studies Educational Policies Committee (GPSEPC) and are housed in a single online handbook (<http://www.stmarys-ca.edu/academics/graduate-degree-programs/handbook.html>). As an accompaniment to the Handbook, the Graduate Council is also producing a Graduate and Professional Viewbook that contains program descriptions, learning outcomes, lists of faculty and general information the College. This hard copy document is used primarily as an institutional identity tool, housing information about all graduate programs at Saint Mary’s in one location, and will be available in October, 2009. Finally, the Graduate Studies web site has been rearranged to be more user-friendly for current and potential graduate and professional students, aligning program information, student policies, and information about services. This also provides a unified identity for graduate studies at the College. (<http://www.stmarys-ca.edu/academics/graduate-degree-programs/index.html>).

The primary work of the next few years will be focused on recruiting and financial aid, student life and services, and refined approaches to research and community relations. The new structure of the Graduate Council and the work of its Chair have already aided in the development of assessment measures, such as surveys of student satisfaction, in collaboration with the Director of Institutional Research. This information, along with assessment already being conducted within individual schools, will be used to help establish priorities and effectiveness in serving the needs of graduate and professional students. Finally, the Chair has assumed a prominent role in the coordination of all graduate program reviews in accordance with College-wide procedures. This consistency across undergraduate and graduate programs helps insure consistency and congruence with the College mission. All of these actions have included the active participation by the Senate and graduate program directors essential to achieve CFR 3.11: “The institution’s faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution’s educational purposes and character.”

The College's commitment to strengthening graduate education can also be seen in the institutional support provided to specific schools and programs. In the School of Liberal Arts, the Associate Dean (appointed September 1, 2007), Dr. Chris Sindt, oversees the following graduate and professional programs: creative writing, kinesiology, leadership, leadership and organizational studies, LEAP, and the weekend college. With the director of each program, the Associate Dean provides strategic oversight and advocacy in the following areas: program review and development, budgeting, recruiting and admissions, marketing, fundraising, scheduling, and the staffing and review of staff and faculty. This position ensures advocacy for these programs and graduate studies in general, and it ensures best practices and efficiencies within programs. In addition to this position, the College has developed a new professional program in Leadership and Organizational Studies, a Leadership Center, and expanded the LEAP program to the New York area. An additional tenure track line has also been assigned to the Kinesiology Department to provide expertise for a new Sport Management concentration in the MBA program.

In the School of Economics and Business Administration, the College has secured four new tenure track hires and two new senior staff positions to strengthen and expand graduate business. In addition to investing in the School infrastructure in line with the standards for achieving AACSB accreditation, SEBA has grown its curricular offerings and services through the development of its global executive MBA degree, including successful WASC approval of the Graz, Austria location. The Provost's support for graduate business in infrastructure, technology, personnel, and curriculum development are evidenced not only in the growing reputation and identity of the programs, and the achievements of its graduates, but also by the progress the School is making towards AACSB accreditation, a process began four years ago and on track for 2012.

In the Kalmanovitz School of Education (KSOE), attention to resource needs, such as facilities and office space, are most evidenced by the completion of the new Filippi Academic Hall in January 2008. Additionally, resources have been allocated for increased graduate student presentations at conferences, the initiation of a speaker series associated with the KSOE Saturday Seminar, the addition of staff and faculty positions, the development of the Master of Arts in Teaching Leadership program, and the School Psychology track. The College has also designated students in the School as recipients of funds raised by the Contra Costa Sherriff's Charity Ball (\$51K).

At a time when the current economic situation calls for keen leadership, re-prioritization and planning, and budget re-allocation, Saint Mary's has protected its primary objective to more fully integrate graduate programs into the identity of the College and to strengthen each program. Furthermore, this institutional support for each of the graduate and professional schools further demonstrates attention to "realistic budgeting, enrollment management, and diversification of revenue sources" (CFR 3.5).

## The Education Doctorate

Numerous steps have been taken to address lingering concerns about the Education Doctorate in KSOE. Actions to "monitor and support learning through formative assessments," "setting and explicitly aligning course-level student outcomes with program- and institutional-level outcomes," and conducting full program reviews as noted in the Commission Action Letter have been achieved under the direction of Dr. Rebecca Proehl, who assumed the role of Program Director for the Education Doctorate in May, 2008, partly as a response to the recommendation from WASC that the program have its own leadership.

A great deal of discussion and groundwork had already been established before the Program Director assumed her functions in May, 2008. The EdD faculty had spent several years reviewing the EdD curriculum, including the program vision, program outcomes, pedagogical approach, and curriculum. The discussions about the vision, pedagogical approach, and program outcomes were necessary to help the faculty revise the curriculum (<http://www.stmarys-ca.edu/academics/schools/school-of-education/programs/educational-leadership/doctor-of-education/index.html>). The work that remained, however, as noted in the Commission Action Letter was to "give evidence of doing more than supporting extended discussion and planning." The first hurdle was to come to agreement over the direction and vision for the program.

Dr. Proehl helped secure agreement about a vision for the program after attending the International Lasallian Leadership Institute in Rome (<http://www.stmarys-ca.edu/lasallian-approach/faculty-and-staff/international-lasallian-leadership-program/index.html>), which inspired her to propose several objectives for the program, such as: making social justice a central theme; guiding students to be involved in applied research; engaging students in activities that would help them examine their motives, values, and actions, and then reflect on them in light of their vocational choice; helping students develop into a professional learning community; and creating

community among colleagues. Dr. Proehl also interviewed key decision-makers within the College to obtain their views and hopes for the EdD program as aligned with institutional mission (CFR 1.2 and 2.2 and 4.1). She summarized this material and added many suggestions from previous EdD faculty discussions into a document entitled *The Lasallian Mission and the EdD Program*. Faculty reviewed the curricula for competitor schools as well as documents discussing the state of EdD programs today, such as the Levine Report ([http://www.edschools.org/pdf/Educating\\_Teachers\\_Report.pdf](http://www.edschools.org/pdf/Educating_Teachers_Report.pdf)). They obtained feedback from two cohorts about the draft vision statement; held two focus groups with graduates and dissertation students to obtain feedback on the proposed changes in the curriculum; and interviewed superintendents to obtain their insights into what skills, knowledge, and aptitudes educational leaders need today. In a related project, interviews were held with 18 superintendents, new principals, and experienced principals to determine their views on the educational needs for principals, and this information was folded into the curriculum development process as well. The information gained from all of these activities led to intentional curriculum revisions based on “expectations of their respective disciplines and professions” and resulted in curricula “visibly structured to include active involvement with the literature of the field” (CFR 2.2). The Academic Policies Committee in the Kalmanovitz School of Education approved the revised curriculum at the April 16, 2009 meeting. The new curriculum was implemented with the cohort that began in June, 2009. In brief, the major changes include:

- Increasing the coherence and integration of the curriculum;
- Introducing the research courses and skills earlier in the program;
- Folding in a greater emphasis on social justice and social equity issues;
- Involving students in real-world research projects throughout the program;
- Integrating technology more deliberately in the curriculum;
- Selecting action research as the dominant approach for dissertation work; and
- Increasing the focus on outcome assessment.

Among other things, these changes reflect “ongoing student engagement in research and/or appropriate high-level professional practice and training experiences” (CFR 2.2b).

As a critical part of the curriculum review process, the faculty asked the following questions: What does a doctorate in

Educational Leadership look like in a Catholic, liberal arts, and Lasallian college? What outcomes do we expect our students to achieve as a result of the College mission? The list of completed program outcomes explicitly aligns “course-level student learning outcomes with program-and-institutional-level outcomes and with professional competencies.” (<http://www.stmarys-ca.edu/academics/schools/school-of-education/programs/educational-leadership/doctor-of-education/learning-outcomes.html>.) As part of the curriculum revision, faculty members began to align course and program outcomes. This has often been a cyclical process of revising the program and course outcomes numerous times to ensure that there was coherence between the different levels of outcomes (CFR 2.4 and 2.10). To assist with this process, faculty created a matrix which had on one axis the learning outcomes and on the other, the courses. (<http://www.stmarys-ca.edu/academics/schools/school-of-education/programs/educational-leadership/doctor-of-education/requirements.html>) Faculty members identified those outcomes that were either a major or minor focus for each of the courses they taught. For all courses being taught in the new curriculum, faculty will identify both program and course outcomes in the standardized syllabus (CFR 2.6). (For an example, <http://smcnet.stmarys-ca.edu/academics/wasc/documents/Syllabus.orgTheory.08.pdf>)

As discussed earlier, graduates, superintendents, and principals were polled regarding their perceptions of what types of knowledge, skills, and aptitudes educational leaders must possess to be successful in today’s environment. Additionally a variety of documents discussing EdD programs were reviewed to help with this process. All of this information plus the faculty’s own experience in teaching educational leaders was considered when the program outcomes were established. The faculty also used the previous year’s feedback from the College Program Review Committee, which suggested that the department “provide a clearer articulation of how the program specifically embodies the three traditions of the College” and develop a plan “as to when students will use the library separate from the faculty.” This latter recommendation resulted in the introduction of information literacy into the curriculum which is being implemented with the assistance of library staff. Based on their extensive curriculum review process, the EdD faculty are in the process of aligning course-level student outcomes with the program- and institutional-level outcomes, and with professional competencies.

The WASC Commission Action Letter also recommended monitoring and support of learning “through formative assessment at several intervals in the doctoral program.” As a response to this recommendation, beginning in Fall 2008

and in each subsequent trimester, faculty members review grades and discuss progress for students currently enrolled in the EdD courses and confer about students who are working on their dissertations. As a result, they have been able to identify those students who need extra support or counsel and better monitor student progress within the revised and more stringent Incomplete Policy (CFR 2.10). When students are in violation of the policy, the Program Director communicates with them and documents faculty concerns and agreed upon action plans in the student file.

Through this process, the faculty has identified specific needs for select students. For example, one faculty member regularly meets with an English-learner student to provide academic mentoring and support. Another student meets bi-monthly with the Program Director as a check-in to ensure that she completes her assignments on time. Interestingly, the student suggested this arrangement because she was consistently on the brink of violating the Incomplete Policy. Another faculty member has worked to support a student who suffered a serious heart attack and is not able to attend classes regularly given his health. In all, the faculty as a whole is aware of how well the students are doing throughout the life of the program and are identifying strategies to support them when the need is evident. The process also identifies those dissertation students who are inactive or who have fallen behind in their timelines. Subsequent to the monitoring meetings, faculty members who serve as Dissertation Chairs often follow up with these students to provide the support or encouragement to get them working again.

Beginning in May 2009, the EdD faculty initiated a formal assessment for students (Cohort 8) who completed their first year of study (<http://smcnet.stmarys-ca.edu/academics/wasc/First Year Assessment.C8.8.11.09.docx>). Modeled on the Comprehensive Essay process, all core faculty members reviewed the final assignments for Cohort 8 members who were enrolled in their last course in Year One. Using a grading rubric designed by the course instructor and modified by the faculty, the faculty members assessed each student's final paper. In addition to helping the instructor assess the course learning outcomes, this process helped the faculty assess student progress in two program outcomes:

1. Students will display the ability to integrate theory with practice and support conclusions with convincing and extensive evidence, using skillfully crafted and error-free writing.

2. Students can discern the influence of values (including his or her own) on individual, group, and organizational practice and develop strategies for creating alignment in the service of the institutional mission.

The faculty expect to develop a comparable process at the end of year two. They will use the information gained from the first year assessment to guide the development for the second-year assessment.

The EdD faculty will continue to use the Comprehensive Exam/Essay process to both monitor student performance and provide feedback about how well the program outcomes are being achieved. For example, information gleaned from comprehensive exams in December, 2008 pointed out that some students were having difficulty in synthesizing theory with practice and supporting their assertions with convincing evidence to the level the faculty desired. Several faculty members revised their assignments, grading rubrics, and directions for the assignments in order to communicate to students the importance of mastering these skills prior to the comps. Additionally as the new curriculum is rolled out, much greater attention will be placed on scaffolding assignments so that students are engaged in increasingly complex tasks as they progress through the program so they will be better prepared for the comps and ultimately the dissertation.

In addition to examining how well students perform on year-end assessments, the faculty members instituted a new process for reviewing how well students achieved the learning outcomes in each course through a regular student monitoring process and a method for assessing student learning in the first and second years of study. Beginning in the summer of 2009, each faculty member prepared a brief report, examining how well students achieved the learning outcomes in his or her course. These data are shared during the student monitoring meetings which occur each trimester. In addition, faculty members discuss what actions they need to take to improve the assessment process or increase student performance. The EdD faculty brought the lengthy curriculum review process to a satisfactory end by finalizing a program vision, pedagogical approach, core principles, program outcomes, and curriculum.

## Part III: Response to Issues Identified by the Commission and Last Visiting Team: DIVERSITY AND CIVILITY

The WASC Commission Action Letter identified diversity as the area of deepest concern, stating that recent initiatives have not “risen above the level of brainstorming to become actionable initiatives, complete with budgets, deadlines, and designated accountable parties,” and two decades of discussion have led to “little evidence of tangible results in terms of a change in actual behavior and attitudes on campus.” Upon receipt of the February 27, 2008 Letter, members of the Saint Mary’s Community began a significant re-appraisal of policies and practices regarding diversity and inclusion. New leadership on campus began moving the College in a direction that is explicitly supportive of diversity and inclusive excellence. Provost Dobkin addressed the campus on March 5 in her first campus presentation, alerting the community that “we are ‘on notice,’ and we must be prepared to move beyond preliminary actions.... As we engage in the transformation of our students, we must be willing to transform ourselves, retaining what is best about our College while becoming the diverse and inclusive community that our mission requires.” Then, on March 27 and 28, she led the Board of Trustees in a discussion around a presentation titled; “Responding to Challenges: Accreditation, Accountability, and Aspirations” (<http://www.stmarys-ca.edu/docs/WASCcampusppt.pdf> ). On March 31, Provost Dobkin wrote an email to the campus community explaining the term “inclusive excellence” and its importance in creating a more inclusive and civil college environment. She wrote,

To achieve inclusive excellence, we must, as a college, create the structures, processes, and behaviors that enable us to value difference. We must create the conditions in which those who are afraid to speak learn to gain their voice, on their own terms, at their own pace. And those who have already been speaking need to listen, acknowledge, and show respect for what they hear. (<http://www.stmarys-ca.edu/about-smc/provost/messages/item-display.html?ID=1935> )

These sessions were followed by an April 7 Provost’s message to the campus on “inclusive excellence,” followed by a Community Time open meeting later that week. Her work was supported by the President, who issued a campus message the same day. In the same month, the Provost sponsored a workshop on organizational change and diversity for Cabinet members, faculty leadership, and members of the Dean’s Council and

former diversity committees. This workshop was led by Reuben Mitchell and Moises Baron, who introduced the Organizational Development Model of Inclusion (ODMI) as a framework. This framework was adopted by Saint Mary’s for monitoring and assessment of all subsequent College diversity efforts ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/ODMI\\_MODEL.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/ODMI_MODEL.pdf)).

Saint Mary’s faculty also responded quickly and intentionally upon receipt of the Commission Action Letter. Faculty from both undergraduate and graduate divisions organized a series of discussion groups to talk about the concerns of WASC, the issues of diversity at Saint Mary’s, and how to make the campus more inclusive for all. The discussions were often difficult and emotionally charged, but ultimately fruitful. Provost Dobkin attended one of the meetings to address faculty questions and to help organize institutional responses. Faculty ideas and concerns from these meetings were forwarded to the Provost and informed her decision to organize the College Committee on Inclusive Excellence (CCIE) and to sponsor a campus-wide session to strategize “Pathways to Inclusion” (May 8, 2008). That session was attended by over 100 faculty and staff and resulted in over 100 volunteers to participate in various “inclusive excellence partnership” groups on a variety of diversity and inclusion issues on campus. Several faculty and staff members also invited students to share their experiences of exclusion at Saint Mary’s College. Many students shared stories individually with faculty and staff. Others forwarded their stories to various campus authorities, and on April 25 President Gallagher responded to the campus community in an email that placed the work of inclusive excellence at the heart of the college’s Lasallian mission (<http://www.stmarys-ca.edu/about-smc/president/messages/item-display.html?ID=2076> ).

Despite these very public statements of support from campus leaders, some students of color felt a heightened sense of scrutiny, particularly by those community members who insisted that the Commission was creating problems where none existed. This critique invalidated the very real experiences of marginalized students. In response, a group of students initiated a student “sit down” in order to share their stories publicly. This May 7 event was well attended by much of the community, especially faculty and staff and institutional leaders, including members of the Academic Senate, academic deans, the Christian Brothers, the Provost, the President, and other

members of the Cabinet. The student stories were powerful examples of why the work to improve the campus climate and to create a truly inclusive institution is so important to the Mission of Saint Mary's College. At the end of the spring term, the Academic Senate asserted its leadership on the issue of diversity, passing a resolution on May 15, 2008 which requests that "the Provost, in coordination with the new College Committee on Inclusive Excellence (CCIE), provide workshops to increase cultural competence for all faculty, staff, and students, guided by the expertise of professionals in the field," and "that such workshops be mandatory beginning in the fall of 2008, with their success and continued necessity to be assessed by the CCIE with a report to the Senate in the spring of 2011" (<http://www.stmarys-ca.edu/faculty-and-staff/faculty-governance/academic-senate/minutes/docs/08may15senmin.pdf>). Thanks to the activities of faculty, staff, and students and the leadership of President Gallagher and Provost Dobkin, Saint Mary's College accelerated its efforts to address the serious concerns about diversity highlighted in the February WASC letter and in previous WASC reports. Emphasis has been on strengthening systems, accountability, and evidence-driven action. The efforts this time have been more sustained, more far-reaching, more systematic, and more coordinated than in the past (CFR 4.1, 4.6).

## Organizational Developmental Model of Inclusion (ODMI)

In addition to sponsoring the very well attended campus forum on "Pathways to Inclusion," Provost Dobkin took several other steps to respond quickly to address the problems of exclusion and poor campus climate at Saint Mary's College. One of the most important of these steps was the adoption of the Organizational Developmental Model of Inclusion (ODMI) as a framework for assessing inclusion at Saint Mary's and for systematically strategizing practices to make organizational changes that support inclusive excellence. The WASC Proposal Scoring Rubric calls for proposals to be organized "as an inquiry" which "articulates in specific terms why the inquiry was structured as it was and how it relates to the CFR and self-review as a whole." Although this rubric might be more seamlessly applied to institutional proposals rather than special visit reports, adoption of the ODMI led to a very structured inquiry with a defined methodology and assessment tools. The ODMI helps address the questions: How can we intentionally foster inclusive community? How will we assess our progress and use that information to affect institutional change? (CFR 4.3)

The College has arguably made previous attempts to adopt models and plans without substantial success. The Provost

felt that the ODMI could be particularly appropriate for SMC because it facilitates recognition and description of the developmental stage at which the institution currently operates, prescriptively identifies appropriate interventions, and acts as an assessment as well as planning tool. The uniqueness of the model was less important than the degree to which it might help establish a common framework and language for inclusion, as well as help us develop indicators for success and track data and progress consistent with the WASC Statement on diversity and CFR 1.5. The model is a useful tool for conceptualizing the ways in which an institution does or does not operate with inclusionary beliefs and practices. In order to assess an organization's inclusionary beliefs and practices, the model outlines four developmental stages of organizations: Exclusion, Symbolic Inclusion, Prescribed Inclusion, and Inclusion. Each stage calls for developmentally appropriate interventions to create an inclusive community.

**Exclusion (E)** exists when "an organization's inclusionary beliefs are of little or no importance for its leadership and membership" and there is little motivation to change. These organizations behave in ways that may discriminate against subordinate groups. "In this scenario, organizations are often structured to maintain the privilege of the dominant group, with little regard for issues of diversity."<sup>2</sup> Often there must be external motivation to initiate change, such as legal risk. Groups operating at the stage of exclusion often benefit from human relations training and awareness about the institutional costs of functioning with stereotypes, prejudices, and discrimination. The leadership of the institution must also identify ways to increase the importance of inclusionary beliefs and practices.

**Symbolic Inclusion (SI)** exists after exclusionary organizations attempt to change the organization to be more inclusive due to external pressures. "These factors or pressures may increase the perceived importance of inclusion, but they are usually based on the desire to avoid negative consequences..." In other words, the motivation behind the change toward inclusion is not yet driven primarily by forces internal to the organization or its mission. Change is often perceived as symbolic, because people with diverse backgrounds are brought in but differential treatment does not change. To move from this stage, organizations must address the motivational imperative as internal, derived from and consistent with institutional mission. Diverse individuals and groups are provided support systems,

<sup>2</sup> From Baron, Moises S. and Mitchell, L. Reuben, "Organizational Development Model of Inclusion." Unpublished manuscript used for diversity training. Their work extends that of Katz, J (1989), *The challenge of diversity*. In Woolbright, C. (Ed.). *Valuing diversity on campus: A multicultural approach*. Bloomington, IN: ACLI-1

and education includes discussion of both overt and covert differential treatment. Interventions also include the creation of nondiscrimination policies, equitable pay scales, and reviews of institutional policy-making.

**Prescribed Inclusion (PI)** “describes the stage at which an organization’s leadership places growing importance on developing an inclusionary environment and motivational imperatives become more internally driven. At this stage, organizations start to develop more tolerance for differences.” Leadership and members begin to believe that diverse people “have a place in the organization and may enhance its functioning.” Issues of power, culture, and the need for change are discussed, and previously excluded populations develop their own networks and support. Interventions to move beyond this stage include mentoring, the establishment of clear rules, policies, and procedures, and swift action when policies are violated or when there are incidents of discrimination. A group sponsored by leadership and reflecting the diversity of the institution should be created to support continuation of efforts.

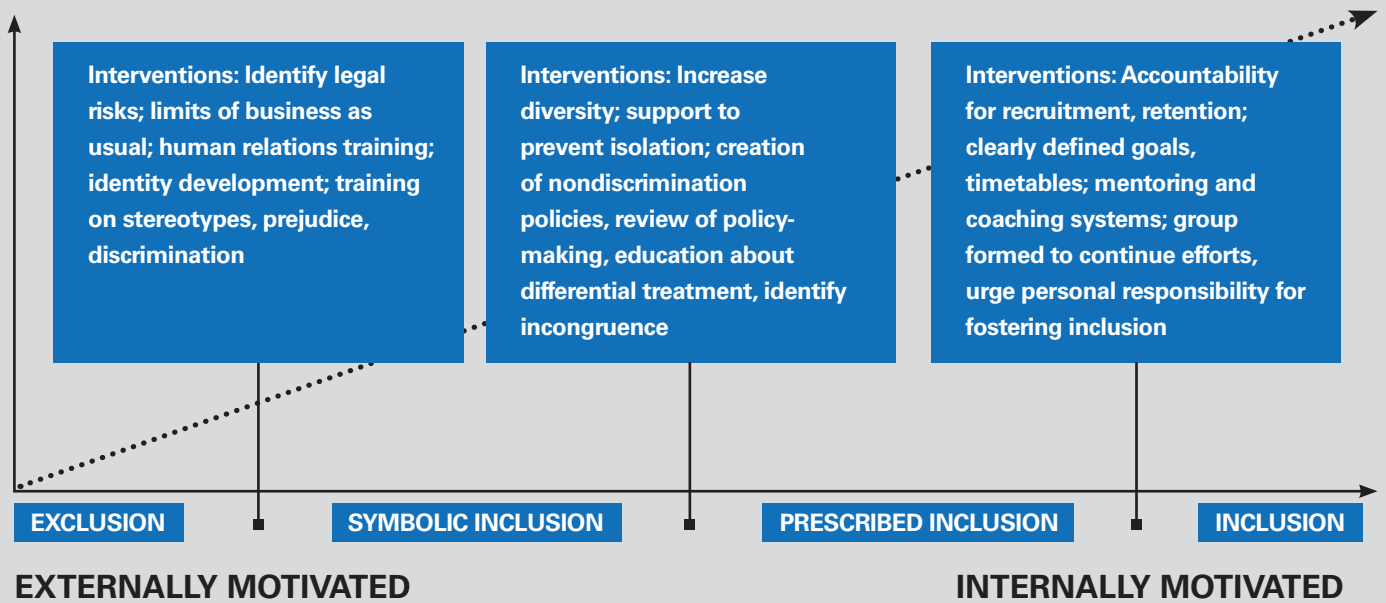
**Inclusion (I)** exists when “an organization moves forward in placing importance on inclusionary beliefs, and when motivational imperatives are internalized....The beliefs and behaviors that characterize this stage are grounded in the fact that the organization and its leadership truly value diversity.... Individuals and groups are empowered,” and retention and integration efforts are developed. At this stage, congruence exists between the institution’s expressed values and its

behaviors. Maintenance of this stage requires ongoing self-assessment, accountability, and support for new people as they join an inclusionary culture.

The ODMI is based on the premise that developmental processes are fluid and contextual. “An organization may show behaviors more consistent with prescribed inclusion when it considers ethnic diversity, while its beliefs and practices around sexual orientation or other cultural variables may indicate symbolic inclusion or even exclusion.” Additionally, organizations are composed of functional units and groups which may be at different stages of development within the institution, and movement through the stages increases as the motivation for inclusion becomes more internal, and less driven by external factors. Each stage also functions as an assessment rubric based on the measurable interventions that are designed to move parts of an institution, at different times and based on their level of inclusion, to move together and become a more developed, inclusive community (see Figure 1).

The first step in using the ODMI came with the April 15, 2008 workshop, at which several leadership groups at Saint Mary’s were asked to assess Saint Mary’s level of inclusion, and to identify specific actions to take in order for Saint Mary’s College to become more inclusive. The assessment revealed several perceived barriers to inclusion: lack of institutional accountability, external (rather than internal) motivations for change, fear of discussing diversity, and lack of transparency and equity in Human Resources policies and procedures.

**FIGURE 1: ORGANIZATIONAL DEVELOPMENT MODEL OF INCLUSION**



These barriers were not perceived by all; different groups on campus view the level of inclusion at Saint Mary's differently, and some areas of the College operate more inclusively than others. On average, however, we found that Saint Mary's is predominantly in "symbolic inclusion," with some movement toward "prescribed inclusion," and pockets of remaining "exclusion" ([http://smcnet.stmarys-ca.edu/academics/wasc/ODMI assessment.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/ODMI%20assessment.pdf)).

The ODMI is useful not only to assess an organization's level of inclusion, but to provide a framework for actions and interventions that can be taken at the appropriate stages of development in order to help the organization move to the next stage of inclusion. For instance, some groups on campus act from the stage of Exclusion, along the lines of "benevolence," whereas campus leadership is increasingly speaking from the stage of Prescribed Inclusion. A useful example comes in comparing earlier WASC reports with current responses to the Letter. In our 2005 WASC report, the team said:

*Saint Mary's has a long way to go in achieving a basic level of multiculturalism in its function and effectiveness in educating world citizens who have a healthy respect for others – one of the core values of the Lasallian tradition. Such dissonance appears to be inherent in Saint Mary's 'benevolent' model of diversity wherein there is care for the 'other' without a transformative relationship with the other person(s). The 'other' is never seen as a contributor to his/her benefactor and, therefore, is not embraced as essential or even a valuable part of the benefactor's existence and self-understanding.*

The ODMI framework explicitly recognizes that community members who act from a place of Exclusion are likely to understand diversity from the 'benevolence' model. Campus policies and practices, therefore, have to pursue inclusiveness in a way that is developmentally appropriate. Workshops about functioning in a diverse environment might be appropriate for an institution operating from Exclusion. Curriculum development programs about power and privilege, for instance, might be a more appropriate intervention in an attempt to move an organization from Prescribed Inclusion to Inclusion. Without first assessing Saint Mary's level of inclusionary beliefs and practices – and at Saint Mary's this means acknowledging and challenging the traditional 'benevolence' approach – Saint Mary's as an institution would be challenged to demonstrate true progress.

The ODMI framework is proving strategically useful for a variety of groups on campus. In addition to the Spring

2008 presentations, faculty and staff have continued to be introduced to the basic concepts, their relationship to assessment data from the Climate Survey, and expected outcomes in "All Faculty" and "All Staff" workshops held in August of each year (<http://www.stmarys-ca.edu/about-smc/provost/messages/item-display.html?ID=2451>). The ODMI framework has also been presented at Dean's and Staff Council meetings, and is part of the campus leadership training offered through Human Resources. Progress reports were provided to the campus community in December 2008 and May 2009, and will be extended each year. We will continue to use the ODMI as a way to assess inclusion and to identify practices to increase inclusive excellence, and there have already been requests from individual campus units and departments to have targeted assessments based on the ODMI.

### **Embedding the ODMI into Institutional Practice: The College Committee on Inclusive Excellence (CCIE)**

In the Spring of 2008 Provost Dobkin formed the College Committee on Inclusive Excellence (CCIE), a re-constitution of the previous "Celebrating Diversity Committee" with important changes to its charge, structure, budget, and authority. Members of the CCIE are drawn from the leaders of units across campus who have the authority to implement changes. The structure of the committee is thus structurally different than those of the past; it includes "designated accountable parties" with the budgets and authority to implement actionable initiatives. It also reflects the diversity of the campus community. Membership includes the Vice President for Mission, the Vice Provost for Student Life, the Dean of Admissions, the Director of Human Resources, the Director of Athletics, the Vice President for College Communications, the Dean of Students, the Chair of Staff Council, the Chair of the Academic Senate, two undergraduate student representatives, a graduate student representative, a faculty member from each of the schools, an Office of Advising representative, the Director of Institutional Research, the Director of the High Potential Program, and the Director of the Intercultural Center.

The Provost serves as a co-chair of the CCIE with a faculty member. Thanks to the strength of its membership, budget, authority, scope of its charge, and the organizing framework of the ODMI, the CCIE is able to make significant changes on campus to support diversity and inclusion. The CCIE is based on a vision of community that goes beyond the tolerance of difference to one that is guided by social justice, cultural competence and engaged citizenship. The

CCIE was established to achieve, maintain, and advance inclusive excellence at Saint Mary's College by reviewing, recommending, and facilitating the implementation of appropriate policies, programs, and practices. The committee's charge is to:

1. Articulate and promote the educational imperative for inclusive excellence;
2. Advise and review the development of institutional, unit, and school diversity and inclusion goals;
3. Develop and support strategies to improve the recruitment and retention of underrepresented students, staff, and faculty;
4. Sponsor and coordinate opportunities for the development of cultural competence; and
5. Support initiatives that advance the knowledge, practice, and recognition of inclusive excellence.

In addition to having participated in an ODMI workshop in the summer of 2008, the CCIE meets for two hours every other week. Based on the information from the ODMI workshop, the CCIE plans its activities based on a model for diversity initiatives that begins with a vision and educational case statement, so that the motivation for inclusion becomes internal rather than solely demanded by external forces. The first act of the CCIE was to develop a Vision Statement:

We of Saint Mary's College of California are dedicated to treating all people with dignity and respect in ways that acknowledge and engage diverse backgrounds and ideas. Our policies, practices and behaviors foster a safe and inclusive community and promote learning that is equitable, collaborative, and inspired by the presence of God in and among us.

The CCIE also wrote and disseminated to the campus via the web an "Educational Case Statement" ([http://www.stmarys-ca.edu/about-smc/provost/ccie/docs/educational\\_case\\_statement.pdf](http://www.stmarys-ca.edu/about-smc/provost/ccie/docs/educational_case_statement.pdf)) that articulates quite directly why the college community must seriously and consistently engage in the work of inclusive excellence. At this moment in the College's history, external pressures from accrediting agencies are increasingly less important to motivate this work. Rather, it is work that must be done in order to fulfill our mission as a Catholic, Lasallian, and Liberal Arts college. The Education Case Statement argues that the work to create a welcoming, supportive, and inclusive community for faculty, staff, and

students from all backgrounds is not only educationally effective and consistent with the mission of the College, but also required by and integral to that very mission.

A second, substantive activity of the CCIE was the immersion of all committee members in pilot workshops to develop a training model that fit our current stage of organizational development and could be used across campus to develop a common language and understanding regarding inclusion. In addition to the ODMI workshop, CCIE members participated in the Anti-Defamation League's "Campus of Difference" workshops and a workshop organized by Dr. Deborah Savage called "Catholic Identity in a Multi-Cultural Context: Finding Unity in Diversity." The CCIE has decided to move forward with a version of the ADL's "Campus of Difference" workshops for the entire campus community. Saint Mary's has contracted with the ADL for the use of its materials, and a team from Saint Mary's was trained over the summer of 2009 in order to facilitate Campus of Difference diversity workshops on an on-going basis for all faculty and staff at Saint Mary's beginning in the fall of 2009. It is our expectation that everyone at Saint Mary's will have participated in one of these workshops at least once in the next two years. The CCIE will regularly assess the effectiveness of these workshops and make adjustments as needed. The coordinator of the Campus of Difference training will also be working with the Academic Senate and Staff Council to design and implement additional workshops targeted to concerns of faculty, such as pedagogical development, and staff, such as practicing inclusion in the workplace.

The ODMI calls attention to the various levels of inclusion that exist within an institution, and recognizes that although one workshop may provide a campus-wide foundation, specific groups on campus need to address deeper issues of Catholic tradition and identity, power and privilege, inclusive teaching, curriculum development, and sexual orientation. Therefore, as part of the work of the Campus of Difference coordinator, a sub-committee of the CCIE is currently developing a workshop on diversity and inclusion in the Catholic tradition that will also be made available to members of the campus community.

## **Embedding the ODMI into Institutional Practice: Strategic Objectives toward Inclusion**

The work of inclusive excellence is the work of everyone at Saint Mary's College, not just the CCIE. One of the goals of the CCIE is to help create a culture in which diversity and

inclusion are a seamless part of everyday life at Saint Mary's. Therefore, in addition to the work of the CCIE described above, the CCIE funds new initiatives that are proposed by faculty, staff and students. The CCIE also takes a diversity inventory of events and programs that occur organically in the community ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/CCIE Inventory List.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/CCIE%20Inventory%20List.pdf)).

The number of campus events related to diversity is extensive and reflects the various stages of inclusion on campus. For example, February and March of 2009 included events that raise awareness and knowledge, such as a lecture by 1960s civil rights activist Charles Cobb; a panel discussion on the struggles and triumphs of African-American women on campus; a lecture on social class inequality as represented in film; and a workshop on serving students with disabilities. Other events addressed covert forms of discrimination, such as a lecture by Tim Wise, anti-racist activist and author of *White Like Me*, and some provided opportunities for support of diverse individuals and groups, such as the BASH, a celebration of culture, diversity, and love in the LGBTQIA community; and a V-Day celebration (including a performance of the *Vagina Monologues*). Finally, some events during the month moved forward on the premise that some members of the campus community are ready to advance an inclusionary environment. For example, as part of our curriculum development, we hosted a workshop, campus visit, and talk by Dr. Alberto Pulido, Chair of the Ethnic Studies program at the University of San Diego, about the role of ethnic studies programs at Catholic colleges. There was also a set of book groups that read and talked about how to discuss "hot topics" on campus constructively and with civility, which contributed to campus-wide dialogue about controversial topics and free speech on campus.

One criticism of SMC programming in the past has been lack of coherence, or the existence of many disparate and disconnected events. Individual events are important ways to expose students to a variety of topics, but they alone do not amount to structural change toward inclusion. Thus, a primary task of the CCIE is to use the ODMI model to review and assess programs to determine the extent to which we are making progress in the direction of inclusion. Based on this assessment and additional institutional data regarding campus climate, student success, and institutional policies and procedures, the campus has planned, implemented, and begun to review a series of actions designed to bring the campus closer to Inclusion. This section outlines those objectives and incorporates campus-wide as well as CCIE

goals and performance indicators: 1. Build Awareness of Challenges and Institutional Response, 2. Build Systems of Accountability, 3. Improve Student Success, 4. Move Campus Culture Toward Inclusive Excellence, 5. Sustain Inclusive Excellence. Current challenges are identified with reference to existing data and reports, interventions to achieve next stage of development suggested or addressed with reference to the ODMI are noted, and degree of progress is indicated for each objective.

**KEY:** ↑ = progress; ↓ = still needs significant attention; → = work in progress with results not yet known.

## 1. BUILD AWARENESS OF CHALLENGES & INSTITUTIONAL RESPONSE

**A. ASSESSMENT:** - Primary data from WASC reports (e.g., 2007 Team Report) and SMC Climate Surveys (2008, 2006) demonstrate a lack of awareness about campus progress. At the same time, comparisons between 2006 and 2008 Climate surveys show staff, faculty, and students are all aware of the emphasis SMC places on increasing the representation of people of color on campus. ODMI assessment suggests many segments of SMC are between *Exclusion* and *Symbolic Inclusion*, with those in leadership or "authorized knowing" positions more likely to be in *Prescribed Inclusion*.

**B. GOALS** – Improve campus-wide communication and information about the many efforts to address campus climate issues that are underway; advance an Educational Case Statement for Inclusion; create a common language across campus based on ODMI concepts.

**C. INTERVENTIONS** - Demonstrate attention to concerns about diversity and inclusion from highest levels of administration (E-I) ; disseminate and discuss the campus climate survey results (PI); present commitment Inclusive Excellence at new faculty and staff orientation (PI); present updates from CCIE to Academic Senate(PI-I), develop institutional communication plan (PI). Note: interventions for this objective are designed to assume institutional commitment to inclusive excellence and progress toward a comprehensive strategy, which is discussed in Objective 5. In this sense, the stages are aspirational.

### D. PERFORMANCE INDICATORS

↑ Climate report (2008) shows increased awareness

among faculty, staff, and students about College efforts to enhance diversity and inclusion.

- ↑ Climate report (2008 and comparisons to 2006) presented and discussed at “All Staff” and “All Faculty” days in August 2008 and posted on campus web site.
- ↑ Regular campus bulletin messages reflect monthly references to the importance of inclusive excellence.
- ↑ Education Case Statement for diversity developed by CCIE and presented to campus.
- ↑ Increased attendance at Town Hall meetings of the CCIE held at the end of each semester.
- ↑ Provost began regular meetings with the Associated Students of Saint Mary’s College Senate per their request for updates on progress regarding diversity and inclusion.
- ↑ President and Trustees attend WASC and Association of Governing Board meetings to deepen understanding of shared governance and diversity.
- Campus Bulletin goes beyond references to inclusion to demonstrating “inclusion in action.”
- ↓ Focus group interviews held May, 2009 suggest that considerable work on communication still needs to be done.

**Narrative:** At Saint Mary’s College, diversity has been reflected in the composition of the student body and given some support in clubs and activities, but we have lacked a systemic approach to inclusion that reflected congruence with our mission. Our efforts at awareness have and will continue to emphasize the necessity of achieving inclusion to live our Catholic and Lasallian mission, and to make our educational practices relevant and effective. Although we believe in education as a corrective to objectionable behavior, we also are building awareness about the importance of condemning and stopping behavior that is counter to our mission and promoting those behaviors that reflect it. At a broader level, building awareness depends on each of the objectives below, culminating in campus understanding of our plans and progress toward achieving inclusive excellence.

## 2. BUILD SYSTEMS OF ACCOUNTABILITY

**A. ASSESSMENT:** - The 2007 WASC Team Report charges that there is a “Lack of procedures and policies used to govern acts of incivility in classrooms and on campus for students, staff, and faculty” and “apparent lack of enforcement when acts of incivility occur.” Responses to acts of incivility “by administration” reflect “lack of concern and/or actual tolerance of incivility by administration,” leading some community members to call for more accountability. According to our 2008 Climate Survey, although the frequency with which discrimination and incivility appear to have decreased somewhat, fewer faculty found the process by which complaints are resolved to be fair.

**B. GOALS** – Increase transparency in leadership; develop an assessment system to document diversity initiatives and the impact of these initiatives on campus (2007 Team Report); develop and implement measures to aggressively address instances of incivility and other inappropriate behavior (2007 Team Report); ensure equity in performance expectations across race (e.g., tapping faculty of color for committee work).

**C. INTERVENTIONS** – Redesign Campus Diversity Committee to become CCIE (PI); adopt and sustain use of ODMI (PI), retain diversity consultant (PI); secure visible commitment to inclusive excellence among campus leadership (PI); provide training on conflict resolution and accountability at all levels of leadership (PI), require participation in Sexual Harassment Prevention training sessions (SI).

### D. PERFORMANCE INDICATORS

- ↑ Executive and Academic Affairs leadership attended Diversity and Organizational Change workshops; emphasis on accountability.
- ↑ Mandatory, annual Sexual Harassment Prevention training continues.
- ↑ Retained Employee Relations/Diversity Specialist.
- ↑ Development of communication protocol between Provost, VP Student Life, and Director of Human Resources.
- ↑ Increase in reports of intolerance because of new

reporting structure.

- Effectiveness of Sexual Harassment Training.
- Effectiveness of recruiting protocols.
- Senate approval of behavioral guidelines (faculty version of "Acts of Intolerance Protocols").
- ↓ Sustained record of timely and public responses to intolerance.
- ↓ Persistent dissatisfaction with resolution of personnel grievances.

**Narrative:** The need for accountability and leadership runs throughout the WASC Letter of Concern and is addressed in each section of this report. The goals outlined here help move the campus toward accountability regarding incivility, acts of intolerance, decision making, and conflict resolution. For several years, the College has engaged in conversations about the need for better ways to informally and safely address interpersonal, performance-related conflicts. We have been assisted in addressing these needs by L. Reuben Mitchell, a diversity consultant and employee relations specialist, who Provost Dobkin has on retainer to advise the CCIE and act as an employee relations and diversity specialist for the campus community. Mr. Mitchell provides consultation regarding positive methods of addressing and managing a range of issues including grievances, supervision, performance, evaluation, and discipline in accordance with the appropriate AAUP guideline and College policies. He serves as an impartial consultant to whom campus community members can express and identify concerns, develop resolution options, get information, manage conflict, and learn more productive ways of communicating. Although he reports to the Provost, Mr. Mitchell works independently as an objective and confidential advisor to help informally resolve campus issues. He also provides the Provost with annual reports regarding the nature of conflicts and recommended interventions, and he is a co-author (with Moises Baron) of the ODML.

Clarification of procedures for reporting acts of intolerance on campus was also a high priority for the CCIE and Student Life. The Vice Provost of Student Life, Dr. Jane Camarillo, and Dean of Students, Scott Kier, immediately began work in two areas, building staff capacity and identifying a response protocol that could be enacted for the coming academic year. In January

of 2008, the Public Safety staff participated in a day-long training program on facilitating dialogue in diverse student communities. Later that year, the Acts of Intolerance Protocol was approved by the CCIE and was placed in the Student Handbook for the beginning of the 2008-2009 academic year (<http://smcnet.stmarys-ca.edu/academics/wasc/documents/Acts of Intolerance Protocol for Students.docx>). The development of the protocols emerged directly out of our understanding of the Mission of the College. The inclusion of them in the 2008-09 Student Handbook (<http://www.stmarys-ca.edu/studenthandbook>), the training of residential life staff in their use, and the use of the protocol by students in cases of intolerant behavior all help Saint Mary's to move from Symbolic Inclusion to Prescribed Inclusion. While we are discouraged that acts of intolerance continue to occur on campus (particularly in the residence halls), we are pleased that there is now a well-known and effective procedure for students to follow in the case of acts of intolerance. An attempt to apply the student Acts of Intolerance Protocol to faculty and staff met with many concerns about academic freedom. However, the CCIE continues its work to develop a protocol that protects academic freedom while also clearly articulating what is inappropriate behavior in our community and what should be done when an act of intolerance is experienced or witnessed. The CCIE also continues to work on the process of publicly reporting and sharing the institutional response to such acts.

### 3. IMPROVE STUDENT SUCCESS

**A. ASSESSMENT:** - Climate survey data and interviews cited in WASC reports suggest that faculty, staff, and students believe students of color are under-prepared, a stereotype that is unintentionally magnified by misinformation about the High Potential program; and that students are learning the most about ethnicity/racial and sex-based discrimination and least about disability and homophobic-based discrimination both in and out of class (<http://www.stmarys-ca.edu/about-smc/provost/ccie/docs/climate-report-11-03-08.pdf>). Graduation rates of students of color still lag behind that of the majority white student population (<http://www.stmarys-ca.edu/about-smc/fact-book/table-of-contents.html>). The more overt discrimination and disrespect for difference is evidence of Exclusion; many campus structures and initiatives have reflected Symbolic Inclusion with more recent initiatives targeted at Prescribed Inclusion.

**B. GOAL** – Improve success among all students of color.

**C. INTERVENTIONS** – Redesign High Potential program to eliminate conditional admission and stereotypes (PI); expand diversity training for students (SI, PI); place more emphasis on incorporating ethnic/racial and gender-specific materials in all learning environments (PI); create support systems for diverse students and groups (PI).

#### **D. PERFORMANCE INDICATORS**

- ↓ Climate survey shows perception among students that people on campus tend to stick with their own clique.
- ↑ NSSE data show high level of interaction across difference.
- ↑ Safe Zone Training offered and attended by staff, students, faculty.
- ↑ Diversity training included in orientation for new students.
- ↑ Expanded Resident Assistant/Resident Director training.
- ↑ Approval of Ethnic Studies minor; appointment of Director.
- ↑ New first-year residence-based multicultural education program in fall 2009.
- ↑ PAC program – peer academic support in residence halls.
- ↑ Approval of stronger diversity requirements in core curriculum.
- Support of new Ethnic Studies program.
- Implementation of new core requirements.
- Graduation rates of students of color.
- Redesign High Potential and FYE programs.

decades. For 32 years the High Potential Program (HP) at Saint Mary's College has been dedicated to providing access and retention services to students from historically low-income and disadvantaged backgrounds, particularly first-generation college students who have experienced social, economic, educational, or other adversities. The HP program is based on the core Lasallian tradition of providing education for those who have been underserved and undervalued by society has been one of the long-standing attempts to improve student retention and graduation among underserved groups with mixed success. Six-year graduation rates for HP students have ranged from 14% higher than students overall, to 24% lower in the past 10 years for which we have data (<http://www.stmarys-ca.edu/about-smc/fact-book/docs/section6.pdf#retgradrateshp>). Based on the size of the class and changes in personnel, the data seem to reflect higher success with smaller cohorts and a case management approach to students. The program has been revised over the past several years, and now entering HP students begin their collegiate experience with participation in the Academic Summer Bridge. This is a three-week, residential, "academic boot camp," which provides students instruction in Seminar, English, Math Preparation, a course on Personal Communication and Inter-group Dialogue, skills and learning diagnostic counseling, and skill development essential to college success such as time management, effective study habits, math and writing skills, goal setting, teamwork, self-awareness and knowledge of campus resources. Students also read *The Iliad* and participate in their first Collegiate Seminar class. All High Potential students are coupled with peer advisors who will mentor the new students throughout the year.

We are currently planning a redesigned student success program with several important changes to the existing High Potential program. The new program is being designed to increase the retention rate, graduation rate, and academic performance of low-income students and first-generation students, as well as students with various types of disabilities (learning and other). Although we have gradually eliminated the practice of a separate admissions track for HP students, the perception that HP students are less prepared and academically qualified than their counterparts persists. Therefore, we will stop admitting students only on the condition that they participate in the program. Beginning in 2010, students will be invited to participate based on their status as first generation, low income, disabled (consistent with federal TRiO guidelines), or on their responses to a new essay prompt on their application. Students who choose to participate in the program will still have a bridge program

**Narrative:** The undergraduate student profile at Saint Mary's College has changed dramatically over the past three

available, and they will receive additional academic skills support, personal and social support, parent and family support, financial support, support in the residence halls, and career counseling. This integrated approach is intended to improve both academic success and personal belonging.

Previous research has demonstrated the utility of providing students with specific skills and strategies to increase their sense of academic self-efficacy (the belief that their actions will have a positive impact on their academic goals) and creating opportunities for students to be socially involved on campus to build a sense of inclusion and belonging. Both contribute to academic persistence and success. We have developed a TRiO grant proposal and are in the process of applying for funds to support the program, but even if the proposal is not funded, we are expanding support services for all students who struggle socially and academically at Saint Mary's College.

The changes to the High Potential Program and additional support and infrastructure developments respond directly to two Building on Strengths strategic plan initiatives, BOS 1.3 (which addresses student support) and BOS 1.5 (which addresses advising for first-year students, general education, and disciplinary education). Congruent changes are also taking place in our first-year advising and core curriculum. In an attempt to better meet the academic needs of all of our students and to provide students with the necessary information to succeed in college, we have expanded our Freshman Advising Program, currently in its second year. Based on assessment of the first year, the second year of this program now includes a required, quarter-credit, first-year experience course for students, training sessions for advisors, resource materials for advisors, and common topics such as: choosing courses; taking notes; the traditions of the College; communicating with faculty; and time management. An assessment program called SmartGrades provides students with individualized feedback on 8 dimensions of student success (e.g., self-monitoring, taking initiative, etc.) that will assist them and their advisor to target more specifically the kinds of support they need to succeed at Saint Mary's College. A peer mentor coaching program was also implemented in 2009; this program invites older students to join a leadership development program, to receive training in peer mentoring, and to work in collaboration with first year advisors, the advising staff, and the residence hall staff to assist new students as they transition to College. The peer mentor program, funded through the office of Advising, the Vice Provost for Student Life, and the Vice Provost for Undergraduate Academics, underscores the collaborative

team approach to student support, and integrates best practices regarding peer mentoring (CFR 2.13). With resources from the BOS 1.3 report, we have increased collaboration between the Office of Academic Advising and the departments of English, English Composition, Collegiate Seminar, Mathematics, and Chemistry; the staff and faculty have addressed diagnostic and placement at entrance, development of additional Math preparation courses (Math 2 and required lab time for lower division courses) and increased tutoring workshops in Math, Chemistry, English Composition, and Collegiate Seminar writing. A new .25 writing course for Collegiate Seminar was developed for students who need additional support or who perform poorly in Collegiate Seminar in their first semester.

Another form of peer mentoring and student support is occurring through the Center for First Generation Studies which links research, teaching, and outreach to current students and prospective first generation students (<http://firstgeneration.stmarys-ca.edu/>). Through a community-based research project by Dr. Dana Herrera, Anthropology, and Dr. Phylis Martinelli, Sociology, begun three years ago, these faculty and students have now developed a network of research and services. Current students can collaborate on new initiatives, including outreach educational programs to high school first generation students regarding access and admissions processes for tertiary education.

Perhaps most significantly, for the past three years Saint Mary's College has undergone a review of its core curriculum (all the general education requirements students must satisfy in order to graduate). The Core Curriculum Task Force (CCTF) recently completed its review, and the Academic Senate adopted 12 new learning goals and a curriculum model which will drive all general education requirements. While much of the existing core structure will remain (e.g., Collegiate Seminar and January Term), there are specific changes to the core that are relevant to a review of inclusive excellence at Saint Mary's. In particular, 4 of the 12 new learning goals support directly Saint Mary's goal of valuing diversity and pursuing inclusive excellence. These goals replace a far more ambiguously defined and less discriminately assigned "Diversity" (D) requirement in the curriculum (<http://smcnet.stmarys-ca.edu/academics/wasc/documents/DiversityRequirement.doc>). The new four goals are grouped under the title, "Engaging the World." They include the following: The Common Good, which encourages vigorous academic debate about different ideas of what the common good is and how it might be pursued; American Diversity, which asks students to intellectually engage with social, cultural, economic, and political diversity in the United States;

Global Perspective, which will require students to study and compare the social, economic, religious, and political structures of different global communities and cultures and gain an understanding of the interdependence of these communities; and Community Engagement, which will require students to apply their intellectual experiences to communities beyond the academy, actively and critically reflect upon these experiences, and integrate experience and academic understanding of the world (<https://smcnet.stmarys-ca.edu/academics/cctf/index.html>).

In addition to these new learning goals, the model that was approved by the Senate and accepted by the Provost also makes changes to the way in which the Core is delivered. For instance, in order to help students make the academic transition to Saint Mary's, the first semester of Collegiate Seminar will take place in the spring semester rather than the fall. This change should facilitate the learning of all students, but particularly those who did not have the opportunity to engage in interpretive reading of and dialogue about classic texts during their high school years.

The next phase of the curriculum reform is for a newly formed committee to work through the many details of implementing the new core requirements, beginning with the establishment of the criteria by which learning goals will be assessed. Furthermore, another outcome of the core curriculum review has been a re-assessment of the purpose and content of the four-seminar Collegiate Seminar requirement. Traditionally rooted in the "Great Books" tradition of Western Civilization, there is a growing chorus of voices on campus that would like to see significant changes to the Seminar program, including a cultural diversification of its readings. Faculty have remarked that this chorus represents a tone of debate about long-standing programs that is marked by serious and collegial discussion. Based on the Senate's recommendation, the Provost will convene a committee to review the Seminar program and to recommend changes.

Specific curricular changes to enhance inclusive excellence have also been made. A new Ethnic Studies Program was approved this year at Saint Mary's college, which will provide an opportunity for students to minor in ethnic studies and could potentially expand to the creation of a major. Ethnic Studies at Saint Mary's College is a multidisciplinary program encompassing, among others, anthropology, the arts, economics, history, language, politics, psychology, communications, and sociology. Its focus is on the United States with particular attention paid to the major underrepresented groups: African American, Latino,

Asian American/Pacific Islander and Native American. It addresses issues of social justice, Catholic Social teaching, discrimination, immigration and globalization as well as the contributions that each ethnic group has made to American society. The Ethnic Studies minor complements the College's commitment to social justice, to recognizing the human dignity and social worth of each person, and to fostering a diverse community respectful and appreciative of cultural difference. A new "Introduction to Ethnic Studies" class has been approved and will be taught for the first time in the fall of 2009, and a request for a tenure-track hire in Ethnic Studies awaits approval by the President. We hope to have at least ten students request the Ethnic Studies minor in the next five years in order to make the program sustainable, and we recognize the need to provide adequate resources to encourage this development.

Several steps have also been taken outside of the curriculum to improve student success by promoting a culture of inclusive excellence and building systems for tracking growth. The Campus Deans and Directors were charged by BOS task 1.7 to develop a comprehensive plan for enhancing community life. Through this plan, the group identified three primary areas—academic engagement, community engagement, and community climate. They then identified relevant items across current surveys such as NSSE, Campus Climate Survey, the first and senior year survey, and the Personal and Social Responsibility Inventory used in the AACU Core Commitments grant project. Common items for each of the areas will be tracked to benchmark and monitor progress, particularly on items related to achievement, engagement and community. As programs are revised or initiated, both training programs for faculty and staff, as well as educational and involvement programs for students, the group will assess their alignment with these data (CFR 4.3).

Already, Saint Mary's has revised or developed new programs with these outcomes in mind. In Spring of 2008, as part of the work on the pilot of the First Year Experience (FYE) program, Orientation and Weekend of Welcome programs were made mandatory and included a foundational program called Faces of America (a one-person dramatic performance highlighting racial identity in America) followed by residential discussions on key points of the program and how it connected to the SMC community and value for diversity and inclusion. At orientation events in summer 2009, entering students were assigned the novel *Graceland*, by Chris Abani, who will be visiting the campus in the fall. Also in Fall 2009, we will have initiated a freshman housing requirement that includes intentional residential programming which supports the transition of

students into higher education. In the Spring of 2009, a staff group that included Academic Advising, Residence Life, New Student and Family Programs, Intercultural Center and Psychology professor/Interim Director for Institutional Research collaborated on the development of the framework for a residential curriculum that included four different dimensions: creating communities of inclusive excellence and civility, increasing the academic skill development of our students, student initiated and driven social programming, and the signature FYE program. Funding to Residence Life has been provided by the CCIE for the construction of the residential curriculum and a retreat to train staff on their role as allies to a diverse population of students. Through this education we hope to shift the student culture to one that embraces diversity and actively participates in constructing a community of inclusion. It is also the foundation for the “next generation” diversity programs for upper-class students living on and off campus.

The sense of community and belonging that students experience also play an important role in their success, particularly for students who feel marginalized. Support systems such as those provided by student groups are critical in moving institutions from Symbolic to Prescribed Inclusion. One example of a successful institution at Saint Mary’s College is the Women’s Resource Center (WRC). The WRC is dedicated to creating a campus environment that empowers women to envision and engage in a life that maximizes their academic, personal, and spiritual growth. It uses a collaborative model and provides five main modules of service including: education, outreach, support, empowerment and referrals. It seeks to enhance the Saint Mary’s learning experience by fostering a supportive, inclusive environment for women and men of all backgrounds, ages and belief systems, while promoting and practicing acceptance and collaboration. The Women’s Resource Center also addresses issues like sexual assault and dating violence proactively, educating and providing resources and referrals to students affected.

Consistent with the work of the WRC, the Delphine Intercultural Center also strives to create a safe and supportive learning environment that embraces diversity and fosters an inclusive community. It is committed to educating the campus about multicultural competence, identity development, and social justice. Their co-curricular programs and support services are designed to explore the broad definition of culture and affirm the human worth of all individuals. The Intercultural Center hosts diversity student organizations, including the Asian Pacific American Student

Association, the Black Student Union, the Humans Actively practicing Aloha (HAPA) club, the Dante Club (Italian), the Gay Straight Alliance, Hermanas Unidas, and the Latin American Student Association. The Center also organizes a variety of co-curricular and extra-curricular programming on campus, including Asian Pacific American student programs, Black student programs, Latino student programs, LGBTQIA student programs, Native American student programs, Women student programs, as well as diversity related fairs, retreats, dances, and support programs. Finally, in Fall 2009, Saint Mary’s will offer to interested students the opportunity to participate in a learning community on gender and identity issues. Students will be able to explore such issues both in and out of the classroom through gender and identity themed courses in anthropology, communications, psychology, sociology, religious studies, women’s studies, and January term, and through co-curricular programming such as a roundtable discussion on masculinity, a panel on homosexuality and the Catholic Church, and queer performance art.

We realize that our previous programs and practices have not been enough to create a completely safe, comfortable, and inclusive learning and living community for all, and that additional work remains to move programs such as these into the core of institutional planning, thereby moving from Symbolic to Prescribed Inclusion. Our Climate Survey data indicate that many members of our community are unaware of the activities of such campus units as the Delphine Intercultural Center. Finally, as we redesign our curriculum and student support systems, we anticipate marked improvement in the success of our students of color in particular to close the performance gaps between student groups.

## **4. MOVE CAMPUS TOWARD INCLUSIVE EXCELLENCE**

**A. ASSESSMENT** – Climate surveys show discussions about religion and racially sensitive topics are causes for discomfort among select groups, with students feeling more comfortable than faculty in talking about religion on campus; some students, staff, and faculty do not perceive the College has having a climate in which difference of opinion can be aired openly and regularly; faculty and staff desire more collaboration between offices; reports of discrimination and harassment continue. WASC reports and internal focus group

interviews emphasize the need for civil communication and constructive conflict resolution.

**B. GOAL** – Promote civil, effective, and cooperative communication, particularly among students and between students, and staff and/or faculty; promote respect in interactions between faculty and administration and faculty and staff; develop more inclusive decision making processes.

**C. INTERVENTIONS** – development and implementation of diversity education (PI); series of staff, faculty, student, and administrator workshops (PI); targeted diversity training for credential programs in the Kalmonovitz School of Education (KSOE) and School of Economics and Business Administration (SEBA) (SI).

#### D. PERFORMANCE INDICATORS

- ↓ Staff and faculty of color feel exploited and languishing between Symbolic and Prescribed Inclusion.
- ↓ Climate survey (2008) shows that fewer faculty find the processes by which complaints are resolved to be fair.
- ↑ Climate survey (2008) shows the frequency of faculty accounts of discrimination and/or harassment have somewhat decreased.
- ↑ Climate survey (2008) shows the vast majority of faculty departments are supportive of various teaching styles and faculty are largely treated with respect by colleagues.
- ↑ Increase in percent of full-time faculty of color over past ten years, from 8.4% in 1998 to 16.3% in 2007.
- ↑ Senate passes resolution mandating cultural competency workshops ([link to resolution](#)).
- ↑ Establishment of Center for First Generation Studies (<http://firstgeneration.stmarys-ca.edu/>).
- ↑ Establishment of Center for Engaged Religious Pluralism <http://www.stmarys-ca.edu/academics/schools/school-of-liberal-arts/centers-and-institutes/engaged-pluralism/>
- ↑ Participation in faculty/staff book groups on power,

privilege, and difference.

- ↑ Faculty mentor designated for faculty of color.
- ↑ “Leading in a Diverse & Multicultural Environment” workshops held by Human Resources with observable impact on supervisors (<http://smcnet.stmarys-ca.edu/academics/wasc/documents/BriefsummaryLeadingDiversity072209.doc>).
- ↑ CCIE participation in “ODMI,” “Campus of Difference” and “Diversity and Catholic Identity” workshops as pilots for campus-wide initiative.
- Faculty and staff participate in campus-wide diversity workshops with measurable compliance.
- ↑ Interfaith Initiatives slated to start book groups and appearance of Eboo Patel to address discussing religion and spirituality.
- KSOE revives governance group of ranked faculty and engages in series of meetings with Dean.
- SEBA includes attention to diversity and inclusion in strategic planning and AACSB reports.

**Narrative:** Changes in campus culture take considerable time and can be difficult to measure. In engaging with the ODMI and attempting to take a developmental, structural, and intentional approach to creating a culture of inclusion, we have realized that a critical first step is building the capacity for change. Objective 4, Moving the Campus toward Inclusive Excellence, relies on many efforts to train staff, faculty, administrators, and student leaders to emulate the principles of inclusive excellence and guide others to do the same.

In October 2006, Brother President Ronald Gallagher agreed to support the attendance of four Saint Mary’s staff and faculty at the University of Michigan’s Intergroup Relations Program training session. Those four attended the three-day workshop with the intention of bringing this program to Saint Mary’s and expanding the cadre of students, staff and faculty who might be interested in participating in developing such a program. The program is intended to support structured dialogues on campus that break through cultural barriers and increase engagement, civil communication, and understanding.

The first phase of the program was to offer a “training course” for students interested in becoming peer facilitators of dialogues with other students. This first course was offered during January, 2007. A similar version of the course was offered during January, 2008 and January 2009. Several lessons were learned during these first times offering the course. The overwhelming response of the students was that the course changed their lives, improved their multicultural experience at Saint Mary’s, and that the course should definitely be offered again. Students from these courses have become student leaders on campus, and two of the students from the 2009 Jan Term course co-facilitated a campus “chat room” on issues of personal and social responsibility in March, 2009.

The next phase in 2009-2010 will be to offer a separate facilitator training course for students who had either taken the previous Jan Term course, or students from other courses who have had extensive exposure to issues of privilege and oppression. So far, and ideally, all courses in this program should be team-taught by people who represent different social identity groups to model the method used by the students in the peer-facilitated dialogue courses. For example a dialogue on sexism should be co-facilitated by one man and one woman. A dialogue course on racism should be co-facilitated by two people from different racial identity groups.

Similar efforts to build capacity have been undertaken in Student Life. In September 2008, diversity consultant Tommy Woon provided several workshops for Student Life staff on topics such as appreciative inquiry, building a multicultural education program across the four years of a student career, and how to prepare for the utilization of the Acts of Intolerance Protocol. The Intercultural Center has offered Safe Zone training workshops that are becoming a known part of the student community, and some groups, such as the Staff Council, have participated in sessions tailored specifically for them. Safe Zone Training is a program that offers participants the opportunity to expand their understanding of the Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Ally (LGBTQIA) community at Saint Mary’s College and beyond. It is our goal to have at least one “Safe Zone” identified in all residential complexes.

Finally, the College has established a three-year contractual relationship with the Anti-Defamation League to create and implement a “Campus of Difference” training program. This effort began with the development of CCIE members as they participated in a pilot version of the Campus of Difference program, existing campus diversity training (such as those

offered by Human Resources and the Center for Leadership Studies), and a workshop on diversity and Catholic social teaching. Based on their experiences, the CCIE chose to adopt a version of the Campus of Difference program, framed within the context of our institutional mission. In August 2009, 27 faculty and staff from across campus participated in a 5-day training session to become certified facilitators/trainers of this program. These facilitators will then work in pairs over the course of the next few years to offer the Campus of Difference workshops to all faculty and staff.

These programs exemplify the interventions necessary to move the campus culture solidly into Prescribed Inclusion. We recognize that while some programs are effective with those who focus on issues of power and privilege, others on campus – particularly those who still function at the stage of Exclusion – need instruction on more basic issues of awareness and identity. These programs will help us build the internal capacity to teach and model behaviors that foster inclusion.

Despite these many efforts of the College, there may be times when individual members of our community, functioning at the stage of Exclusion, might be acting contrary to the College’s mission and goals and, additionally, be in violation of College policy. In such cases, a formal investigation by the College is necessary. Our climate surveys and focus group data indicate that there has been reluctance among staff and faculty to bring complaints to our Department of Human Resources. The College’s investigative process is one of several College functions that are central to ensuring accountability and compliance with College policy. Given the indications presented in our data, we will be obtaining an external review of the human resources function at Saint Mary’s that will focus on ways in which the human resource department can advance inclusive excellence and improve campus climate, especially in an environment of limited financial resources. We are also reviewing our existing procedures for conducting investigations of possible College policy violations.

## 5. SUSTAIN INCLUSIVE EXCELLENCE

**A. ASSESSMENT:** - WASC reports and recent focus group interviews indicate some skepticism among campus constituents about the depth of institutional commitment toward inclusive excellence. Climate survey data suggest that too much attention to diversity can

have inverse effects on non-minorities.

**B. GOAL** – Completion of a comprehensive plan with decisive action steps to foster community practices consistent with the ideal of an inclusive community, including specific actions to reduce racist, sexist, and uncivil comments and behavior.

**C. INTERVENTIONS** – Build internal motivation for inclusive excellence as mandated by mission (PI); develop a long-term plan to sustain diversity initiatives (II). Our plan includes maintaining support for the CCIE and funding of diversity initiatives (<http://smcnet.stmarys-ca.edu/academics/wasc/documents/CCIEProposalsfunded0809.xls>) sustaining the Intergroup dialogue program; instituting a mandatory “Campus of Difference” training for all faculty and staff; creating and implementing the Student Support Services program; reviewing and assessing our student disciplinary processes; adopting guidelines for faculty and staff in responding to acts of intolerance; recruiting and retaining additional faculty and staff of color; and creating equitable pay scales.

**D. PERFORMANCE INDICATORS** –

- Completed Building on Strengths task regarding performance evaluation.
- Improved retention and graduation rates of students of color.
- Improved NSSE scores in related items, such as 1e, 1t, 1u, 10c, 11i (<http://www.stmarys-ca.edu/about-smc/institutional-research/nsse.html>).
- Improvement in civility and climate as demonstrated by Climate Survey 2010.

articulated a vision and goals, and assessed our progress in meeting them. The interventions pursued in each of the four previous objectives, if success continues, and the further implementation of a plan for organizational inclusion as outlined in Objective 5, should result in measurable progress toward achieving an inclusive campus community.

As we move forward and claim progress, we also understand the varied experiences of all members of our community, and we wish to validate the claims of those who experience exclusion. As long as these experiences persist, there will be legitimate concern that our efforts are motivated only by external exigency rather than demonstrating a sustained commitment by leaders who understand diversity and inclusion to be essential to fulfilling the Catholic mission of the College. Additionally, no matter how much progress we might make among those who are here, new students, faculty, and staff will always bring their own varied levels of commitment to inclusion with them. Our work will never be finished.

The ODMI clearly demonstrates that different people on campus have different experiences of life at Saint Mary’s. Our goal is not to achieve complete consensus about our developmental stage of inclusion, but to continue to improve our awareness, knowledge, and skills so that fewer and fewer of our members feel marginalized. This will require personal, procedural, and fundamental cultural change. So, while we may not be able to move quickly enough for those who have long waited for these changes, we are actively moving forward to close the gaps in experience, improve efforts to communicate the progress we have made, commit adequate resources, and build the capacity needed to create a more inclusive community.

**Narrative:** Over the past 18 months, the campus has engaged in a process illustrated by “The Path to Organizational Inclusion” ([http://smcnet.stmarys-ca.edu/academics/wasc/documents/ODMI\\_MODEL.pdf](http://smcnet.stmarys-ca.edu/academics/wasc/documents/ODMI_MODEL.pdf)). We have adopted a framework for change, and established the need and readiness for that change as articulated in the Education Case Statement and numerous public comments and addresses by campus leadership. We have articulated our motivational imperative as arising from our mission, far beyond the external calls of accreditors. We have

## Part IV: Identification of Additional Changes or Issues

Perhaps the most significant and volatile change facing the College is the pressure exerted by economic fluctuations and loss of equity and assets among many of the families that the College serves. Like many institutions, we have sustained reduction in salary pools and operating expenses, and we anticipated and budgeted for a smaller entering class of first-year students. In meeting these challenges, the Campus Budget Committee engaged the larger campus community in frequent updates and open discussions such that the reductions, though painful, have been understood and anticipated. Despite these reductions, funding has remained constant for the planned library expansion and diversity initiatives.

We have also continued to invest resources in data collection and analysis that will aid in the development of our programs for student success. Because of our membership in an Eduventures Learning Collaborative, we have commissioned an extensive, longitudinal study of matriculated students that looks at data from our Climate Surveys, NSSE, and CIRP. We will continue our leadership development for senior administrators and chair and program director development. The economic environment has, however, limited the personnel and resources that we can devote to that training.

Finally, an event during our January Term 2009 continues to draw considerable attention from our Board of Trustees and is a continuing item for faculty and staff consideration. Our curriculum includes a mandatory January term ("Jan Term"), which features a theme-based speaker series. The 2009 theme was "Against the Grain." In Fall 2008, the Jan Term Committee announced its annual speaker series program to the Cabinet. The final speaker, in late January 2009, was to be Dr. William ("Bill") Ayers, Distinguished Professor of Education, for a lecture on educational reform and access. The speaker's notoriety escaped substantial attention during the holiday season. On January 15, approximately two weeks before his scheduled appearance, a local former radio talk show host and conservative activist, Melanie Morgan, launched an internet campaign calling for cancellation of the event.

Several discussions about the event took place in the Cabinet as members considered rescinding the invitation. The President decided to continue the event and issued public statements emphasizing the congruence of the invitation with the College's educational mission. The Provost also issues statements of support for the President and his decision. The

Board of Trustees met immediately prior to the event, and several Trustees expressed outrage at the appearance of the speaker on campus. The event drew hundreds of protesters and hundreds more letters and phone calls to the President, Provost, and Chair of the Board of Trustees. Following the event, the College sponsored a number of seminars for both the Board of Regents and Alumni concerning the January Term speaker, and published excerpts from these discussions in the Saint Mary's Magazine. (<http://www.stmarys-ca.edu/news-and-events/saint-marys-magazine/2009/spring/features/01.html> and <http://www.stmarys-ca.edu/about-smc/president/messages/item-display.html?ID=2940>).

At the May meeting of the Board, Trustees articulated the connection between their fiduciary responsibilities and their interest in ensuring that guest speakers at the College do not cause damage to the institution's reputation and thereby cause the loss of donations. Following the General Session of the Board, the President, in consultation with the Provost, Chair of the Academic Senate, Chair of the Board of Trustees, and Chair of the Academic Affairs Committee, assured members of the Board that a draft speaker policy would be reviewed by the Senate and presented to the full Board, through the Academic Affairs Committee, at the regular October 2009 meeting. Meetings of faculty, staff, and Trustees have taken place in preparation for this fall meeting. Some members of the community see these developments as natural and healthy discussions of the role of academic freedom in the context of our mission; others see the demand for a speaker policy as challenging the progress made by the President in gaining confidence from faculty, staff and students about the academic mission of the College.

## Part V: Concluding Statement: Recommendations and Benchmarks

In all of the areas identified by the WASC 2008 Letter of Concern, there has been a call for leadership and accountability. We have responded to that call through renewed efforts to clarify all policies and procedures so that they are congruent with the mission of creating an inclusive community, and lead us to achievement of our goals in the areas of library resources, graduate education, and diversity. The efforts demonstrate the committed leadership and involvement of Trustees, senior administration, faculty, staff, and students. The outcome has been not only more focused planning, but also more open and deliberative dialogue from the many perspectives that all inform and continue to (re)form our core traditions for the 21<sup>st</sup> century. Based on our work thus far and plans for the future, we should expect to achieve the following benchmarks: Selection of architect and generation of advancement materials for the Library; securing of lead gift; improved retention and graduation of graduate and professional students, particularly in the EdD; a significant percentage of faculty and staff attending “Campus

of Difference” workshops; improved recruitment, retention and graduation of students of color; improved retention of and quality of life for faculty and staff of color; movement in stages per the ODML assessment, and ultimately the creation of a more inclusive community, evidenced by measures of student engagement and success, employee satisfaction, and effective and appropriate responses to acts of intolerance.

We anticipate these accomplishments based on achieving the objectives set forth in our *Building on Strengths* plan and plan for inclusion. The College recognizes that the aim is not merely to achieve particular outcomes related to the three defined areas, but to strengthen systems and policies, using evidence and inclusive decision-making. Saint Mary's has a long history of shared inquiry and attention to life-long learning on behalf of its students; it is this spirit of shared inquiry, candor, accountability, and life-long learning that we strive for as an institution.

