THE PATH TO INCLUSION

COLLEGE COMMITTEE ON INCLUSIVE EXCELLENCE 2008-2012
Dear Saint Mary’s Community,

Four years ago, we embarked on a renewed effort to create and sustain the kind of inclusive community central to our Lasallian vocation. As a Catholic and Lasallian institution of higher learning, we are fully engaged in the intellectual and spiritual journey at the heart of our mission. A respect for truth and a respect for the dignity of the human person go hand in hand.

Please join me in recognizing and celebrating the recent progress we have made to ensure that our community is fully characterized by inclusive excellence. I am confident that, guided by our mission and working together, we will continue to build a stronger and more inclusive community.

In Saint La Salle,

Brother Ronald Gallagher, FSC
President
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“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.”

— Provost Bethami Dobkin
INCLUSIVE EXCELLENCE AT SAINT MARY’S COLLEGE

OUR VISION

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.

At the annual De La Salle week convocation in 2008, Brother José Cervantes articulated the interconnection of the Saint Mary’s College mission and the creation of inclusive community. He remarked that truth “is not found in the clarity of a single vision, but in the intricate road of various partial notions, in the confrontation between diverse theories, and in the use of all kinds of tools.” As we move forward on our path to inclusion, we will build “faith in our capacity to search for the truth together, and, as a consequence, the possibility to build a common house where we can find and recognize ourselves and recognize others.” The commitment to increasing the quality of engagement across difference has come to distinguish Saint Mary’s College as a model of inclusive excellence.

The College Committee on Inclusive Excellence (CCIE) at Saint Mary’s was established to advance the College’s path to inclusive community and promote a campus culture in which all of its members – students, staff and faculty alike – are valued, respected and supported. The CCIE continues decades of work on campus to ensure that our Catholic mission and Lasallian core principles of dignity and inclusive community are actively lived and experienced by all. Its members are dedicated to developing a campus environment that welcomes new ideas, where learning happens through meaningful engagement with people from diverse backgrounds and where students are encouraged to reflect on their experiences and to see the world from fresh perspectives.

Since it was first formed in the Spring of 2008, the CCIE functioned as an important agent in campus change. The CCIE is led by the provost, who co-chairs the committee with a faculty or staff member. Initial membership was drawn from the executive and strategic leaders of the campus, including Cabinet members, Christian Brothers, and staff and faculty leadership. It has grown to include additional members with individual commitment to and expertise in diversity and inclusion issues. Through the development of policies and procedures; participation of CCIE members in activities across campus; programs such as Interactive Theatre and the creation of a Bias Incident Response Team; support for the Women’s Resource and the Intercultural Centers; and recruitment of underrepresented students, staff and faculty, Saint Mary’s has invested in the College becoming, and continuing to be, a more inclusive community.

The work of inclusion is never done. However, significant progress has been made at Saint Mary’s to be ever-more inclusive and successfully carry out its mission of creating a student-centered, educational community whose members support one another with mutual understanding and respect.
**GOAL:** Increase importance of inclusionary beliefs & identify external motivators

**INTERVENTIONS:**
- Identify legal risks/WASC
- Identify & articulate limits of conducting “business as usual”
- Training on human relations concepts
- Identify how individuality is not valued
- Make explicit impact and cost of stereotypes, prejudices & discrimination

- Structured to be exclusionary
- Structured to maintain privilege of the dominant group
- Does not understand that “standards” for inclusion are founded on dominant culture values and norms
- Will allow “others” as long as they assimilate
- Does not overtly decide to exclude; just does “business as usual”

**GOAL:** Continue to increase level of importance; address motivational imperative

**INTERVENTIONS:**
- Increase the number of “diverse people”
- Individual & group support to prevent isolation
- Make visible differential treatment
- Creation of nondiscrimination policies, equitable salary scales, review of institutional policy-making
- Education about differences and differential treatment
- Identify & articulate initial benefits of inclusionary efforts
- Identify incongruence

- Usually precipitated by external forces
- “Qualified” others must fit in, ignore difference
- Fear of difference supports avoidance
- Norms don’t change
- To avoid conflict, systems place those who were excluded in “symbolic” positions

**GOAL:** Consolidate belief that inclusion effort is important

**INTERVENTIONS:**
- Accountability for recruitment, retention, integration of new people
- Clearly defined goals, timetables
- Projections; mentoring & coaching systems that articulate how to be successful in the organization
- Personal responsibility for fostering inclusion and evaluated accordingly
- Group formed to support continuation of efforts
- Initiate effort to resolve incongruence between expressed values and behaviors

**GOAL:** Inclusion is both important & internally motivated institutional imperative

**INTERVENTIONS:**
- Institutionalized, self-assessment, mechanisms and policies to help new people adapt to inclusionary culture
- Can see value of diversity
- Empowers individuals and groups (retention/integration)
- Recognizes value of diverse ideas, opinions, styles of operating
- Believes that inclusion yields greater creativity, synergy and effective outcomes
- Recognizes development and maintenance of a multicultural org. as a process; willing to learn & grow
- Congruence between expressed values and behaviors

**ORGANIZATIONAL DEVELOPMENT MODEL OF INCLUSION**

**EXTERNAL (COMPLIANCE DRIVEN)**

**MOTIVATIONAL IMPERATIVE**

**INTERNAL (IMPORTANT)**
One of first steps in orienting the work of the campus and providing a common language for cultural change was the adoption of the Organizational Developmental Model of Inclusion (ODMI). The ODMI, developed by diversity consultants Moises Baron and Reuben Mitchell, provides a framework for identifying appropriate policies and practices and assessing organizational changes that support inclusive excellence.

By using the ODMI as both a descriptive tool and prescriptive method, the College has been able to carry out a structured inquiry and assessment. The ODMI helps address the questions: How can we intentionally foster inclusive community? How will we assess our progress and use that information to achieve institutional change?

The model helped the College track its place among the four developmental stages of organizations – exclusion, symbolic exclusion, prescribed inclusion and inclusion – and the structures, processes and behaviors needed to be able to rise to the next level.

**Exclusion** exists when inclusionary beliefs, if they even exist, are not important to an organization. At this stage a group can benefit from human relations training and an awareness of the institutional costs of operating with prejudice, stereotypes and discrimination. The leadership of the institution must also identify ways to increase the importance of inclusionary beliefs and practices.

**Symbolic inclusion** comes about after external forces compel the organization to change, and the motivation behind the change toward inclusion is not yet driven primarily by forces that are internal to the organization or its mission. Although more faculty and students with diverse backgrounds may be brought in, deferential treatment continues. To advance, motivation must come from within the organization in a way consistent with its mission and support systems must be created for diverse individuals and groups.

**Prescribed inclusion** means that organizational leaders increasingly emphasize the value and development of an inclusive environment. Organizations begin to be more accepting of differences and to believe that diverse members have value and provide enhancement. To progress, organizations must take such actions as mentoring and establishing clear procedures, policies and rules.

**Inclusion**, the ultimate goal, is achieved when inclusionary values and practices are part of an organization’s system and culture, and its members, leaders and groups feel empowered. To ensure continuance of this state, an organization must conduct ongoing self-assessment, be accountable and sustain support.

An original assessment done by campus leadership groups in 2008 found that Saint Mary’s was predominantly in the Symbolic Inclusion stage, with various, more discrete parts of campus operating at Exclusion or Prescribed Inclusion. Since then, various departments, organizations and groups across campus have taken actions tailored to their unique situations and designed to advance to the next level. **And the effort continues.**
A COMMON FRAMEWORK FOR INCLUSION

Using the ODMI as a framework, we can identify areas where Saint Mary’s activities fall along the continuum between exclusion and inclusion. The ultimate goal of the College’s full range of initiatives is inclusive community. Many of the examples given here are discussed in greater detail on pages 11-22 of this report.

ONLINE SEXUAL HARASSMENT TRAINING

In 2011, the Saint Mary’s launched online Sexual Harassment Training. Prior to 2011, the course was given in-person and the information necessary for employee compliance was often peppered with training for cultural competency. The switch to online training allowed an important separation to occur between these two different types of training, with fuller development of each while satisfying the College’s legal requirements.

ODMI TRAINING

A substantive activity of the CCIE has been the immersion of committee members in workshops to understand the College's current stage of organizational development and use the ODMI across campus to develop a common language and framework regarding inclusion. After initial training in the ODMI, the CCIE provided campus-wide training and updates on the model's implementation. The ODMI has been presented numerous times, including at the annual staff day, the annual faculty day, each year at new faculty orientation and to individual staff groups, such as Academic Advising, in the 2012 academic year.

EXCLUSION  SYMMBOLIC INCLUSION

A CAMPUS OF DIFFERENCE TRAINING

In summer 2009, a team from Saint Mary’s was trained to facilitate the Anti-Defamation League’s “A Campus of Difference” diversity workshops on an on-going basis for all faculty and staff at Saint Mary’s. These workshops for the community began in fall of 2009 and now are mandatory every three years for all faculty and staff.

BIAS INCIDENT RESPONSE PROTOCOLS

The College's commitment to create an environment in which civility and mutual respect are paramount begin with the Acts of Intolerance Protocols, which were adopted by the CCIE for students in 2008. The protocols define acts of intolerance and provide a clear course of action for students to report them, whether they are a subject of or a witness to the offending act.
SAFE ZONE TRAINING

The Intercultural Center has been offering Safe Zone Workshops since fall of 2008 to educate the Saint Mary’s community on the experience of lesbian, gay, bisexual, transgender, queer/questioning, intersex and ally (LGBTQIA) students and different ways to be an ally. Safe Zone placards are given to anyone who identifies as an ally, and these placards are seen around campus in offices and residence halls. By request, customized Safe Zone Workshops are now offered to meet the specific needs of certain groups. These groups have included Public Safety officers, librarians, nursing students, future K-12 teachers, High Potential students and officers of student organizations.

BIAS INCIDENT RESPONSE TEAM

The Bias Incident Response Team (BIRT) was established to support and assist with a campus response to bias incidents or hate crimes. In addition, BIRT provides educational opportunities to the campus community regarding the negative impact of bias incidents with the ultimate intention of fostering a more diverse and inclusive climate.

LEADERSHIP COMMUNICATIONS

When an organization is moving toward inclusion, issues of power, culture and the need for change are discussed, and previously excluded populations develop their own networks and support. Leadership communications from both the president and the provost provide examples of this shift at Saint Mary’s. From the provost’s 2010 response to the Our Struggle Is Tied With Yours student movement to the president’s response to the 2011 alleged sexual assaults, communication from the top levels of campus leadership make it clear the College has moved from an institution of compliance and reaction to one that employs a proactive approach to communication and action. These communications can be reached through the “About” section on stmarys-ca.edu.

ALIGNMENT WITH MISSION

The mission of Saint Mary’s calls on us to welcome and support people of different backgrounds. It is affirmed by the General Council of the Brothers of the Christian Schools, who writes: “The anthropological view of human nature that motivates Lasallians recognizes and dignifies every human being as being unique, unrepeatable and educable.” This leads to “Lasallian educational centers” which must be “places where welcome, peace and respect are lived out in communities characterized by the acceptance of each human persona, where being different is an enriching component of community life” (Brothers of the Christian Schools Circular 461, September, 2010).
INCLUSIVE EXCELLENCE BY THE NUMBERS

DIVERSITY PROGRAMMING

1,432 participants in Intercultural Center programs by students, employees, guests and alumni in 2011-12

11 student organizations are a part of the Diversity Organizations Coalition

$116,781 allocated in CCIE grants to fund diversity initiatives

72% of staff

61% of faculty

15% of students have attended a Campus of Difference workshop

DIVERSITY IN HIRING 2008-2012

90% of staff

86% of faculty

72% of students report participating in additional diversity activities in the past 5 years

STUDENT DIVERSITY

7.2% increase in minority enrollment for traditional undergraduates from fall 2007 to fall 2012

3.2% increase in minority enrollment for graduate students from fall 2007 to fall 2011

4% increase in traditional undergraduates who are first generation to college students

STUDENT DIVERSITY

7.2% increase in minority enrollment for traditional undergraduates from fall 2007 to fall 2012

3.2% increase in minority enrollment for graduate students from fall 2007 to fall 2011

4% increase in traditional undergraduates who are first generation to college students

DIVERSITY IN HIRING 2008-2012

12% growth in proportion of all new hires who self-identify as minorities

11% growth in proportion of all faculty new hires who self-identify as minorities

13% growth in proportion of all staff new hires who self-identify as minorities

GRADUATION RATES 2008 – 2010

Full-time Undergraduates

3% increase in one year retention rates across all

5% increase in one year retention rates among Hispanic/Latinos

17% increase in one year retention rates among foreign citizens

7.2% increase in minority enrollment for traditional undergraduates from fall 2007 to fall 2012

3.2% increase in minority enrollment for graduate students from fall 2007 to fall 2011

4% increase in traditional undergraduates who are first generation to college students

DIVERSITY IN HIRING 2008-2012

12% growth in proportion of all new hires who self-identify as minorities

11% growth in proportion of all faculty new hires who self-identify as minorities

13% growth in proportion of all staff new hires who self-identify as minorities

GRADUATION RATES 2008 – 2010

Full-time Undergraduates

3% increase in one year retention rates across all

5% increase in one year retention rates among Hispanic/Latinos

17% increase in one year retention rates among foreign citizens
Lower Division Transfers

- 4% increase in one year retention rates across all students
- 15% increase in one year retention rates among Hispanic/Latino students
- 11% increase in one year retention rates among Pell-eligible students

ATTITUDES TOWARD DIVERSITY

Campus Climate, 2008-2012 results

- 9% increase in faculty
- 13% increase in staff who say “would recommend SMC as a good place to work”
- 14% increase in students reporting faculty “respect diverse learning styles,” from 59% in 2008 to 73% in 2012
- 14% increase in faculty,
- 23% increase in staff and
- 3% increase in students who say SMC places “a great deal of emphasis” on developing an inclusive community
- 7% increase in faculty,
- 17% increase in staff and
- 6% increase in students who say SMC places “a great deal of emphasis” on developing appreciation for a multicultural society
- 4% increase in faculty,
- 7% increase in staff and
- 1% increase in students who say SMC places “a great deal of emphasis” on increasing representation of people of color in the faculty
- 11% increase in faculty,
- 12% increase in staff and
- 3% increase in students who say SMC places “a great deal of emphasis” on increasing representation of people of color in the administration
- 12% increase in faculty and
- 15% increase in staff who say SMC places “a great deal of emphasis” on increasing representation of people of color in the staff
- 19% increase in faculty who “agree” or “strongly agree” student diversity is appreciated by SMC faculty
- 19% decrease in students who “agree” or “strongly agree” there is racial tension at SMC
14% increase among minority students who “agree” or “strongly agree” they would recommend attending SMC to someone whose “ethnic background is the same as mine”

13% increase among students who “agree” or “strongly agree” they know how to report racist, sexist or otherwise offensive behaviors

67% of traditional undergraduates who report courses in their main field of study have done a good job of exposing them to diversity issues (first reported in 2012)

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM SENIOR SURVEY, 2008 TO 2012

7% increase in traditional undergraduate seniors who were “satisfied” or “very satisfied” with the racial/ethnic diversity of the student body, from 53% in 2008 to 60% in 2012

Saint Mary's seniors rated the college's racial/ethnic diversity 14% higher than students at participating 4-year Catholic colleges and 11% higher than students at participating 4-year privates

44% of students rated their “ability to get along with people of different races/cultures” as “much stronger” in 2012, compared with 38% in 2008

Saint Mary's seniors rated their ability to “get along with people of different races/cultures” 13% higher than students at participating 4-year Catholic colleges and participating 4-year privates

9% decrease in seniors reported they “felt insulted or threatened because of your race/ethnicity”

3% fewer faculty,

14% fewer staff and

11% fewer students who “frequently” or “occasionally” hear insensitive or disparaging remarks about women

11% fewer faculty,

5% fewer staff and

12% fewer students who “frequently” or “occasionally” hear insensitive or disparaging remarks about people identifying as gay, lesbian, bisexual or transgender

9% fewer faculty

16% fewer staff

12% fewer students who “frequently” or “occasionally” hear insensitive or disparaging remarks about people of color
“If you look historically at the groups that have produced change, you will find that young people are at the forefront of nearly every single movement for social justice and social change in history. I'm hoping that I will inspire at least a few of my students to see themselves as agents of social change and they will find ways to make that possible — while they’re at Saint Mary's and when they leave.”

— Professor Myrna Santiago
“The more Catholic you are, the more Muslim I am and the deeper a relationship we have. Think about this with [Martin Luther] King. The more King learned about Gandhi, he didn’t become less of a Christian. He became more of a Christian.”

— Eboo Patel, Founder and President of Interfaith Youth Core
BUILDING INCLUSIVE COMMUNITY

ACADEMIC BLUEPRINT

In the spring of 2011, Saint Mary’s released its new Academic Blueprint, which, along with a newly created core curriculum, was designed to advance academic excellence and achievement at the College.

The Blueprint is being implemented over a five-year period and focuses on academic programs and activities that promote an integrated, collaborative and distinctive educational experience for both students and professors alike.

One of the most important goals established in the Blueprint is to create an inclusive, global environment on campus by increasing diversity in students, faculty and staff; and developing a curriculum that promotes diversity and inclusiveness.

In carrying out this goal, the School of Economics and Business Administration has appointed three new minority women faculty members and expanded its recruitment of diverse students to the graduate level. SEBA boasts a number of new diversity scholarships, including the Lighthouse Diversity Scholarship; Deju Hispanic Scholarship; AAA Northern, California, Nevada Scholarship for Diversity; the Dean’s Scholarship for Women Executives; and the William L’Heureux African-American Diversity Scholarship. SEBA has also revised the Business Administration undergraduate major to include attention to global business throughout.

Study abroad programs have been expanded, with Berlin and Shanghai added as new destinations and Akita, Japan, approved for the future. The Center for International Programs is also pursuing a new program in Australia focused on communications, business and science majors at the University of Technology, Sydney, and has begun to explore opportunities in Brazil. The College has also increased substantial support to the Christian Service Internship program, which sends dozens of students abroad each January to engage reflectively in an experience of direct service to the disadvantaged.

To enhance students’ international exposure, the College created a new international living-learning community and expanded financial aid for both January Term and study abroad. Saint Mary’s also created the Science and Society Seminar – now in its second year – in which undergraduate science majors from Japan’s Osaka University spend 3-1/2 weeks on campus. Each Osaka student is paired with a Saint Mary’s “science buddy” who serves as a conversation partner and friend.

Professional development in cultural competency continues to be a focus. This past year, Saint Mary’s sponsored workshops for the Kalmanovitz School of Education, Academic Resources, the Council of Deans and CCIE. We will also be offering a next-level Campus of Difference program next year. The commitment to inclusive excellence increasingly underscores all academic initiatives at the College.
REDESIGNING HIGH POTENTIAL

Created in 1973 to boost minority enrollment, the High Potential Program has become integral to Saint Mary's efforts to diversify its campus and support its Lasallian mission.

First generation and lower-income students are invited to apply for High Potential upon gaining admission to the College, and there are more students wanting to participate than can be accommodated.

About 15 upper class peer mentors are hired annually through a rigorous application process to help run the High Potential Summer Bridge Program. This two-week, intensive residential program provides an introduction to academic life and has been so successful at preparing students that when Collegiate Seminar was revised, it incorporated some of the learning strategies taught during the Summer Bridge Program. Peer mentors continue to work with High Potential students throughout the year to provide individual leadership, guidance and academic and social support.

Although High Potential previously was a one-year program, it has been expanded to include upper level students, who can now enroll in a .25 EDUC 31 or EDUC 32 course, which focuses on independent study and provides additional transition support through twice-monthly meetings. This expansion came about with the consolidation of High Potential program, tutoring and academic advising to provide additional staff support for High Potential.

And the program seems to be working. Before the fall of 2010, High Potential students were conditionally admitted to the College through the High Potential program. Now, students who are first generation to college or low income are admitted without special consideration and then given the opportunity to participate in the program. The data show the additional services they receive help them attain higher levels of achievement.

The retention rates for the High Potential program participants are close to, and are beginning to surpass, those of the general Saint Mary's student population, as can be seen in the following table:
## High Potential vs. Total Student Body Retention Rates

<table>
<thead>
<tr>
<th>Entering Class</th>
<th>HP Retention Rate</th>
<th>SMC Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL 2008</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 2 years</td>
<td>78.9%</td>
<td>75.9%</td>
</tr>
<tr>
<td>After 3 years</td>
<td>73.7%</td>
<td>72.9%</td>
</tr>
<tr>
<td>After 4 years</td>
<td>50.0%</td>
<td>52.2%</td>
</tr>
<tr>
<td><strong>FALL 2009</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 1 year</td>
<td>90.7%</td>
<td>86.8%</td>
</tr>
<tr>
<td>After 2 years</td>
<td>79.1%</td>
<td>80.5%</td>
</tr>
<tr>
<td>After 3 years</td>
<td>73.1%</td>
<td>76.5%</td>
</tr>
<tr>
<td><strong>FALL 2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 1 year</td>
<td>100.0%</td>
<td>86.8%</td>
</tr>
<tr>
<td>After 2 years</td>
<td>90.0%</td>
<td>79.4%</td>
</tr>
<tr>
<td><strong>FALL 2011</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 1 year</td>
<td>93.9%</td>
<td>88.1%</td>
</tr>
</tbody>
</table>
STUDENT LIFE PROGRAMS

Student Life, working together with a number of campus partners, has established programs and measures that are helping to create a safer, more inclusive community for students.

Programs include a required orientation that brings first-year students into the Saint Mary's community and introduces them to diversity concepts. Taking place during Weekend of Welcome and before the start of classes, this program makes clear that the College values diversity and expects its diverse student body to share and respect each others’ unique identities and perspectives.

Plays by the Interactive Theatre Troupe (IT) are incorporated into a number of programs, including Weekend of Welcome. In fall 2012 the group presented Grey Zones, an interactive performance which brought to life various situations on campus that require making the right decisions, such as peer pressure and alcohol consumption.

This year, Student Life is rolling out the student equivalent of A Campus of Difference, the faculty and staff program designed to create inclusive community and to help individuals understand and respect one another. The Intercultural Center is in the process of recruiting, training and hiring a team of student facilitators called Intercultural Development (ID) Leaders to facilitate diversity dialogues and community-building activities in first-year residence halls.

The Bias Incident Response Team continues to support individuals who are the target of bias and communicate to the community that such behavior is unacceptable on campus. BIRT’s members include the dean of students, officers of Public Safety, the director of the Intercultural Center, a Christian Brother, numerous staff, a few faculty, and two student representatives. There are currently 17 members on BIRT, which is an independent and campus-wide group composed of students, staff and faculty who have received specialized training in the prevention of and response to bias incidents and hate crimes.

These initiatives get students involved in discussions and facilitation of difficult dialogues. Observing upper class students as models serves a critical role in creating inclusion for first-year students. New students also learn to be more than bystanders in their community when someone is being undermined, pressured or needs support.
INTERACTIVE THEATRE

The Interactive Theatre Troupe was created in 2009 with an exploratory grant from CCIE to put together programs addressing campus conflicts and issues of inclusive community. The troupe developed four short plays – focusing on homophobia, sexual assault, substance abuse and victim blaming – to perform at the First Year Experience’s 2009 Weekend of Welcome program.

Since then, IT has performed at All Faculty Day, dealing with issues ranging from managing contentious dialogue in the classroom to respecting the academic honor code. IT student educators conduct campus workshops for students each semester on such topics as classism; sexual assault, violence and prevention; homophobia; and racism.

In 2010, Professor Reid Davis first offered “Theater for Social Change,” which members of the IT Troupe are now required to take. Fifty-six students have taken the course during the first three semesters it has been offered (one semester per year), and 22 of those have joined the IT Troupe. Davis has worked with Professor Mary McCall to develop “Creating Community: Tools for Effective Social Change,” a class introduced during the current (fall 2012) semester. Offered through the Ethnic Studies Department, it introduces a curriculum based on interactive dialogue and interactive theater.

In conjunction with “Theater for Social Change,” students have conducted outreach to a variety of community partners in Oakland. They performed at St. Martin de Porres Middle School and presented a bilingual workshop at the Fruitvale Senior Center in which seniors told stories of their childhood and experiences in the U.S. At the Oakland School for the Arts, Saint Mary’s students led a series of workshops on racism, sexism and bullying and will conduct a research project on homophobia there in 2013.

Through the Interactive Theatre program, Saint Mary’s is integrating curricular, co-curricular and campus initiatives that encourage students to empower themselves by tapping into their own experiences and stories. Working with faculty and staff, they are creating an environment where the community can develop the skills to effectively address issues of inclusion and diversity and, in the process, change lives.
BIAS INCIDENT RESPONSE TEAM

Saint Mary’s created the Bias Incident Response Team (BIRT) in 2011. BIRT has been an important step in creating a living and learning community that is safe and where its members are respectful of each other.

Faculty, staff and student leaders make it clear that incidents which degrade people based on their social identification, whether gender, race, religion, sexual orientation or other affinity, are unacceptable on campus.

In August 2011, 20 staff members, faculty and students underwent a three-day training program to be members of BIRT and divided into two groups to handle its various duties. One group is responsible for education and responding to incidents, and the other is in charge of promotion and training.

BIRT holds regular meetings, with the entire group getting together once a month, and each of the subcommittees also meeting once a month. When a bias incident is reported, members of the team come together within 24 hours to respond to the problem.

Each occurrence is treated individually in a way that is appropriate to the particular incident. The goal of BIRT is to determine how to support the victim, group or organization that was the target of the bias incident. The team may organize cleanup of graffiti or take care of other damage. In certain instances, flyers denouncing an act are posted throughout campus.

The Undergraduate Student Handbook now includes a section on bias incidents, defining the concept so students will be able to identify one when it happens. The handbook explains the role of BIRT and outlines the various ways to report an incident, which can be done anonymously online, through Public Safety, the dean of students, the Intercultural Center, Community Life or Ethnic Studies, or any of the BIRT members. This year the team is developing a communications and marketing plan to make sure all students on campus become aware of how to handle bias incidents.
Participation at the National Conference on Race & Ethnicity in American Higher Education (NCORE), the nation’s leading forum addressing race and ethnicity issues in higher education, has become an annual event for Saint Mary’s staff, students and faculty since 2008. This past spring, a group of nine Saint Mary’s students presented a daylong workshop entitled “Training Students to Become Peer Facilitators for Intergroup Dialogue” at NCORE in New York City.

This was the first time that students from any college led a major workshop at NCORE.

During the workshop, students discussed how to deal with racism, sexism, classism, ableism, heterosexism and religious oppression. They demonstrated techniques of facilitation and did a debriefing exercise. At the same conference, three Saint Mary’s staff members presented at a session entitled “Developing a Peer Dialogue Program on Campus: Pedagogical and Political Strategies.”

The Saint Mary’s student presenters had all participated in the Jan Term course, “Finding Our Voices: Hearing Others.” At the conference, they demonstrated what they learned in the class and how they learned it. About 30 people attended the workshop, and several have contacted the students to find out more about their experience and how it can be applied to other campuses.

In addition to presenting at NCORE, the students, in partnership with the Interactive Theatre Troupe, have done several workshops with first-year advising cohorts, in residence halls, with student groups and at a faculty development workshop. Students regularly lead presentations for the general community demonstrating what they’ve accomplished to help create greater dialogue on campus and spread social justice.

“I want to make a difference... The more I am educated on how this world really works, the more I want to continue to find the truth and educate others and myself.”

— Rockeish Mackenzie ’11
STUDENT LEADERSHIP PROGRAMS

The Intercultural Center is expanding its corps of student leaders to run programs and to help create a climate of inclusiveness throughout the campus.

In 2011, the Intercultural Center established Student Leaders Initiating Diversity Education (SLIDE), a group of students hired and trained to help organize and host the Intercultural Center’s weekly programs. These programs feature speakers, films and artists that address a variety of diversity issues and help raise awareness of social justice.

SLIDErs are also responsible for various other activities, including the annual Diversity Dance and the Cultural Graduate Celebrations, which are special ceremonies during graduation time for certain groups and their allies: Asian Pacific American; Black; Latino; and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex and Ally (LGBTQIA).

To broaden its outreach, the Intercultural Center is launching another leadership initiative in January 2013 called the Intercultural Development Program. This program will train student ID leaders to facilitate activities and dialogue in the first-year residence halls and with targeted student leadership. The Center’s new assistant director, when hired, will supervise the first ID leaders in launching a pilot project, an evening program series called “Connect” in two first-year residence halls.
A CAMPUS OF DIFFERENCE

Saint Mary's is now in its fourth year of conducting A Campus of Difference, a daylong workshop for faculty and staff designed to create community and begin discussions on the meaning and value of a diverse and inclusive community.

A Campus of Difference was developed by the Anti-Defamation League to help college administrators, faculty members and students learn to examine stereotypes, expand cultural awareness, explore the value of diversity and combat racism, anti-Semitism and all forms of bigotry.

The College rolled out the initiative through a multi-day Train-the-Trainer program, and participants continue to give A Campus of Difference workshops today. The Saint Mary's version of the workshop, held on campus at least twice each semester, allows attendees to spend time talking about important issues that affect their community – issues that faculty and staff may not usually think to discuss in their day-to-day relationships on campus.

Discussions focus on such topics as “How do we work, learn and play with people who are different than we are?” and “How do we create commonalities with people who are different than we are?” Another goal of the workshop is to raise staff and faculty awareness of things happening on campus and to better understand the experiences of people who don’t feel welcome or included.

A Campus of Difference helps to create community by providing opportunities for people to get to know other staff and faculty members they don’t normally encounter on campus. Even those who do know each other can become acquainted in a deeper way through activities during the day.

One exercise is “continue, stop, start,” focusing on what we at Saint Mary’s are doing that we should continue and what we should stop in our efforts to build the type of inclusive community we would like to become.

All faculty and staff are required to participate in the workshop once every three years.

Those who desire can participate in follow-up activities, including semester-long book groups and once-a-month communication workshops on topics such as creating clear communication strategies and how to communicate during conflicts.
WOMEN’S RESOURCE CENTER

Although the Women’s Resource Center (WRC) has existed since 1999, its ability to serve students has increased dramatically in recent years, especially after its move to central campus in 2010.

Consistent with the vision of the CCIE, the WRC not only creates a campus environment that empowers women, but also provides a safe and inclusive place for students of all backgrounds and sexual orientation, whether women, men, reentry students, mothers who are nursing their babies or transgender students who have access to a unisex restroom. The WRC has worked in partnership with the CCIE to improve campus responses to victims of sexual assault and co-sponsor programming.

Among its efforts is outreach to men. Three years ago the Center’s annual conference was renamed the Wo/men’s Conference, and it has been growing every year, attracting 200 people to the event on March 3, 2012, about a 60 percent increase in attendance over the previous year.

Although men are involved in all of its programs and some initiatives have been designed for them, the Center plans to form a focus group with male students and faculty to develop strategies to increase male involvement and support. The WRC is launching a Train the Trainers Men’s Program this year and plans to add staff support specializing in male education.

Last year, the WRC worked with two student leaders to put on the Uniting Our Voices, Breaking the Silence rally in response to sexual assault cases on campus. The event attracted more than 100 students, faculty and staff members, as well as media representatives from across the Bay Area who produced favorable coverage of how Saint Mary’s handles issues of sexual assault.

Endeavors such as the Got Consent poster project and the sophomore-class-led STOP campaign, which engaged students in the topic of sexual assault prevention, are other efforts in which Center staff and students have been involved.

The Center also engages ethnic minority alumna through an annual program aimed at specific ethnic groups. On Sept. 26, 2012, Celebrating Latinas: A Tribute Luncheon was held on campus, allowing Latina alumni to network and share experiences with undergraduate students. Next year’s event will involve the Asian Pacific American community.
INTERFAITH INITIATIVE

The goals for interfaith engagement of the Saint Mary’s College community are two-fold: foster a culture of interfaith dialogue and interreligious understanding and prepare students to engage the religiously diverse world in which they live.

The College’s interfaith initiatives are consonant with our Catholic and Lasallian traditions. In April 2008, Pope Benedict XVI said that through interfaith dialogue “both the participants and society are enriched. As we grow in understanding of one another, we see that we share an esteem for ethical values, discernable to human reason, which are revered by all peoples of goodwill. The world begs for a common witness to these values.” Brother Gerard Rummery tells us that the Lasallian educator seeks to “awaken the eyes of the heart,” fosters open-hearted dialogue through education for freedom, and teaches not only tolerance, but compassion that transcends all differences, including religious differences.

The Center for Engaged Religious Pluralism was established at Saint Mary’s College in May 2008. Since then, among other things, the Center has taken a lead in producing interfaith engagement events on campus and involving students in interfaith leadership opportunities.

In the 2009-10 academic year, the Center and several campus sponsors, including the Office of Mission, produced a series of interfaith events to build interreligious understanding and multi-religious literacy. That year, the College also established the tradition of including an interfaith call to prayer component of the welcome Mass of the Holy Spirit, which is now an annual tradition. To kick off that year of events, the College hosted Eboo Patel, founder and president of the Interfaith youth Core, and member of President Obama’s inaugural Advisory Council on Faith-Based Neighborhood Partnerships, as the first interfaith speaker. In 2010, Saint Mary’s hosted Father Dennis Holtschneider, president of DePaul University and in 2011 Patrick McCollum, winner of the Mahatma Gandhi Award for the Advancement of Religious Pluralism and board member of Children of the Earth. In 2012, the fall interfaith speaker series hosted a panel of speakers representing Christianity, Islam, Hinduism and Judaism.

In the 2012-2013 academic year, the Center is taking the lead answering the White House Interfaith and Community Service Campus Challenge, an initiative that aims to advance interfaith cooperation and community service in higher education. So far, events include the aforementioned interfaith panel, a series of interfaith service days over the academic year (one involves partnering with the El Sobrante Sikh community and another involves partnering with the Bay Area United Religions Initiative), a film event, and a peace-in-the-Middle East event.

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The Intercultural Center (IC) has become a gathering place for many students and, through its programs, offers them a chance to explore diverse aspects of their evolving identity and build community through engaging with others.

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Last academic year, the IC organized 20 programs, including five Cultural Nights, four Cultural Graduate Celebrations, weekly programs, the Diversity Retreat and the Diversity Dance. A total of 632 students – nearly a quarter of the entire undergraduate student body – participated in IC programs. More than half of those students were white, more than double the percentage of white students who attended programs the year before. This can be attributed to an intentional effort on the part of the IC to build allies and focus on intersections of identity that go beyond race and ethnicity.
Events organized by the Intercultural Center continue to be more popular than ever. All of the Cultural Nights sold out, as did the Diversity Dance, for the first time in the past five years.

The IC customized two of its Safe Zone workshops for Public Safety officers and future teachers so that they could help increase the safety of LGBTQIA students. When a hate crime occurred in the Intercultural Center in fall 2011 involving homophobic vandalism, the event galvanized the Saint Mary’s community to demonstrate their support for the LGBTQIA community through art.

To further expand its influence, the IC will launch the Intercultural Development program in January with “Connect,” a year-long series of activities dedicated to building inclusive community within first-year residence halls.

A tier two Intercultural Development program called “Invest” will be offered next academic year for students who want to further engage in deeper dialogues about ally behavior, intersectionality, diversity, and social justice.

The CCIE budget subcommittee has the authority to approve any proposal under $1,000. Proposals from those asking for more money than that must be voted on and approved by the entire committee.

Individuals and groups desiring funding must fill out a proposal application outlining how what they want to do will fit in with the mission of the CCIE, who the target audience of their project will be and what impacts are expected.

One of the goals the CCIE has established is collaboration, so an ability to work with other people or groups will make the proposal more attractive. The committee is also looking for continuing projects that can be institutionalized, to ensure funding independent of CCIE in the future.

Requests for funding are accepted and considered on a rolling basis. Projects have covered a very broad range of issues, from environmental concerns and mental health awareness to such international affairs as the Rwandan genocide.

OVERVIEW OF FUNDED CAMPUS INITIATIVES
Over the past four years, CCIE has funded a variety of initiatives, devoting an annual budget of $40,000 to do so.

While some of these initiatives are for single events, such as bringing a speaker to campus or funding students and faculty to attend conferences, other proposals were written for programs that have become campus fixtures, including the Interactive Theatre Troupe, Campus of Difference and the Bias Incident Response Team.

ADMINISTRATIVE DEPARTMENT REVIEWS
Diversity and inclusion are now essential elements in the Administrative Department Review process.

The effort began last academic year when the Institutional Effectiveness Committee, drawing from the College's experience with academic program reviews, initiated an administrative departmental review process. Assessment of departmental efforts at increasing diversity and inclusion is becoming an important part of these administrative departmental reviews. Additionally, commitment to and competence in inclusion have become part of supervisor evaluation, with the expectation that they develop specific goals toward making their departments more inclusive.
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Co-Chair, Faculty, SOLA

Beth Dobkin *  
Co-Chair, Provost and Vice President for Academic Affairs

Tomas Gomez-Arias *  
Co-Chair, Associate Dean, faculty and research, SEBA

Scott Kier *  
Dean of Students

Sam Agronow *  
Director of Institutional Research

Guadalupe Alaniz  
Undergraduate Student Representative

Ariana Alvarez *  
Undergraduate Student Representative

Br. Michael Avila, FSC *  
Alemany Community

Michael Beseda *  
Vice President for College Communications/Vice Provost for Enrollment

Denis Block  
Undergraduate Student Representative

Jane Camarillo *  
Vice Provost for Student Life

Marshall Caro  
Undergraduate Student Representative

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Faculty, KSOE

Barry Chersky  
Director of Employee Relations and Campus Climate

Steve Cortright  
Chair of Academic Senate

Joan L. Cube *  
Director of the Intercultural Center

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Controller, Business Office

Emily Elliott  
Director of Human Resources

Joan Iva Fawcett  
Director of the Intercultural Center

Mark Figueroa  
Director of Institutional Research

Maria Angelica Garcia  
Director of Student Academic Support Services and High Potential Program

Kami Gray *  
Associate Director of Athletics and Business Operations/SWA

Br. Charles Hilken, FSC *  
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Jason Horger *  
Associate Director of Marketing & Stewardship

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Credential Analyst, Chair of Staff Council

Dorothy Jones  
Dean of Admissions

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Sarah Vital  
Staff Council Chair

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Carole Wolf *  
Staff Council Representative

Tina Zhang  
Faculty, SEBA

* Current committee members