

REPORT FOR 2019–20

The 2019–20 year marked important strides for St. Olaf College, but also ongoing challenges nationally as well as on campus.

We launched the year with the Vision and Plan for Equity and Inclusion. Opening Day activities for faculty and staff included a very well-received session on bias and inclusion led by Dr. Jamie Washington. Academic Leadership — composed of department chairs, program directors, and supervisors of non-curricular offices in Academic Affairs — engaged in a discussion of how their areas could contribute to the realization of the plan. The new Ole Core was approved by the faculty and Board of Regents, updating St. Olaf's curriculum with a new First-Year Experience, a required Race and Power course, an invitation to the comparative study of theologies, and a new balance between western and non-western studies. Led by the President's Leadership Team, all areas identified actions that they would implement as part of the work to achieve the plan. The Taylor Center, in its second year, offered robust programming and partnered successfully with efforts in Athletics, the Lutheran Center for Faith, Values, and Community, and Academic Affairs. The Lutheran Center partnered with Student Life on the Common Read, inviting incoming students to explore interreligious dialog.

The Bias Report Response Team process and structure were revised. St. Olaf College continues to make progress in its goals for diversifying the campus. Chairs of tenure track search committees went through implicit bias awareness training, much as in past years. Sixty percent of tenure track appointments beginning in 2020 are BIPOC (Black, Indigenous, Person of Color), a proportion that more than meets the college's strategic goal that at least 30 percent of new hires be diverse as a rolling three-year average. Additionally, 44 percent of full-time faculty in term positions are diverse. Twenty-three percent of new staff hires are diverse, and 24 percent of new students entering this year are domestic persons of color.

Communication about the college's work in equity and inclusion in 2019–20 was more extensive and regular than ever before. Communications included digital media, posters and cards, and in-person Council "office hours." We began the year by distributing the plan and vision extensively: students found copies of each in their residence halls upon their return to campus. Faculty and staff received copies on Opening Day. Posters and bookmarks were distributed widely. Marketing and Communications ran stories linked to diversity, equity and inclusion regularly throughout the year. Face-to-face communications through office hours were minimal, despite creative outreach on the part of members of the Council on Equity and Inclusion. The Council's online form for comments brought a modest number of comments, which were forwarded to appropriate recipients. A magazine-like print piece was developed for release in early 2020, but the onset of COVID-19 and then the changing awareness of the St. Olaf readership regarding racism as a consequence of local, state and national events resulted in postponing the publication.

Implementation of the Plan for Equity and Inclusion: 2019–20 Actions

In launching the Vision and Plan for Equity and Inclusion last fall, we sought to engage every department, office, program, and unit on campus. The purposes were as much to advance the plan itself as to foster a collective ownership of the plan's success, and to stimulate people's imagination as to what meaningful contributions their area could make. The resulting list of actions was long and ambitious. Members of the Council on Equity and Inclusion reviewed these actions, and their advice led to revisions in several instances. Last year's actions reflect engagement and a willingness to develop cultural competence, and to address messages, processes, and policies that may present obstacles to academic and professional success, or that exclude. Several areas also focused on physical and digital spaces. Despite the disruptions of the spring and summer, departments, offices, and programs at the college reported completion of 67 percent of the actions they identified last fall. Of the 33 percent of actions that were not completed, the most frequently-cited reasons were a multi-year plan of implementation (with progress to-date as planned), and disruptions caused by the college's response to the COVID-19 pandemic (including cessation of on-campus instruction in March 2020, and furloughing of staff during the summer of 2020). While all areas were asked to identify ways of knowing if their efforts were successful, we did not emphasize analysis of results in this first year. A summary of these actions appears in Appendix A. Below are illustrative examples of completed actions for each of the plan's five goals.

Plan Goal 1: Ensure the development of an inclusive, culturally-humble and culturally-competent community

- Athletics. Staff members participated in the Intercultural Development Inventory (IDI) exercise to assess Athletics' overall staff cultural competence. María Pabón, director of the Taylor Center for Equity and Inclusion, led the IDI training and met with coaches and staff members to discuss equity and inclusion and individual IDI results.
- International and Off-Campus Studies. A mini-curriculum was created for faculty/staff/student participants in off-campus programs to foster equity and inclusion among participants.
- Public Safety. Staff was provided with annual training on diversity and implicit bias.

Plan Goal 2: Intentionally engage and uplift all diversity so as to enrich learning, student life and worship, community organizations and events, and work at St. Olaf

- The 2019–20 Opening Day for faculty and staff members featured a session led by consultant Dr. Jamie Washington on "Becoming a More Inclusive St. Olaf: Celebrating a Future Informed by Our Past."
- The 2020 Martin Luther King Jr. Day Celebration programming through the Taylor Center included several components for engagement, community building, and education. These events included a Unity March, a blanket-making project for local non-profit

organizations, and an equity leadership workshop conducted by Dr. Abdul Omari, who used King's teachings as a guide.

- Campus Ministry and the Lutheran Center for Faith, Values, and Community. The college offered new interfaith and interreligious programming led by a new multi-religious College Ministry team, including an Associate Chaplain of Jewish Life and Associate Chaplain of Muslim Life. The Student Interreligious Council was also established.
- In partnership with the City of Northfield and Carleton College, St. Olaf developed a statement on indigenous lands.

Plan Goal 3: Ensure that students, staff, and faculty have support and opportunities to thrive at St. Olaf and beyond

- Center for Advising and Academic Support. The center expanded St. Olaf Orientation to Academics and Resources (SOAR) to all first-generation, domestic students of color, and low-income students.
- Center for Innovation in the Liberal Arts. The center provided faculty development programs on issues and research central to understanding and promoting academic equity, as well as specific pedagogical practices that create inclusive classrooms.
- Residence Life. Residence Life developed student and staff social identity affinity networks to facilitate peer support and conversation among staff as they perform their jobs. Residence Life also facilitated similar networks with residents in each building.
- Taylor Center. The Taylor Center strengthened and advanced a culture of inclusion through affinity groups and network development, and furthered under-represented students' post-baccalaureate experience through vocation and scholarships/programming.
- Dance Department. "Radical Self-Care" workshops were offered during fall and spring semesters.
- Academic Departments reviewed electronic and physical spaces for accurate representation of the diversity of disciplines, the cultures studied, and their alumni.
 - Anti-racist statements posted on department websites.
- Curricular changes, such as:
 - Nordic Studies: Changes were made to four courses to reflect the diversity of the Norwegian experience, including established immigrant communities, more recent migrants, international adoptees, refugees, and labor migration.
 - Public Affairs Conversation: Changes were made in the curriculum relating to matters of race-related inequality or injustice.
 - Romance Languages: There was a refinement of pedagogical materials to accommodate heritage speakers.
 - Education: (new course) "Refugee and Immigrant Experiences"
 - Theater: There was a revision to "Introduction to Theater," with a focus on playwrights of color.
 - Dance: (new course) "Hip Hop Dance and History"

Plan Goal 4: Identify and revise policies, processes, and practices that present barriers to education and work

- Finance. Revised Student Accounts communication, website, and policies to enhance equity and inclusion.
- Human Resources. Revised the Staff Handbook to address bias and exclusivity language. Trained Student Worker Supervisors on student issues pertaining to diversity and inclusion.
- Information Technology and Registrar's Office. Developed programming allowing students' selected pronouns to appear in class rosters, advisee listing, student inquiry search tool, faculty student pop box, and the online directory. Developed a Name Pronunciation Tool making available a recording of the student's name on the StoFaces page, Student Information System, and Moodle (the college's learning management system).
- Placement:
 - Writing: Developed an online writing placement survey using self-placement principles, avoiding reliance on test scores and GPA by instead using a questionnaire about practices and habits and focusing on students' assets.
 - Language: Revamped the Spanish placement test to assess more accurately the linguistic abilities of heritage speakers.

Plan Goal 5: Hold ourselves accountable for the success of the plan through assessment, reporting, action, and celebration

- Taylor Center. Established the Rising Leader Award. Two students will be funded to attend the National Student Leadership Diversity Convention.
- Student Activities. Reviewed the annual Student Leadership Awards application, selection process, and ceremony as a means to actively celebrate the work of community leaders who continually uphold and advance our commitment to equity and inclusion.
- President's Leadership Team. Members agreed to include contributions to equity and inclusion in annual personnel reviews of their direct reports.
- Departments, offices, and programs identified metrics when they submitted their actions. In this first year, they were simply invited to do so. Going forward, they will be expected to refine the metrics and report on them.

The summary report also includes actions identified for 2020–21 (see Appendix A). Appendix B includes a summary of 2020–21 actions in the Academic Division, organized by types of actions. In this second year of the implementation of the plan, actions in the academic division continue to emphasize improvements to courses and teaching, and the revision of processes, policies and procedures affecting students' access to educational opportunities. Significantly, this year, emphasis is shifting to the deeper structural work of reviewing and revising academic programs.

Issues of Concern

By the summer we were confronted with evidence that we have in important ways fallen short. The rapid transition to online teaching and students’ return to home environments underscored significant differences in circumstances. While the college worked steadfastly to make technologies and the internet available where these were not sufficient, some students struggled to complete their studies in environments without dedicated study space or faced added family obligations. A student survey administered by the Higher Education Data Sharing consortium indicated that students of color felt more anxious and less connected with the college than their White peers. The murder of George Floyd less than 50 miles away from Northfield and the ensuing protests elevated the sense of urgency regarding addressing systemic racism. The departure of two Black women faculty members is leading to examination of campus culture and the faculty review process. A statement generated by St. Olaf BIPOC faculty and staff identified several concerns that many parts of the college are dedicated to addressing in 2020–21.

Appendix A: 2019–21 Plan for Equity and Inclusion Actions – All departments, programs, and offices

2020–21 Actions – Non-curricular offices, programs

Goals	# Actions	# (%) Complete	# (%) Incomplete/ In-progress	Division/Faculty
2019–20				
Goal 1: Ensure the development of an inclusive, culturally-humble and culturally-competent community.	52	30 (58%)	22 (42%)	<u>Divisions</u> Academic Advancement Athletics Enrollment Finance General Counsel Human Resources Mission Student Life <u>Faculties</u> Fine Arts Humanities IGS NSM Social Sciences

<p>Goal 2: Intentionally engage and uplift all diversity so as to enrich learning, student life and worship, community organizations and events, and work at St. Olaf.</p> <p>Goal 2 (cont.)</p>	53	41 (77%)	12 (23%)	<p><u>Divisions</u> Academic Enrollment Finance General Counsel Human Resources Mission Student Life</p> <p><u>Faculties</u> Fine Arts Humanities IGS NSM Social Sciences</p>
<p>Goal 3: Ensure that students, staff, and faculty have support and opportunities to thrive at St. Olaf and beyond.</p>	39	26 (67%)	13 (33%)	<p><u>Divisions</u> Academic Advancement Enrollment Finance General Counsel Mission Student Life</p> <p><u>Faculties</u> Fine Arts IGS NSM Social Sciences</p>
<p>Goal 4: Identify and revise policies, processes, and practices that present barriers to education and work.</p>	38	23 (61%)	15 (39%)	<p><u>Divisions</u> Academic Enrollment Finance General Counsel Human Resources Mission Student Life</p> <p><u>Faculties</u> Fine Arts Humanities IGS NSM Social Sciences</p>
<p>Goal 5: Hold ourselves accountable for the success of the plan through assessment, reporting, action, and celebration.</p>	31	22 (71%)	9 (29%)	<p><u>Divisions</u> Academic Enrollment Mission Student Life</p>

				Faculties Fine Arts Humanities IGS NSM Social Sciences
TOTAL	213	142 (67%)	71 (33%)	-

Goals	# Actions	Division/Faculty
2020-21		
Goal 1: Ensure the development of an inclusive, culturally-humble and culturally-competent community.	43	Divisions Academic Advancement Athletics Enrollment Finance General Counsel Human Resources Mission Student Life Faculties Fine Arts Humanities IGS NSM Social Sciences
Goal 2: Intentionally engage and uplift all diversity so as to enrich learning, student life and worship, community organizations and events, and work at St. Olaf.	36	Divisions Academic Enrollment Finance Human Resources Mission Student Life Faculties Fine Arts Humanities IGS NSM Social Sciences
	30	Divisions Academic Advancement

<p>Goal 3: Ensure that students, staff, and faculty have support and opportunities to thrive at St. Olaf and beyond.</p>		<p>Enrollment Mission Student Life</p> <p>Faculties Fine Arts Humanities IGS NSM Social Sciences</p>
<p>Goal 4: Identify and revise policies, processes, and practices that present barriers to education and work.</p>	28	<p>Divisions Academic Advancement Enrollment General Counsel Human Resources Mission Student Life</p> <p>Faculties Fine Arts Humanities IGS NSM Social Sciences</p>
<p>Goal 5: Hold ourselves accountable for the success of the plan through assessment, reporting, action, and celebration.</p>	10	<p>Divisions Academic Enrollment General Counsel Mission</p> <p>Faculties Fine Arts Humanities IGS NSM Social Sciences</p>
<p>TOTAL</p>	<p>147</p>	<p>-</p>

Division/Faculty	Goal 1 Actions	Goal 2 Actions	Goal 3 Actions	Goal 4 Actions	Goal 5 Actions
2019-20					
Divisions					
Academic	7	4	6	8	2
Advancement	1	0	2	0	0
Athletics	4	0	0	0	0
Enrollment	1	1	1	1	1
Finance	1	1	1	1	0
General Counsel	1	1	1	1	0
Human Resources	2	1	0	2	0

Mission	3	3	2	2	1
Student Life	7	5	7	6	6
Faculties					
Fine Arts	3	4	3	3	0
Humanities	6	9	0	2	5
IGS	4	11	5	3	3
NSM	6	6	8	6	8
Social Sciences	6	7	3	3	5
2020-21					
Divisions					
Academic	6	3	8	11	1
Advancement	1	0	1	1	0
Athletics	5	0	0	0	0
Enrollment	1	1	1	1	1
Finance	2	1	0	0	0
General Counsel	2	0	0	1	1
Human Resources	1	2	0	1	0
Mission	3	3	1	1	1
Student Life	10	3	6	4	0
Faculties					
Fine Arts	1	4	1	2	0
Humanities	5	8	2	1	1
IGS	3	5	2	1	2
NSM	2	3	6	2	0
Social Sciences	1	3	2	2	3

Notes:

- *Administrative areas were asked to submit actions and identify the associated goal for each tactic. Academic departments and programs were not explicitly asked to do this categorization. Actions for departments and programs were collected from their annual reports and coded for particular goals by Kelsey Thompson (IE&A). The following principles were followed for this coding:*
 - *Generally, all individual actions associated with a particular goal were only counted once (e.g., if a department or program mentioned changes to the curriculum of several courses, these were all counted as a single tactic related to Goal 2). Exceptions included: if the actions addressed distinct sub-parts of a goal (e.g., 3a vs. 3d), or if 2019-20 actions addressing the same goal included some that were complete and some that were not.*
 - *Workshops and invited speakers were categorized under Goal 1 (i.e., 1a, “Provide regular, on-going education and training.”) unless otherwise specified by the department/program.*
 - *Hiring decisions aimed at increasing faculty diversity were categorized under Goal 5 (i.e., 5b, “Incorporate candidates’ contributions to diversity, equity, and inclusion in hiring decisions and personnel, tenure and promotion reviews.”) unless other specific actions (e.g., related to Goal 1b) were indicated.*

- All activities related to assessment were characterized under Goal 5 (i.e., 5a, “Gather and regularly review and evaluate information from the community about the campus climate...”) for consistency’s sake, though an argument could be made for 4b, specifically “gather user feedback.”
- Mention of faculty participation in various equity and inclusion-related groups, such as the Council on Equity and Inclusion or the To Include is To Excel Advisory Group, were categorized as Goal 5 (i.e., 5d, “Celebrate the contributions of alumni, faculty, staff, and students who enhance equity and inclusion at the college.”).

Appendix B: 2020–21 Academic Division Actions Items Organized into Themes

2020–21 Equity and Inclusion Implementation Actions Academic Division

Type of Actions	Total	Subcategories	Curricular Departments and Programs	Non-curricular
Policies and practices	14		4	10
		Admission to programs & ensembles; placement; outreach to diversify	3	1
		Degree completion-related (e.g. transfer policy)		5
		Course evaluation	1	
		Other (forms, language, etc.)		4
Course review, development and/or revision	9		9	
Program-level review and revision	7		7	
Trainings; resources	7			7
Advising, career support. Outreach	6		1	5

Celebration of identities; Exchange of perspectives; featured speakers	6		5	1
Hiring and Reviewing	6		2	4
		Students		1
		Staff		
		Faculty	2	3
Classroom/work environment	4		4	
Learning Communities for faculty and/or staff	4		2	2
Establishment of DEI/antiracism committees or advocates	3		3	
Outcomes testing/assessment	3			3
Social environment	3		3	
Environment- spaces, visual messaging	2			2
Statements*	2		2	
Pedagogy	1		1	

Non-curricular: Center for Advising and Academic Support, Center for Innovation in the Liberal Arts, Center for Undergraduate Research and Inquiry, Flaten Art Museum, Government Foundations and Corporate Relations, IT, International and Off-Campus Studies, Kierkegaard Library, Libraries, Natural Lands, Norwegian American Historical Association, Registrar, Student Support Services. Also, elected committees that have identified steps: FGC.

*A number of departments and programs have issues statements in addition to the two that included these among its 2020–21 actions.