

To Include is To Excel - Highlights and Updates



The work of our four year grant is nearly at the midpoint, and this is a good time to update the community on our progress. So many of you have engaged this project of curricular and pedagogical transformation with good cheer, hope and deep commitment. We have funded 35 projects from across the campus (see listing in box). We continue to engage in conversations with the students, the Taylor Center, the General Education Task Force and the Council on Equity and Inclusion to find synergies in our work. Thank you.



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Project Spotlights

LEARN TO CODE!

@ CODE CAMP!

LOCATION: TOMSON 175 (WLC LAB)
 TIME: MONDAYS 8 - 9PM
 WE HAVE SNACKS TOO!

Programming Language:
 Javascript

Sponsored by: To Include is To Excel, with funding from the Andrew W. Mellon Foundation

CodeCamp is a weekly workshop on basic coding aimed at underrepresented groups of students in computing. CodeCamp is created by and for students, with support from the Computer Science program, the Piper Center for Vocation and Career, and the Digital Scholarship Center, DiSCO. Students meet in a low commitment, low stress environment to explore their tech related interests, as well as to develop projects that can be shared and listed on their resume. CodeCamp leaders maintain and develop a repository of student projects, stories, surveys, and associated outcomes. Coordination with the Piper Center and the CS program facilitates further related opportunities.

International and Off Campus Studies has undertaken a two-part project to deeply examine student experiences within their study abroad group cohorts. The goal is to deepen knowledge past the well-known issue of access into the interaction of global learning and experience with intersectional identity. Their initial report indicates that student intersectional identities play a central role in their experiences and learning abroad. All students in the focus groups were from historically underrepresented groups in higher education, and all reported that their experiences abroad were significantly impacted by the presence or absence of their professors in mediating intra-group dynamics and individual student identities in the host country context. Attention to group composition and group dynamics is central to student success in study abroad, especially for short-term experiences. The second part of this study will engage faculty in preparing training and orientation content that addresses intragrouppynamics of race, linguistic ability, power, gender and other aspects of humanintersectional identity. *Faculty who are interested in the second phase of the examination of student experience and faculty preparation are invited to contact Jodi Malmgren in International and Off Campus Studies.*

Primer

The hard work of our IR&E staff, Susan Canon, Kelsey Thompson and Tsooane Molapo has resulted in illustrative graphs and charts of our data on students, faculty and staff. We have included one example on graduation rates here, but encourage you to take some time to know our data- only then can we know what progress we have made on several inclusion and equity fronts.

2018-19 Updates

- Four-year graduation rates for domestic multicultural students continue to be lower than those of domestic White, non-Hispanic students
- The four-year graduation rate for Black or African American students improved for the most recent cohort, but their six-year graduation rate dropped
- Six-year graduation rates for Hispanic/Latino and Multiracial students were comparable to that of domestic White students for the most recent cohort, but their four-year graduation rates were lower.
- The four-year graduation rate for first-generation students dropped, but rose for LIFG students. The pattern for six-year graduation rates for these students remained relatively unchanged.

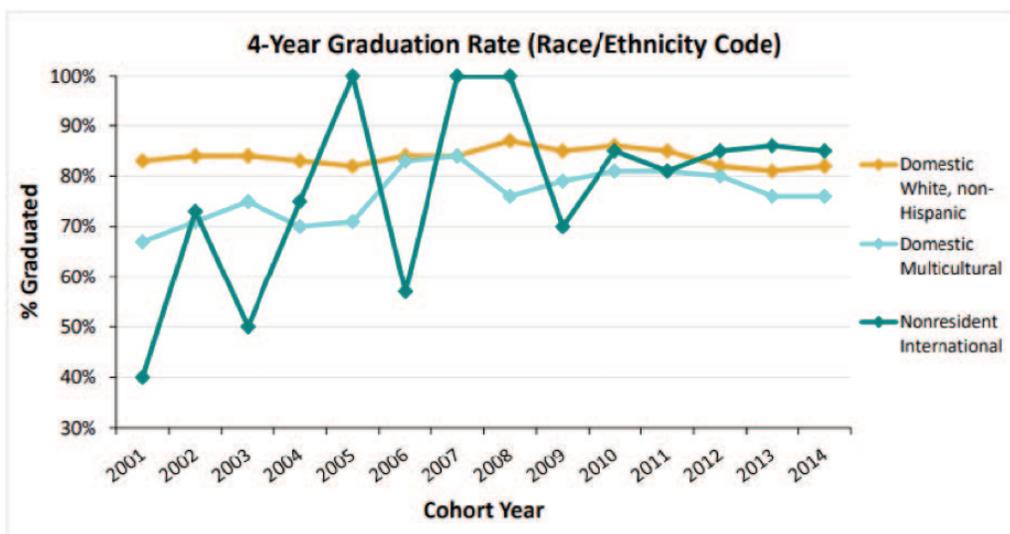


Table 1. Composition of entering student cohort by race/ethnicity code, 2001-2018 student cohorts

Race/Ethnicity code ¹	Entering Cohort Year																	
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Domestic White, non-Hispanic	86%	89%	84%	81%	86%	87%	87%	85%	82%	82%	79%	78%	74%	75%	71%	72%	67%	68%
Domestic Multicultural	6%	7%	8%	8%	9%	8%	8%	10%	13%	15%	15%	16%	16%	18%	20%	18%	20%	22%
Nonresident International	1%	1%	0.3%	0.5%	1%	1%	0.4%	3%	3%	3%	6%	6%	7%	8%	8%	9%	12%	9%

Leadership Changes



Thank you, Maggie Broner!

Words cannot express our gratitude to Maggie Broner, Spanish and Romance Languages, for her leadership with *To Include is To Excel*. Maggie stepped in as the first interim director and CILA Associate for the grant and served as the public face of inclusion and equity efforts at a tumultuous time on our campus. She has courageously inspired, guided, and empowered faculty, staff and students in our continuing efforts to transform our faculty "remember Brave New Workshop?" Every student deserves to have the opportunity to be successful at St. Olaf, living and learning from and with people of every background - Maggie has lived this commitment in her time with the grant and we wish her a productive and restful sabbatical.

Welcome, Diane LeBlanc!

As we move forward to expand and deepen existing efforts, we are pleased to announce that Diane LeBlanc, Professor of Interdisciplinary Studies and Director of Writing will be the 2019-2020 *To Include is To Excel* CILA Associate. In this role, Diane will continue our work with faculty on equitable teaching strategies and curricular reform with the commitment that excellence and equity are inextricably intertwined. Please join us in welcoming Diane to the grant team.



Update: Research project on student experience

Dr. James Vela-McConnell, from the Department of Sociology at Augsburg University, has led a team of Augsburg student researchers this winter on our campus. Their project goal is to learn about St. Olaf students' experiences of diversity, equity and inclusion in their majors, concentrations, and general education courses. They conducted a survey of all St. Olaf students and in-depth focus groups. We can expect a report from them sometime in May. Our plan is to repeat this study at the end of the grant cycle.

Upcoming events

Upcoming *To Include is To Excel* funded events are updated regularly on our website. Here's one to highlight: Damian Waite and Lydia Yahnke from Residence Life have created an Inclusivity Advocates program for the residence halls. They are sponsoring a series of events: "Student Development, Leadership, and Campus Culture: **How Inclusivity Advocates create change through St. Olaf's Week of Intersectionality**" the week of April 15-19. This week of events ties in nicely with the *To Include is To Excel* book club in collaboration with the Intersectionality House. On April 5 and 19 from 3:00-5:00 PM., book groups of students, staff and faculty will read *Intersectionality* by Patricia Hill-Collins. Dr. Hill-Collins was brought to campus in the fall by PAC and provided a faculty development workshop. *There is still time to sign up for the book club. If interested, please fill out this [short form](#).*

Request for Proposals

We have a rolling deadline and welcome proposals from across the college at any time. By now you are aware of what kinds of activities the Mellon fund supports. For ideas, see the funded and affiliated projects pages. Before you write your proposal and submit the [Request for Proposals Form](#), please read the [FAQs for grantees](#). The timeline for your project should conclude by March 1, 2021.

Article of interest:

[To Learn inclusion skills, make it personal](#), January 29, 2019, from Nature International Journal of Science. From skeptic to advocate, read this personal account from a scientist about his journey toward equity and inclusion.

"...in a diverse and still divided democracy, a quality college education must build capabilities that graduates need, not just to navigate a diverse world, but to help create more just, equitable, and inclusive communities."

Carol Geary Schneider
President Emerita, AAC&U