

## To Include is To Excel - Highlights and Updates



### From the Director

This is our Spring Newsletter to highlight the work of *To Include is To Excel*. Now in Year 3 of the four-year grant from the Andrew Mellon Foundation, our work to transform curriculum and pedagogy to serve new generations of students continues at a rapid pace!

Our colleagues across departments, programs and offices have been/are busy with numerous exciting projects. Some of these projects will continue until the end of the grant in May of 2021. Meanwhile, events this spring, several of which are co-sponsored by the Center for Innovation in the Liberal Arts (CILA) and its director, Mary Titus, will build on the good work of these projects and look forward to the new general education curriculum. Stay tuned for announcements about opportunities for learning with and from our colleagues.

Since much of the grant work is not highly visible to the student body, advisory group member students Atefah Alavi and Abdelkarim Khalid Abdelkarim Mahmoud presented with me to Student Government Association this month about the work of the grant, and I've had several follow up conversations with students who are interested to learn more. And I've loved having *To Include is To Excel* office hours in the Taylor Center – thank you María!

We welcome Carlo Veltre as our CILA Associate for 2021 and thank Diane LeBlanc for her thoughtful and productive work this year. Sincere thanks also to our Advisory Group members and to Dan Dressen, Lauren Feiler, Kelsey Thompson, Greta Anderson, Jason Paul and Marina Edlund for their dedication to this initiative. Please join us this spring in whatever ways you can.

Mary



This word cloud captures the broad participation of departments and programs with *To Include is To Excel*.

### Project Spotlights

#### **Philosophy Department: Towards a More Inclusive Philosophy Curriculum**

To foster the inclusion of diverse perspectives--including those related to gender, race and ethnicity, and non-European philosophy--in a large percentage of its regular offerings, the philosophy department is implementing three related activities. The first, a week long summer workshop for department members with a consultant whose expertise is in philosophy of race. Participants identified courses where greater or more explicit attention could be given to issues of race and ethnicity and develop ways to incorporate these issues into their existing courses. Participants in the workshop who teach multiple ethics sections or courses will also develop a module for ethics courses, which will be made available to colleagues across the college. The second activity fosters the development of more extensive expertise within the department on race and social justice by providing faculty development funds to Mike Fuerstein, the department's specialist in social and political philosophy. Finally, the department plans to host two colloquia on philosophy of race.

### In This Issue

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### Office Hours:

#### **Mary Carlsen**

*To Include is To Excel*  
Director  
Wednesdays  
3:00-4:00 p.m.  
Taylor Center

#### **Diane LeBlanc**

*To Include is To Excel*  
CILA Associate  
Thursdays  
3:30-4:30 p.m.  
RML 486

This project is part of a multi-year assessment study of the effectiveness of Writing 107 and Writing 110. The results will inform the Writing Program and also enhance understanding of how writing curriculum and support serve underrepresented students at St. Olaf and at other small liberal arts colleges.

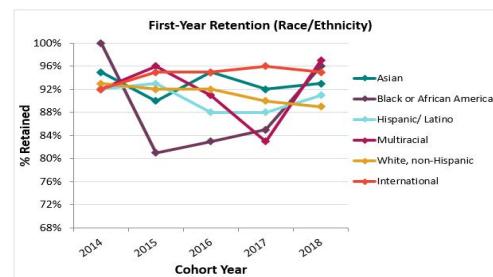
## Primer

The hard work of our Institutional Effectiveness and Assessment staff (Susan Canon, Kelsey Thompson and Lauren Feiler) has resulted in illustrative graphs and charts of our data on students, faculty and staff. Below, we highlight two examples from our current primer site showing data on first-year retention and students' religious affiliations. We're aware of the need to visually represent intersectionality in higher education within our data and are currently investigating more dynamic visualization tools to better highlight this reality.

### First-Year Retention

- Hispanic/Latino, Asian, and multiracial students generally have first-year retention rates that are similar to or higher than domestic white, non-Hispanic students (the demographic majority group), while those of Black or African American students are often lower.

- International students tend to be retained at a higher rate than domestic students.



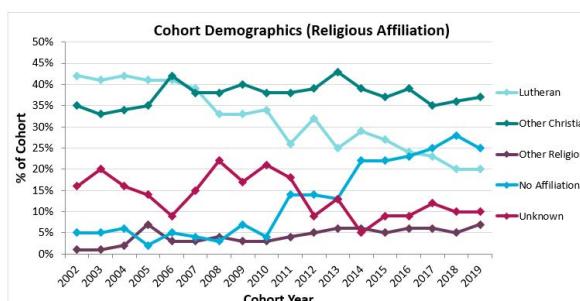
First-Year Retention Rates	Entering Cohort Year				
	2014	2015	2016	2017	2018
<b>Overall</b>	93%	92%	92%	91%	91%
<b>Domestic Students</b>					
Asian	95%	90%	95%	92%	93%
Black or African American	100%	81%	83%	85%	96%
Hispanic/Latino	92%	93%	88%	88%	91%
Multiracial	92%	96%	91%	83%	97%
White, non-Hispanic	93%	92%	92%	90%	89%
<b>International Students*</b>	92%	95%	95%	96%	95%

\*Federal reporting guidelines designate all nonresidents as such, regardless of race/ethnicity

### Religious Affiliation

- The most notable trends are the decrease in the proportion of students identifying as Lutheran, and the increase in the proportion of students selecting one of the "No Affiliation" options.

- The large jump in the number of students with no religious affiliation (and consequent drop in the number of "Unknown" students, i.e., non-respondents) in 2011 suggests a change in the way this category was coded and/or presented to students on the Common Application, and should therefore be interpreted with caution. Nevertheless, the fact that the number of students with no religious affiliation now surpass those identifying as Lutheran is noteworthy.



Religious Group	Entering Cohort Year																	
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Lutheran	42%	41%	42%	41%	41%	39%	33%	33%	34%	26%	32%	25%	29%	27%	24%	23%	20%	20%
Other Christian	35%	33%	34%	35%	42%	38%	38%	40%	38%	38%	39%	43%	39%	37%	39%	35%	36%	37%
Other Religions	1%	1%	2%	7%	3%	3%	4%	3%	3%	4%	5%	6%	6%	6%	6%	5%	7%	7%
No Affiliation	5%	5%	6%	2%	5%	4%	3%	7%	4%	14%	14%	13%	22%	22%	23%	25%	28%	25%
Unknown	16%	20%	16%	14%	9%	15%	22%	17%	21%	18%	9%	13%	5%	9%	9%	12%	10%	10%

## Leadership



Diane LeBlanc  
2019-20  
CILA Associate

Carlo Veltri  
2020-21  
CILA Associate

Mary Titus  
CILA Director

Mary Carlsen  
*TiTE* Director

### Welcome, Carlo Veltri!

We are pleased to welcome Carlo Veltri as our 2020-2021 CILA Associate. Carlo has enthusiastically engaged in pedagogical changes toward equity and inclusion in his own classrooms, and was a presenter at our first teaching summit. We are particularly excited about the assessment expertise Carlo brings to the final year of the grant as we work to capture its full transformative effects at the college.

### Thank you, Helen Warren!

We celebrated with Helen as she took her new position with Minnesota Public Radio - their gain is our loss. Helen's vision for *To include is To Excel*, including the five important words in our title, was, and remains, foundational. Her exquisite way with words, her unfailing belief that we can be even more excellent, and her commitment to the best learning environment for our students provided the backbone for our work. We miss her!

*"To Include is To Excel* intends to serve as a catalyst, activating "reactions" that generate energy of their own...courses or pedagogies devised or improved through *"To Include"* become part of regular operation...seedlings you plant can grow up to be external funding proposals or the subject of major gift requests".

~Helen Warren



2019-2020 Advisory Group

## Upcoming Events

**Tuesday, Mar 3** CILA Faculty Lunch Conversation: Holgerson, Bowers, Kheshgi on large classes.

**Tuesday, Mar 17** DISCO and Library/IT showcase work from 2019 Summer Sprints

**Wednesday, Mar 18,** [3:30-4:45, BC 202] ,New Faculty Learning Community & 2nd & 3rd years:  
IOS & ACE Jodi Malmgren & Alyssa Melby

**Wednesday, Apr 1** CILA Faculty Lunch Conversation: Darlene St Clair, St. Cloud State's Multicultural Resource Center and Anti-Racist Pedagogy Across the Curriculum Institute

**Tuesday, Apr 21** CILA Faculty Lunch Conversation: Deanna Thompson: Teaching and Faith/Vocation. Lutheran Center for Faith, Values, and Community

TBA - Issues of "standard English" writing

## **Projects highlighted in Ole Insider**

**March 16:** Jennifer Kwon Dobbs: *Un-bordering Race and Ethnic Studies*

**April 6:** Nayeli Trujillo, Wendy Gonzales, Adam Berliner, Kristina Garrett, David Walmsley: *Strengthening Diversity in STEM Majors: Focused Practices in Math 119 for LIFG/UR Students*

**April 27:** Maggie Epstein, Bridget Draxler, Anne Berry: *Embedded Writing and Research Tutors for First-Year Students*

**May 18:** Kari Lie Dorer and Jenna Coughlin: *Diversifying Intermediate Norwegian Language Curriculum Workshop*

**June 8:** Diane LeBlanc, Bridget Draxler, and Rebecca Richards: *Supporting Diverse Writers: Assessing Learning and Learning Outcomes in Writing 110 and 107*

## Articles of Interest

We are collecting an impressive array of teaching resources. For those of you who missed our 2019 Teaching Summit, here are a couple of suggestions:

Chronicle of Higher Ed, July 22, 2019, By Viji Sathy and Kelly A. Hogan,  
"Want to Reach All of Your Students? Here's How to Make Your Teaching More Inclusive"

US National Library of Medicine National Institutes of Health, Fall 2013, By Kimberly D. Tanner, "Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity"

"I looked at the "*To Include is To Excel*" link and I was SO jealous. If only I'd stuck around Minnesota so that I could have been around to see the fruition of this mission, it's so cool! All the work and projects being done are addressing such important issues with the academy, and I was particularly interested in Dr. Epstein's project on pedagogy. So neat."

~ Dillon Cathro '17