



## Open Pathway Quality Initiative Report

### Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the quality improvement requirements of the Open Pathway.

May 25, 2022

*Signature of Institution's President or Chancellor*

*Date*

David R. Anderson, President

*Printed/Typed Name and Title*

St. Olaf College

*Name of Institution*

Northfield, Minnesota

*City and State*

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

The report must be submitted by June 1 of Year 9.

Submit the report as a PDF file at [hlcommission.org/upload](https://hlcommission.org/upload). Select "Pathways/Quality Initiatives" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. The file name of the report should follow this format: QIRReport[InstitutionName] [State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

**Date: May 25, 2022**

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## Report Categories

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### Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

*Equity and Inclusion at St. Olaf College: Assessing, Enhancing, and Sustaining the Vision* aimed to move St. Olaf closer to its [vision](#) of being a diverse community where all can thrive and find meaningful belonging. Our goal was to develop and implement a durable approach to holding ourselves accountable for our DEI progress through assessment, reporting, action, and celebration (Goal 5 of the college's [2019 Plan for Equity and Inclusion](#)). Our Quality Initiative yielded four substantive, sustainable, and shareable accomplishments. First, we developed and publicized a [Diversity, Equity, and Inclusion Theory of Transformation](#) that defines our intended DEI aspirations and explains our collective work to achieve them. The Theory provides a coherent framework for communicating within and beyond our community about the goals, substance, and impact of the college's ongoing DEI efforts. Second, we developed and implemented the [Co-Creating an Inclusive Community](#) model of DEI institutional change, engaging students, faculty, staff, and leadership in working together to envision and create a campus community where people of all identities experience belonging, connection, and agency. More than 1500 staff, faculty, and students met in small groups led by trained peer facilitators in Spring 2021 to articulate their vision for "inclusive community" at St. Olaf and identify actions at every level of the college to help realize it. A team of mentored student researchers summarized the insights and recommendations that emerged from the Co-Creating groups, and their [report](#) launched a wide range of individual, departmental, and institutional actions throughout the subsequent year. Third, we conducted a systematic inventory of our current and anticipated institutional research and assessment data and built an interactive [DEI Dashboards and Additional Data](#) website keyed to the outcomes identified in our Theory of Transformation. This resource enhances the transparency, comprehensiveness, salience, and actionability of our DEI data. Finally, we hosted an inaugural [Diversity, Equity, and Inclusion Symposium](#), featuring the DEI work of more than 60 St. Olaf students, staff, faculty, and alumni, and involving more than 300 participants from across the college community.

Our two-year initiative engaged upwards of 90% of St. Olaf faculty and staff, 75% of our students, the Board of Regents, and the executive leadership team in one or more of its elements. It has yielded an innovative model of institutional change, a systemic approach to tracking and reporting on our progress, and a clear way to link data to action in advancing diversity, equity, and inclusion. Of our four major accomplishments, only the development of the DEI Dashboards was anticipated at the time we submitted our proposal; all the other elements were imagined and implemented over the course of the initiative. All the key elements of our project are readily available on the St. Olaf website, and we look forward to sharing them through publications, presentations, and professional associations.

## Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The goal of our Quality Initiative was to “achieve a key milestone” in our equity and inclusion work by:

- Fully implementing Goal 5 of the [2019 Plan for Equity and Inclusion at St. Olaf](#): “Hold ourselves accountable for the success of the plan through assessment, reporting, action, and celebration,” and
- Developing an infrastructure to sustain our progress on accountability.

Our Initiative yielded four substantive, sustainable, and shareable accomplishments.

**Accomplishment #1: Diversity, Equity, and Inclusion Theory of Transformation.** The Quality Initiative leadership team (Section 6), in consultation with a diversity, equity, and inclusion consultant and an organizational leadership and development consultant, developed a [DEI Theory of Transformation](#) (Attachment 1) that identifies and defines our DEI aspirations and the key “action domains” for our work to realize them. The Theory articulates our DEI intended outcomes; provides a framework for describing key DEI programs, policies, and practices across the entirety of our institutional operations; and conveys a “theory of change”<sup>1</sup> to inform future DEI strategic planning. Here is an overview:

### **DEI Aspirations:**

**Diversity:** The diversity of St. Olaf students, faculty, and staff will reflect the diversity of the population of prospective students we seek to serve.

**Equity:** Students, faculty, and staff of all identities will thrive through high-quality experiences and excellent outcomes.

**Inclusion:** Students, faculty, and staff of all identities will express a strong sense of belonging, connection, and agency in relation to the college.

### **DEI Action Domains:**

**Core Experiences:** The domains that most directly affect the everyday educational, residential, and work experiences of St. Olaf students, faculty, and staff:

- *Curriculum and Pedagogy*
- *Co-Curriculum*
- *Residential Life and Workplace Environment*
- *Mentoring and Student Support*

**Capacity-Building Experiences:** The domains that create conditions for advancing diversity, equity, inclusion, and anti-racism in Core Experiences:

- *Recruitment and Hiring/Enrollment Practices*
- *Orientation and On-Boarding*
- *Training, Professional Development, Scholarship, and Dissemination*
- *Student and Employee Policies and Practices*

**Systemic Support:** The domains that provide institutional infrastructure and resources to empower both Core and Capacity-Building Experiences:

- *Financial Resources*
- *Staffing and Organizational Structure*
- *Planning and Assessment*
- *Visual and Verbal Communication*

The Aspirations guide the content of our DEI Dashboards and Additional Data (Accomplishment #3), and the Action Domains provide the framework for reporting on both ongoing DEI efforts and new initiatives. The Theory also reflects our paradigm for [assessing student learning](#), particularly our commitment to using assessment evidence for institutional improvement.

**Accomplishment #2: Co-Creating an Inclusive Community initiative.** Well before the launch of our Quality Initiative, we had been tracking our progress in becoming a more diverse, equitable, and inclusive community through our annual strategic plan reporting and the ongoing work of our Office of Institutional Effectiveness and Assessment. Both our data and our observations suggested that while we have made demonstrable progress in diversity and equity, there remains a clear “inclusion gap” between our BIPOC students and colleagues and other members of the community. We sought to address this disconnect through our [Co-Creating an Inclusive Community](#) initiative, engaging students, faculty, staff, and leadership in working together to envision and create a campus community where people of all identities experience belonging, connection, and agency.

At the heart of the initiative was the development and implementation of the “Co-Creating cycle,” an inclusive approach to institutional change that includes:

- *Co-Creating Groups* – Faculty, staff, students, and academic and administrative leaders work with peers in small group sessions led by pairs of trained facilitators to articulate their vision for “inclusive community” at St. Olaf and recommend actions to help realize it.
- *Synthesis and Sharing Out* – Reports from the Co-Creating conversations are synthesized, summarized, and shared with the campus community
- *Responsive Action* – The Vice President for Equity and Inclusion, in consultation with the St. Olaf [Council on Equity and Inclusion](#), works with appropriate individuals, offices, departments, and student groups to respond to the recommendations of the Co-Creating groups.
- *Impact Reporting* - Information about the impact of the Responsive Action phase is reported back to the campus community, with results used to determine the focus of the next Co-Creating cycle.

*Launching the initiative.* The Co-Creating project began with campus-wide [anti-racism training](#) in January-February 2021 to provide a foundation of shared values and basic knowledge about race, racism, and anti-racism. Approximately 75% of St. Olaf community members completed one of nearly 70 intensive, customized sessions led via Zoom by the [Washington Consulting Group](#), with 14 2½-hour sessions that engaged more than 700 faculty and staff, and 54 2-hour sessions that engaged more than 2200 students. In the [evaluation results](#), just over 70% of student respondents, and 80% of faculty/staff respondents, indicated that the training had prompted self-reflection; and two-thirds of student respondents and nearly 80% of faculty/staff respondents indicated that the training had enriched or reinforced their understanding of racism and anti-racism. At the same time, respondents wanted to learn more about racism and anti-racism at St. Olaf, and they wanted more guidance about specific actions they could take to live into a commitment to anti-racism.

*Co-Creating group conversations.* Over the remainder of Spring 2021, with a few additional groups convening in the summer and early fall, faculty, staff, and students met with peers in their departments, offices, co-curricular groups, and affinity groups to share their experience of and vision for an inclusive campus community and to make specific recommendations for action. The groups were facilitated by a cohort of faculty, staff, and student leaders who participated in a four-hour training led by our organizational development and equity and inclusion consultants. Consistent with the commitment to “responsive action,” the prompts for the Co-Creating conversations were informed by the evaluation results from the anti-racism training:

- *Prompt #1:* What at St. Olaf helps you feel connected, seen and valued?
- *Prompt #2:* What at St. Olaf gets in the way of you feeling connected, seen and valued?
- *Prompt #3:* What specific ideas do you have for making the St Olaf community more inclusive, so that people of all backgrounds and identities feel connected, seen, and valued?

The Co-Creating conversations engaged approximately 1550 faculty, staff, and students in 85 small groups of 10-25 peers. The Vice President for Equity and Inclusion, the Equity and Inclusion administrative assistant, and the Vice President for Mission worked with the Office of Human Resources to set up employee groups that were entirely peer-based, developing separate groups for those with supervisory responsibilities. Many student groups were organized around co-curricular activities, such as music ensembles and athletic teams, with others based on identity groups. The President’s Leadership Team, the college’s Alumni Board, and the Board of Regents Community Life Committee all participated in Co-Creating conversations as well.

*Synthesis and sharing out.* In Summer 2021, four student researchers led by a faculty colleague in Sociology/Anthropology coded and summarized the Spring 2021 Co-Creating session reports, using the [DEI Theory of Transformation Action Domains](#) to classify the main themes. In September the research team’s [Executive Summary](#) of results was presented to the St. Olaf community in a virtual Community Forum attended by more than 50 students, staff, faculty, and alumni, and then posted on the [Co-Creating page](#) of the DEI website.

*Responsive action and impact reporting.* During the 2021-22 academic year, the initiative has focused on “responsive action” at both the institutional and department levels and on “impact reporting” through our [bimonthly DEI Updates](#) (Sections 3 and 6).

**Accomplishment #3: DEI Dashboards and Additional DEI Data.** The Vice President for Mission, the Director of Institutional Effectiveness and Assessment, and the Assistant Director of Assessment, in consultation with the Vice President for Equity and Inclusion and the Vice President for Human Resources, collaborated to develop the [DEI Dashboards and Additional Data site](#). We conducted a systematic inventory of both our current and anticipated DEI data, including data from surveys that permit disaggregation by demographic group, and developed a comprehensive DEI Data Framework keyed to our DEI outcomes (Attachment 2), indicating which items would be included in the Dashboards and which would be included in the Additional Data. The DEI Dashboards and accompanying data are:

- *Transparent.* The Dashboards and Additional Data are fully accessible not only to the St. Olaf community but to the wider public.
- *Valid.* The data in both the Dashboards and the Additional Data have strong face validity, and are mapped directly onto our intended DEI outcomes as defined in our Theory of Transformation.
- *Comprehensive.* Both the Dashboards and the Additional Data address not only our growing diversity (which many other institutions also report publicly) but also the extent to

which we are achieving our goals for equity and inclusion. Moreover, they include indicators for multiple dimensions of each outcome. For example, in our Equity Dashboard, we provide information not only about retention and graduation rates (which most institutions track) but also about co-curricular engagement, perceived development of key learning outcomes, and post-graduation outcomes. Our Inclusion Dashboard provides data not only about community members' sense of belonging, but also about their sense of connection and agency.

- *Engaging.* Both the Dashboards and the Additional Data sites are powered by the data analytics platform [Tableau](#), which enables users to investigate their own questions and explore additional interactive [student enrollment](#), [faculty and staff](#), and [Strategic Plan Outcomes](#) data.
- *Adaptable.* Our DEI Data Framework incorporates the data we already have while leaving room for data yet to be gathered. St. Olaf is among the inaugural members of the [Liberal Arts Colleges Racial Equity Leadership Alliance](#) led by the [University of Southern California Race and Equity Center](#), and we have begun administering USC's three-year cycle of [National Assessment of Collegiate Campus Climates](#) surveys to our students, staff, and faculty. We also plan to field the Higher Education Data Sharing Consortium's [Diversity and Equity Campus Climate Survey](#) beginning in Fall 2024. We will add the new USC and HEDS data to our Dashboards and Additional Data as results become available.
- *Unifying.* One of the goals of the Data project is to enhance community-wide understanding of our goals, our progress, and our continuing challenges in becoming more diverse, equitable, and inclusive. The collaborative approach to developing the Dashboards (Section 6) has already advanced this goal. Our next steps in disseminating and acting on the data (Section 9) will advance it further.

**Accomplishment #4: College-Wide Diversity, Equity, and Inclusion Symposium.** On May 6 and 7, 2022, the Diversity, Equity, and Inclusion Office and the Council on Diversity, Equity, and Inclusion co-hosted the inaugural St. Olaf Diversity, Equity, and Inclusion Symposium, [Recognizing Excellence, Challenges, and the Work Ahead](#). With both virtual and in-person tracks, the two-day event featured two keynote speakers, 30 presentations, eight roundtables, six professional development workshops, six poster presentations, and a concluding concert, highlighting the DEI work of more than 60 students, staff, faculty, and alumni (Attachment 3). The Symposium responded to a call from the Spring 2021 Co-Creating sessions for increased recognition of the college's DEI work, as well as to the commitments articulated in Goal 5 of our Equity and Inclusion plan. Several St. Olaf Regents were among the more than 300 Symposium participants. Evaluation results were enthusiastic, and included suggestions that will shape an experience of even greater impact going forward.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The long-term intended impact of our Quality Initiative was to help St. Olaf make significant progress toward our [vision](#) of being a diverse community where all can thrive and find meaningful belonging. We have initiated change in all five of the areas we had targeted for intervention in our proposal to HLC.

**Impact Area #1: Completing an inventory of practices, actions, and initiatives across the institution that support diversity, equity and inclusion.** The inventory has been developed and disseminated in the Action Domains component of the [Theory of Transformation](#). We have designed the website so that any member of the community can learn about (or add to!) what the college is doing to advance diversity, equity, and inclusion in any area of the college's work (such as curriculum and pedagogy, or recruitment and hiring/enrollment, or securing financial resources).

The Co-Creating Initiative provided a different kind of inventory, grounded not in what the institution provides but in what individuals experience. For example, we learned from the [summary](#) of the Spring 2021 Co-Creating conversations that the "Core Experiences" action domains are critical in fostering a sense of inclusion: "The most common themes across the faculty, staff, and student groups were relationships and the workplace experiences of feeling welcomed and having a sense of community....Faculty emphasized the importance of interdepartmental/committee work, staff emphasized work recognition, and students emphasized co-curriculars and professor behaviors."

**Impact Area #2: Establishing broad metrics for monitoring campus climate, student success, and outcomes for all community populations.** The metrics have been established in the DEI Data Framework (Attachment 2) and accompanying [DEI Dashboards and Additional Data](#). One of the most compelling features of this work is that it integrates data from such a broad range of sources, including our IPEDS submissions, our student and faculty information systems, our strategic plan reporting, our student learning assessment results, and our climate surveys.

**Impact Area #3: Sharing these regularly-updated metrics with the community.** The Dashboards and Additional Data will be updated annually, as we already do with our strategic plan outcomes reporting. We have taken significant steps in internal dissemination, with more to come (Section 9):

- The [DEI Dashboards and Additional DEI Data](#) are publicly available on the college website, as a top-level menu item on the [Diversity, Equity, and Inclusion site](#).
- On April 14, 2022, excerpts from the Theory of Transformation and the DEI Data Dashboards were shared as part of the monthly All-Staff meeting.
- On May 6, 2022, the DEI Dashboards were featured in a presentation at the inaugural Diversity, Equity, and Inclusion Symposium (Attachment 3).
- On May 20, 2022, an introduction and link to the DEI Dashboards and additional DEI Data were included in the bimonthly [Diversity, Equity, and Inclusion Update](#).
- On May 23, 2022, a brief description and link to the DEI Dashboards was shared with all faculty, staff, and students through the weekly campus e-newsletter *Ole Insider*.

**Impact Area #4: Connecting assessment of particular actions and initiatives with strategies for continuing improvement or sustaining success** – or, in other words, **linking data to action**. The Quality Initiative has already yielded a number of actions inspired by the results of our Spring 2021 Co-Creating conversations and/or by our DEI data. Examples include:

- *The Co-Creating an Inclusive Community Initiative itself*, which, as noted above, was developed in response to our data showing persistent disparities in community members' sense of inclusion according to racial/ethnic/citizenship identity, despite clear evidence of increased diversity and substantial equity in experiences and outcomes.

- *Enhanced DEI professional development for faculty and staff* in response to evaluation findings from both the January/February 2021 anti-racism training and the Spring 2021 Co-Creating conversations. The Vice President for Equity and Inclusion offered sessions on a wide variety of DEI topics during 2021-22, including restorative justice; cultural humility; outward inclusion; departmental engagement in DEI discussions; inclusive recruitment, hiring, and retention; and the mentoring of women of color. Every session enrolled the maximum number of 25 participants.
- *Launch of the next Co-Creating cycle at the department/office level* using results from the Spring 2021 Co-Creating groups. In Fall 2021, following training with the Vice President for Equity and Inclusion, the Co-Creating facilitators began [meeting with individual departments and offices](#) to review the reports from the Co-Creating groups involving their own team members and to identify next steps within their units.
- *A variety of policy, programming, and staff enhancements in 2021-22* in response to, or reinforced by, themes from the Spring 2021 Co-Creating conversations, such as:
  - Expanded and enhanced programming around [Heritage Months](#)
  - Development and implementation of a [flexible work policy](#)
  - A faculty/staff *professional development series* on “Can St. Olaf be Lutheran and Inclusive?” offered in January 2022 and to be offered again in June 2022
  - The *April 14, 2022 All-Staff meeting* focusing on inclusion in the St. Olaf culture
  - The development and launch of the May 2022 [Diversity, Equity, and Inclusion Symposium](#)
  - The establishment of *faculty, staff, and student DEI awards*
  - The creation and staffing of a new [Employee Engagement and Experience Specialist](#) position in Human Resources, focused on onboarding, professional development, and inclusion
  - The purchase of [institutional memberships on job boards](#) focused on recruiting BIPOC staff and faculty
  - The renewal of the [Benefits Advisory Committee](#), including the appointment of a more diverse membership
  - The launch of an *“Equity and Inclusion in the Workplace” workshop* for student workers, led by the Piper Center for Vocation and Career and the Taylor Center for Equity and Inclusion in collaboration with the Vice President for Equity and Inclusion and the Vice President for Human Resources
  - A substantial project on *enhancing the student employment experience*, beginning with the commissioning of a survey research project undertaken by students in an advanced Fall 2021 social science research methods course, and resulting in changes across a variety of aspects of student work, such as recruitment and hiring, compensation, training, supervision and mentoring, and relationships with co-workers. Many of these changes will advance equity and inclusion in the student employment experience.

**Impact Area #5: Celebrating the contributions of faculty, staff, students, and alumni who enhance equity and inclusion at the college.** In our proposal, we identified a need to lift up outstanding DEI work by students, colleagues, and alumni through events, publications, and other forms of public recognition. We made substantial progress in doing so through:

- *Bimonthly Equity and Inclusion Updates.* [DEI Updates](#) are now emailed approximately twice a month to the entire campus community by the Vice President for Equity and Inclusion, and archived on the Diversity, Equity, and Inclusion website. Most updates include some reference to DEI work being carried out by members of the campus community. Additional [news](#) about faculty, staff, and student DEI engagement, including media coverage, is available on the [Equity and Inclusion website](#).
- *Diversity, Equity, and Inclusion Symposium.* The Symposium was not only a data-inspired action step, but also an engaging one. In addition to the 300 students, faculty, staff, and alumni who registered for sessions, approximately 400 attendees enjoyed the concluding concert.
- *New Diversity, Equity, and Inclusion Leadership Awards.* The Council for Equity and Inclusion inaugurated faculty, staff, and student leadership awards for up to three individuals in each category, recognizing excellence in their contributions to DEI. The recipients were announced in the [April 26, 2022 DEI Update](#) and recognized during the closing session of the May DEI Symposium.

#### 4. Explain any tools, data or other information that resulted from the work of the initiative.

Key tools and data as described above include:

- The [Theory of Transformation](#)
- The DEI Data Framework (Attachment 2) and [DEI Dashboards and Additional DEI Data](#)
- The [Co-Creating model](#) and [Executive Summary of Spring 2021 Co-Creating Group Reports](#)
- Findings from the [Student Employment at St. Olaf College](#) survey conducted by students in a Fall 2021 social science research methods course, inspired by the Spring 2021 Co-Creating conversations

#### 5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

##### **Challenges:**

- *Logistics.* Scheduling sufficient anti-racism training sessions over a five-week period to accommodate nearly 3000 participants was daunting. So, too, was constructing and scheduling 85 Co-Creating groups using the college's existing organizational structure, while ensuring that each group had two facilitators and was comprised only of peers – all during a time of remote interaction.
- *Information overload.* Reviewing and synthesizing the amount of data required to build the DEI Dashboards was also demanding. We needed to confer with colleagues to ascertain which indicators would work best in the Dashboards and which were more appropriate to the Additional Data repository. Summarizing the open-ended data from all

the Co-Creating groups was equally challenging; our student researchers and their faculty supervisor were essential in meeting this challenge in a timely way.

- *Optimism bias*, otherwise known as “If we build it, they will come.” Neither a robust theory nor a revealing dashboard will by itself make a community more diverse, equitable, inclusive, or anti-racist. We must ensure that we regularly share, analyze, discuss, and act on our data (Section 9).
- *Timelines and trust*. Although systemic change is long term and time intensive, most students are with us for only four years. A record of significant progress over ten years is cold comfort to community members who are experiencing isolation or microaggressions right now. The speed at which students move through our institution creates significant challenges in building and sustaining trust, vital to progress in DEI.
- *Resource constraints*. Like most institutions, we face limitations in the financial and staff resources needed to implement community recommendations for change, such as significant increases in DEI professional development and the creation of new spaces for faculty and staff to gather. Our Diversity, Equity, and Inclusion office has an FTE of only 1.5; much of what we were able to accomplish in our Quality Initiative depended on considerable volunteer time from busy colleagues during what was already a demanding season in the life of our community.

### Opportunities:

- *Shared understanding* of our DEI aspirations, actions, progress, and shortcomings. We aim for this work to build community by ensuring that everyone has similar information about where we have been, where we are going, where we have made demonstrable improvement, and where we are still falling short. Our “Action Domains” framework will be especially helpful in educating members of our community about the scope of the college’s DEI efforts, particularly in relation to significant institutional commitments (such as meeting students’ full demonstrated financial need) that are not *only* about advancing DEI, but are nevertheless vital elements of our overall DEI work.
- *Strategic and targeted action* to improve outcomes where the gaps between aspiration and reality are the largest, and to enhance action domains that are currently under-utilized. Both the Theory and the shared DEI data will be particularly valuable in our advancement and grant-seeking efforts, as means of demonstrating both institutional capacity and institutional need within a larger strategic framework. They can also serve as a foundation for the evaluation plans that most grant applications require.
- *Community-wide engagement* in DEI work. Our project elicited broad engagement at every level of our institution – students, faculty, staff, senior leadership, the Board of Regents, and alumni (Section 6).
- *Enhanced use of assessment data* for institutional improvement. Our DEI Dashboards and Additional DEI Data integrate significant data from our student learning assessment program. For example, our Equity Dashboard includes two items from our administration of the [National Survey of Student Engagement](#) (NSSE), and our Additional Equity Data site includes several of our NSSE Engagement Indicators and summary results from our locally-developed [Learning Goals Questionnaire](#) (LGQ) keyed to our eight [institutional-level student learning goals](#), all disaggregated by race/ethnicity. This is a significant enhancement of our practices in utilization-focused assessment, a key element of our [paradigm for assessing student learning](#).

- *Dissemination* that we believe will assist other institutions in their own DEI work. All four of the major accomplishments of our initiative are readily adaptable to the particulars of other institutions' goals and structures. Our DEI Dashboards have already been accepted as an exemplar of this work in a national publication (Section 10).

## Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

**Quality Initiative Leadership Team.** The initiative was led by the Vice President for Mission, the Vice President for Equity and Inclusion, the Director of Institutional Effectiveness and Assessment, the faculty director of the grant-funded *To Include is To Excel* project (development and launch stages), and the Vice President for Human Resources (implementation stage). We believe that this work has been ground-breaking for the college, holds significant promise for dissemination, and has elevated our capacity for collaborative work.

**Board of Regents.** The DEI Data Dashboards were inspired by recommendations from a 2018 Regent-led [Working Group on Equity and Inclusion](#), appointed by the college president and the then-Board chair. The Theory of Transformation had its roots in a September 2020 report to the Board providing a 15-year retrospective on the college's DEI efforts, prepared by the Vice President for Mission at the request of the current Board chair. We have reported to the Board on the progress of this initiative at every Board meeting since February 2021. The [Board Diversity, Equity, and Inclusion Committee](#) provided advice on the content and presentation of the Dashboards and Additional Data. The [Board Community Life Committee](#) participated in a Co-Creating conversation and reviewed the Theory and Dashboards. Several Regents participated in the May 2022 DEI Symposium. The Board has stimulated, supported, affirmed, and elevated our work.

**President and President's Leadership Team (PLT).** Three of the ten members of the PLT have led the initiative. PLT members provided information to "populate" the Theory of Transformation, offered feedback on the development and implementation of the Co-Creating an Inclusive Community initiative, participated in their own Co-Creating conversation facilitated by our consultants, supported the engagement of key staff members in their divisions in specific aspects of the work (see below), and promoted the widespread engagement of the college's employees in the anti-racism training, the Co-Creating conversations, and the unit-level follow-up discussions.

**Council on Diversity, Equity, and Inclusion.** The Council has provided inspiration and guidance throughout the initiative, from the development of the Theory of Transformation, the Co-Creating initiative, and the Dashboards, to the preparations for the Symposium.

**Faculty and staff.** Our colleagues have been engaged in multiple ways throughout the initiative:

- 85% of faculty and staff participated in one of the January/February 2021 anti-racism training sessions.
- 90% participated in one of the Spring 2021 Co-Creating conversation groups.
- 37 colleagues trained and served as Co-Creating facilitators, representing nearly every academic and administrative division.
- Throughout the 2021-22 academic year, department chairs and heads of administrative units facilitated follow-up conversations at the unit level about findings from the Co-

Creating conversations in their units. Approximately 125 staff participated in the April 14 all-staff meeting focused on inclusion in the St. Olaf culture.

- Staff and faculty colleagues across the college provided expert assistance with numerous tasks, such as developing the websites for the anti-racism training, the Co-Creating initiative, and the Theory of Transformation (Marketing and Communications and Information Technology), building the DEI Dashboards and Additional Data sites (Institutional Effectiveness and Assessment), setting up anti-racism training and peer Co-Creating groups that tracked with the college's organizational chart (President's Office and Human Resources), and supervising the student researchers who contributed to the project (Sociology/Anthropology Department).
- More than 40 faculty and staff members provided a presentation, poster, workshop, or keynote address at the May 2022 DEI symposium.
- Perhaps most important, it is the ongoing and ever-expanding work of our faculty and staff (including the executive leadership) that is represented in the Action Domains in the Theory of Transformation.

**Students.** Student participation has been extensive as well.

- 75% of our students participated in one of the January/February 2021 anti-racism training sessions.
- Nearly one-quarter of our students participated in one of the Spring 2021 Co-Creating conversation groups, most organized by the students themselves.
- 14 students trained and served as facilitators of one of the Co-Creating conversation groups.
- Student researchers coded and summarized the [Co-Creating group reports](#), and other student researchers conducted the study of student work prompted by those results.
- 15 students provided a presentation or poster at the May 2022 DEI Symposium, and another 75 students performed as singers in the concluding concert.

**Alumni.** In addition to the alumni who serve as Regents of the college or as members of the Diversity, Equity, and Inclusion Council, alumni engagement in the initiative has included:

- Participation in a Co-Creating conversation by the college's [Alumni Board](#) in April 2021, facilitated by our external consultants (one of whom is an alumna as well).
- Four presentations by alumni at the May 2022 DEI Symposium.

## 7. Describe the most important points learned by those involved in the initiative.

In addition to the insights identified in Section 5, we learned that:

**Transparency requires more than telling.** Sharing data is the starting point for transparency, not the substance of it. We are only at the beginning of our efforts to share and act on the information we have now made available to our community and constituencies in this Quality Initiative (Section 9).

**Teamwork requires more than tasking.** Given the multifaceted nature and scope of this initiative, we needed to do far more than divide the labor. Shared vision and commitment were

essential in order to be able to, as the Higher Learning Commission advises, “take risks and aim high.”

**Transformation requires more than theorizing.** As promising as we believe the Theory of Transformation to be, it will serve its transformative purpose only if we share and use it in the ways we have described in this report.

## Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

### Human resources:

- *Countless hours of staff, faculty, and student time* in developing, implementing, and participating in each element of the initiative
- *Diverse and complementary areas of expertise* demonstrated by the Quality Initiative leadership team, our consultants, and all project participants, including the substance of diversity, equity, and inclusion in higher education, the nature of institutional change, and the effective analysis, reporting, and use of data.

### Financial resources:

<i>Item</i>	<i>Description</i>	<i>Amount*</i>
<i>Consultants</i>	Organizational development/DEI consultant fees	\$20,400
<i>Anti-racism training</i>	Washington Consulting Group contract**	\$259,000
<i>Tableau subscription</i>	Annual fee X 2 years	\$7,000
<i>DEI Symposium</i>	Food, entertainment, facilities charges	\$40,000
<i>2021-22 DEI professional development</i>	Sessions offered in response to the anti-racism training evaluations and the Spring 2021 Co-Creating conversations	\$15,000
<i>Other activities responding to Co-Creating group results</i>	See Section 3, Impact Area #4	\$5,000
<b>TOTAL</b>		<b>\$346,400</b>

*\*Some of these amounts are estimates; we will not complete our fiscal year budget reconciliation process until mid-June 2022.*

*\*\*This represents a per capita expense of less than \$90 per participant for real-time facilitated training.*

### Physical and technological resources:

- [Zoom](#) for all anti-racism training and Spring 2021 Co-Creating conversation sessions
- [Tableau](#) for the DEI Dashboards and Additional DEI Data
- [VoiceHive](#) event management platform for the DEI Symposium
- *College facilities* for hosting the multiple types of events in the DEI Symposium

## Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

**Continue to expand and refine our DEI Dashboards and Additional Data.** As noted earlier, we will add results from the USC NACCC surveys and the HEDS Diversity, Equity, and Campus Climate Survey of students, staff, and faculty as they become available. We also expect to include more top-level data about identities in addition to race/ethnicity and citizenship, such as religious/worldview identity, gender identity, and sexual orientation. We will develop protocols for keeping our posted data up to date without burdening staff.

**Develop regular practices for collaborative review of and response to our DEI data.** We know that it is not enough to share links or data reports with the college community on the DEI website or in our bimonthly DEI Updates, or even to put “DEI Data Review” on the agendas of key decision-making groups (as we are already doing). We need to engage our community in *making meaning from* and *acting on* the data we share. We plan to develop strategies for making data-informed reflection and collective action a normal part of the workflow within and across key groups with responsibility for guiding the college’s DEI work, including the Vice President for Equity and Inclusion, the DEI Council, the President’s Leadership Team, and the Board Diversity, Equity, and Inclusion Committee. We also plan to determine effective methods for the ongoing engagement of the wider campus community using the tools we have developed.

**Prepare additional targeted reports from the Spring 2021 Co-Creating conversations.** The unit-level reports that have been provided to supervisors and department heads to date have been based on the Co-Creating conversations that took place *within* their departments, divisions, or offices. This summer we aim to prepare unit-level reports based on themes that emerged from Co-Creating groups *outside* the units receiving the reports, to further inform each unit’s work to become more inclusive. As before, we will enlist student researchers in this effort.

**Host the next DEI symposium.** Our next Symposium is already scheduled for March 23, 2023. The DEI Office and the Symposium planning committee will be considering feedback and observations from both Symposium organizers and participants in developing plans for the next event. We will also continue the practice of making DEI leadership awards to students, faculty, and staff.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

We plan to disseminate all four elements of our initiative – the Theory of Transformation, the DEI Dashboards and Additional Data, the Co-Creating an Inclusive Community model, and the DEI Symposium. Each is readily adaptable to other institutional environments, and each is already freely available on the college website.

The DEI Data Framework guiding the Dashboards and Additional Data incorporates many data elements that other institutions already gather and report, such as retention and graduation rates, NSSE data, submissions to IPEDS, and climate survey results. We were recently notified that [Educause](#), a national leader in higher education and information technology, will be featuring St. Olaf’s DEI Dashboards as an exemplar initiative in its 2022 Data and Analytics Horizon Report, forthcoming this summer. Possibilities for additional dissemination are numerous: examples include the [Liberal Arts Diversity Officers](#) professional association, [Academic Impressions](#), the [National Institute for Learning Outcomes Assessment](#), the [Association for Institutional Research](#), the

[Association of American Colleges and Universities](#), the [Higher Education Data Sharing Consortium](#), the Liberal Arts Colleges Racial Equity Alliance hosted by the [USC Race and Equity Center](#), and of course, the Higher Learning Commission itself.

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<sup>1</sup> Michael Allison and Jude Kaye, *Strategic Planning for Nonprofit Organizations: A Practical Guide for Dynamic Times*, 3<sup>rd</sup> ed. NJ: John Wiley & Sons, 2015.



## Diversity, Equity and Inclusion Theory of Transformation

The St. Olaf Diversity, Equity, and Inclusion Theory of Transformation identifies and defines our DEI aspirations and the many ways we are working to realize them. We use the Theory to guide our DEI strategic planning, our analysis of student, faculty, and staff experiences, our actions to become more diverse, equitable, inclusive, and anti-racist, and our reporting back to the St. Olaf community.

### OVERVIEW

Below is a snapshot of the entire Theory. The top layer names our aspirations: we seek continued growth in our diversity, equity, inclusion, and anti-racism. The second layer describes the actions we take to realize these aspirations in the core experiences characterizing the everyday lives of our students, faculty, and staff. The third layer describes the capacity-building experiences we provide to strengthen our community’s knowledge, skills, and commitments in relation to our aspirations. The fourth layer describes the many types of systemic support required to fund, organize, evaluate, improve, and communicate our DEI work in both core and capacity-building experiences. Everything in each layer supports everything in the layers above it.

### THEORY OF TRANSFORMATION *Where We are Going and How We are Getting There*

<b>Aspirations</b>	<b>DIVERSITY</b>	<b>EQUITY</b>	<b>INCLUSION</b>	<b>ANTI-RACISM</b>
<b>Actions: Core Experiences</b>	<b>Curriculum and Pedagogy</b>	<b>Co-Curriculum</b>	<b>Residential Life and Workplace Environment</b>	<b>Mentoring and Student Support</b>
<b>Actions: Capacity-Building Experiences</b>	<b>Recruitment and Hiring/ Enrollment</b>	<b>Orientation and On-Boarding</b>	<b>Training, Professional Development, Scholarship, and Dissemination</b>	<b>Student and Employee Policies and Practices</b>
<b>Actions: Systemic Support</b>	<b>Financial Resources</b>	<b>Staffing and Organizational Structure</b>	<b>Planning and Assessment</b>	<b>Visual and Verbal Communication</b>

## ASPIRATIONS

### *Where We are Going*

St. Olaf aspires to be a diverse and vibrant community where everyone thrives and everyone belongs. Below are our shared goals for becoming a more diverse, equitable, inclusive, and anti-racist community.

#### DIVERSITY

***The diversity of St. Olaf students, faculty, and staff will reflect the diversity of the population of prospective students we seek to serve.***

St. Olaf seeks to serve prospective students around the country and around the world who reflect the diversity of their age group; who embrace diversity, equity, inclusion, and anti-racism; and who would benefit from and contribute to the education and community life St. Olaf offers. The college aims for the population of current St. Olaf students, faculty, and staff to increasingly resemble this population of prospective students.

We strive to enroll and graduate students with:

- **Diverse places of origin** from across the U.S. and around the world
- **Diverse racial/ethnic identities**, reflecting the growing percentage of the young adult population identifying as persons of color – black, indigenous, Latinx, Asian American/Pacific Islander, multi-ethnic, or other identity
- **Shared values**, with a common commitment to diversity, equity, and inclusion and to living and working in community

We also strive to recruit and retain faculty and staff whose diversity reflects the diversity of our students and of the hiring markets for the positions they hold, and who also value diversity, equity, inclusion, and community.

Additional details about our goals for increasing the diversity of our students, faculty, and staff are available in the [St. Olaf Strategic Plan](#). See the [St. Olaf Diversity, Equity, and Inclusion Dashboards](#) for data about our progress in achieving our diversity goals.

#### EQUITY

***Students, faculty, and staff of all identities will thrive through high-quality experiences and excellent outcomes.***

Examples of ***high-quality experiences*** include:

For **students** –

- High-impact academic practices (such as off-campus study, internships, learning communities, and mentored undergraduate research)
- Co-curricular engagement (such as student organizations, residence life, athletics, music ensembles, and programming offered by various college Centers)
- Engagement across differences in identity (such as racial/ethnic, religious, political viewpoints, gender, sexual orientation)

For **faculty and staff** –

- Professional development opportunities
- Engagement with one or more mentors
- Engagement across differences in identity (such as racial/ethnic, religious, political viewpoints, gender, sexual orientation)

Examples of *excellent outcomes* include:

For **students** -

- Retention/persistence
- Accomplishment of the [STOGoals](#) (St. Olaf’s institutional-level goals for student learning and development)
- Graduation
- “First-destination” outcomes (being employed, pursuing further education, or being engaged in full-time service within a year of graduation)

For **faculty and staff** –

- Retention
- Job satisfaction

Additional details about our goals for increasing equity in the experiences and outcomes of our students, faculty, and staff are available in the [St. Olaf Strategic Plan](#). See the [St. Olaf Diversity, Equity, and Inclusion Dashboards](#) for data about our progress in achieving our equity goals.

## **INCLUSION**

*Students, faculty, and staff of all identities will express a strong sense of belonging, connection, and agency in relation to the college.*

- **Belonging** is the extent to which an individual believes they are valued, respected, or appreciated by others in the community

- **Connection** is the extent to which an individual has positive feelings about, or a sense of affinity for, the community
- **Agency** is the extent to which an individual believes they can be themselves and/or make a difference in the community

See the [St. Olaf Diversity, Equity, and Inclusion Dashboards](#) for data about our progress in achieving our inclusion goals.

## ANTI-RACISM

*Students, faculty, and staff will demonstrate knowledge, values, and skills for identifying and dismantling racist structures, systems, and behaviors.*

“The opposite of *racist* isn’t ‘*not racist.*’ It is ‘*anti-racist.*’”

“The only way to undo racism is to consistently identify and describe it —and then dismantle it.”

Ibram X. Kendi, *How to Be an Anti-Racist*

A St. Olaf education aims to build capacity for systemic change. Students can develop knowledge, values, and skills for the work of anti-racism through their engagement with the St. Olaf curriculum, the co-curriculum, their own core commitments, and their communities. Faculty and staff can develop their capacities through professional development, personal practice, and collective action. The focus of this outcome is not only on what individuals come to know, understand and value with respect to racism and anti-racism, but on how they use what they have learned to transform institutions.

Additional details about the college’s work to develop individual and institutional capacity for anti-racism are available in the “Action Domains” section below.

## ACTION DOMAINS

### *How We are Getting There*

St. Olaf is working to advance diversity, equity, inclusion, and anti-racism in every aspect of life and work at the college. Some actions affect the everyday **core experiences** of students, faculty, and staff; some are **capacity-building experiences**; and some provide **systemic support** for doing the work. Below are lists of the key college-wide programs, policies, practices, and people in each Action Domain powering our efforts to become more diverse, equitable, inclusive, and anti-racist.

## **CORE EXPERIENCES**

*The domains of action that most directly affect the educational, residential, and work experiences of St. Olaf students, faculty, and staff*

### **Curriculum and Pedagogy**

*Key actions to advance diversity, equity, and inclusion in the St. Olaf curriculum and in teaching and learning experiences include:*

- OLE Core [Power and Race](#) requirement for all students
- Majors in [Race and Ethnic Studies](#), [Asian Studies](#), [Latin American Studies](#)
- Concentrations in [Race and Ethnic Studies](#), [Africa and the African Diaspora](#), [Asian Studies](#), [Latin American Studies](#)
- Equity and inclusion intended learning outcomes in multiple other [majors](#), [concentrations](#), [Conversations](#), and other academic programs
- Courses across the curriculum examining one or more aspects of diversity, equity, and inclusion
- [To Include is To Excel projects](#) advancing equitable and anti-racist teaching and learning

### **Co-Curriculum**

*Key actions to advance diversity, equity, and inclusion in co-curricular organizations, programming, and events include:*

- All programs and services in the [Taylor Center for Equity and Inclusion](#)
- DEI-infused mission, events and programming offered by other Centers and offices, such as the [Lutheran Center for Faith, Values, and Community](#), [College Ministry](#), the [Wellness Center](#), and the [Flaten Art Museum](#)
- [Student organizations](#) with equity and inclusion emphasis - approximately 20 each year
- The St. Olaf [Diversity, Equity, and Inclusion Symposium](#)
- Speakers throughout the academic year hosted by academic departments and staff offices addressing research and social issues related to diversity, equity, and inclusion
- Training, mentoring, funding, and sponsorship opportunities provided by the [Taylor Center Executive Council](#) to Diversity, Equity, and Inclusion Student Senators and leaders of student organizations with DEI purposes

## **Residential Life and Workplace Environment**

*Key actions to advance diversity, equity, and inclusion in the residential experience for students and the workplace experience for faculty and staff include:*

- The [Co-Creating an Inclusive Community](#) initiative
- Diversity, Equity, and Inclusion Leadership awards for students, faculty, and staff
- Faculty Social Justice Awards
- [Residence Life Inclusivity Advocates](#) student staff positions
- Honor Houses with a DEI focus, such as the Marlys Boone House, [Taylor Center Houses](#), and the Language houses
- Student initiatives, such as the pop-up barbershop and Black House
- BIPOC Faculty/Staff Affinity Group

## **Mentoring and Student Support**

*Key actions to advance diversity, equity, and inclusion through student, faculty, and staff mentoring and student support programs and services include:*

- [Heritage Scholar Ambassadors](#) providing peer mentoring for first-year students of color
- [Connect for Success](#) providing resources and professional and peer mentoring for first-generation first-year students
- [Student Support Services](#) providing resources and mentoring for low-income and/or first-generation students throughout their four years
- [Student Support Services for Students with Disabilities](#) program
- [McNair Scholars Program](#) providing mentoring and support for underrepresented students to prepare them for graduate school
- [Piper Center Identity-Specific Career Resources](#) providing coaching and information for underrepresented students in developing their career path

## **CAPACITY-BUILDING EXPERIENCES**

*The domains of action that create conditions for advancing diversity, equity, inclusion, and anti-racism in Core Experiences*

### **Recruitment and Hiring/Enrollment Practices**

*Key actions to advance diversity, equity, and inclusion through recruitment and enrollment of new students, and recruitment and hiring of new faculty and staff, include:*

- Frequent internal and external training of Admissions staff to support their efforts to recruit a diverse entering class
- Need-based financial support for low-income prospective students to visit campus
- Admissions Office virtual webinars for prospective students on applying for college and financial aid
- St. Olaf Writing Center student tutors assisting prospective students with their St. Olaf application essays
- Admissions Office partnerships with community-based organizations and scholarship programs serving BIPOC prospective students
- Training for faculty and staff search committees by the Vice President for Equity and Inclusion to increase recruitment and retention of BIPOC faculty and staff
- [Staff Handbook](#) equal opportunity and voluntary affirmative action employment policy (Section 150)
- Human Resources [policies](#) and [guides](#) for equity in the staff hiring process
- Provost and Dean of the College [policies and guides](#) for equity in the faculty hiring process
- Human Resources purchase of specific advertising to attract diverse candidates to open positions at the college
- Development of connections with departments, graduate student placement officers, and professional associations to establish relationships with graduate students and early career faculty of color
- Board of Regents commitment to diversity in Board membership

## **Orientation and On-Boarding**

*Key actions to advance diversity, equity, and inclusion through orientation and on-boarding of new students, faculty, and staff include:*

- [Common Read](#) program during New Student Orientation with reading selection focused on equity and inclusion
- [New Student Orientation](#) helping students “engage with people from a variety of backgrounds different than their own” and “make connections with people over shared interests and identities,” through:
  - Diversity, Inclusion, and Belonging unit in [New Student Orientation Online Summer Module](#)
  - Inclusion, Diversity, Equity, and Anti-Racism (IDEA) workshop for all new students hosted by the Taylor Center, addressing social identities, power and privilege, and social justice

- [Virtual affinity spaces](#) during the summer for incoming students from underrepresented groups, followed by affinity meal spaces for new students once they are on campus
- [Heritage Scholars](#) year-long orientation program for first-year students of color
- Identity-specific orientation and transition programming through [International Student Orientation](#), the [Student Support Services Summer Bridge](#) program, and the [Student Support Services for Students with Disabilities](#) program
- Diversity, equity, and inclusion themes woven throughout St. Olaf Orientation to Academics and Resources ([SOAR](#)), with SOAR peer mentors trained in DEI topics such as Mattering and Marginality, Building an Inclusive Community, and Universal Design.
- Diversity, equity, inclusion, and anti-racism themes in [New Faculty Orientation](#)

### **Training, Professional Development, Scholarship, and Dissemination**

*Key actions to advance diversity, equity, and inclusion through training and professional development, and in the scholarly and dissemination activities of faculty and staff, include:*

- Campus-wide [anti-racism training](#) in January-February 2021 with 3000 participants
- Equity and inclusion elements of [Summer New Student Orientation Online Module](#)
- Required online diversity, equity, and inclusion training for all new students overseen by the Director of Title IX and Equal Opportunity
- [Required Diversity, Equity, and Inclusion training](#) for all new employees
- Center for Innovation in the Liberal Arts resources for [inclusive teaching](#) and [anti-racist teaching](#)
- [Glossary](#) and [anti-racism resources](#) on the Diversity, Equity and Inclusion website
- Institutional Effectiveness and Assessment recommendations on practicing [equity in assessment](#)
- Faculty publications and presentations focused on diversity, equity, and inclusion in scholarly research and teaching and learning
- Staff publications and presentations focused on diversity, equity, and inclusion in professional practice

### **Student and Employee Policies and Practices**

*Key actions to advance diversity, equity, and inclusion through policies and practices affecting current students and employees include:*

- [Campus-wide anti-discrimination/harassment policy](#)
- [Bias reporting and response](#)
- [Community concern reporting](#)

- [Campus Conduct Hotline](#)
- [Student Code of Conduct](#) that prohibits identity-based discrimination/ harassment
- [Staff Code of Conduct](#) that prohibits identity-based discrimination/harassment, prohibits retaliation, and articulates the value of embracing diversity and practicing inclusion (Sections 210, 230, 270)
- [Faculty Code of Conduct](#) that prohibits identity-based discrimination/harassment and retaliation

## **SYSTEMIC SUPPORT**

*The domains of action providing the resources and infrastructure that power both Core and Capacity-Building Experiences*

### **Financial Resources**

*Key actions to provide financial support for diversity, equity, and inclusion include:*

#### **Securing resources:**

- *Allocating existing college resources* – Through the annual budgeting process, the college allocates millions of dollars each year to support the college’s DEI efforts
- *Securing new resources through fundraising* – Since 2006, the college has raised more than \$13 million in DEI-designated gifts and pledges from alumni and friends of the college, supporting more than 85 different funds for student scholarships, teaching and learning, student support services, and co-curricular programming
- *Securing new resources through grant funding* – Since 2006, the college has secured more than \$12.5 million in grant funding from government, corporate, and non-profit organizations to advance diversity, equity, and inclusion in teaching and learning, student services, and scholarly research

#### **Using resources:**

St. Olaf uses funds from budgeting, fundraising, and grant-seeking to advance diversity, equity, and inclusion in a wide variety of ways. Examples include:

- [Meeting the full demonstrated financial need of every student](#) through grants, loans, and student employment awards funded by the college’s financial aid budget
- *Supporting the people, programs, policies, and practices* described in all the other Action Domains through the annual budgeting process, such as designated DEI staff positions; strategies to recruit and retain diverse students, faculty, and staff; curriculum content; and DEI data reporting
- *Enabling equitable student participation in high-impact experiences* through resources such as:

- The [Johnson Family Opportunity Fund](#) providing financial support for career-enhancing experiences in the Piper Center
- An endowment enabling students to [participate in the Global Semester](#) for the same cost as studying on campus
- Other [St. Olaf scholarships](#) supporting off-campus study
- An endowment enabling students to [participate in international music tours](#) without incurring additional cost
- *Supporting the student experience for underrepresented students through resources such as:*
  - The [George Floyd Fellowship for Social Change](#) supporting black American students
  - A variety of endowments supporting the Taylor Center for Equity and Inclusion, such as the [Glenn and Myretta Taylor endowment](#) and the [Etnyre and Lonesome-Etnyre endowments](#)
  - The Piper Center/Taylor Center/CAAS [Pre-Med/Pre-Law Scholars Opportunity](#) program
  - The Ronald E. Hunter Endowment providing [scholarships](#) for student members of the Cultural Union for Black Expression (CUBE)
  - Donor gifts supporting the [St. Olaf Emergency Fund](#) and the [St. Olaf Grab and Go](#) program
- *Enhancing diversity, equity, and inclusion in teaching, learning, student support, and scholarly and creative activity through resources such as:*
  - A four-year, \$800,000 grant from the Andrew W. Mellon Foundation supporting [To Include is To Excel](#), an initiative fostering equity and anti-racism in curriculum and pedagogy that engaged more than 4,300 students and almost half of all St. Olaf faculty members teaching during the grant period
  - A \$1.31 million grant from the U.S. Department of Education that enabled the college to launch the TRIO Student Support Services for Students with Disabilities ([SSSD](#)) program
  - A \$1.33 million grant from the U.S. Department of Education supporting the college's TRIO Student Support Services ([SSS](#)) program
  - A [\\$996,000 grant from the National Science Foundation](#) to support mentorship and research experiences for low-income, academically talented first-year students pursuing majors in biology or chemistry
  - Numerous professional development grants to individual faculty and staff of all identities supporting research, publications, and artistic works focused on diversity, equity, and inclusion

- Numerous professional development grants to individual BIPOC faculty and staff supporting their research, publications, and artistic works, increasing their representation in their professional fields

## **Staffing and Organizational Structure**

*Key actions to support diversity, equity, and inclusion through dedicated staff positions and organizational structures include:*

### **Staff positions with a DEI focus:**

- Vice President for Equity and Inclusion and Equity and Inclusion Administrative Assistant
- Taylor Center Director and other Taylor Center staff
- Associate Dean of Admissions and Director of Multicultural Recruitment
- Director of Title IX and Equal Opportunity
- Director of Student Support Services and other SSS staff
- Director of Student Support Services for Students with Disabilities and other SSSD staff
- Human Resources Employee Engagement and Experience Specialist
- Assistant Director of Academic Support - SOAR, Tutoring, and Student Success

### **Organizational structures with a DEI focus:**

- [Council on Diversity, Equity, and Inclusion](#)
- [Board of Regents Diversity, Equity, and Inclusion Committee](#)
- [Glenn and Myretta Taylor Center for Equity and Inclusion](#)
- [Bias Response Team](#)
- [Title IX Core Team](#)
- Academic Diversity, Equity, and Inclusion Task Force

## **Planning and Assessment**

*Key actions to support diversity, equity, and inclusion through planning, data-gathering, analysis, and assessment include:*

### **Planning:**

- The [St. Olaf mission statement](#), foundational to all college plans, lifts up “inclusive, globally engaged community” as a core value

- Development and monitoring of diversity, equity, and inclusion goals in the [St. Olaf Strategic Plan](#)
- Development and monitoring of college-wide [Plan for Equity and Inclusion](#) by the Council on Diversity, Equity, and Inclusion
- Development and monitoring of diversity, equity, and inclusion goals in annual [College-Wide Goals](#) for the academic year

#### **Data, analysis, and assessment:**

- [Diversity, Equity, and Inclusion Dashboards](#) and [Additional DEI Data](#)
- Institutional Effectiveness & Assessment interactive [Enrollment](#) and [Faculty/Staff](#) dashboards
- Annual [Strategic Plan Outcomes Report](#)
- Annual administration of [National Assessment of Collegiate Campus Climates](#) – to students in Year 1, to staff in Year 2, and to faculty in Year 3
- Institutional Effectiveness and Assessment practice of disaggregating and reporting survey outcomes by demographic group to identify disparities
- Faculty [assessment](#) of DEI intended learning outcomes in the [OLE Core](#) and [majors, concentrations, Conversations, and other academic programs](#)
- External review of Public Safety in Fall 2020 focusing on issues of belonging and engagement
- Consultant study of the experiences of early career BIPOC faculty – October 2020
- Consultant study of the experiences of BIPOC staff – March 2021
- Consultant review of faculty reviews – March 2021

#### **Visual and Verbal Communication**

*Key actions to support diversity, equity, and inclusion through the visual environment and verbal communication on campus include:*

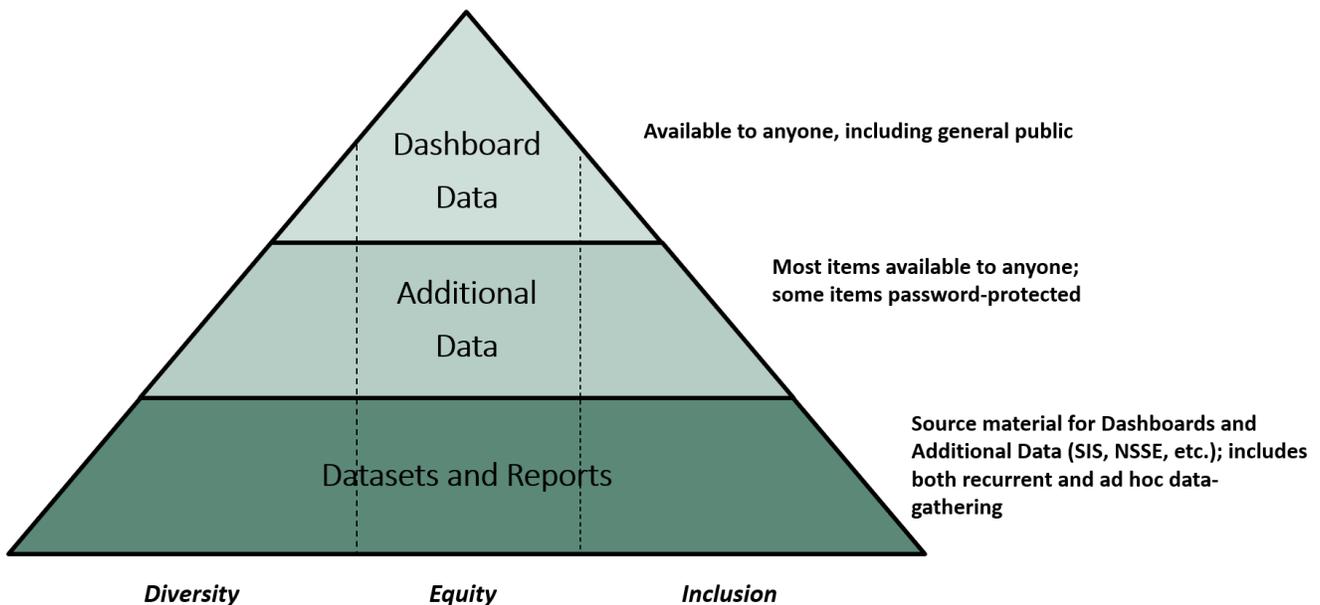
- [Diversity, Equity, and Inclusion website](#)
- Biweekly [Diversity, Equity and Inclusion Updates](#) emailed and then posted
- Annual [Strategic Plan Outcomes Report](#), including DEI outcomes
- Marketing and Communications external audit of entire college website through a diversity, equity, and inclusion lens, resulting in [DEI guidelines for St. Olaf web content](#)
- Link to provide [online feedback](#) to the Council on Equity and Inclusion



## Diversity, Equity, and Inclusion Data Framework May 2022

This document identifies key data elements for tracking the college’s progress in becoming a more diverse, equitable, and inclusive community. The selection of the data elements is guided by the St. Olaf College Diversity, Equity, and Inclusion [Theory of Transformation](#), which identifies and defines the college’s DEI aspirations (intended outcomes) and the key “action domains” in the college’s work to realize them. It includes a variety of benchmarks recommended by the Board of Regents Diversity, Equity, and Inclusion Committee in its February 2022 report to the Board, and the college’s [Strategic Plan](#) as revised in October 2020 to foreground diversity, equity, and inclusion. It is undergirded by the college’s [utilization-focused approach](#) to evaluation and assessment, which grounds all data reporting in the presumption that data will be acted on to sustain what is working and improve what is not. The goal of this framework is to foster transparency, build community, inspire informed action, and ensure accountability.

### *Framework overview*



The framework makes diversity, equity, and inclusion data of various kinds available in various ways to various audiences. Here is a brief description of each “layer” of DEI data in the framework.

- **DEI Dashboards** – We have developed three separate dashboards – one for diversity, one for equity, and one for inclusion, all accessible as a top-level menu item on the [Diversity, Equity, and Inclusion website](#). The Dashboards provide foundational, easy-to-understand indicators for each of these outcomes, with the broadest audience. Those audiences include: (1) anyone in the St. Olaf community – students, faculty, staff, Regents, and alumni; (2) members of the [President’s Leadership Team](#), the St. Olaf [Council on Diversity, Equity and Inclusion](#), and the [Board of Regents Diversity, Equity and Inclusion Committee](#), all of whom will review the dashboards regularly; and (3) any interested member of the college’s larger constituencies – prospective students and their families, grant-making agencies, accreditors, colleagues at other institutions interested in our DEI work, and members of the general public. The purpose of the Dashboards is to provide a common set of indicators for the college’s current status and ongoing progress in diversity, equity, and inclusion. The Dashboards are intended to demonstrate transparency and to promote a common understanding of where we are as a community, where we have been, and where we are going with respect to DEI, with everyone able to reference the same data. Together with the [Theory of Transformation](#), the Dashboards are also intended to promote a shared understanding of what we aim to achieve in our efforts to advance diversity, equity, and inclusion. A variety of factors informed the selection of the Dashboard elements, including face validity in relation to the outcomes they are intended to measure; the ready availability and reliability of the data; the likelihood that we will continue to collect the data so we can assess progress over time; and the ability to compare our outcomes with those of peer institutions.
- **Additional DEI Data** – These additional indicators provide a larger, more nuanced picture of the college’s DEI status and progress, and include more context, such as comparisons with other institutions for some items. As with the Dashboards, we have created one page for [additional diversity data](#), one for [additional equity data](#), and one for [additional inclusion data](#). Some of these measures are in the St. Olaf [Strategic Plan](#); others were independently identified by the Board DEI Committee; and still others were developed by the HLC Quality Initiative Team in close consultation with colleagues in [Institutional Effectiveness and Assessment](#). The same factors characterizing the Dashboard elements – face validity, data availability and reliability, data continuity, and comparability – also characterize this second tier of data. Like the Dashboards, the Additional DEI Data will be reviewed by the President’s Leadership Team, the Council on Diversity, Equity and Inclusion, and the Board DEI Committee. Different elements of the additional metrics will also be useful to other audiences at the college, such as Academic Leadership, the Student Life Division, the Student Life Committee, the Faculty Life Committee, and various student groups.
- **Datasets and Reports** – These are the sources of information about diversity, equity, and inclusion at St. Olaf from which both the DEI Dashboards and the Additional DEI Data are derived. Some datasets are generated by ongoing data collection (e.g., in the college’s Student Information System [SIS] and Faculty Information System [FIS] while others are generated by ad hoc efforts (e.g., the

administration of the [HEDS COVID-19 Institutional Response surveys](#) in Spring 2020). Some reports are based on types or sources of data (NSSE, First Destination, NACCC), while others are focused on specific DEI issues or topics. Audiences for DEI data and reports will vary. Many will be reviewed by the Council on Diversity, Equity, and Inclusion; some might be suited to specific Board committees, such as the DEI Committee, Community Life, and Academic Affairs; and some will be reviewed by specific units or leadership groups of the college, such as PLT, Student Life, or Academic Leadership. Examples include:

- Bias Response Updates to the Board of Regents Audit Committee
- NSSE data disaggregated by demographic group
- Complete findings from the LACRELA National Assessment of Collegiate Campus Climates student, staff, and faculty surveys
- DEI-related findings from one-time surveys such as the Gallup Employee Engagement Survey or the HEDS COVID Response surveys

### ***Data sources***

The Dashboards and Additional Data draw upon the following sources of data, with the specific data source referenced in the description of each item.<sup>1</sup>

- **IPEDS** – Information reported by IE&A to the federal *Integrated Postsecondary Education Data System*
- **SIS** – St. Olaf College *Student Information System* maintained by the College Registrar
- **FIS** – St. Olaf College *Faculty Information System* maintained by the Provost
- **Infor Lawson** – St. Olaf College human capital management system maintained by Human Resources and the Business Office
- **NSSE** – [National Survey of Student Engagement](#), administered at St. Olaf to first-years and seniors every three years during the spring semester; the most recent administration was in Spring 2021
- **LGQ** – The [St. Olaf Learning Goals Questionnaire](#), focused on St. Olaf’s college-wide institutional-level goals for student learning ([STOGoals](#)), administered every three years to incoming first-years, spring-semester first-years, and seniors; the most recent administration was in Spring 2022
- **FD** – The [First Destination Survey](#), administered to graduating seniors in the spring of each year, with follow-up information gathered the following fall
- **NACCC** – The new [National Assessment of Collegiate Campus Climates](#), developed and administered by the [USC Center for Race and Equity](#) for institutional participants in the Liberal Arts College Leadership Alliance for Racial Equity (LACRELA) on a three-year cycle (students in Year 1, staff in Year 2, faculty in Year 3)

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<sup>1</sup> The Framework does not yet include the [HEDS Diversity and Equity Campus Climate Survey](#) of all faculty, staff, and students; we will administer that survey in Spring 2024 and integrate relevant items into the Framework then.

## ***DEI Dashboards and Additional DEI Data by aspiration***

Below is a description of the contents of the Dashboards and Additional Data organized by the college's DEI aspirations (intended outcomes) as specified in the college's DEI Theory of Transformation. Items that were identified in the **Board DEI Committee's Accountability Benchmarks** are indicated in **red font and denoted with (AB)**. Items that are in the college's **Strategic Plan** are indicated in **blue font and denoted with (SP)**. **Items to be added when the data become available are indicated in green font and denoted with (TBD)**.

**Note:** *The "demographic groups" referenced in these metrics consist of domestic White, non-Hispanic persons; domestic persons of color; and international persons. We anticipate expanding the types of identities incorporated in our data as we continue to gather data.*

### **Diversity**

**Aspiration:** **The diversity of St. Olaf students, faculty, and staff will reflect the diversity of the population of prospective students we seek to serve.**

St. Olaf seeks to serve prospective students around the country and around the world who reflect the diversity of their age group; who embrace diversity, equity, inclusion, and anti-racism; and who would benefit from and contribute to the education and community life St. Olaf offers. The college aims for the population of current St. Olaf students, faculty, and staff to increasingly resemble this population of prospective students.

We strive to enroll and graduate students with:

- **Diverse places of origin** from across the U.S. and around the world
- **Diverse racial/ethnic identities**, reflecting the growing percentage of the young adult population identifying as persons of color – black, indigenous, Latinx, Asian American/Pacific Islander, multi-ethnic, or other identity
- **Shared values**, with a common commitment to diversity, equity, and inclusion and to living and working in community

We also strive to recruit and retain faculty and staff whose diversity reflects the diversity of our students and of the hiring markets for the positions they hold, and who also value diversity, equity, inclusion, and community.

### **Student data:**

#### **Diversity Dashboard**

- **All students by demographic group, current year** - All currently enrolled full-time degree-seeking students, by demographic group [SIS]

- **Percentage of domestic students of color and international students, 5-year trend**
  - Among all students [SIS]
  - Among first-year students (also in Strategic Plan) [SIS]
- **Percentage of students of color in St. Olaf first-year class compared to median percentage in strategic comparison group institutions (SP) [IPEDS]**

#### **Additional Diversity Data**

- **First-year students of color and international students by individual racial/ethnic/citizenship group**, as a percentage of all first-year students, 10-year trend (in current IE&A interactive [enrollment dashboards](#)) [SIS]
- **Students who identify with each race and/or ethnic category**, as a percentage of all students (students who identify with more than one group, including international students, are “counted” in each of the groups with which they identify), 10-year trend [SIS]

#### **Faculty and staff data:**

#### **Diversity Dashboard**

- **All employees by demographic group, current year (AB)** – All faculty and staff, by demographic group [Lawson]
- **Domestic faculty of color and international faculty (AB)** – as % of all instructional faculty, five-year trend [Lawson]
- **Domestic faculty of color as % of new tenure-track appointments**, rolling three-year average [FIS] (SP)
- **Domestic administration/staff of color (AB)** – as % of all administration/staff, five-year trend [Lawson]

#### **Additional Diversity Data**

- **Domestic faculty of color (AB)** –
  - As % of tenure-track assistant professors [FIS]
  - As % of tenured associate and full professors [FIS]
- **Domestic administration/staff of color (AB) (SP)**
  - As % of all administration/staff [Lawson]
  - As % of new administration/staff [Lawson]
  - Compared to percentage of domestic persons of color in the college’s hiring markets

- **Percentage of PLT members who are administrators of color (AB)** [Lawson]

## Equity

***Aspiration:* Students, faculty, and staff of all identities will thrive through high-quality experiences and excellent outcomes**

Examples of ***high-quality experiences*** include:

For **students** –

- High-impact academic practices (such as off-campus study, internships, learning communities, and mentored undergraduate research)
- Co-curricular engagement (such as student organizations, residence life, athletics, music ensembles, and programming offered by various college Centers)
- Engagement across differences in identity (such as racial/ethnic, religious, political viewpoints, gender, sexual orientation)

For **faculty and staff** –

- Professional development opportunities
- Engagement with one or more mentors
- Engagement across differences in identity (such as racial/ethnic, religious, political viewpoints, gender, sexual orientation)

Examples of ***excellent outcomes*** include:

For **students** -

- Retention/persistence
- Accomplishment of the [STOGGoals](#) (St. Olaf's institutional-level goals for student learning and development)
- Graduation
- “First-destination” outcomes (being employed, pursuing further education, or being engaged in full-time service within a year of graduation)

For **faculty and staff** –

- Retention
- Job satisfaction

**Student data:**

### **Equity Dashboard**

- **First-year retention rates (AB) (SP)** [SIS]
  - All first-year students by demographic group, current year
  - First-year domestic students of color and international students, five-year trend

- **Participation in high-impact academic practices (AB) (SP)** [SIS, CURI data]
  - % participating in at least one HIP (off-campus study, mentored research, or learning community) prior to graduation, most recent graduating class, by demographic group
  - % domestic students of color and international students participating in different HIPs prior to graduation, five-year trend
- **Participation in co-curricular activities (SP)** [SIS, Student Activities data]
  - % participating in at least one signature activity (music ensembles, varsity athletics, or Student Activities leadership) during the academic year, most recent year, by demographic group
  - % domestic students of color and international students participating in different signature activities during the academic year, three-year trend<sup>2</sup>
- **Contribution of the college to key academic abilities**
  - % graduating seniors who say St. Olaf contributed “very much” or “quite a bit” to their critical thinking abilities [NSSE Item 18c], most recent administration, by demographic group
  - % graduating seniors who say St. Olaf contributed “very much” or “quite a bit” to their writing abilities [NSSE Item 18c], most recent administration, by demographic group
- **Four-year graduation rates (AB) (SP)** [SIS]
  - % of students in the cohort that entered in the fall semester five years prior to the current year and graduated within four years, by demographic group
  - % of domestic students of color and international students who graduated within four years, five-year trend
- **Post-graduation outcomes (AB) (SP) [FD]**
  - % of most recent graduating class who were working, pursuing further education, or engaged in full-time service within the first six months of graduation, by demographic group
  - % of domestic alumni of color and international alumni who were working, pursuing further education, or engaged in full-time service within the first six months of graduation – five-year trend

### **Additional Equity Data**

- **Contribution of the college to the [Self-Development](#) STOGal**
  - % of seniors who say they often or very often “examined the strengths and weaknesses of their own views on a topic or issue” [NSSE Item 2d], “tried to better understand someone else’s views by imagining how an issue looks from

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<sup>2</sup> The software used to track engagement in Student Activities leadership roles has only been in use at the college for the past three years; once we have sufficient data, we will track this indicator over a five-year period as with other indicators.

- their perspective” [NSSE Item 2e], and “learned something that changed the way they understand an issue or concept” [NSSE Item 2f], by demographic group
- % of seniors who say St. Olaf contributed “very much” or “quite a bit” to their skills for personal self-development [LGQ Item 1], by demographic group
  - **Contribution of the college to the [Vocational Discernment](#) STOGal**
    - % of seniors who say they often or very often “talked about career plans with a faculty member” [NSSE Item 3a]
    - % of seniors who indicate that St. Olaf contributed “very much” or “quite a bit” to their acquisition of “job- or work-related knowledge and skills” [NSSE 18e] and their ability to “develop or clarify a personal code of values and ethics,” [NSSE Item 18g]
    - % of seniors who say St. Olaf contributed “very much” or “quite a bit” to their skills for discerning and pursuing their life’s purpose [LGQ Item 8], by demographic group
  - **Contribution of the college to the [Critical Thinking](#) STOGal**
    - % of seniors who indicate that St. Olaf contributed “very much” or “quite a bit” to their ability to “think critically and analytically” [NSSE Item 18c] and to “analyze numerical and statistical information” [NSSE Item 18d], averaged across both items, most recent administration, by demographic group
    - % of seniors who say their coursework emphasized “quite a bit” or “very much” “applying facts, theories, or methods to practical problems or new situations” [NSSE Item 4b], “analyzing an idea, experience, or line of reasoning in depth by examining its parts” [NSSE Item 4c], “evaluating a point of view, decision, or information source” [NSSE Item 4d], and “forming a new idea or understanding from various pieces of information” [NSSE Item 4e]
    - % of seniors who say St. Olaf contributed “very much” or “quite a bit” to their skills for critical thinking and inquiry [LGQ Item 4], by demographic group
  - **Contribution of the college to the [Communication and Collaboration](#) STOGal**
    - % of seniors who indicate that St. Olaf contributed “very much” or “quite a bit” to their ability to “write clearly and effectively,” [NSSE Item 18a], “speak clearly and effectively,” [NSSE Item 18b], and “work effectively with others” [NSSE Item 18f], averaged across all items, most recent administration, by demographic group
    - % of seniors who say St. Olaf contributed “very much” or “quite a bit” to their skills for effective communication and collaboration [LGQ Item 5], by demographic group
  - **Contribution of the college to the [Integration and Application](#) STOGal**
    - % of seniors who say they often or very often “combined ideas from different courses when completing assignments” [NSSE Item 2a], “connected their learning to societal problems or issues” [NSSE Item 2b], and “included diverse perspectives in course discussions or assignments” [NSSE Item 2c]

- % of seniors who say St. Olaf contributed “very much” or “quite a bit” to their skills for connecting and applying their learning [LGQ Item 6], by demographic group
- **Contribution of the college to the [Broad Knowledge](#) STOGGoal**
  - % of seniors who say St. Olaf contributed “very much” or “quite a bit” to their broad knowledge of human cultures and the natural world [LGQ Item 2], by demographic group
- **Contribution of the college to the [Specialized Knowledge](#) STOGGoal**
  - % of seniors who say St. Olaf contributed “very much” or “quite a bit” to their development of specialized knowledge of a particular subject, field, or topic [LGQ Item 3], by demographic group
- **Contribution of the college to the [Responsible Engagement](#) STOGGoal**
  - % of seniors who indicate that St. Olaf contributed “very much” or “quite a bit” to their ability to “understand people of other backgrounds,” [NSSE Item 18h], “solve complex real-world problems,” [NSSE Item 18i], and “be an informed and active citizen” [NSSE Item 18j], averaged across all items, most recent administration, by demographic group
  - % of seniors who say St. Olaf contributed “very much” or “quite a bit” to their skills for responsible interpersonal, civic, and global engagement [LGQ Item 7], by demographic group
- **[Advising experience](#) (SP)**
  - [First-year and senior student perceptions of quality of interactions with academic advisors \[NSSE Item 13b\], most recent administration, for all students, domestic students of color, and international students \(SP\)](#)
- **[Engagement across difference](#)**
  - [First-year and senior NSSE “Discussions with Diverse Others” Engagement Indicator compared to peer institutions, last three administrations, for all students and by demographic group \(SP\)](#)
  - [Engagement across difference items to be determined from NACCC student survey, all students and by demographic group \[potential items include 30, 31, 31-1, 32, 33, 33-1, 34, 35, 36, 37, 41a, 42a, 45\] \(TBD\)](#)
- **[Perceived quality of overall educational experience at St. Olaf](#)**
  - % first-year and senior student “Good” or “Excellent” responses to “How would you evaluate your entire educational experience at this institution?” [NSSE Item 19], most recent administration, by demographic group

**Faculty data:****Equity Dashboard Data**

- **Items to be determined from NACCC faculty survey**, scheduled for administration in Spring 2023 (AB)

**Additional Equity Data**

- **Faculty opportunities to thrive:**
  - If available, responses to “thriving” items from NACCC faculty survey, all faculty and by demographic group (TBD)
- **Faculty retention and promotion**
  - % tenured or tenure-track faculty<sup>3</sup> who leave the college, rolling three-year average, by demographic group (AB)
  - % of candidates for tenure who are tenured, rolling three-year average, by demographic group (AB)
  - % of candidates for promotion to Professor who are promoted, rolling three-year average, by demographic group (AB)
- **Engagement across difference**
  - If available, “engagement across difference” items from NACCC faculty survey, all faculty and by demographic group (TBD)
- **Faculty job satisfaction:**
  - % who are satisfied or very satisfied with their overall job at St. Olaf, by demographic subgroup (domestic white, domestic of color, international, race/ethnicity unknown) [HERI Item 22]
  - % who would “definitely” or “probably” still come to St. Olaf if given a choice, by demographic subgroup (domestic white, domestic of color, international, race/ethnicity unknown) [HERI Item 42]
  - If available, “job satisfaction” items from NACCC faculty survey, all faculty and by demographic group (TBD)

**Staff data:****Equity Dashboard Data**

- **Items to be determined from the NACCC staff survey**, administered in Spring 2022 (AB)

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<sup>3</sup> Because the appointments of non-tenured/tenure-track faculty are by definition time-limited, this metric would be limited to tenured and tenure-track faculty.

### Additional Equity Data

- **Staff opportunities to thrive:**
  - If available, “thriving” items from NACCC staff survey, all staff and by demographic group (TBD)
- **Staff retention**
  - % staff who leave the college, annually, by demographic group (AB)  
*Note: need to work with HR to classify and count staff appropriately, possibly with comparative data from CUPA-HR*
- **Engagement across difference**
  - If available, “engagement across difference” items from NACCC staff survey, all staff and by demographic group (TBD)
- **Staff job satisfaction:**
  - If available, “job satisfaction” items from NACCC staff survey, all staff and by demographic group (TBD)

## Inclusion

**Goal:** Students, faculty, and staff of all identities will express a strong sense of belonging, connection, and agency in relation to the college.

- **Belonging** is the extent to which an individual believes they are valued, respected, or appreciated by others in the community
- **Connection** is the extent to which an individual has positive feelings about, or a sense of affinity for, the community
- **Agency** is the extent to which an individual believes they can be themselves and/or make a difference in the community

### Student data:

#### Inclusion Dashboard Data

- **Sense of belonging**
  - % of first-year and senior students who agree that they “feel valued by this institution” [NSSE Item 15b], by demographic group
- **Sense of connection**
  - % of first-year and senior students who agree that they “feel like part of the community at this institution” [NSSE Item 15c], by demographic group
  - % of all students who feel “moderately” or “extremely included” at St. Olaf [NACCC Item 43a] (AB)

- **Sense of agency**
  - % of first-year and senior students who agree that they “feel comfortable being myself at this institution” [NSSE Item15a], by demographic group

### **Additional Inclusion Data**

- **Sense of belonging**
  - First-year and senior student outcomes on NSSE Supportive Environment Engagement Indicator, most recent administration, by demographic group
  - % of all students who agree or strongly agree that they feel they matter in dorms/residence halls [NACCC Item 23c] (TBD)
  - % of all students who agree or strongly agree that they feel they matter in classes taught by professors in their major(s) [NACCC Item 25c] (TBD)
  - % of all students who agree or strongly agree that they feel they matter in social events (parties or just hanging out) [NACCC Item 27d] (TBD)
  - Year-to-date Bias Reports with students as the targeted parties (AB)
- **Sense of connection**
  - First-year and senior student outcomes on NSSE Quality of Interactions Engagement Indicator, most recent administration, by demographic group
  - % first-year and senior “probably yes” or “definitely yes” responses to “If you could start over again, would you go to the same institution you are now attending?” [NSSE Item 20], most recent administration, by demographic group

### **Faculty:**

### **Inclusion Dashboard Data**

- **Items to be determined from the NACCC faculty survey, scheduled for administration in Spring 2023 (AB)**

### **Additional Inclusion Data**

- **Sense of belonging**
  - If available, “sense of belonging” items from NACCC faculty survey, all faculty and by demographic group (TBD)
  - % of faculty who “strongly” or “somewhat” agree their research is valued by faculty in their department, by demographic subgroup (domestic white, domestic of color, international, race/ethnicity unknown) [HERI 30.a.]
  - % of faculty who “strongly” or “somewhat” agree their teaching is valued by faculty in their department, by demographic subgroup (domestic white, domestic of color, international, race/ethnicity unknown) [HERI 30.b.]
  - % of faculty who “strongly” or “somewhat” agree their service is valued by faculty in their department, by demographic subgroup (domestic white, domestic of color, international, race/ethnicity unknown) [HERI 30.c.]
  - Year-to-date Bias Reports with faculty as the targeted parties

- **Sense of connection:**
  - If available, “sense of connection” items from NACCC faculty survey, all faculty and by demographic group (TBD)
- **Sense of agency:**
  - If available, “sense of agency” items from NACCC faculty survey, all faculty and by demographic group (TBD)

**Staff:**

**Inclusion Dashboard Data**

- **Items to be determined from the NACCC staff survey, administered in Spring 2022 (AB)**

**Additional Inclusion Data**

- **Sense of belonging**
  - If available, “sense of belonging” items from NACCC staff survey, all staff and by demographic group (TBD)
  - Year-to-date Bias Reports with staff as the targeted parties (AB)
- **Sense of connection:**
  - If available, “sense of connection” items from NACCC staff survey, all staff and by demographic group (TBD)
- **Sense of agency:**
  - If available, “sense of agency” items from NACCC staff survey, all staff and by demographic group (TBD)


**ST. OLAF | DIVERSITY, EQUITY, AND INCLUSION**

Friday, May 6

EVENT	START	END	TITLE / DESCRIPTION	LOCATION
Registration	12:30 PM	1:30 PM		<i>Tomson Hall, Alumni Auditorium</i>
Poster Session	12:30 PM	4:45 PM		<i>Tomson Hall Atrium</i>
Keynote Speaker	1:30 PM	2:45 PM	To Repair: The Breakdown of the Musical Score	<i>Tomson Hall Alumni Auditorium</i>
Break	2:45 PM	3:00 PM		
Presentation Session 1	3:00 PM	3:50 PM	<ul style="list-style-type: none"> <li>• Creating Spaces for Hmong Students at St. Olaf: Yesterday, Today and Tomorrow</li> <li>• Indigenous People at St. Olaf: Past, Present, and Future</li> </ul>	<i>Tomson Hall 210</i>
Presentation Session 1	3:00 PM	3:50 PM	Creating a Life-long Commitment to DE&I in teaching music and art	<i>Buntrock Commons 142 Undset Room</i>
Presentation Session 1	3:00 PM	3:50 PM	Dissecting Male Privilege within BIPOC Spaces	<i>Tomson Hall 108</i>
Presentation Session 1	3:00 PM	3:50 PM	<ul style="list-style-type: none"> <li>• Creating Spaces for Hmong Students at St. Olaf: Yesterday, Today and Tomorrow</li> <li>• Indigenous People at St. Olaf: Past, Present, and Future</li> </ul>	<i>Tomson Hall 112</i>
Presentation Session 1	3:00 PM	3:50 PM	Interconnectedness in Javanese Gamelan Music	<i>Center for Art and Dance 318</i>
Presentation Session 1	3:00 PM	3:50 PM	<ul style="list-style-type: none"> <li>• Religious Diversity, Equity and Inclusion and St. Olaf College</li> <li>• Honoring Diversity of the Jewish Faith</li> </ul>	<i>Buntrock Commons 143 Munch Room</i>
Presentation Session 1	3:00 PM	3:50 PM	<ul style="list-style-type: none"> <li>• The 2020 Pledge to Vote Drive: Equitable Contact and Equitable Participation</li> <li>• Comparing Low-Income &amp; International Experiences in Southern Africa &amp; the USA</li> </ul>	<i>Buntrock Commons 144 Grieg Room</i>
Presentation Session 1	3:00 PM	3:50 PM	<ul style="list-style-type: none"> <li>• The 2020 Stories Project: Helping to Create a More Inclusive Archives</li> <li>• Fostering Transparency, Building Community, Inspiring Action, and Ensuring Accountability</li> </ul>	<i>Tomson Hall 114</i>
Break	3:50 PM	4:00 PM		
Presentation Session 2	4:00 PM	4:50 PM	<ul style="list-style-type: none"> <li>• Creating Inclusive Classroom Communities</li> <li>• Flippin' physics: how we stopped worrying about course coverage and learned to love community and quizzes</li> </ul>	<i>Tomson Hall 210</i>
Presentation Session 2	4:00 PM	4:50 PM	Cultural Architects Platform - Empowering Students Through Mentorship	<i>Buntrock Commons 144 Grieg Room</i>
Presentation Session 2	4:00 PM	4:50 PM	<ul style="list-style-type: none"> <li>• Dialogue in the Workplace: Piloting monthly DEI staff conversations</li> <li>• Storytelling as a Practice of Communal Healing</li> </ul>	<i>Tomson Hall 112</i>
Presentation Session 2	4:00 PM	4:50 PM	Hearing Staff Voices: A Discussion of Structural Limitations to Staff Representation (STAFF ONLY)	<i>Tomson Hall 108</i>
Presentation Session 2	4:00 PM	4:50 PM	<ul style="list-style-type: none"> <li>• Human genetics and socially constructed race categories are connected, but not how you might think</li> <li>• Theory to Practice: Applying the Reconceptualized Model of Multiple Dimensions of Identity</li> </ul>	<i>Tomson Hall 114</i>
Presentation Session 2	4:00 PM	4:50 PM	<ul style="list-style-type: none"> <li>• Steps Towards More Introspective and Anti-racist Work in Writing</li> <li>• Rendering Critical Thinking on Race into Creative Work: Getting Students to Take a Chance</li> </ul>	<i>Buntrock Commons 142 Undset Room</i>
Presentation Session 2	4:00 PM	4:50 PM	<ul style="list-style-type: none"> <li>• TEAM-UP: A force for change in the Physics Department</li> <li>• Nothing About Us Without Us: STEM Student Action Team</li> </ul>	<i>Buntrock Commons 143 Munch Room</i>
Break	4:50 PM	5:00 PM		
End of Day Celebration	5:00 PM	5:30 PM	End of Day Celebration	<i>Buntrock Commons Ballrooms</i>
Networking & Hors D'oeuvres	5:30 PM	6:45 PM	Networking & Hors D'oeuvres	<i>Buntrock Commons Ballrooms</i>

# ST. OLAF | DIVERSITY, EQUITY, AND INCLUSION

Saturday, May 7

EVENT	START	END	TITLE / DESCRIPTION	LOCATION
Registration	9:00 AM	9:30 AM		Buntrock Commons Ballrooms Hallway
Continental Breakfast	9:00 AM	9:30 AM		Buntrock Commons Ballrooms
Keynote Speaker	9:30 AM	10:45 AM	The Journey: A practical application of diversity, equity, and inclusion	Buntrock Commons Ballrooms
Round Tables Session 1	11:00 AM	11:30 AM	Interrogating Racism and White Supremacy within Ole Culture: One Model from the Task Force to Confront Structural Racism	Buntrock Commons Ballrooms
Round Tables Session 1	11:00 AM	11:30 AM	Locating Self in Community: Building Civic Identity Through Reflection	Buntrock Commons 142 Undset Room
Round Tables Session 1	11:00 AM	11:30 AM	Student Interfaith Engagement on a Multifaith Campus	Buntrock Commons 143 Munch Room
Round Tables Session 1	11:00 AM	11:30 AM	The Failure of Grades: Student-Centered Assessment and Self-Evaluation as Anti-Racist Pedagogy	Buntrock Commons 144 Grieg Room
Break	11:30 AM	11:40 AM		
Round Tables Session 2	11:40 AM	12:10 PM	Centering DEIA in Workplace Culture: A Roundtable for Supervisors	Buntrock Commons 142 Undset Room
Round Tables Session 2	11:40 AM	12:10 PM	Hearing Staff Voices: A Discussion of Structural Limitations to Staff Representation	Buntrock Commons 143 Munch Room
Round Tables Session 2	11:40 AM	12:10 PM	Next Steps Beyond St. Olaf's Land Acknowledgement Statement	Buntrock Commons Ballrooms
Round Tables Session 2	11:40 AM	12:10 PM	Puppet Power: What if Old Main Flew Away?	Holland Hall 502
Lunch	12:10 PM	1:00 PM		Buntrock Commons Ballrooms
Professional Development Session 1	1:00 PM	2:00 PM	Do you want to decolonize your curriculum? Talking about race in the classroom	Regents Hall 190
Professional Development Session 1	1:00 PM	2:00 PM	How do you talk to children about race, gender identity, and sexual orientation?	Regents Hall 310
Professional Development Session 1	1:00 PM	2:00 PM	Religious Diversity: What does it Mean for St. Olaf to be both Lutheran and Interreligious?	Regents Hall 210
Break	2:00 PM	2:10 PM		
Professional Development Session 2	2:10 PM	3:10 PM	Activism from social media to protests and everything in between	Regents Hall 190
Professional Development Session 2	2:10 PM	3:10 PM	How do you support DEI as a leader when you are evolving?	Regents Hall 310
Professional Development Session 2	2:10 PM	3:10 PM	Learning, listening, & acting: How to be a responsible racial ally/activist	Regents Hall 210
Break	3:10 PM	3:30 PM		Outside Session Rooms in Regents
Concert	3:30 PM	5:00 PM	Concert: To Repair	Boe Memorial Chapel



SCAN TO LOGIN & VIEW YOUR AGENDA



# SYMPOSIUM

ST. OLAF | DIVERSITY, EQUITY, AND INCLUSION

MAY 6 - 7, 2022

## 2022 St. Olaf DEI Symposium

May 6 - 7, 2022

WELCOME	MY AGENDA	IN-PERSON AGENDA	<b>VIRTUAL AGENDA</b>	MAP	KEYNOTE SPEAKERS
FAQ	<b>REGISTER</b>				

### VIRTUAL AGENDA

Friday, May 06, 2022

Fri  
5/6

Sat  
5/7

1:30 - 2:45 PM

Keynote Speaker - To Repair: The Breakdown of the Musical Score

Tomson Hall - Alumni Auditorium

*Tesfa Wondemagegnehu - Assistant Professor of Music - Voice; Conductor, Chapel Choir and Viking Chorus*

2:45 - 3:00 PM

Break

3:00-3:50 PM

Equity Audits as a Leadership Tool

(1) 50 min session

Critical Race Theory, Insurgent Knowledges, Embodied Practice, and Radical Transformations in Higher Education

2 sessions; 25 min each

PERSIST: Preparation for Equity and Retention through Successful Inclusion and Support Training

3:50 - 4:00 PM

Break

4:00-4:50 PM

Music Materials for Blind and Print Disabled Students from NLS at the Library of Congress

2sessions, 25 min each

Systemic bias in the library catalog

Social Change Theories: bringing community knowledge into the academy

2 sessions, 25 min each

Engaging with Diversity Discourses to Enact Equity in Higher Education

4:50 - 5:00 PM

Break

5:00 - 5:30 PM

End of Day Celebration

Buntrock Commons Ballrooms

# SYMPOSIUM

ST. OLAF | DIVERSITY, EQUITY, AND INCLUSION

MAY 6-7, 2022

## 2022 St. Olaf DEI Symposium

May 6 - 7, 2022

WELCOME	MY AGENDA	IN-PERSON AGENDA	VIRTUAL AGENDA	MAP	KEYNOTE SPEAKERS
FAQ	REGISTER				

### VIRTUAL AGENDA

Saturday, May 07, 2022

Fri 5/6 Sat 5/7

9:30 - 10:45 AM

Keynote Speaker - The Journey: A practical application of diversity, equity and inclusion

Buntock Commons Ballrooms

*Whitney Harvey - Senior Director of Workforce Diversity and Inclusion at the Minnesota Chamber of Commerce*

10:45 - 11:00 AM

Break

11:00 AM - 12:00 PM

Generations, identities and conversations in the workplace

12:00 - 12:15 PM

Break

12:15 - 1:15 PM

Code Switching & Generation Z

1:15 - 3:30 PM

Break

3:30 - 5:00 PM

Concert: To Repair

Boe Memorial Chapel