**Diversity & Inclusion Progress Report – Spring 2019**

**Introduction**

This summer the college’s Chief Diversity Officer (CDO) will complete her second year on campus. The 48 Listening Sessions held on campus during her first year (14 group Listening Sessions and 34 individual Listening Sessions) continue to form the foundation for the office. In addition, the CDO served as a resource to the NECHE accreditation steering committee on multiple accreditation standards. This responsibility served to reinforce two themes that emerged last year. First, there is a campus desire for greater clarity around the terms of diversity, inclusion, and equity and second, there is a general awareness that the college’s Catholic identity is the foundation of past accomplishments as well as future progress in the area of inclusiveness. The CDO is working closely with the Director of Campus Ministry to ensure the college’s inclusiveness initiatives are nested within our Catholic institutional identity.

This year in partnership with the Office of Institutional Research and the President’s Committee on Diversity & Inclusion (PCD&I), the CDO was able to examine the disaggregated student responses to the last Campus Climate Survey (2016). While progress has been made, more is needed for all Anselmians to truly experience the Benedictine spirit of hospitality. In particular, our campus climate data mirrors that of other traditionally white institutions, reminding us that America’s five centuries of racialized history cannot be undone in 50 years of progress. We must continue to develop the civic knowledge and the human empathy that prevents our losing the focus on racial and ethnic minorities on campus.

**Strategic Planning: Hospitality & Community**

Based on scholarship and best practices for diversity and inclusion planning, the President’s Cabinet has discussed actualizing the strategic priorities around diversity and inclusion. This work falls into four distinct but inter-related areas: 1) Access & Success, 2) Campus Climate & Intergroup Relations, 3) Education & Scholarship, and 4) Institutional Commitment & Capacity.[[1]](#footnote-1)

The Office for D&I seeks to identify and resource the action steps that can strengthen a more inclusive Saint Anselm College. Given the upcoming change in presidential leadership, to undertake strategic planning for diversity and inclusion in the absence of institutional strategic planning is premature. D&I work must be situated in the context of the mission and institutional strategic direction.

While the college currently lacks a full-fledged strategic plan to advance inclusiveness, existing compositional and climate data suggests a number of action steps need not be delayed. Above all the college must protect the recent gains that have resulted from student and employee recruitment efforts. Future planning should be targeted at several efforts. Examples of strategic objectives could include: pipeline initiatives to increase faculty candidates from diverse backgrounds, HR training to increase cultural competency development for employees, and specialized admission efforts to increase the student yield and ensure the college retains a diverse student body. The President’s Committee on Diversity & Inclusiveness has identified and cost-estimated 19 actions steps and shared those with both Cabinet and Faculty Senate. Next steps: Cabinet will prioritize and determine resource allocation (either new or reallocated) to advance a number of strategic action steps towards advancing the college priorities.

**Highlights From Across Campus**

**President’s Committee on Diversity & Inclusion (PCD&I)**

Under the direction of the CDO, the committee has been re-configured with working groups that align with the four strategic areas listed above. The committee is also responsible for monitoring progress on ongoing campus climate efforts. This year’s initiatives included disaggregating and presenting campus climate data to Cabinet and Senate, expanding the list of academic courses pertaining to diversity and inclusion, and initiating the VP faculty committee on inclusive search processes.

**Diversity and Inclusion Innovation Fund**

This semi-annual award process distributes small grants to collaborative teams from across the college who propose community generated initiatives that advance diversity and inclusion across the institution. In the spring of 2019, eight proposals were submitted for review. Seven collaborative projects were chosen for awards totaling $8,000 for the fall 2019 semester. The review committee including staff, faculty, monastic, and student representatives was chaired by Jonathan Lupo, associate professor of English, coordinator of the Communication program and a member of the President’s Committee on Diversity and Inclusiveness (PCD&I). Eight faculty members representing six academic departments, a staff member from the Academic Resource Center, Geisel Library, Athletics department, and a student from an SGA sponsored club were the originators of these proposals. Detailed information on each initiative can be found on the college’s website <https://www.anselm.edu/about/diversity-and-inclusion/innovation-fund>

Note: A May 2018 reduction in force (RIF) resulted in decreased administrative support for the OD&I. One result is that the DIIF fall 2018 grant cycle for spring 2019 grants was suspended. However, temporary assistance in spring 2019 has allowed grants to be reinstated for fall 2019. As a result, seven initiatives have been awarded funds for fall 2019 (see page 6); although, one team of faculty awardees has expressed interest in declining the award amount as it was insufficient for their research study.

***Conversatio***

*Conversatio* introduces the habits of a way of life that engages the liberal arts to inform and enrich daily life. James McBride’s memoir, *The Color of Water: A Black Man’s Tribute to his White Mother* has been added as a core text. As part of the *Conversatio* curriculum, students were encouraged to attend events in the Dr. Martin Luther King, Jr. Celebration Program in order to fulfill their Democracy and/or Artistic events requirements. In addition to also watching and discussing *The Great Debaters*, students were also assigned the following readings as part of the courses: Lincoln – *Gettysburg Address;* Adichie – *Why We Should All Be Feminists;* Red Cloud – *After Wounded Knee;* King – *I Have a Dream; A*nthony – *On Women’s Right to Vote;* Mandela – Nobel Lecture.

**Office of the Dean of the College**

Newly hired Assistant Dean of Freshmen’s scholarship focuses on Latinx issues in higher education.

**Vice President’s Ad Hoc Committee for the Enhancement of Diversity & Inclusion in Faculty Hiring**

This faculty committee with representatives from Computer Science, Criminal Justice Studies, English, Physics, Psychology, and Theology, in collaboration with the Dean of the College, the Director of HR, the Chief Diversity Officer, investigated and compiled scholarship regarding best practices in inclusive faculty hiring. In addition, faculty and students from an applied psychology class conducted a survey of faculty and interviewed professors, administrators and students. 93 faculty members responded to the survey. Conversations were also held with administrative and faculty representatives from Stonehill College, College of the Holy Cross, and University of Notre Dame on experiences developing and operationalizing faculty hiring guides.

**Consortium for Faculty Diversity (CFD)** Academic Affairs recommends piloting this national recruitment model to help build a more diverse faculty by offering post-doctoral fellowships for academics from under-represented groups. Resource allocation would incentivize faculty pipelines as departments would apply for a CFD post-doc fellow on a competitive basis.

**Grappone Humanities Institute**

In this inaugural year, the Institute sponsored events to celebrate the centenary of congressional passage of the 19th amendment including a panel on Race and the Women’s Suffrage Movement; a talk by Dr. Lisa Tetrault, author of *The Myth of Seneca Falls:  Memory and the Women’s Suffrage Movement, 1848-1898;* and a Women’s Suffrage Centenary Student Event. Next year’s *Come Friday* discussions will include such topics as Is gender equity really possible?; Is education the great equalizer?; and Did the Irish really save civilization?

**Courageous Community Conversations**

This grant-supported community collaboration led by Professor Deb McCarter (Nursing Department) and co-director of the Center for Teaching Excellence and Gwen Verkuilen-Chevalier (Geisel Library), involved a series of on and off campus programs linked by the author Debby Irving’s book Waking up White and Finding Myself in the Story of Race.Initiatives included a keynote with the author attended by an audience of over three hundred individuals (including faculty and Conversatio students) with topics ranging from Native American boarding schools to “redlining” mortgage practices and Government Issue (GI) benefits after World War II. The lecture was complemented an on-line course on Whiteness Studies and by a series of book groups hosted by Geisel Library and the Goffstown Public Library. Ms. Irving also led a book group participant breakfast and a community inclusive leadership workshop that was attended by almost forty campus and off-campus community members. Funders and additional collaborating partners also include: The Episcopal Diocese of NH, Granite State Organizing Project, Crispin’s House Coalition for Youth, the Honors program, Conversatio, Sociology Department, Office for Diversity and Inclusion, Human Resources, NIHOP ambassadors and the Bean Distinguished Lecture series grant.

**Faculty Development**

The Center for Teaching Excellence (CTE) is enhancing professional development for those who wish to pursue diversity training and diverse pedagogies. In the summer of 2018, the CTE hosted the Faculty Learning Community (FLC) which focused on diversity pedagogy with regard to race. Twenty-one faculty members read and discussed Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms and participated in four discussions on related topics. In September, the participants then also hosted discussions to share what they learned with the broader faculty.

In October 2018, the CTE hosted a workshop titled *“Teaching Students who are Underrepresented”* in which Dr. Terry Greene discussed lessons she learned from engaging refugee, immigrant, and low-income students.

Finally, over the course of 12 weeks and as a part of “Black Minds Matter” programming, 10 meetings were held that enabled a learning community to form that was focused on the literature and best practices for supporting African-American student achievement and attainment. While focused on males, the program offered interview driven content and context to support women and non-binary students of color’s academic attainment as well. Discussions focused on personal growth and organizational awareness that emerged over the weeks of the program videos, readings, and discussions.

**College Communications and Marketing**

* “[Everyday Anselmian](https://www.anselm.edu/news-media/everyday-anselmian)” social media/video posting biweekly, with individual subjects consciously reflecting diversity in the Saint Anselm community. This series, begun in December 2018, has been extremely popular, generating unsolicited nominations from the community, thousands of likes, nearly 39,000 impressions on Instagram, and over 49,000 views on Facebook.
* Continued increased news coverage of diversity initiatives and events on the college website and social media feeds.

**Admission and Enrollment (*updated as of 5/28/19)***

Enrollment - Racial Diversity:

|  |  |  |
| --- | --- | --- |
|  | Freshmen | Total Enrollment |
| Fall Semester | Students % | Students % |
| 2014 | 36 | 7.0 | 140 | 7.3 |
| 2015 | 38 | 7.2 | 142 | 7.4 |
| 2016 | 53 | 10.2 | 144 | 7.6 |
| 2017 | 65 e66666563 | 11.5 | 167 | 8.6 |
| 2018 | 55 | 9.3 | 178 | 8.8 |
| 2019 | 54 | 10 | TBD | TBD |

International Recruitment & Programming

* International applications were up by 28% this year
* We currently have students from Egypt, China, Nicaragua and Spain
* We hosted our second annual international counselor fly-in in collaboration with two other NH universities. 11% of our total international applications were a direct result of our international fly-in program.

Domestic Diversity:

* Our domestic diversity application numbers are flat
* Targeted communication plans for underrepresented student populations were implemented this year
* Ran two specific programs: Boston Charter Bus Trip and the Multicultural Overnight Visit Program
* 23% of incoming class are first generation students
* 12% of incoming class are Pell eligible
* 10% of incoming class are students of color

**International Students & Study Abroad Programs**

International Students:

     At present 15 international students from nine different countries

     Piloting a 2-day formalized international student welcome in August 2019

Study Abroad:

     AY 2018-19 has the highest number of students studying in college history

     Total number of students studying abroad by semester, short-term and Global Seminars for 2018-19 is 126. This is a 20% increase from 2013-2014, and a 63% increase from 2011-2012

     43 students are enrolled in the Orvieto Semester Abroad Program for spring 2019

     37 students participating in Global Seminar programs (short-term faculty-led trips) for 2018-19

**The Father Jonathan, O.S.B., Center for Intercultural Learning and Inclusion**

* Welcomed 53 new students to the Transitions Program (previous year was 51)
* Collaboration with the Academic Resource Center to provide workshops for Transitions Mentees
* 25% of Transitions Mentees on the Fall 2018 Dean’s List
* Assisted with cultural adjustment for international students
* Serve as the main coordinating office to meet the needs of 88 commuter students
* Increase in Peer Mentor applications. 68 (133%) this year. Up 17% from last year (51)
* Lead cross-campus MLK collaborations to help implement 27 individual events
* Enhancing our race dialogue as well as the Meelia's Cupcakes & Conversation series
* Plan annual off site Multicultural Center retreat for 42 students

True-Life Talks are a series of informal discussions about personal experiences. Initiated in 2015, the series was on hold due to an unfilled staff position at the center. However, with an internship in Social Work, intern Angelidi Monegro ’19, reinstated and facilitated the series. Three students shared experiences ranging from being an international student, to being adopted, to being raised by a single mother and serving as the “man of the house” to younger siblings before coming to SAC.

**Campus Ministry**

* Search Spirituality Group brought students of different faiths and beliefs together - spring 2019
* Multifaith Prayer Group - fall 2018
* Interfaith Prayer Services - fall 2018 and spring 2019
* MLK mass and vigil/march in February
* Held prayer vigil for Central American immigrants - fall 2019
* Held our annual Fair Trade Fair
* Student Service & Solidarity and Urban Immersion educational programs on diversity and inclusion
* Fr. Mathias served on the Diversity and Inclusion Innovation Fund committee
* Dr. Susan Gabert served on the President’s Committee for Diversity & Inclusion
* Fr. Stephen served on the MLK committee
* Kat O’Loughlin attend the ACCU conference on Diversity & Inclusion
* Kat O’Loughlin was trained as an IDI administrator

**Meelia Center for Community Engagement**

Impact Fellowship - Engagement of Saint Anselm multicultural students with diverse populations at community partnership sites in Manchester through Meelia Center employment.

* Cohort model places group of six or seven Impact Fellows at same site to allow for mutual support, deep engagement over time and focus on related social issues.
* Fellows report that this program provides them with a connection to the college, role in this community, and the opportunity to give back, as most of them had a mentor that helped them realize college is possible and for "someone like them."

 Access Academy **–** Campus-basedafter-school educational program targeting refugee, immigrant, and under-represented high school students in Manchester launched in 2010.

* Now in its tenth year Access Academy operates 12 campus courses each semester for over 100 high school students who earn high school credits for successful completion. Additional Access classes are taught in community and a new Access Junior initiative brings math and reading support to underrepresented middle school students.
* The majority of Access classes are developed and taught by trained Saint Anselm students.
* Eight Academy students have enrolled at the college in the past seven years.

Meelia Staff Development – The Center’s development of Student Leadership staff has included training on power and privilege, social justice allyship, social justice issues, equity and inclusion, and working with survivors of trauma.

Other Meelia Initiatives

* Cupcakes and Conversation with Community – Trained students to facilitate dialogue around important topics such as social justice, race, immigration and rape culture.
* Race Dialogue: Meelia and Intercultural Center collaboration for ongoing dialogue series.

**New Hampshire Institute of Politics**

Events from this past year included multiple events related to diversity/inclusion. In September of 2018, the Institute hosted a naturalization ceremony for more than 50 individuals and in October, Helon Habila gave a talk entitled "Religion, Politics and the Literary Landscape in Contemporary Nigeria." Students worked together to cultivate a new exhibit at the Institute entitled, “Perspectives on Equality.” This exhibit displays the various ways that equality is portrayed in the American political system. Along with TEDA, Gender Studies, and Lucubrations, NHIOP co-hosted five newly elected NH politicians who discussed their experiences running for local offices and spearheading inclusive change. Additionally, the Institute welcomed Dr. Elizabeth Sharrow who spoke on the political history of Title IX of the Education Amendment of 1972 and a paradox at the core of policy design. Finally, Alan Curtis, a member of the Kerner Commission spoke on the need for evidence-based policies related to education, housing, employment, and criminal justice.

**Alumni Relations**

In September 2018, Asst. VP of Alumni Relations Patrice Russell partnered with Wayne Currie of the Intercultural Center, Chief Diversity Officer Ande Diaz from the Office for Diversity & Inclusion (OD&I), along with Alumni Council member Donald Stokes ’16, and India Barrows ’15 to hold the first Multicultural and International Alumni event. The goal of this initiative was to engage alumni in creating a strong affinity group.

In April 2019, this same team partnered with the Multicultural Student Coalition to enhance the MSC’s annual Family Reunion cookout – a student led initiative that started four years ago.  Asst. VP of Alumni Relations Patrice Russell with dedicated support from student intern, Angelidi Monegro ’19, invited a planning committee with five alums: Laura Monegro ’18, Jada Burke ’17, Donald Stokes ’16, India Barrows ’15, and Coraima Perez ’15. Together they planned an alumni event before the MSU cookout. The event consisted of a student moderated panel with 3 students and Intercultural Center director Wayne Currie. The student panelists updated alumni on changes in areas ranging from Student Government to the Multicultural Student Coalition and Open Space, Open Minds through the eyes of current students.

**Advancement: Grants and Fundraising**

**Honors Program Scholarships:** In collaboration with stakeholders from across campus, the Honors Program has generated a plan for a series of partnerships with various area corporations.  These partnerships would fund scholarships for high-achieving students from underserved populations in New England to participate in the Honors Program. These scholarships would build upon existing institutional financial commitments from the College to each of the students.  This would allow students who are selected to attend Saint Anselm College tuition-free. Scholarships of approximately $10,000 each would achieve this goal.  Currently potential corporate partners seeking to invest in under-resourced communities are being identified.

**Days of Giving:** (April 2019) raised $23,345.31 from 33 donors for diversity and inclusion initiatives. This included 1 faculty member, 2 students, and a number of alumni and parent donors. A full $15,000 of the total contributed was from the generosity of three committed trustees.

**TRIO Program Funding:** The College’s Office for Sponsored Programs and Research is currently exploring the TRIO Student Support Services (SSS) program. Saint Anselm eligibility is being confirmed and academic affairs offices are being consulted regarding proposed services and project PI. The U.S. Department of Education funding announcement’s anticipated release is late fall for an early 2020 deadline.  The office of Sponsored Programs and Research is preparing for this application and pursuing targeted assistance. Updates will be provided as we progress.

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NOTE: This report compiles and reports on the work of a great many Saint Anselm College community members from across campus. It is with great appreciation of their mission and values that I offer it for dissemination.

Any errors should be construed as my own. Readers and other interested parties are invited to contact me with any comments, corrections, or concerns. --- Ande Diaz, Ph.D., Chief Diversity Officer, contact adiaz@anselm.edu.

***Compiled May 30, 2019.***

1. *Higher education scholars previously termed this fourth strategic area "Institutional Viability/Vitality" indicating the policies and practices that comprise organizational learning and development (D. Smith, Diversity’s Promise for Higher Education, 2009).* [↑](#footnote-ref-1)