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Weathering difference: a survey of the climate at CSB/SJU

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Weathering Difference: A Survey of the Climate at CSBSJU

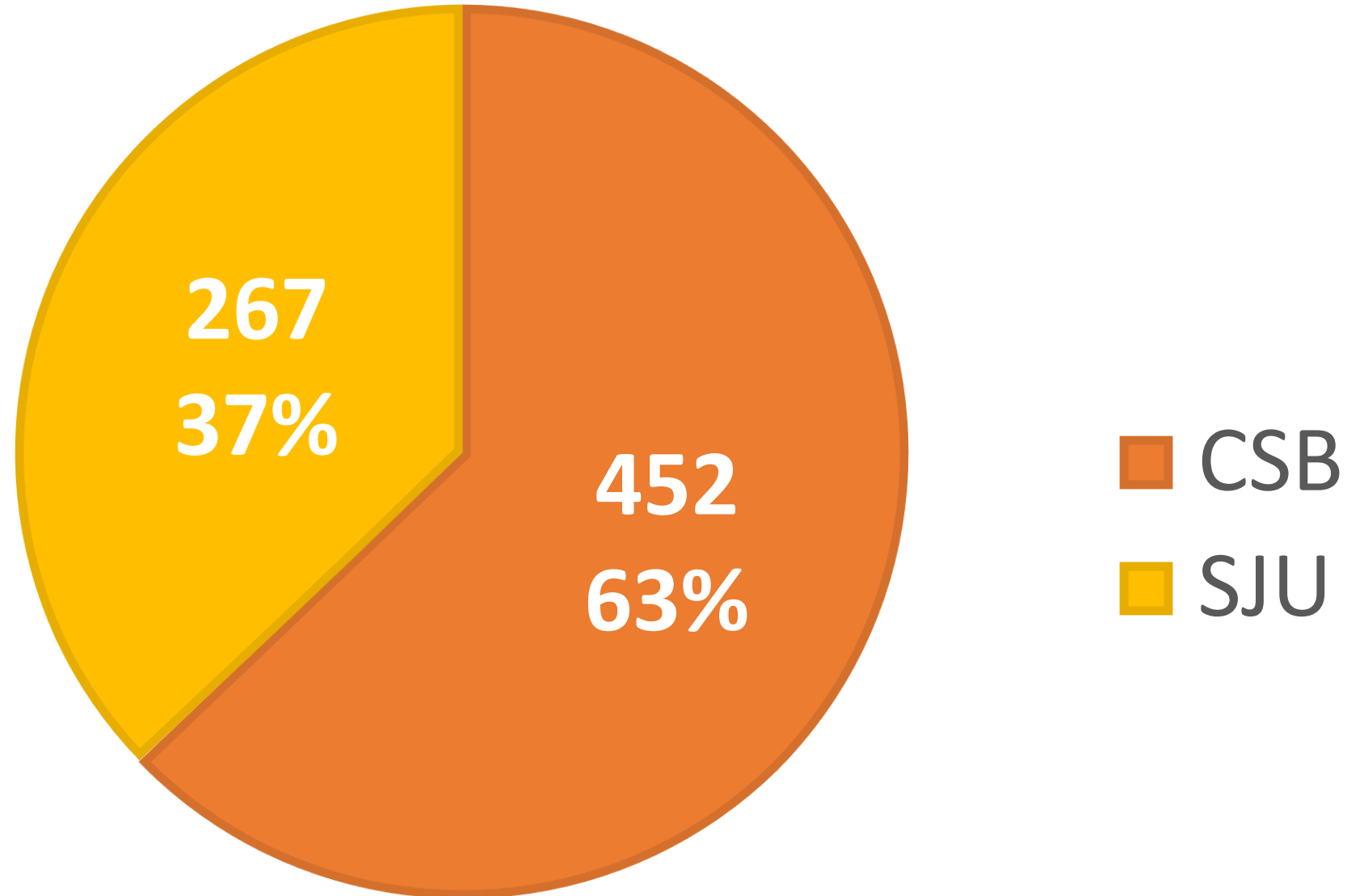
Intercultural Directions Council (IDC)

Mary Geller, CSB Vice President for Student Development

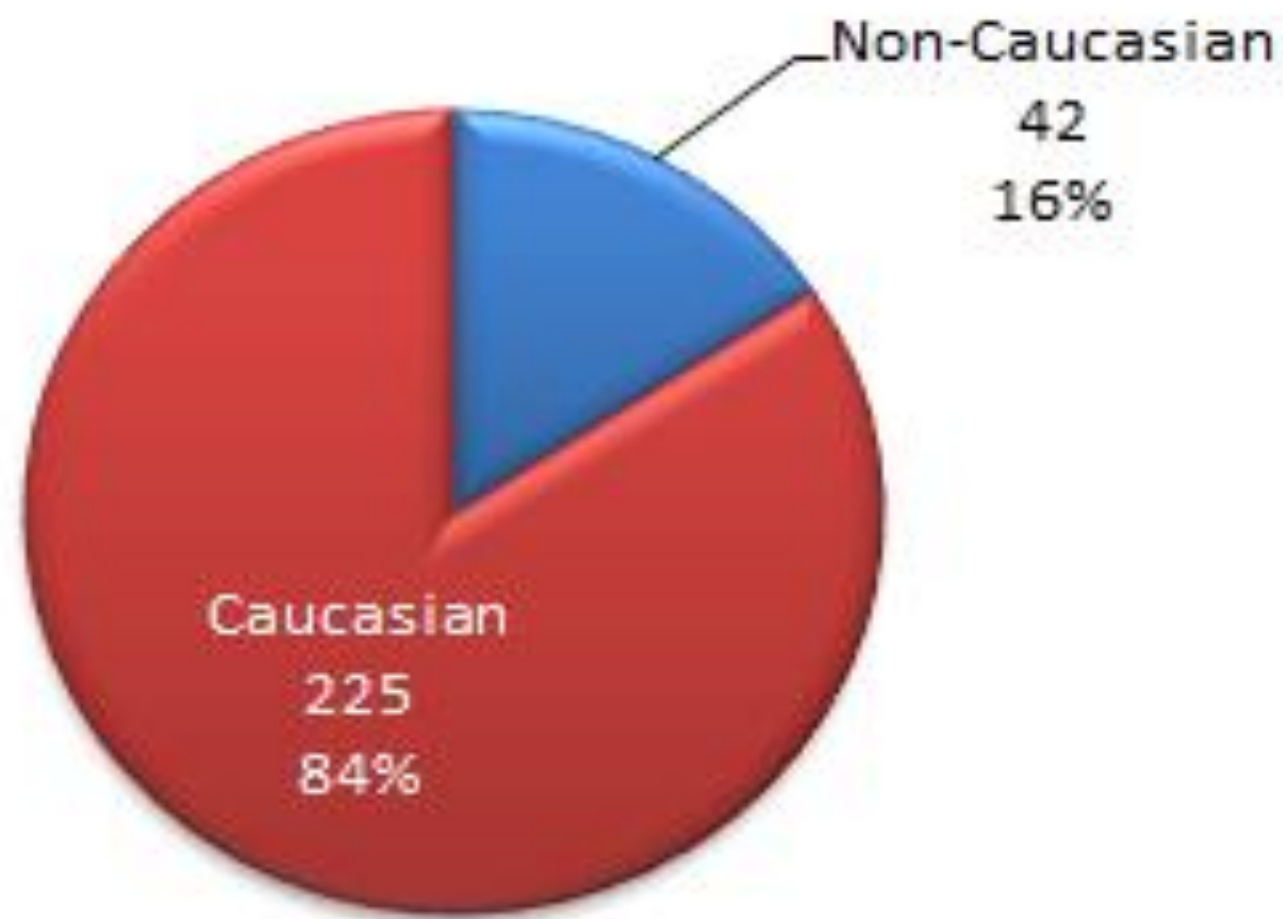
Brandyn Woodard, Director, Intercultural and International Student Services

Thursday, November 13, 2014

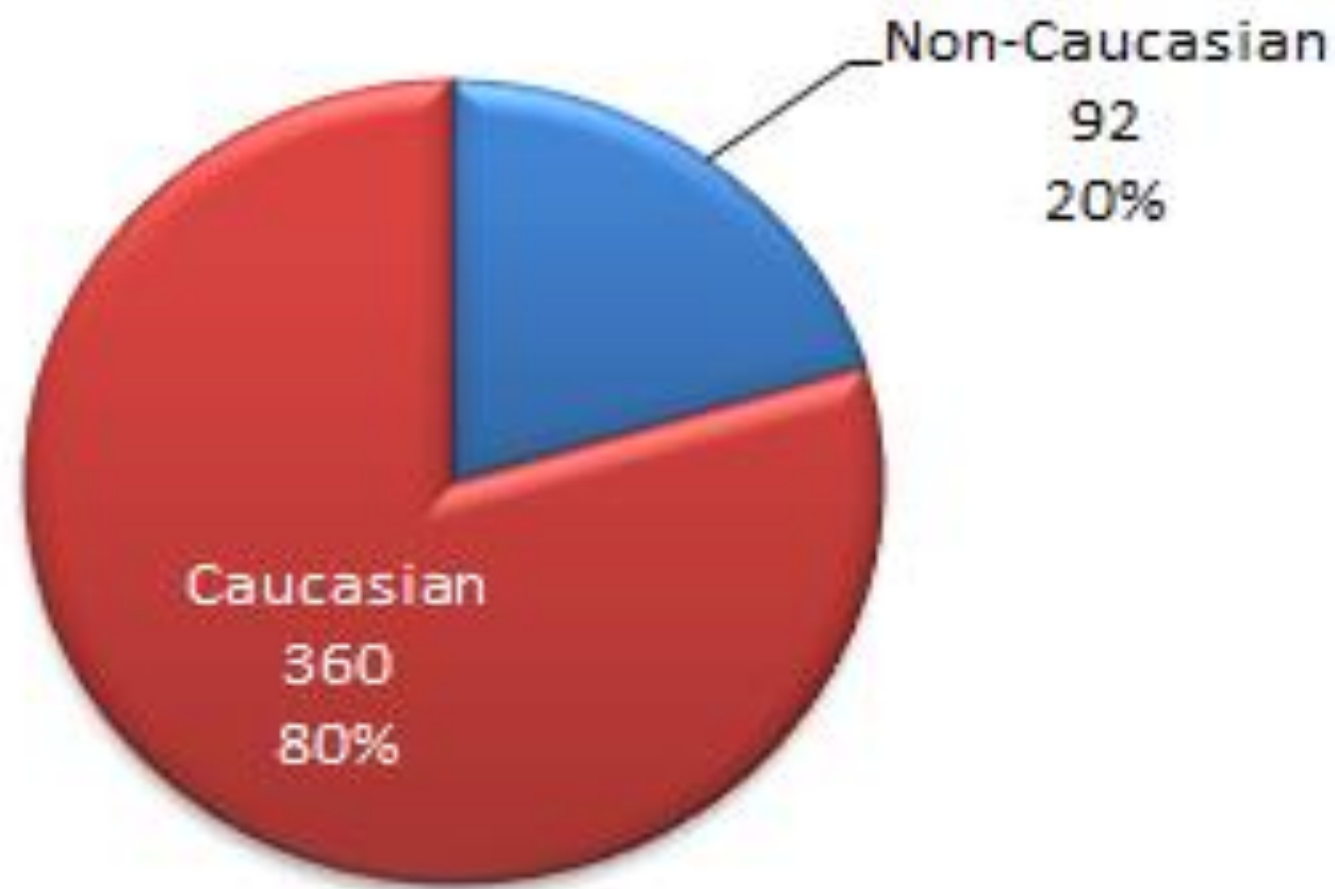
RESPONDENTS BY CAMPUS



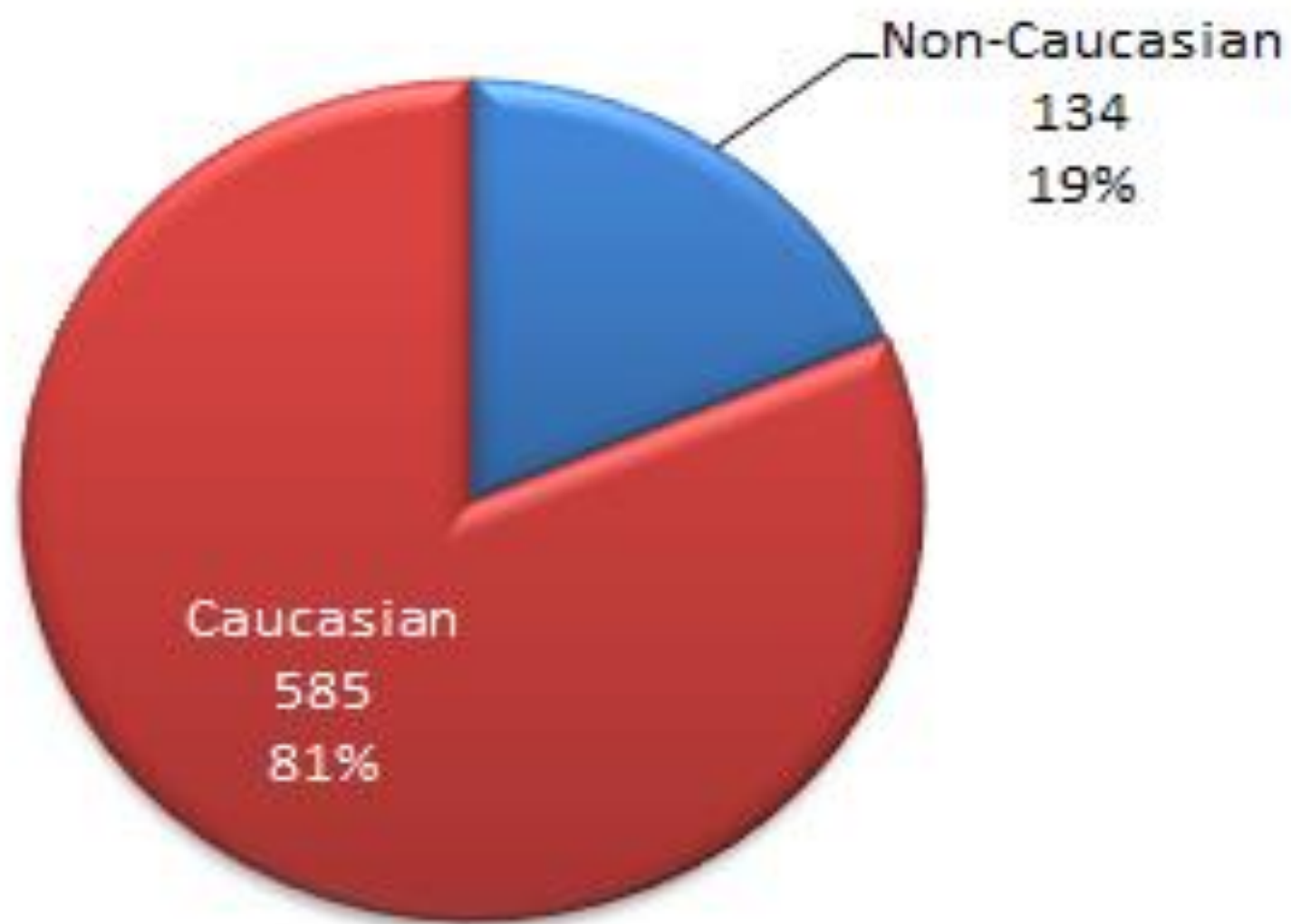
SJU Campus Responders by Race/Ethnicity



CSB Campus Responders by Race/Ethnicity

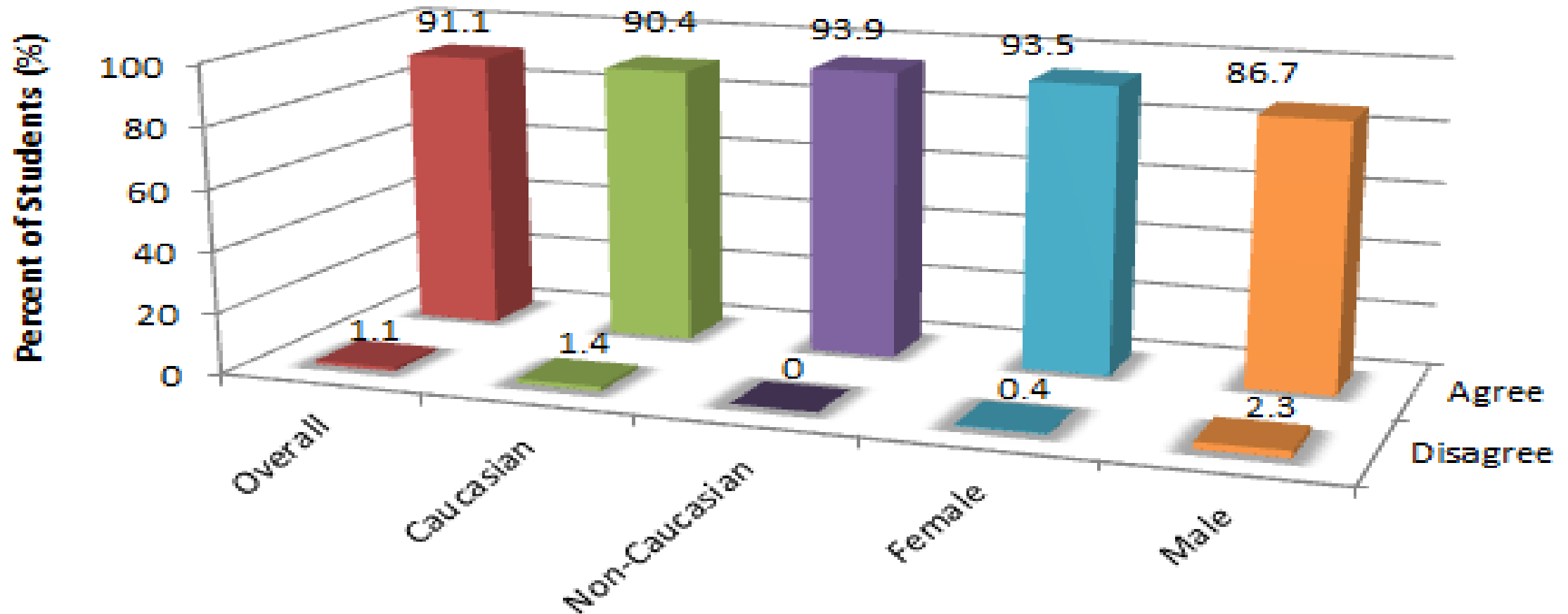


Responders by Race/Ethnicity



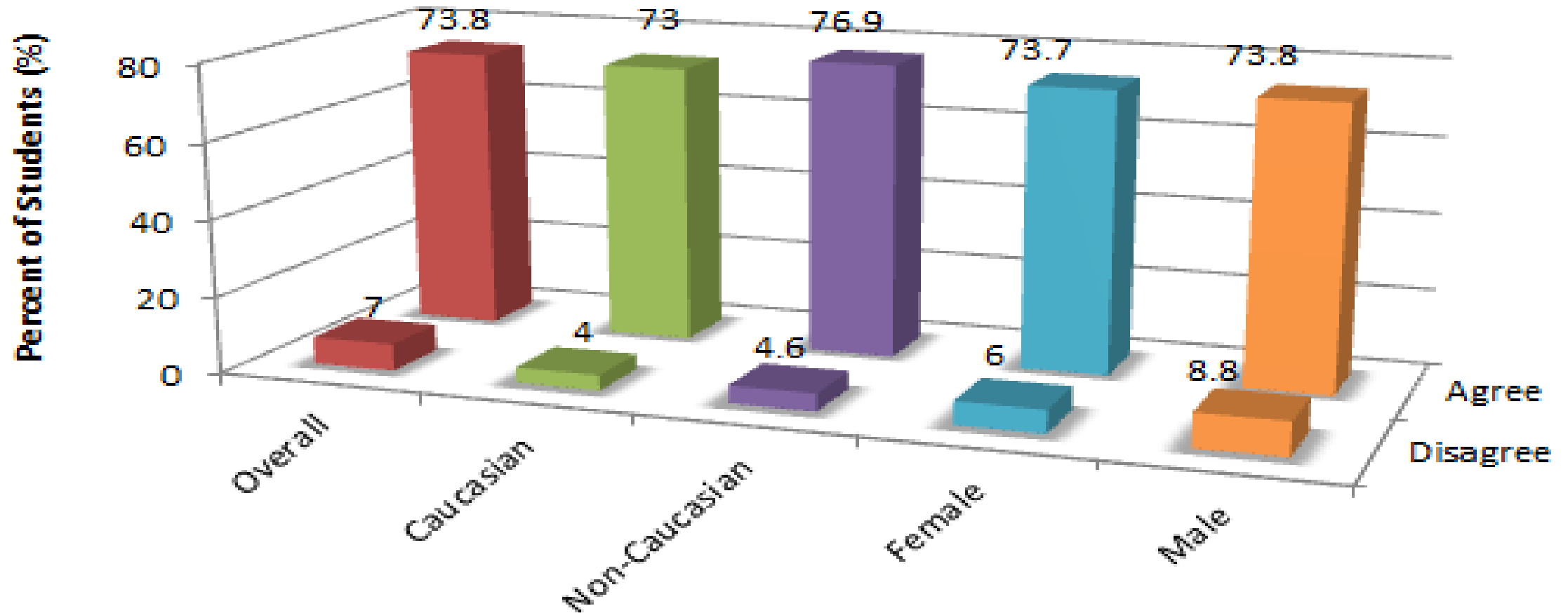
African	1.3%	9
African American/Black	3.1%	22
Alaskan Native	0.1%	1
Asian	5.4%	39
Asian American	5.7%	41
Caribbean/West Indian	2.7%	19
Caucasian/White	81.7%	585
Latino(a)/Hispanic	3.6%	26
Latin American	0.7%	5
Middle Eastern	0.8%	6
Native American Indian	1.3%	9
Pacific Islander/Hawaiian Native	0.6%	4

Interaction With People of Different Backgrounds Will Help You Professionally



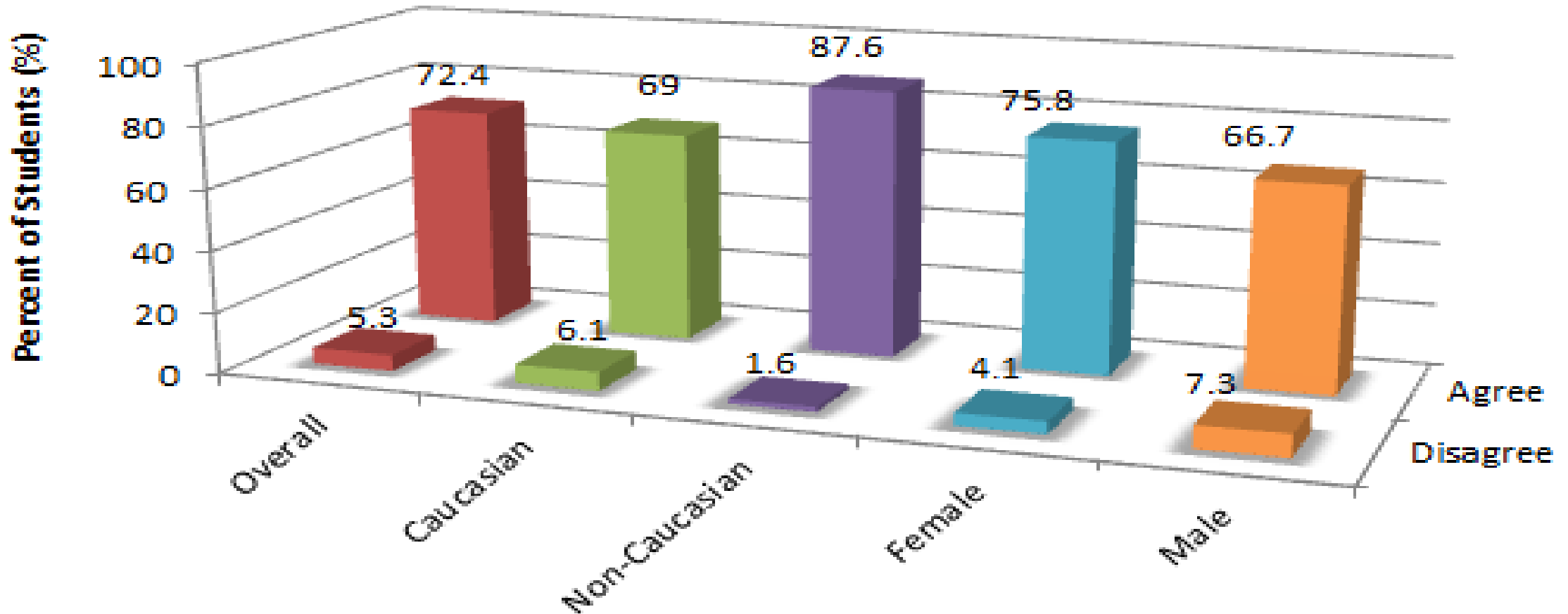
Agree includes 'strongly agree' and 'agree'. Disagree includes 'strongly disagree' and 'disagree'. Neutral and skipped responses were not included. n=657

Experiences on Campus Have Improved Your Ability to Work With Different Ethnic Groups



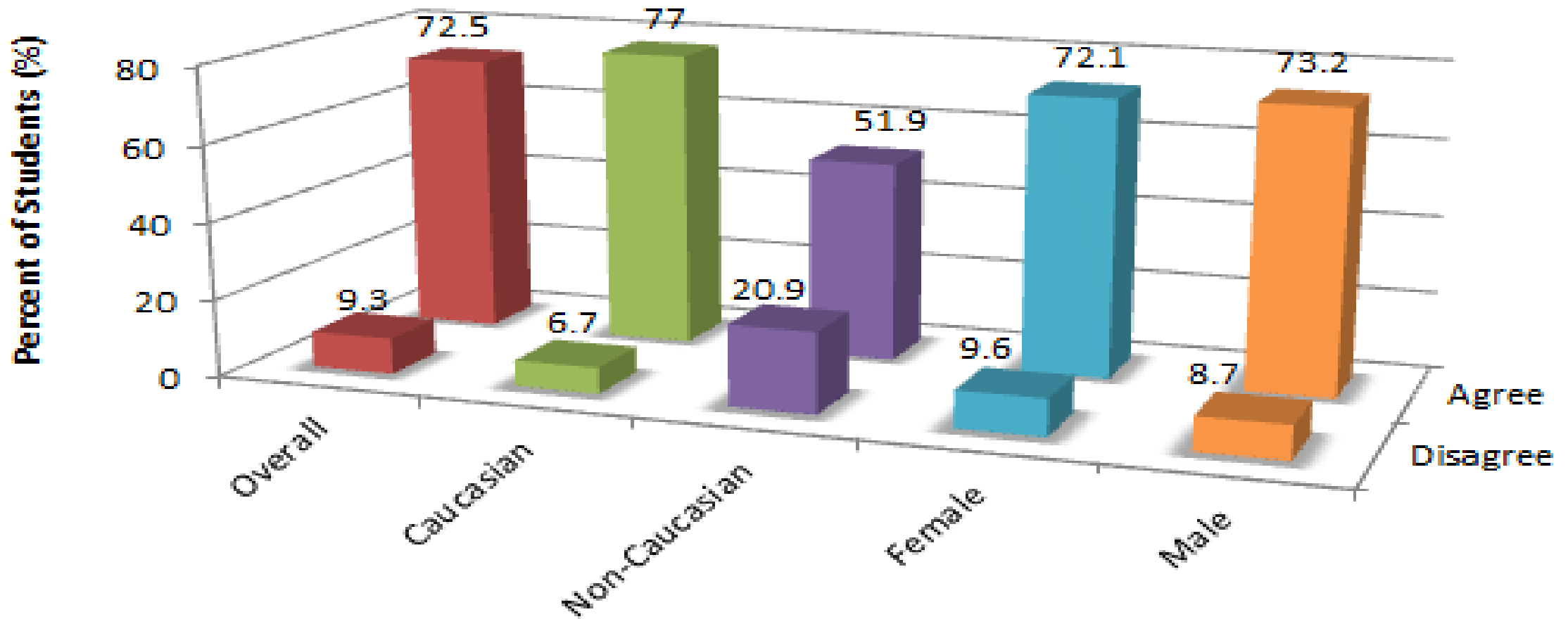
Agree includes 'strongly agree' and 'agree'. Disagree includes 'strongly disagree' and 'disagree'. Neutral and skipped responses were not included. n=595

In my opinion, having more opportunities for intercultural dialogue among students would positively affect campus climate



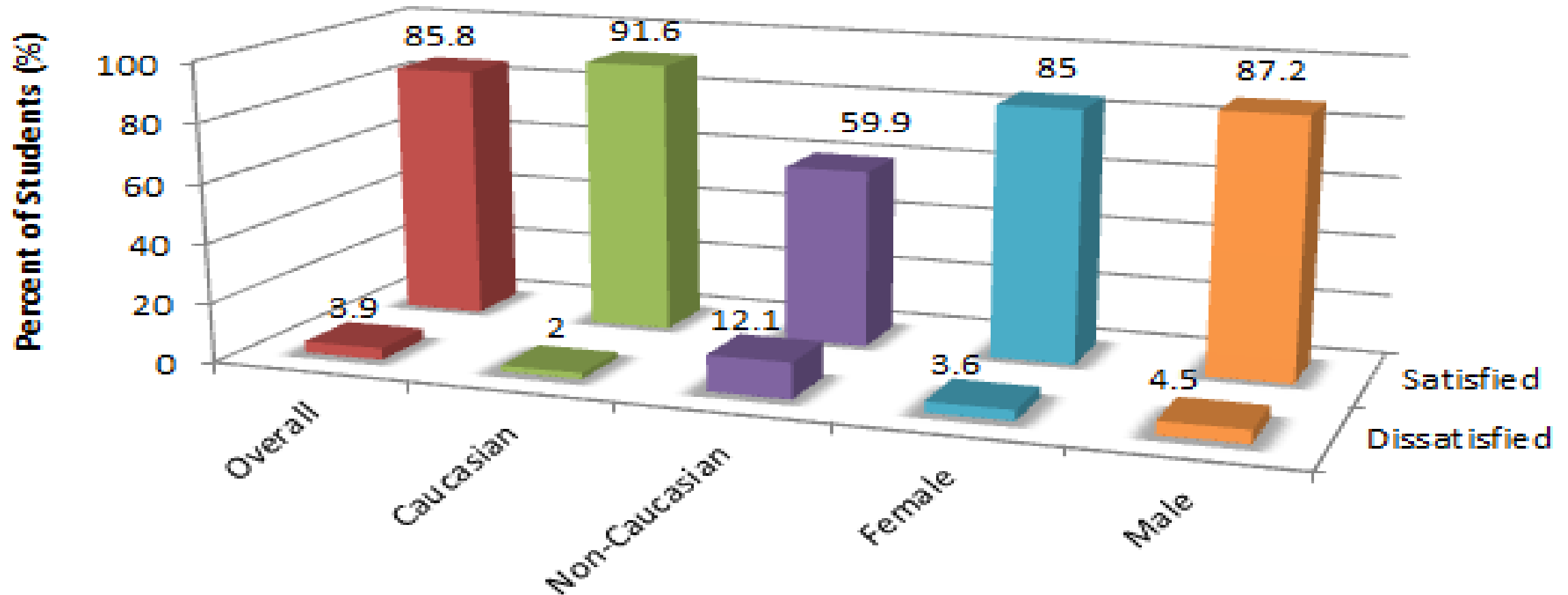
Agree includes 'strongly agree' and 'agree'. Disagree includes 'strongly disagree' and 'disagree'. Neutral and skipped responses were not included. n=546

CSBSJU Encourages Free and Open Discussion About Difficult Topics



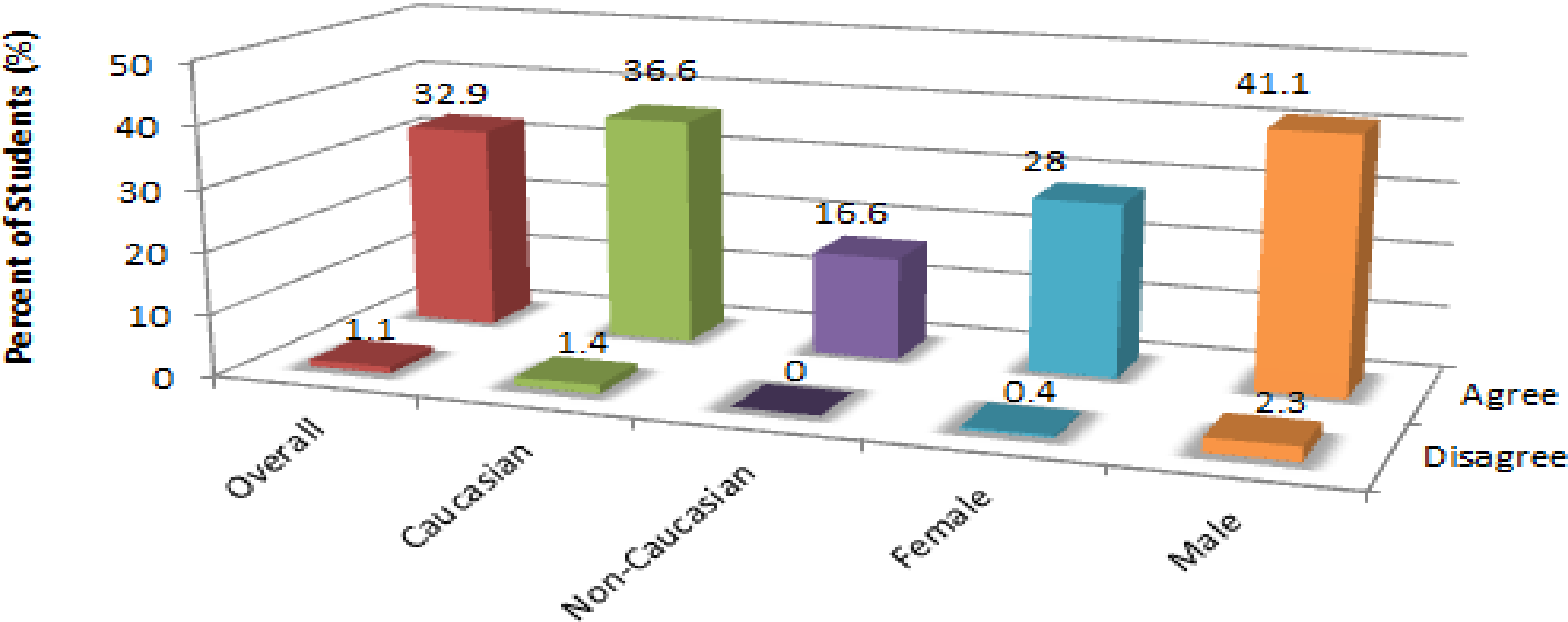
Agree includes 'strongly agree' and 'agree'. Disagree includes 'strongly disagree' and 'disagree'. Neutral and skipped responses were not included. n=583

Satisfaction With the Overall Sense of Community Among Students



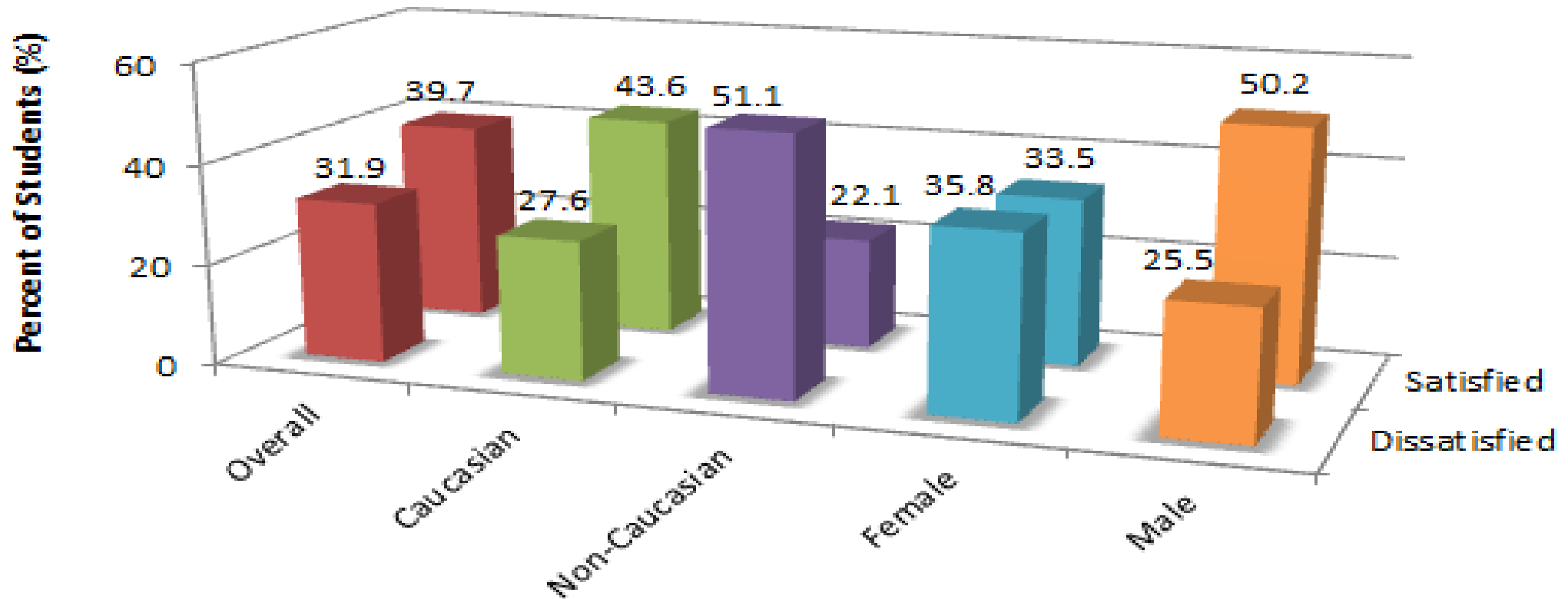
Agree includes 'very satisfied' and 'satisfied'. Dissatisfied includes 'very dissatisfied' and 'dissatisfied'. Neutral and skipped responses were not included. n=643

Students Tired of Hearing About Diversity



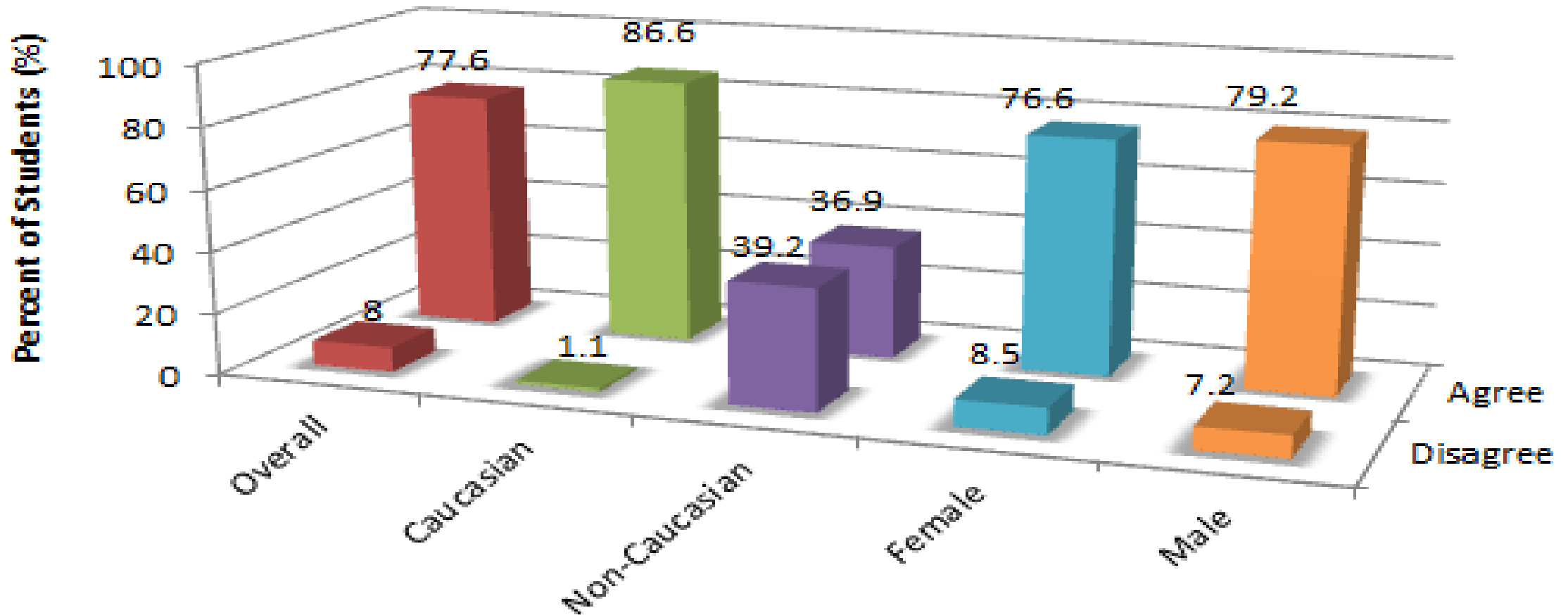
Agree includes 'strongly agree' and 'agree'. Disagree includes 'strongly disagree' and 'disagree'. Neutral and skipped responses were not included. n=535

Satisfaction With the Interaction Between Groups of Different Race/Ethnicity



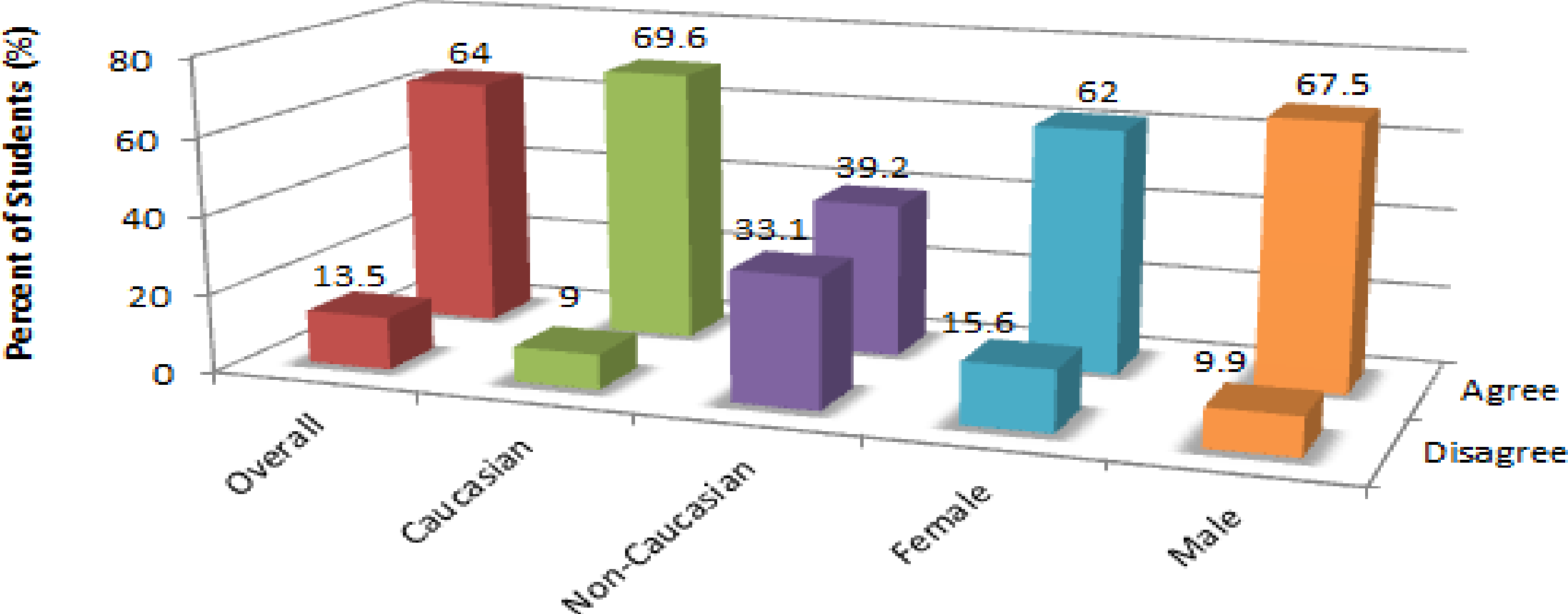
Satisfied includes 'very satisfied' and 'satisfied'. Dissatisfied includes 'very dissatisfied' and 'dissatisfied'. Neutral and skipped responses were not included. n=509

The Classroom Climate is Welcoming Based on Your Race/Ethnicity



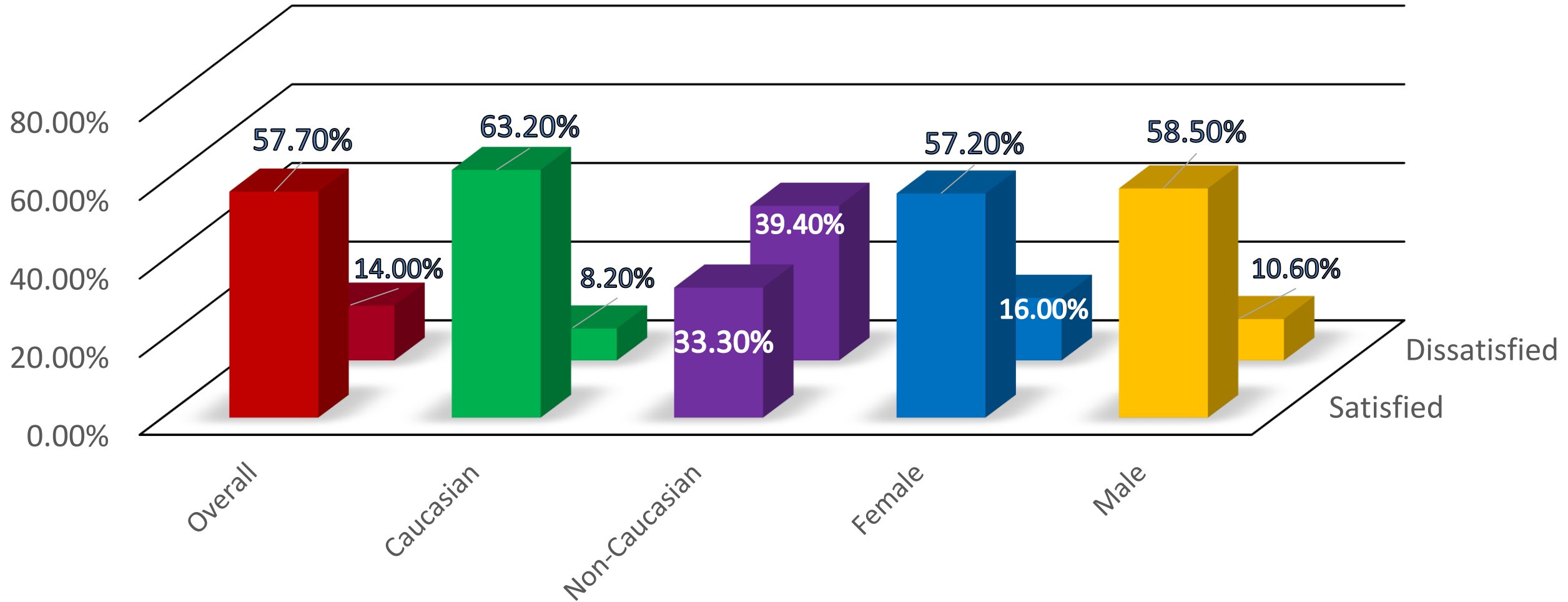
Agree includes 'strongly agree' and 'agree'. Disagree includes 'strongly disagree' and 'disagree'. Neutral and skipped responses were not included. n=638

CSBSJU Offers Opportunities to Develop Skills to Interact With Peers From Different Backgrounds



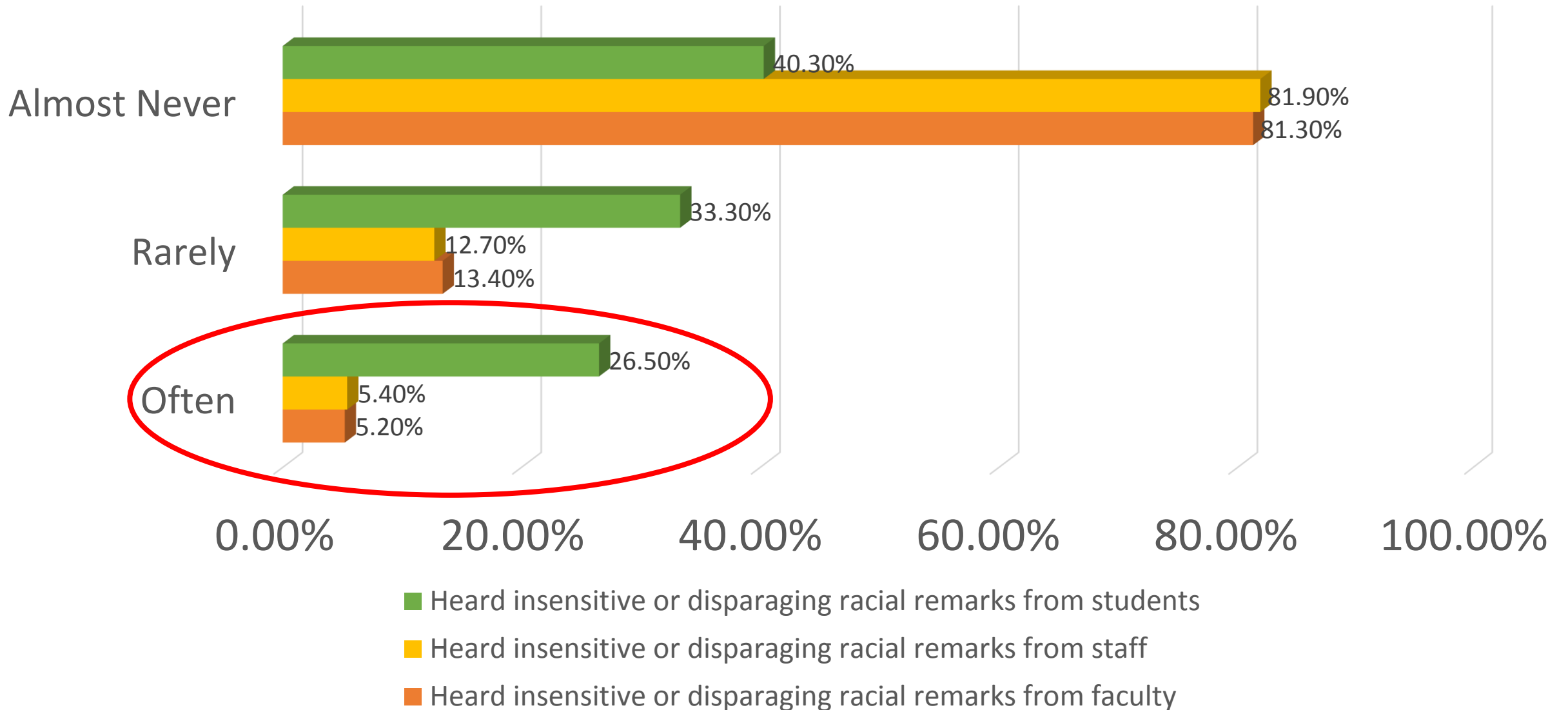
Agree includes 'strongly agree' and 'agree'. Disagree includes 'strongly disagree' and 'disagree'. Neutral and skipped responses were not included. n=559

The support and understanding given to CSB | SJU students from underrepresented/minority ethnic/racial backgrounds



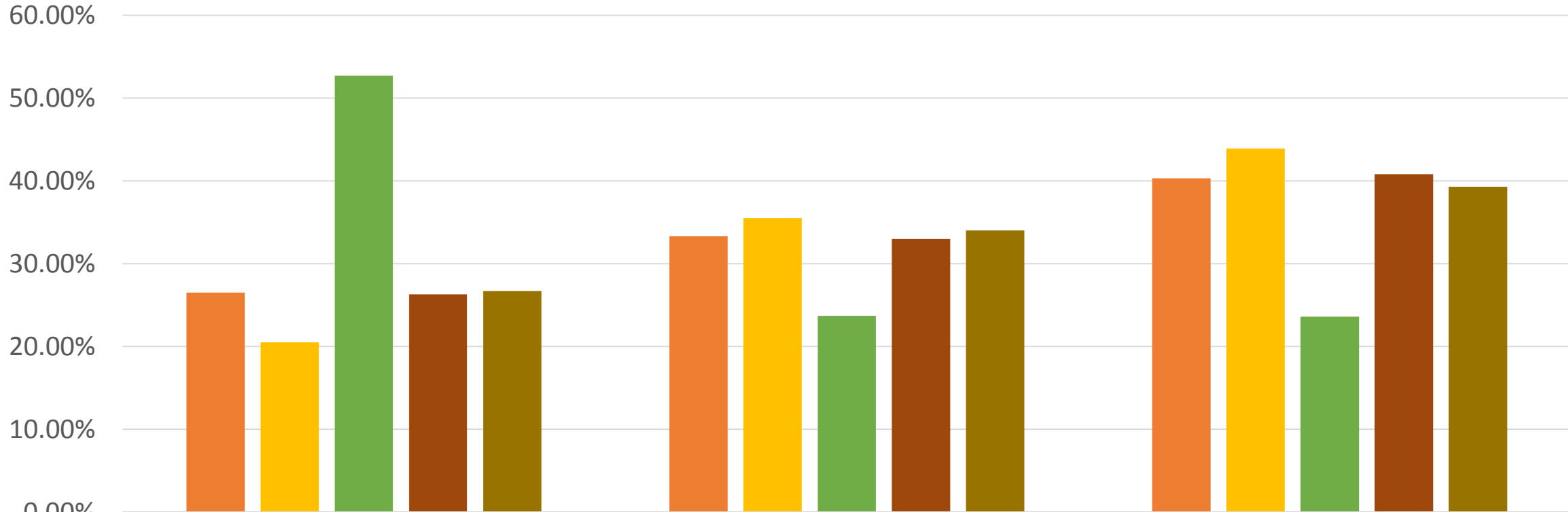
Satisfied includes 'very satisfied' and 'satisfied'. Dissatisfied includes 'very dissatisfied' and 'dissatisfied'. Neutral and skipped responses were not included. n=511

I have personally experienced or witnessed the following forms of discrimination while at CSB|SJU



Almost Never includes "Almost Never" and "Never". Often includes "Very Often" and "Often". N = 711

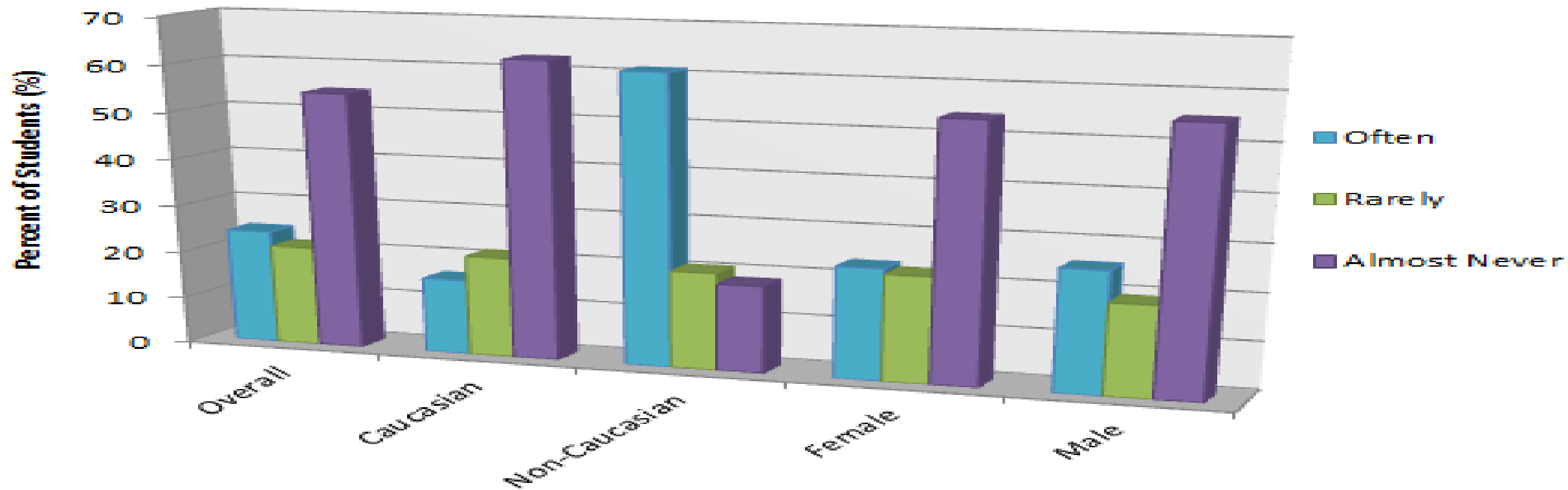
Heard insensitive or disparaging racial remarks from students



	Often	Rarely	Almost Never
Overall	26.50%	33.30%	40.30%
Caucasian	20.50%	35.50%	43.90%
Non-Caucasian	52.70%	23.70%	23.60%
Female	26.30%	33.00%	40.80%
Male	26.70%	34.00%	39.30%

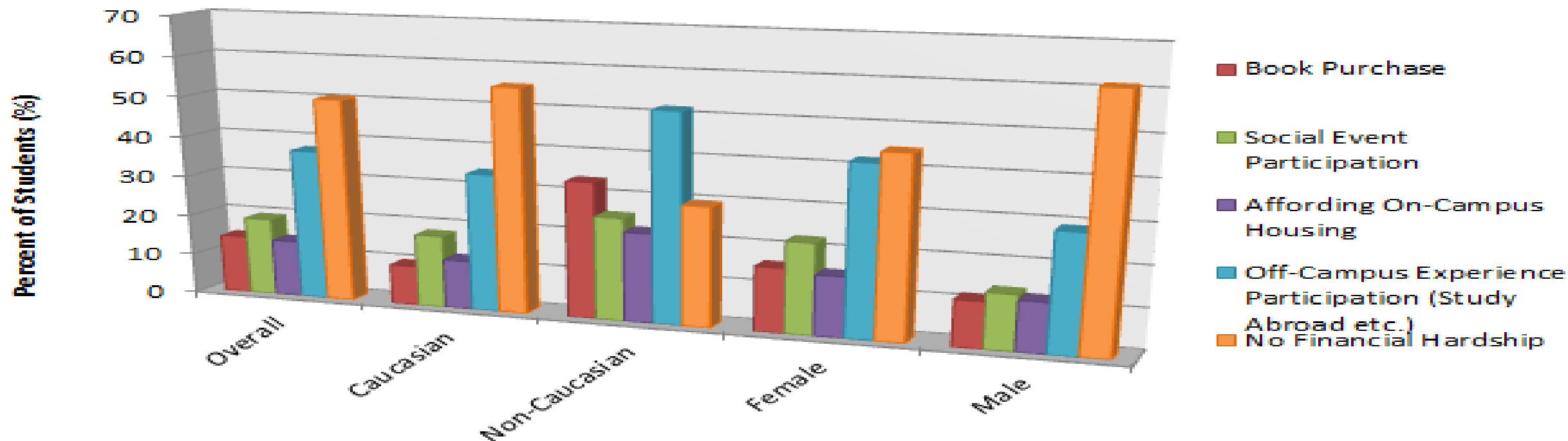
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How Often You Need to Explain Why You Do Something Because of Your Race, Ethnicity, or Sexual Orientation



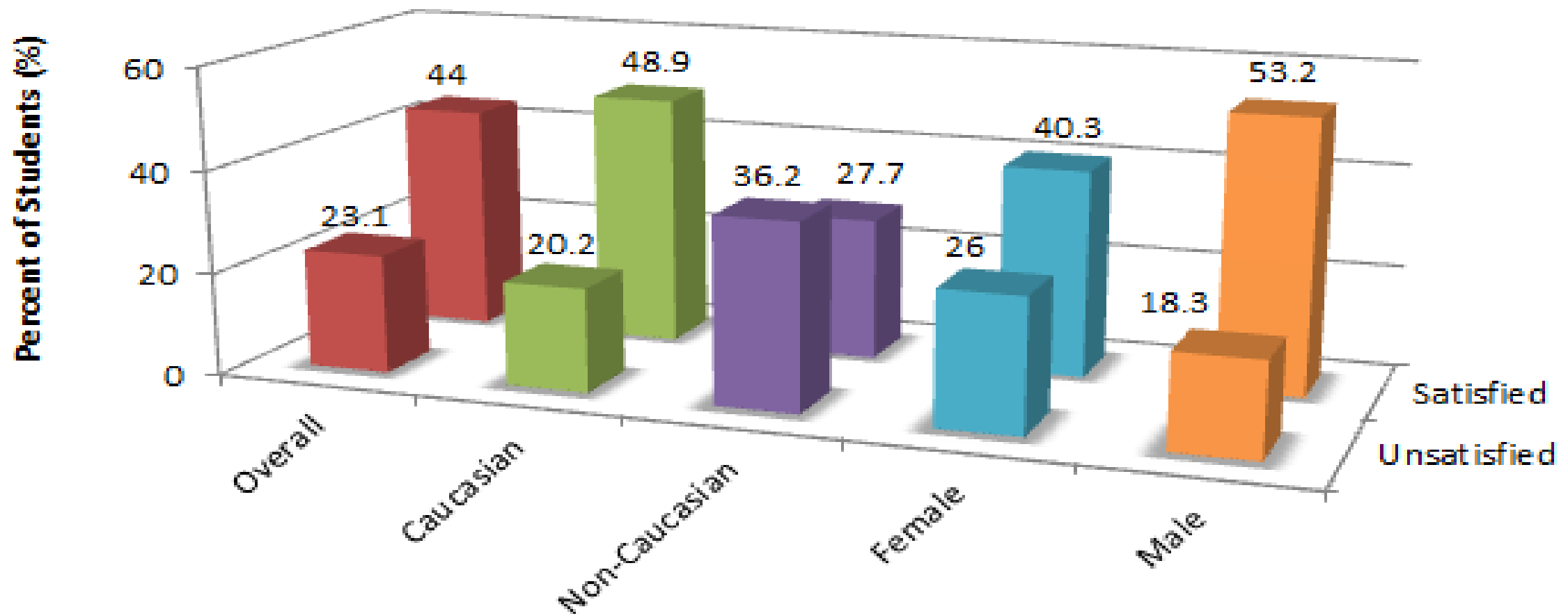
	Overall	Caucasian	Non-Caucasian	Female	Male
Often	24.3	16	61.1	23.5	25.6
Rarely	21.2	21.3	20.6	22.4	19.2
Almost Never	54.5	62.7	18.4	54.1	55.2

Areas In Which Students Have Financial Difficulties



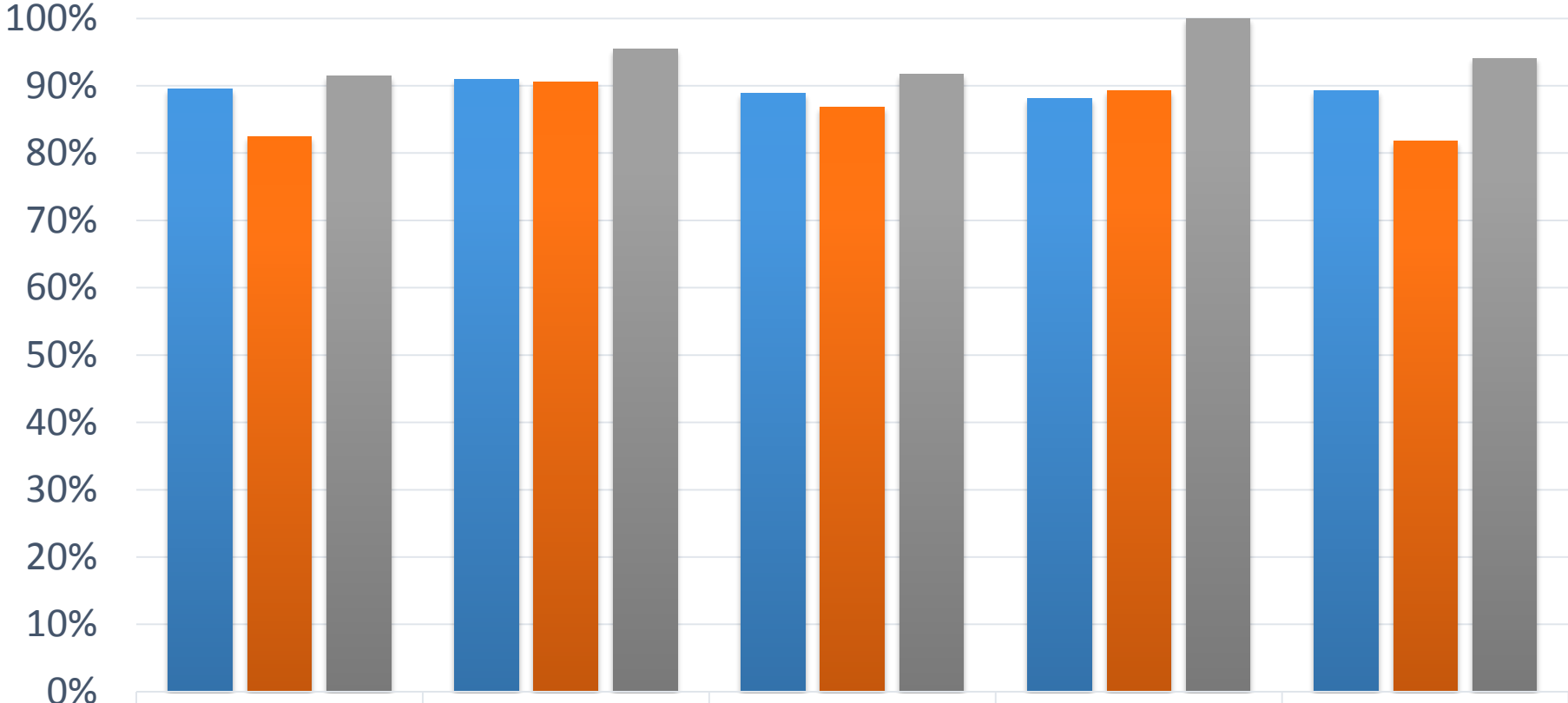
	Overall	Caucasian	Non-Caucasian	Female	Male
Book Purchase	14.3	9.8	33.6	15.9	11.4
Social Event Participation	19.3	17.9	25.4	22.4	13.6
Affording On-Campus Housing	14	12.1	22.1	14.9	12.3
Off-Campus Experience Participation (Study Abroad etc.)	37.3	34	51.6	41.9	28.9
No Financial Hardship	50.4	55.3	29.5	44.6	61

Support and Understanding Given to CSBSJU Students From Low Socioeconomic Classes



First-to-Second Year Retention of New Entering Students

College of Saint Benedict



	2009 to 2010	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014
White Students	89.5%	90.9%	88.9%	88.1%	89.3%
All American Students of Color	82.4%	90.5%	86.8%	89.3%	81.8%
International Students	91.4%	95.5%	91.7%	100.0%	94.1%

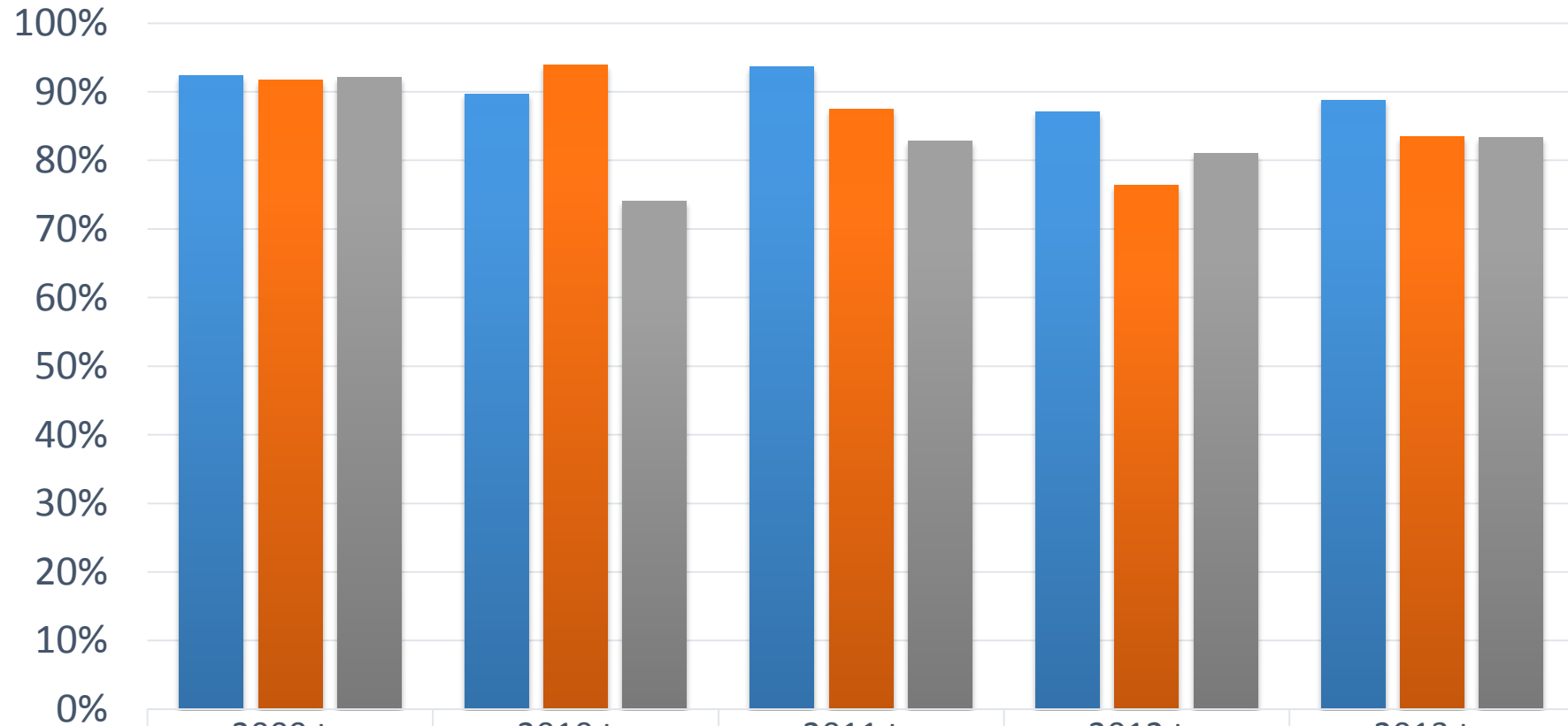
■ White Students
 ■ All American Students of Color
 ■ International Students

CSB Data

- 64 of the 118 (54%) who did not return in Fall 2014 were new entering students in Fall 2013
- 19 of the 64 (30%) students were first-generation students (neither parent earned a baccalaureate degree)
- 18 of the 64 (28%) were ethnic/racial underrepresented students
- 12 of the 54 (22%) of upper-class students who did not return were international students
- 17 of the 54 (31%) of upper-class students who did not return were ethnic/racial underrepresented students
- Reasons for leaving: 1.) Personal or Social; 2.) Academic; 3.) Financial; 4.) Health; 5.) Transferring to another school

First-to-Second Year Retention of New Entering Students

Saint John's University



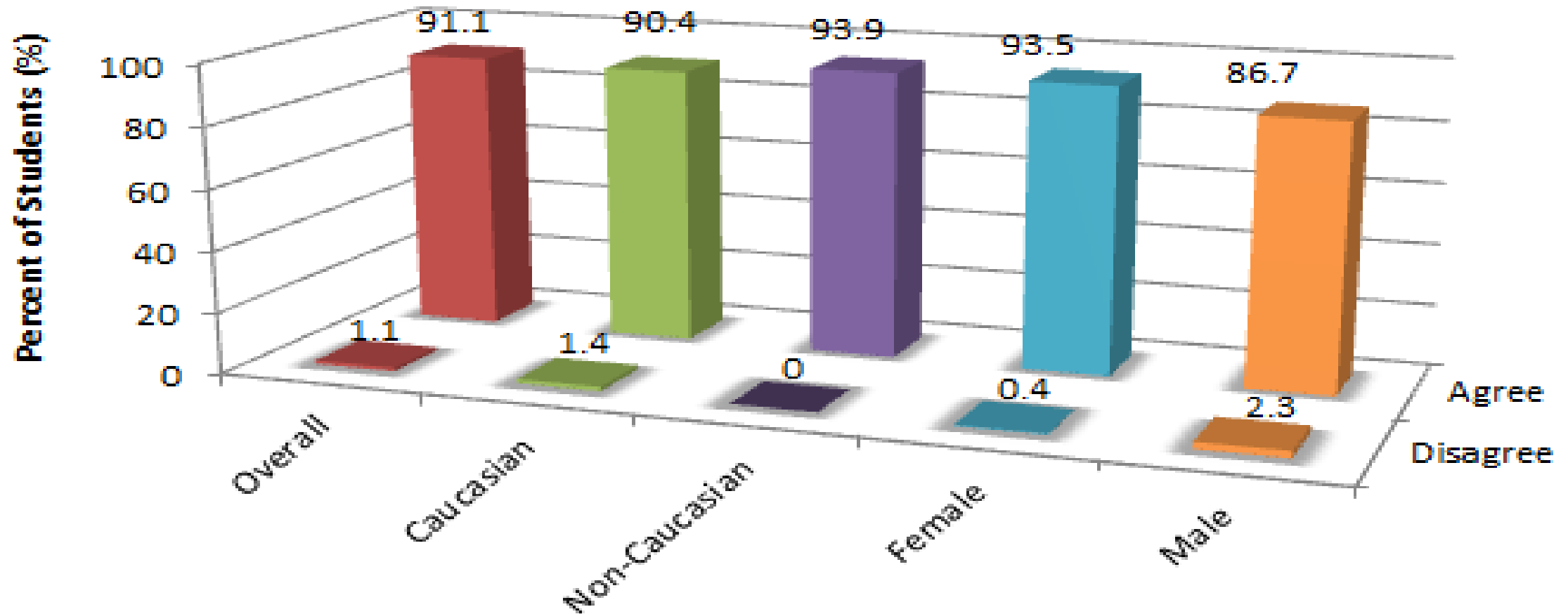
	2009 to 2010	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014
White Students	92.3%	89.7%	93.6%	87.1%	88.8%
All American Students of Color	91.7%	93.9%	87.5%	76.4%	83.5%
International Students	92.1%	74.1%	82.8%	81.0%	83.3%

■ White Students
 ■ All American Students of Color
 ■ International Students

SJU Data

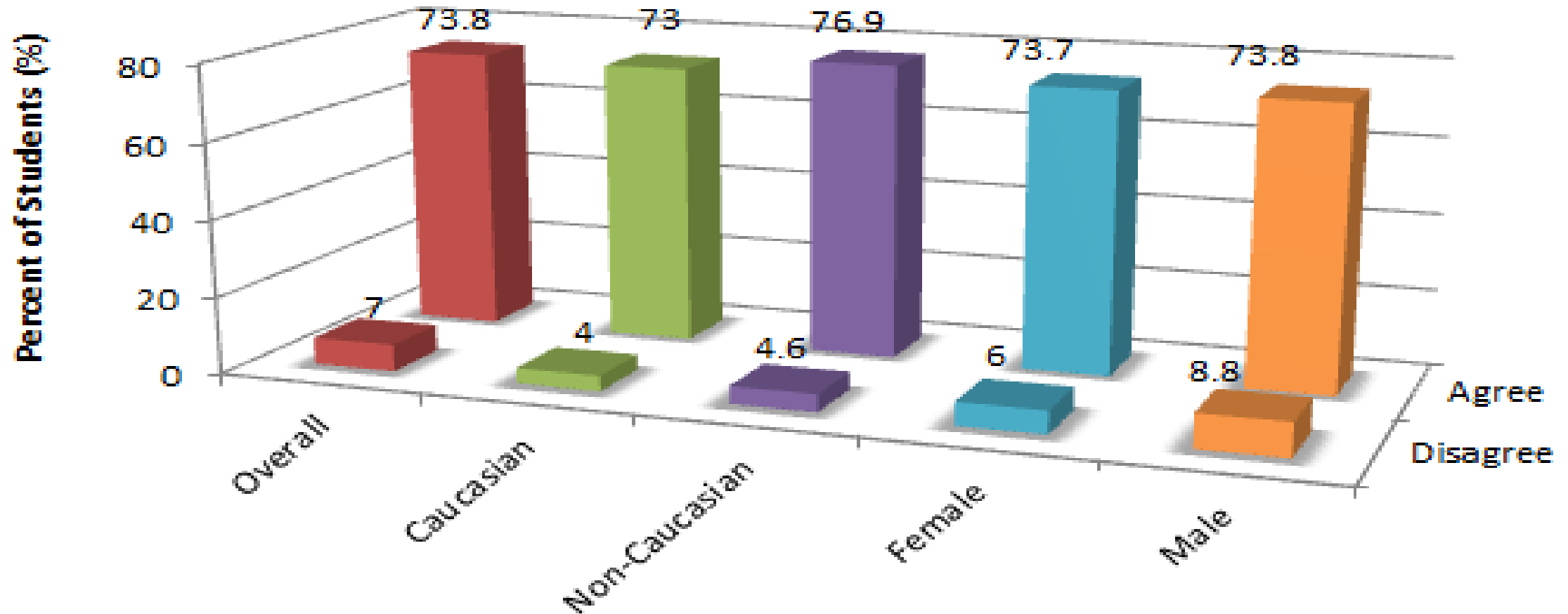
- 61 of the 123 (50%) who did not return in Fall 2014 were new entering students in Fall 2013
- 21 of the 61 (34%) students were first-generation students (neither parent earned a baccalaureate degree)
- 12 of the 61 (20%) were ethnic/racial underrepresented students
- 15 of the 62 (24%) of upper-class students who did not return were ethnic/racial underrepresented students
- Reasons for leaving: 1.) Academic; 2.) Financial; 3.) Personal or Social; 4.) Health; 5.) Transferring to another school

Interaction With People of Different Backgrounds Will Help You Professionally



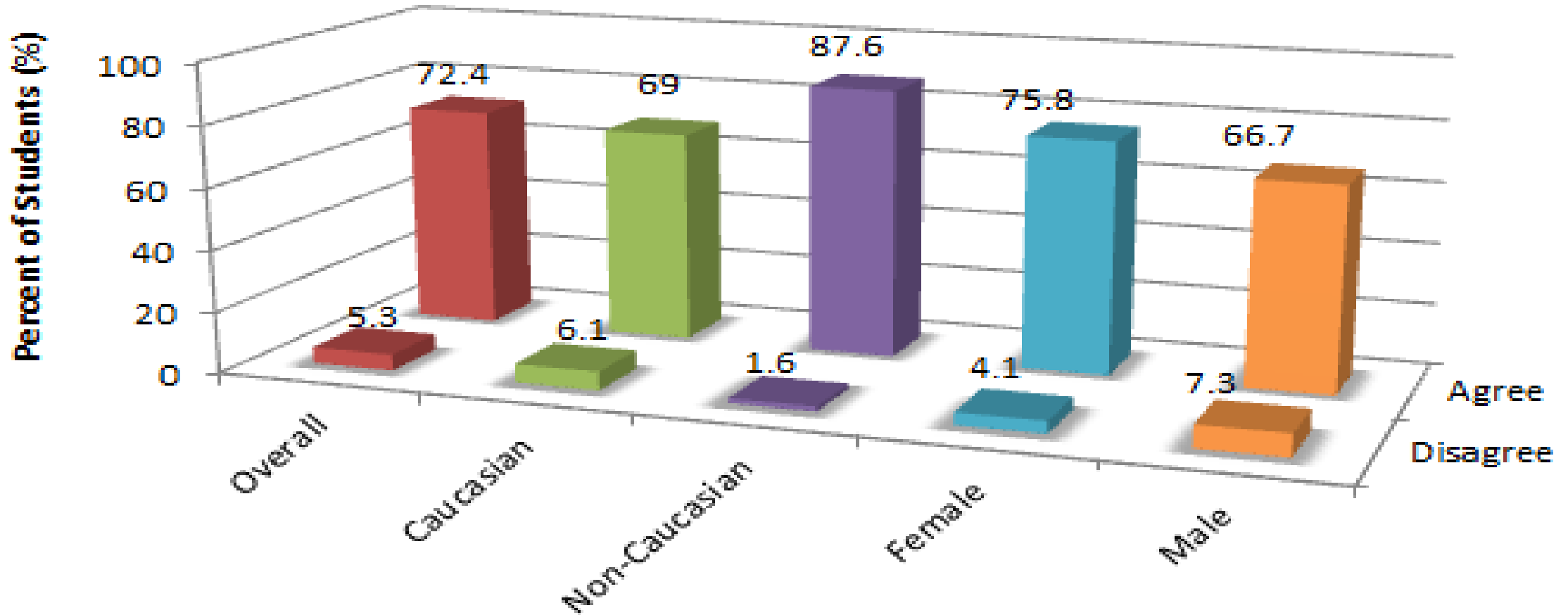
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So, what have we told our students?

- A brochure was mailed out to all families of CSB/SJU students this summer that included the Human Rights Policy (this has not been included in the past).
- Residence Life curricula
- Bystander Trainings
- Orientation

Benedictine Values

Awareness of God: To look for God not in the abstract but in the ordinary events of every day.

Community Living : To become who we are by our relationships with others.

Dignity of Work: To appreciate the dignity of work in God's creation.

Hospitality: To offer warmth, acceptance, and joy in welcoming others.

Justice: To work toward a just order in our immediate environment and in the larger society.

Listening: To hear keenly and sensitively the voices of persons and all created beings.

Moderation: To be content with living simply and finding balance in work, prayer, and leisure.

Peace: To strive for peace on all levels: with self, others, and God.

Respect for Persons: To respect each person regardless of class, background, or professional skill.

Stability: To cultivate rootedness and a shared sense of mission.

Stewardship: To appreciate and to care lovingly for all the goods of this place.

Benedictine Values

Hospitality: To offer warmth, acceptance, and joy in welcoming others.



Benedictine Values

Listening: To hear keenly and sensitively the voices of persons and all created beings.



Benedictine Values



Peace: To strive for peace on all levels: with self, others, and God.

Benedictine Values



Respect for Persons:
To respect each person regardless of class, background, or professional skill.

Diversity

The understanding of human behavior in a world of differences.



CSB/SJU Institutional Statement on Diversity

According to the Catholic faith tradition which grounds the mission and values of the College of Saint Benedict and Saint John's University, **“Social justice can be obtained only in respecting the transcendent dignity of the human person” (Catechism of the Catholic Church, III.3.1)**. This transcendent dignity rests upon the loving affirmation of God, who created humankind in the divine image and calls all people to eternal happiness and fulfillment.

CSB/SJU Institutional Statement on Diversity

The Church teaches that respect for human dignity entails a duty of “making oneself a neighbor to others and actively serving them,” a ministry to all, including “those who think or act differently from us” (III.3.1). The institutions recognize this urgency, as our Catholic and liberal arts tradition makes clear how often those perceived to be different are denied the respect due them as human persons and are instead marginalized and taught that they do not matter.

CSB/SJU Institutional Statement on Diversity

Therefore, we commit ourselves to cultivate an inclusiveness and a respect that neither denies nor exaggerates differences. Recognizing our Catholic and liberal arts tradition of respect for human dignity, the College of Saint Benedict and Saint John's University affirm our mission to teach and foster respect for diversity, to embrace the marginalized and break down the privileges that would exclude those who are different or disadvantaged. **Embracing the transcendent dignity of the human person, we accept our common call to build a community and contribute to a larger social world that reflects and celebrates the splendor of human diversity.**

Student Development Learning Outcomes

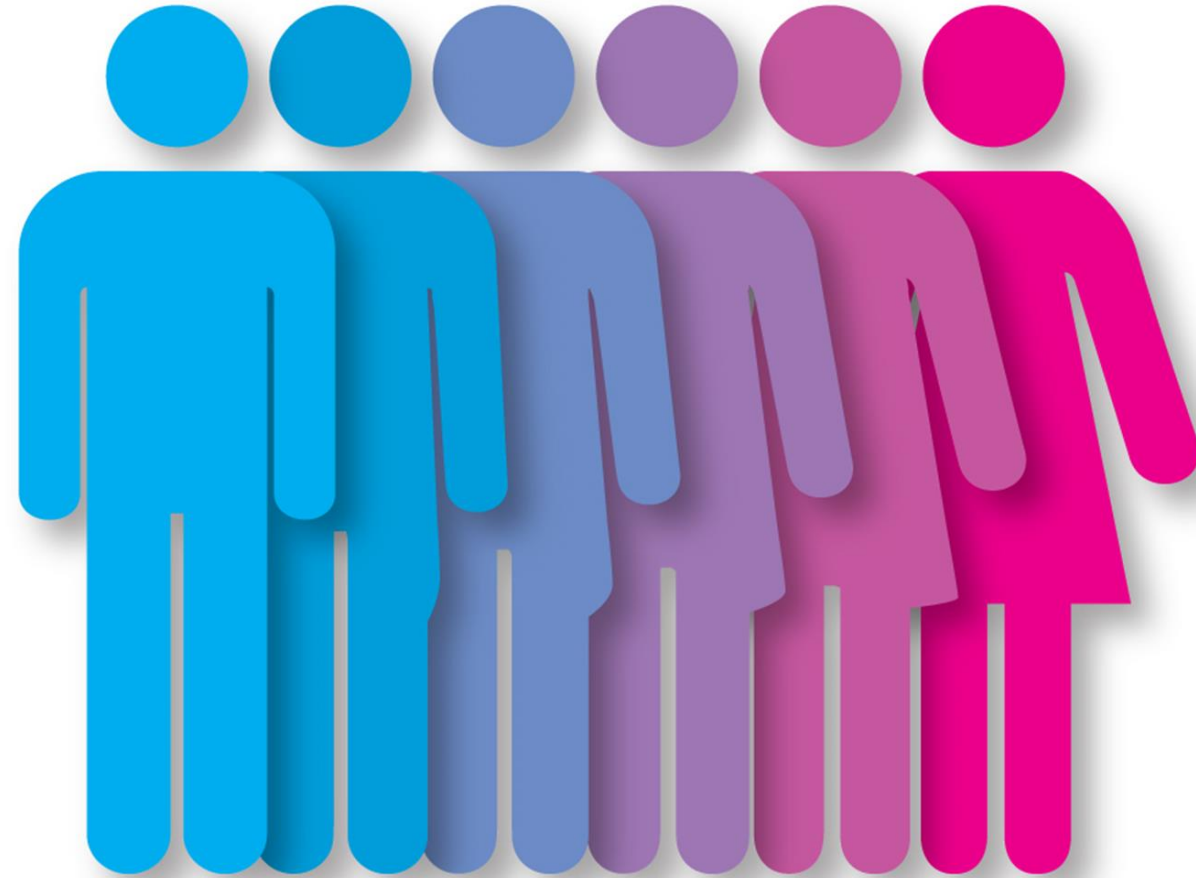
- 1. Persistence and Academic Achievement**
- 2. Critical Thinking and Cognitive Complexity**
- 3. Intercultural Competence**
- 4. Interpersonal and Intrapersonal Maturation**
- 5. Gender Awareness**
- 6. Spiritual Growth**
- 7. Service and Leadership for the Common Good**
- 8. Developing a Meaningful Life Purpose**
- 9. Life Long Health and Holy Leisure**

- **Sex** refers to biological differences; chromosomes, hormonal profiles, internal and external reproductive organs.
- **Gender** describes the characteristics that a society or culture delineates in regards to one's sex.

Student Development Learning Outcomes

5. Gender Awareness: Ability to view world through lens of gender, understand gender as important aspect of identity development, understanding of social constructs of gender

Presidential Task Force on Gender



Student Development Learning Outcomes



4. Interpersonal and Intrapersonal Maturation: Realistic self-appraisal, self-esteem, ethics and integrity, relationships, independence and interdependence, team work, etc.

Student Development Learning Outcomes

3. Intercultural Competence: Ability to engage, learn from and work with people whose cultural identity is different from one's own; understanding and appreciating human differences, social responsibility, identity development, etc.

Intercultural Directions Council

WHAT IS CULTURE?

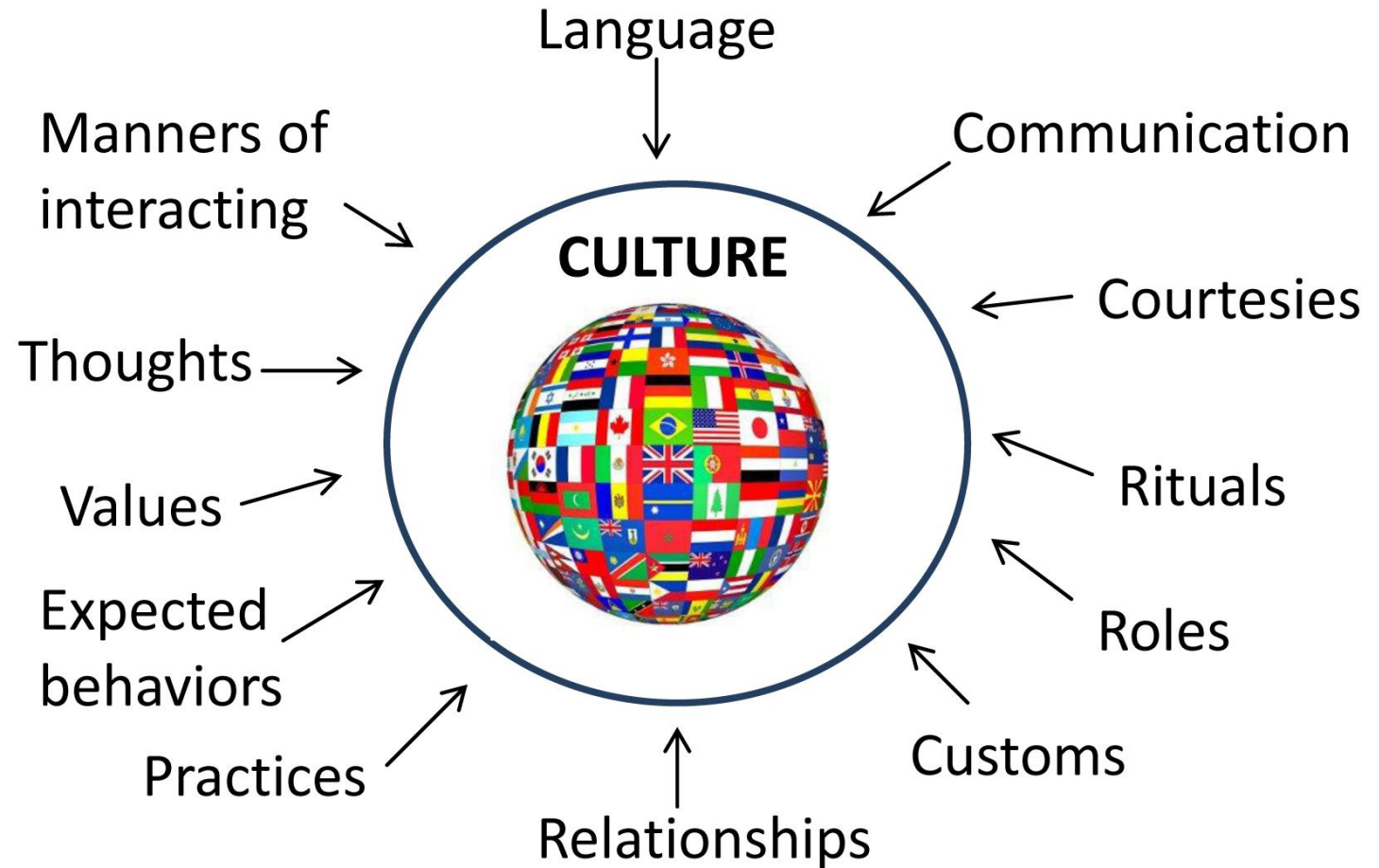


Culture

The acquired knowledge people use to interpret experiences and generate behavior.

Culture

The way we
do things
here.



Multiculturalism



The practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes and opinions within an environment.





Student Development Learning Outcomes

3. Intercultural Competence: Ability to engage, learn from and work with people whose cultural identity is different from one's own; understanding and appreciating human differences, social responsibility, identity development, etc.

Intercultural Directions Council



EMPATHY

would this help?

<http://inspiremykids.com/cms/wp-content/uploads/2013/12/Empathy-3.jpg>

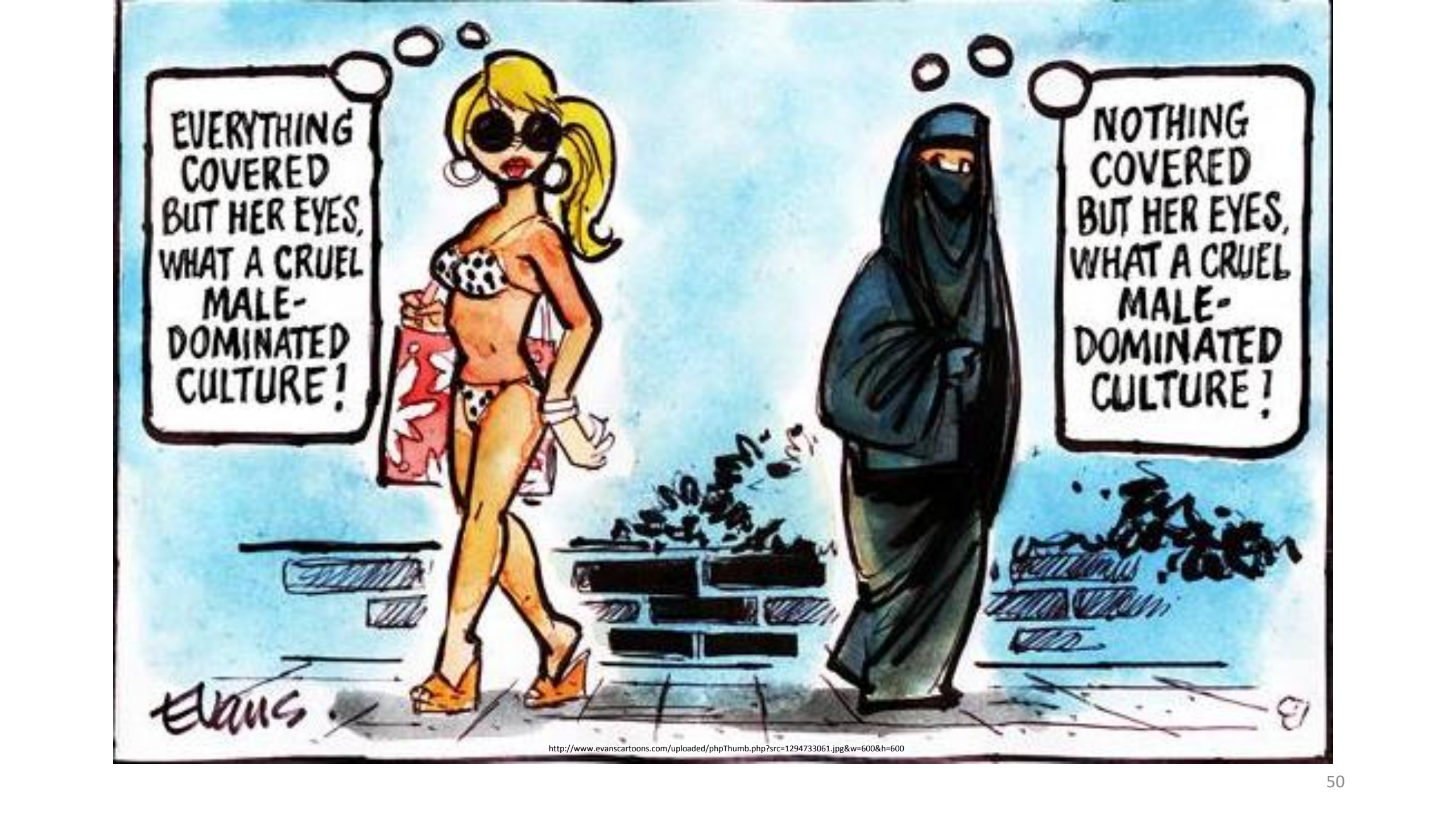
em • pa • thy

n. /'em-pə-thē/ or /ɛmpəθi/

the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.

<http://www.theartofed.com/wp-content/uploads/2013/07/Empathy-definition.png>

Merriam Webster



EVERYTHING
COVERED
BUT HER EYES,
WHAT A CRUEL
MALE-
DOMINATED
CULTURE!

NOTHING
COVERED
BUT HER EYES,
WHAT A CRUEL
MALE-
DOMINATED
CULTURE!

EVANS

HELP!

- **Notice when it's needed**
- **Ask for it**
- **Offer it**
- **Accept it**

CSB/SJU Human Rights Policy Statement

CSB and SJU prohibit harassment and discrimination on the basis of race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, familial status, status with regard to public assistance, or other legally protected category or characteristic. CSB and SJU will investigate and promptly seek the equitable resolution of allegations of conduct that violates this policy.

Human Rights Overview

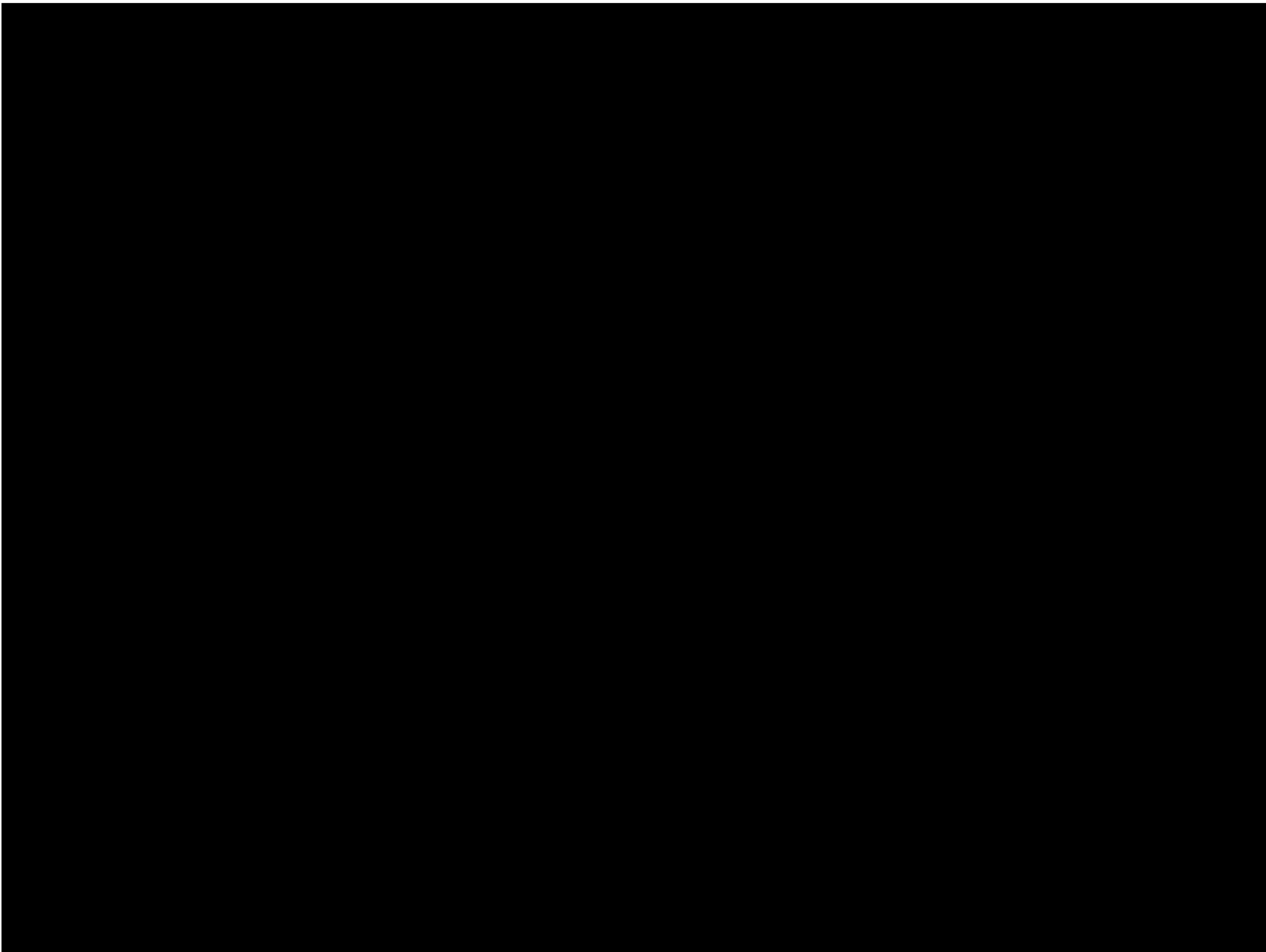
- **Where:** whether on campus or away from campus, when engaged in activities sponsored by the institution or which otherwise relate to the institution or its business
- **What:** Discrimination
Harassment (Quid Pro Quo and Hostile Environment)

Human Rights Overview

- **Who:** ALL community members are expected to report incidents promptly to the Human Rights Officer
- **Process:** Conversation, Report, Investigation, Determination

Sayings that may be or are problematic...

- That's so: gay, ghetto, bourgie, lame, etc....
- My (person you know) is (cultural identifier) so it's okay for me to say (cultural slur).
- Can't you take a joke; I was only kidding; stop being so sensitive.
- Stop acting like a (cultural slur).
- I don't see (cultural identifier).



Some suggestions...

- Based on the experiences I've had with (a person or group of people)...
- My understanding/interpretation of my faith tradition's stance on the topic is...

Mulligan Card



**Trade this card
for one 'do over'!**



http://i1.squidoo.com/resize/squidoo_images/400/draft_lens6105942module121833971photo_1285442514free_mulligan_ticket.PNG



“See, son, even pro golfers make bad shots.”

<http://golf-info-guide.com/wp-content/uploads/2013/08/bad-shots-golf-joke.jpg>



<http://gonzopocket.files.wordpress.com/2010/09/sany0067.jpg>

INTERCULTURAL

+

MULLIGAN

=

INTERCULTURALLIGAN

INTERCULTURAL + MULLIGAN =
INTERCULTURALLIGAN

When you recognize you just said or
did something offensive or
discriminatory and you ask the
listener(s) for a chance to redeem
yourself

INTERCULTURAL + MULLIGAN = INTERCULTURALLIGAN

When someone (you care about) says or does something offensive or discriminatory and you call their attention to it, allowing the speaker to correct the misstatement/misdeed

INTERCULTURAL + MULLIGAN = INTERCULTURALLIGAN

NOTE: A maximum of two (2) interculturalligans are allowed per conversation. After the maximum has been exceeded, you have permission to...

- **As a listener...**

- Totally go old school and educate the speaker

- **As a speaker...**

- Own your mistakes and pledge to educate yourself... then do it!

What else are we doing?

- The Intercultural Directions Council has been reconfigured to include both student senates' Cultural Affairs representatives; Academic Affairs has appointed the Academic Dean, Dr. Karen Erickson, to co-chair the committee with Mary Geller, CSB Vice President of Student Development; and the CAB co-chairs may also be invited to join the IDC.
- In collaboration with Ken Jones and the IDC, a statement was drafted that professors could include in their syllabi regarding Sexual Misconduct and Human Rights.
- Both presidents stated in their convocation address their commitment to following up on the discussion from last spring and they have asked the IDC to lead the way.
- There was another campus forum on Sunday, September 28