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Courageous (and Critical) Conversations about Equity and Belonging: Understanding the Importance of Huether 2021

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Introduction

If you were there, you know why we are writing this: to punctuate the importance of we Lasallians gathering to reflect upon, learn about, and advance equity and belonging at our institutions. If you were not able to attend, then we offer this reflection on Huether 2021⁵ as an invitation for you to understand and engage in this reflection and learning, too. For all of our Lasallian colleagues, we welcome and support you in your own efforts to advance courageous and critical conversations and actions about equity and belonging as essential work in living our mission as Lasallians today, to touch hearts and transform lives.

Planning and Understanding Huether 2021

In November 2021, 200 Lasallians gathered in Baltimore for the 48th Huether Lasallian Conference. As the RELAN website proclaimed,

As Lasallians, we are continually examining and rebuilding ministries – and by extension our communities – so they are places of welcome, inclusion, equity and belonging for all of our brothers and sisters.

At Huether, we had three days to consider in community how best to examine and rebuild our ministries in the direct response to the twin pandemics of COVID-19 and systemic racism and inequalities plaguing our communities.

The Huether Lasallian Conference, which is run out of the Office for Lasallian Education, is an annual gathering of Lasallian educators, Brothers and Partners in the Lasallian Region of North America (RELAN) that brings focus to a particular theme related to the Lasallian charism and educational mission. Through a thoughtful blend of keynote addresses, panel presentations, breakout sessions, and prayer services, we call upon scholars from within and outside the Lasallian tradition to help us critically examine our practices. Huether offers an extraordinary opportunity for Lasallians to network, socialize and learn with colleagues from across the United States and Canada.

The 2021 theme of "Compassionate Dialogue and Courageous Conversations: Pathways to Equity and Belonging" was determined after inviting input from the Districts⁶ as well as planning committee members. The planning committee reviewed pertinent Institute⁷ and educational

documents to help inform the 2021 conference, with special emphasis on the recently released *Declaration on the Lasallian Educational Mission: Challenges, Convictions and Hopes* (2020).

The following excerpt from the *Declaration* was included in the thematic paragraph and set the framework for Huether 2021:

We believe that another world is possible, and that education is a fundamental force for building it. Our educational perspective aims to build societies where peace, equity, social justice, civic participation, the raising up of common dreams, and respect for freedom and difference are possible. We visibly demonstrate our commitment for the building up of a more democratic and just society, as well as our option for an integral and sustainable human development that benefits everyone. To educate for peace is to educate for justice and solidarity.⁸

Huether 2021 in Action

In lieu of multiple breakout sessions, Huether 2021 was unique in that all participants journeyed together in reading, reflecting and interacting with the twelve Declarations (cf. Appendix) through the lens of inclusion. The four breakout sessions focused on the themes of equity, belonging, justice, transformation, and justice.

The sessions were facilitated by Dr. Kerri Mulqueen, Assistant Professor of Education at Manhattan College. She articulately – and courageously-led – participants through the language of the 12 Declarations as a way to first ground understanding of the responsibilities and vision of Lasallian education within the language of the document. Following this grounding, there were personal and school-based examples of best practices being enacted at specific Lasallian ministries. Following the case study, participants were invited into discussions of how they could intentionally prioritize each of the focus areas within their work at their home institutions.

Session One: Equity

This session focused on Declarations One through Three. In Declaration One, facilitators highlighted the quote, “Our educational institutions and projects focus on people and promote their integral development.” In a motif that would last throughout the conference, a granular approach to the literature was employed, using a metaphorical magnifying glass to examine individual word and phrase choices made by the writers of the Declarations in order to tease out key ideas for attention. In Declaration One, the highlighted words were “integral” and “focus.” Participants pursued these questions: “What does it mean to make student development the absolute center of attention in all planning and policy? How do we ensure that all belong?”

In looking at Declaration Two, facilitators highlighted the quote, “Today our commitment is to identify the new forms of poverty – which are always to be found at the frontiers of dehumanization, in a lack of opportunities and in marginalization – and to serve those who suffer from these poverties.” Facilitators encouraged us to broaden the definition of “poverty” which lets go of strictly economic characteristics and instead imagines the term to mean “inferior in quality or insufficient in amount.” With that definition in mind, participants were asked to consider, “How

many forms of poverty exist in your school?” Presenters offered suggestions to consider – poverty of affirmation, poverty of opportunity, poverty of representation – and invited participants to identify what structures could be put in place to replace their identified poverties with opportunity and nourishment. Led by Dr. Alexandra Walton of Saint Mary’s College High School in Berkeley, CA, exemplars of inclusive and opportunity-rich programs and interventions in place in that school were offered as case studies in how one Lasallian school is answering this call.

In Declaration Three, the highlighted phrase was, “The teacher is the fundamental mediator of educational processes because they create the pedagogical relationship that favors the integral growth of the children and young people with whom they share life and mission.” Participants were asked to consider: “What does it mean to be the true mediators our mission calls us to be? How are we go-betweens connecting who our students are when they arrive at our doors to who they will be when they leave us?”

In table groups at the completion of the Equity Session, Lasallians were asked to consider a series of questions:

- How do we create healthy, brave and respectful environments, defend the rights of children, young people and adolescents, and create situations where duties and rights are defended, respected and promoted? How can we better achieve a “student-centered” philosophy in our policy and practices as educators?
- What are the new forms of poverty (which are always to be found at the frontiers of dehumanization, in a lack of opportunities and in marginalization)? Do we really know who we are serving?
- How do we accompany, inspire, and create pedagogical relationships that best form free, autonomous and responsible people?

Session Two: Belonging

The Declarations again provided rich lenses for considering the role of Lasallian schools in fostering true community through recognizing the realities of our students’ lived experiences and framing our planning for their ongoing development within a filter of optimism, affirmation, and belonging.

Declaration Four reminds all Lasallians that, “We believe that the educational community is a core component in the building up of the person and the transmission of values”; and during thought partner sessions, facilitators asked participants to consider the question, “What intentional actions are you taking or could you be taking to help students in your care feel embraced by an inclusive community? How do your students have agency over their learning while concurrently generating a shared belief in communal and affirming values?”

Declaration Five asserts that “Our association is also expressed in networks of educational communities that allow themselves to be impressed by the realities of the learners” and that “we respond together and by association to the needs of children and the youth of the world.” Participants were asked to consider whether multiple realities are allowed to exist within the walls of their schools and ministries and whether opportunities are provided for the school staff to learn

from their students about what needs are not being met. Additionally, the questions raised were : “Are all Lasallian schools giving students and staff the important understanding of what it means to be part of this vast and historic network? Are new community members introduced to the Founder’s story and invited to understand the manifestation of John Baptist de La Salle’s mission of transformative education?” Dr. Walton shared additional examples from Saint Mary’s College High School in Berkeley, CA, to activate thinking around how the Brothers might share their vocation with the larger community and invite greater understanding of the zeal that underscores Lasallian education and faith.

Declaration Six proclaims, “We believe that education makes possible the search for and transmission of the truth. We have a positive view of the ability of young people to be passionate about this.” Facilitators reminded participants that this Declaration makes it incumbent upon us as Lasallians to avoid the pitfalls of faculty room gripe sessions that paint younger generations as flawed in some way and to put an emphasis instead on seeking and seeing the good in our students, their energy and creativity, their fresh perspectives and joy. “How might we instill this belief in our students within a dynamic curriculum that encourages their engagement with real world problems and empowers them to be agents of change for themselves, our schools, and our shared world?”

Table discussion questions following the Belonging Session were as follows:

- How can we foster a sense of community in our ministries that promotes the harmonious growth of people, helps to find meaning in life, makes it possible to create bonds of affection and solidarity, communicates security and respects differences leading to common dreams and transformative commitments?
- How can we use our Lasallian association to better respond to the needs of children and the youth of the world?
- As we provide an environment that makes possible the search for and transmission of truth, how do we as educators build authentic relationships in our communities, leaving meaningful, character-building, and lasting impressions on our students?
- Where are you currently on your journey toward creating a more inclusive community in your school, workplace, community, church, etc.?

Session Three: Transformation

In examining the language of the Declarations, all participants were asked to look at the transformations happening within our ministries and the opportunities that exist for greater and more far-reaching efficacy. It is common in our Lasallian ministries to talk about the power of the mission to transform the individual lives of students; but at Huether, we asked whether our institutions might position themselves to be models of social transformation, standing in the gap between what our society is and what we would like it to be. “How might our work be reimagined as a place to live Lasallian values in action?”

Declaration Seven states, “Our educational proposal has to be a real engine of commitment to an integral ecology that with alternative paradigms challenges predatory consumerism, technocratic tyranny, lifestyles inconsistent with human and integral development.” Our conference asked the

Lasallian network to brainstorm what those alternative paradigms are or could be. How might we challenge that which is invalid, unjust, or outmoded? How and where can we intervene to disrupt injustice? Examples were offered of practices in use within the Martin de Porres School network in Elmont, NY, to disrupt the painful narratives experienced by many of their students, offering attachment where rupture has taken place.

Declaration Eight tells us, “Education builds equity to the extent that it generates opportunities for personal, community and social development, while dignifying people and transforming societies.” If our ministries are education centered, then Lasallian institutions are driving forces for equity and transformation. Conference attendees were asked to consider what transformations they would most like to enact in response to this directive.

Declaration Nine similarly offers a clear reminder that, “the objective of Lasallian education is to form people of mature and robust faith, with clear ethical criteria, who exercise leadership through service and who are committed to working for the common good and the building up of more just and peace-promoting societies.” Considering this message critically, each institution was invoked to evaluate their programs and policies to determine if they are meeting this ethical challenge.

In table groups following the Transformation Session, participants were asked to consider:

- In what ways are we making room for transformation in our local realities? In what ways can we create more opportunities in our local realities?
- The objective of Lasallian education is to form people of mature and robust faith, with clear ethical criteria, who exercise leadership through service and who are committed to working for the common good and the building up of more just and peace-promoting societies. What are ways we can walk with those entrusted to us to incorporate these goals into their lives?
- How do we use activism and solidarity as necessary responses to policies that seek to divide marginalized groups?

Session Four: Justice

We Lasallians were asked to consider how our school communities might become models for true justice that sees the whole person and seeks restoration and recognition rather than compliance. Restorative practices at Martin de Porres School network in Elmont, NY, were offered as a case study to consider for Lasallians wondering how to match ideology with strategy.

Declaration Ten begins boldly with, “We believe in the evangelizing power of the school”; and Huether attendees were tasked with thinking about that term “evangelize” which means to promote or promulgate something enthusiastically.⁹ Where are we revealing and embodying that enthusiasm? Are we excited to see one another and our students when we walk in the doors? Are we enthusiastic about our opportunity to transform lives through Lasallian intervention?

In order to keep that enthusiasm going and to build upon it, we looked to Declaration Eleven which asserts, “new educational projects must be brought into being, and others must surely die.” Our Lasallian institutions pride themselves on long histories and tradition, but inclusivity and progress

mean reevaluating which parts of our institutions need to evolve. Our facilitators asserted that this evaluating is not a repudiation of our rich history, but a commitment to keeping our work mission-centered and moving forward in justice and love.

Declaration Twelve ends motivationally, telling readers, “We visibly demonstrate our commitment to the building up of a more democratic and just society, as well as our option for an integral and sustainable human development that benefits everyone.” These questions were posed to the Huether community: “How are we making our commitment to these ideals visible? Are we willing to be seen standing for our Lasallian commitments of faith in the presence of God, inclusive community, quality education, respect for all people, and concern for the poor and social justice? Do visitors to our buildings, as well as students and staff, see signage and messages that embrace this vision? Do they see actions that embody this vision? If there are areas where the answer is ‘no,’ how can each no be turned into a confident ‘yes’?”

In table groups following the Justice Session, participants were asked to consider:

- How do we connect students to the values of respect for people, love of neighbor, mercy and compassion, freedom and responsibility, justice and equity, care for life and nature?
- How can we transform our current ministries to better respond to the needs of the times and/ or what new ministries need to replace or complement our current ministries?
- How can we use our educational ministry to change the world by educating for peace, justice, and solidarity?
- What will we lose and what is to be gained from an open and honest discussion of centering justice in our ministries?

Session Five: Synthesis

This final session provided opportunities for group reflection and questions. The ideas of the previous two days were revisited with opportunities for participants to consider the larger, interconnected ideas that underpinned Equity, Belonging, Justice and Transformation. Using various media to offer entry points, the synthesis presentation encouraged Lasallians to ask where they are and are not currently using their voices to announce their values and where and how they might increase that ratio.

Reflections and Invitations from Four Lasallians

Kerri Mulqueen (Huether thought partner session facilitator): The themes of the Huether Conference 2021 were directly applicable to my work with pre-service teachers as a college faculty member. Our discussions in Baltimore reminded me that a focus on inclusion and belonging, on justice and intervention, are not sidebar to teaching practice but rather are foundational planks in the development of a teaching life. As I teach pedagogical methods, my Lasallian mission calls me to infuse my students with the understanding that there can be no transformational learning without a love for and recognition of the wholeness within each member of our classes. I was galvanized by the days spent in communal criticality and planning with my colleagues; and I invite any member of our community interested in discussing these central ideas further or any who is

seeking a thought partner in turning belief into practical action, to contact me, to use the Lasallian network to help water these vital seeds we are all planting in our ministries across the Region.

Alexandra Walton (Huether thought partner session facilitator): My reflection on Huether Conference 2021 brings gratitude, urgency, and hope. We are experiencing an incredibly polarizing time in our country's history. As Lasallian educators, it is our job to lead our students in compassionate dialogue and courageous conversations. If we are not able to do this as adults, how can we ask our students to do so? Observing my fellow Lasallians create brave spaces to engage in equity-based dialogue was inspiring. It was a good reminder of what we are called to do in our work. Our Lasallian principles require us to have Respect for all Persons and an Inclusive Community. These principles do not simply thrive on their own. We must tend to them and cultivate them. We must develop our communities to understand what these mean and what they look like. I was encouraged by the ideas that were shared in Baltimore, the connections that were made, and most importantly the community commitments to ensuring all of our students feel seen and included in our Lasallian communities.

Sarah Laitinen (Huether planning committee): As I reflect on the compassionate dialogue and courageous conversations during the Huether Conference 2021, I continue to be inspired by the commitment of so many Lasallians who came together for this critical conversation. Our Lasallian mission calls us to truly see the students, clients, colleagues who are in front of us. The pillars for this year's conference – equity, belonging, transformation, and justice – invite us to reflect on, and bring to life, these essential pillars in light of the recently published *Declaration*. As I reflect on my work, I often consider the following question in the *Declaration*, “In what ways are we educating for peace and solidarity?” I encourage the 2021 Huether participants to dialogue around the following questions at their ministry: “How can these proceedings support your lived experience in walking through these Declarations? How can I seek out opportunities for continued formation as I grow in my discernment and commitment to the Lasallian mission? Please let me know how I can support your discernment on any of our Regional Lasallian formation programs.

Frances M. Sweeney (Huether participant): First, I am very grateful to the Huether Conference 2021 planning team for selecting this critical theme and to the facilitators of the sessions. I appreciate the unique design in having all of us journey together, deepen our understanding of this recent Institute document, *The Declaration*, and especially for the connection to themes of equity, belonging, justice, and transformation. As a Mission Officer, I constantly ask myself, “What does it mean to be a Lasallian Catholic institution for the Twenty-First Century? How are we called to be Lasallian today?” Huether 2021 provided a critical answer: that if we are to remain true to our calling to touch hearts of all students, then we *need* to know them, to affirm them in their full human dignity by affirming and celebrating their full identities, to learn from them and the unique gifts they bring to our schools, and to help them transform their lives committing to transforming ourselves as well. For those of us engaged with mission formation and/ or school leadership and culture, this is a wonderful opportunity to intersect formation practices within our respective cultures, to continue to reflect and grow, and to be Lasallians who lead and model the beloved communities that are possible in the world today.

Concluding Remarks

Building on the momentum of Huether 2021, we are happy to inform you that Saint Mary's College in Moraga, CA, will conduct an inaugural session of a Lasallian Institute for Diversity, Equity, Inclusion, and Belonging in July 2022. Like the other Regional formation programs sponsored by RELAN, this institute will be open to all Lasallian educators. The goals of this institute are to deepen our understanding of the why and how of diversity, equity, inclusion and belonging (DEIB), grounding this work within our Lasallian charism, cultivating both personal and professional practices of being equity change agents, and joining other Lasallians in this critical human pursuit toward faith, justice, peace, and love.

We hope this brief overview and reflection on Huether Conference 2021 inspires you to read the Declarations (cf. Appendix) and to continue your own journey, as individuals and as Lasallian school communities committed to belonging, equity, justice, and transformation. We look forward to future opportunities to engage these critical reflections and to identify strategic and practical actions. We invite you to contact us for more information, to share your own ideas, or if you would like us to help you and/ or your school community engage in this work.

Appendix: Conclusion of *Declaration on the Lasallian Educational Mission* (2020)

Conclusion: Our Declaration ¹⁰

Around 1694, when writing the “Memoir on the Beginnings,” John Baptist de La Salle understood how the plan of God was carried out through him and in the Institute that he founded together with his Brothers. He expressed himself in these words:

God, who directs all things with wisdom and gentleness and who does not force our wills, wishing to have me take care of the schools, led me imperceptibly and over a long period of time from one commitment to another in a way I did not at all foresee in beginning.

In the same way, God so leads me today. Lasallians know that the story that began more than 340 years ago continues to amaze us today as the expression of God’s plan. With wisdom and kindness, God has guided the Institute to find, in every century and according to different circumstances and places, the means, the people, the committed groups and associates to continue this mission of a human and Christian education for children, young people, and adults, especially the poor. In this way, the adventure that began with a small group of teachers became, first, a community of Brothers and, over the years, an enormous group of committed Lasallians. These men and women, belonging to many different cultures, languages and traditions, dedicate their lives to advance horizons, touch hearts and inspire minds through an education that enables them to generate opportunities that promote the transformation of lives, persons, and societies.

The life of Lasallian educational groups is nourished by a passion for the education of the poor, those who suffer, those who await our offer of solidarity and invite us once again to take a risk and to be creative. Rather than cling to the past, we prefer to build the future. We choose life and hope. We reaffirm our faith in the goodness of human beings and in our passion for humanity.

The contemporary age is marked by an extensive weakening in credibility of institutions that carry out a mission requiring creative proposals. Despite this, the present moment is a time of hope and creativity. Societies and individuals are seemingly finding ways to overcome the many problems of an age marked both by inequality and injustice, as well as by means of making new inspirations flourish, of creating new commitments, and of facilitating a new spring. The power of hope once again launches the commitment of Lasallians to the human and Christian education of children, young people, and adults in whom we find the face of God and the best expression of what is deeply human.

In this way forward and strengthened by our convictions and traditions, we make a few proposals for the present and the future. We accept the past with gratitude, embrace the present with joy and look to the future full of hope, animated by the deep faith that this pathway we are following is the work of God; and so:

We declare that:

1. We firmly believe that children and young people are a call to hope and commitment. Our educational institutions and projects focus on people and promote their integral development. To this end, they create healthy, safe and respectful environments, defend

the rights of children, young people and adolescents, and create situations where duties and rights are defended, respected and promoted.

2. We believe that in the faces of the impoverished and vulnerable we find God's saving power. Our tradition is rooted in the preferential service for the poor, the excluded, those considered irrelevant, that is to say those children and young people for whom their vulnerable condition is an obstacle to the building up of their dreams for the future and to their having a dignified and happy life. Today our commitment is to identify the new forms of poverty – which are always to be found at the frontiers of dehumanization, in a lack of opportunities and in marginalization – and to serve those who suffer from these poverties.
3. We believe in the inspiring and mediating power of the educator. The teacher is fundamentally a witness who accompanies and inspires because his/ her example inspires, challenges, accompanies and orients. The teacher is the fundamental mediator of educational processes because they create the pedagogical relationship that favors the integral growth of the children and young people with whom they share life and mission. Their presence illumines, points out horizons, generates environments for learning, promotes autonomy, suggests paths and transmits principles. In this way, they contribute to the formation of free, autonomous and responsible people.
4. We believe that the educational community is a core component in the building up of the person and the transmission of values. Fraternity and the sense of community are the greatest and the best contribution of Lasallian pedagogy to educational processes. This fraternity promotes the harmonious growth of people, helps to find meaning in life, makes it possible to create bonds of affection and solidarity, communicates security and respects differences. In addition, it helps to build common dreams and transformative commitments.
5. We believe that our Lasallian association is a gift from God to the world and an extraordinary means to continue the legacy received from our living three-hundred-year heritage. Our association is also expressed in networks of educational communities that allow themselves to be impressed by the realities of the learners. Brothers and laypeople committed to the educational mission are the present expression of God's plans. Therefore, we respond together and by association to the needs of children and the youth of the world.
6. We believe that education makes possible the search for and transmission of the truth. We have a positive view of the ability of young people to be passionate about this. All of our institutions share this optimism, which is consistently nourished by the fundamental conviction that inquiry, through the different disciplines, discovers different but complementary knowledge, and points to the knowledge of a transcendent truth that eludes us and, at the same time, draws us irresistibly.
7. We believe that education is a fundamental, powerful and productive resource for the care of the Earth and the defense of the habitat where life can flourish and sustain itself. Our educational proposal has to be a real engine of commitment to an integral ecology that

challenges with alternative paradigms, predatory consumerism, technocratic tyranny, lifestyles inconsistent with human and integral development. We know that we cooperate in this type of advancement if we ensure that all advancement is socially participatory, culturally appropriate, technically fair, ecologically sound, economically equitable, politically impactful, ethically responsible and spiritually meaningful.

8. We believe in the transforming capacity of education. Education is the most important intervention in the formation of the human being insofar as it allows the communication of values, the acquisition of knowledge, the building up of human networks, the expression of dreams and the emanation of a new paradigm about the human being, society, life and our relationship with nature. Education builds equity to the extent that it generates opportunities for personal, community and social development, while dignifying people and transforming societies.
9. We believe that Lasallian education is an expression of Christian humanism. Our educational proposal is an expression of humanism because its objective is integral formation. Consistently, in this proposal, intellectual development, the development of faith, the understanding of science, and the living out of values, are not understood as isolated dimensions, but as dimensions that involve and feed each other. Therefore, the objective of Lasallian education is to form people of mature and robust faith, with clear ethical criteria, who exercise leadership through service and who are committed to working for the common good and the building up of more just and peace-promoting societies.
10. We believe in the evangelizing power of the school. The Lasallian educational proposal is nourished by the most genuine values of the Gospel, such as respect for people, love of neighbor, mercy and compassion, freedom and responsibility, justice and equity, care for life and nature. We also believe that the presence of God's love in every man and woman reveals the sacredness of life and peace as the greatest good of our living together.
11. We believe that today's realities demand taking risks and being creative. The school must always be updated, capable of remaking itself and responding to the needs of children and youth. For this same reason, new educational projects must be brought into being, and others must surely die. Our peoples urge us to look to rural areas, indigenous groups, migrants, poverty belts of megalopolises, and frontiers of dehumanization to respond creatively to their specific and pressing needs.
12. We believe that another world is possible, and that education is a fundamental force for building it. Our educational perspective aims to build societies where peace, equity, social justice, civic participation, the raising up of common dreams, and respect for freedom and difference are possible. We visibly demonstrate our commitment to the building up of a more democratic and just society, as well as our option for an integral and sustainable human development that benefits everyone. To educate for peace is to educate for justice and solidarity.

With our eyes fixed on God, our faith in the goodness of the human being and our commitment to children and young people, we advance toward the demanding and exciting horizons of this

Twenty-First Century. The conviction that a better world is possible moves us, the passion for humanity brings us together, and hope encourages us along the way.

Endnotes

1. Sarah Laitinen, who serves as Director of Lasallian Programs for the Office for Lasallian Education at Christian Brothers Conference in Washington, DC, earned her master's degree in education at Saint Mary's College of California.

2. Kerri Mulqueen, who serves as Assistant Professor of Education at Manhattan College in Bronx, NY, earned her doctorate in English language and literature at Saint John's University in New York City.

3. Aleksandra Walton, who serves as Coordinator of Diversity, Equity and Inclusion at Saint Mary's College High School in Berkeley, CA, earned her doctorate in education at Saint Mary's College of California.

4. Frances M. Sweeney, who serves as Professor of Spanish and Vice President for Mission at Saint Mary's College of California in Moraga, CA, earned her doctorate in Hispanic linguistics at the University of Texas.

5. The Huether Lasallian Conference, which is an annual gathering of Lasallian educators in the Lasallian Region of North America (RELAN), was held from 18 to 21 November 2021 at the Hyatt Regency Baltimore Inner Harbor Hotel.

6. RELAN is comprised of four Lasallian Districts: Eastern North America (DENA), Francophone Canada, Midwest, and San Francisco New Orleans (SFNO).

7. The Institute of the Brothers of the Christian Schools.

8. *Declaration on the Lasallian Educational Mission: Challenges, Convictions and Hopes* (Rome: Brothers of the Christian Schools, 2020), page 122.

9. For a rich understanding of the underpinnings of the term "evangelization" as it is used in recent Institute publications, see: *The Rule of the Brothers of the Christian Schools* (Rome, 2015), #13 to #21; *Circular 469: The Documents of the 45th General Chapter of the Brothers of the Christian Schools* (Rome, 2014), #3.12 to #3.19; *Evangelii Gaudium: The Joy of the Gospel* (Vatican City, 2013); and *Disciples Called to Witness: The New Evangelization* (Washington, DC: USCCB, 2012).

10. *Declaration on the Lasallian Educational Mission* (2020), pages 115-122.