15 June 2015

Dear Members of Unity 4,

I take this opportunity to acknowledge and thank you for the thoughtful proposal and presentation to members of the administration on May 27. As I said during that meeting, the proposal was well written and exemplifies the care with which you bring the suggestions forward. We share the goal of making Santa Clara University a more inclusive community for all students. Together with my staff, I commit to working with you to implement the goals and many of the tactics identified in the proposal. I am aware of the urgency with which you identify the need for real change and when possible, we will take immediate action.

After meeting with you, we consulted with campus colleagues to fully understand the challenges and opportunities presented by each of the 21 tactics presented in the proposal. We sought to understand the answers to questions regarding the feasibility of the proposed tactics, the resources required to execute the tactic, competing interests that might be compromised in order for SCU to pursue a particular tactic and alternatives to the stated tactic that might help us achieve the associated goal in a more effective or efficient manner. To provide a realistic implementation timeline, we identified which tactics require a change in University policy or require the engagement of our shared governance process. In the case of change in University policy or shared governance, we identified the consultation steps required.

As a result of this consultation, we identified six tactics that are already underway and nine that will be implemented in the coming academic year. Several of the tactics require additional time to consult with faculty and other constituents. We will welcome two new academic deans in August and it will be important to engage the new Deans in conversations regarding those tactics that directly impact their academic units or their faculty.

Appendix A identifies the office and administrator with primary responsibility and the approximate timeline for most of the 21 tactics, with several tactics needing additional consultation with you prior to responding in greater detail.

Beyond the tactics listed in the document, I would like to inform you of five additional initiatives that are underway and will contribute to our goal of making Santa Clara a more inclusive campus (See Appendix B).

As we continue to work together to advance our shared goal of fostering an inclusive campus community, it will be important to keep lines of communication open between administrators and students. I have asked Jeanne Rosenberger and Aldo Billingslea to take the overall lead in moving the identified tactics forward. They have my full support and will provide updates on our progress in between our scheduled meetings.

If you will be in the area over the summer, let us plan to get together once before the start of the new academic year. Otherwise, I will ask my staff to schedule our first meeting for early October.

I extend my appreciation for your leadership and commitment to Santa Clara University.

Sincerely,

Michael E. Engh, S.J.
President

cc: Aldo Billingslea
           Connie Chang
           Lester Deanes
           Dennis Jacobs
           Jeanne Rosenberger

Appendix A:
Unity 4 Points of Contact and timeline for tactics

Academics

1. Reorganize the CORE diversity requirement from a one-class requirement to two separate requirements **AND**
2. Reduce the Pathways sequence by one class.

Comments:
We agree that the Core Curriculum is an excellent place to introduce and reinforce university values for all students. However, it is important to know that Core Diversity is not the only area that addresses the goals embedded in the SCU's current Diversity requirement. The Core Curriculum is designed so that every goal is addressed by at least two Core areas. The goal of diversity is met by Diversity: US Perspectives and Cultures & Ideas 3. Moreover, each Core area addresses two to four goals. The Diversity requirement addresses the goals of perspective, social justice, and complexity as well as diversity. The team that developed the proposal for the Core Curriculum launched in 2009 was especially attentive to the need for more than one course addressing learning related to each of our goals and to ways courses satisfying different requirements would reinforce one another. See also: http://www.scu.edu/provost/ugst/core/core-overview/learning-goals/

Every aspect of our current Core emerged out of a thorough process of information gathering and discernment, broad faculty consultation, and the shared governance processes that included the faculty senate, deans of the schools and College, Academic Affairs and the Board of Trustees.

Any changes to the Core must address a variety of issues including impact on student learning and the overall mission and goals of the Core curriculum. This analysis is complex and necessitates consultation with a broad group of campus constituents.

While the Core can, and presumably will be changed at some point in the near future, proposals for changes in Core requirements cannot be approved rapidly. The Academic Affairs UPC has posted a document specifying guidelines and process for changes in academic programs: http://www.scu.edu/governance/committees/academicaffairs/upload/Approval-of-Academic-Program-Changes-2013.pdf. Proposals for changes in the Core must be reviewed by the Academic Affairs University Policy Committee (UPC) after consultation with relevant departments; Office of the Registrar; Library, Media Services, and Information Technology; Drahmann Center; Council of Deans; Provost's direct reports; and other relevant University and external stakeholders. If the Academic Affairs UPC recommends a change, the approval sequence is University Core Curriculum Committee; Provost; President; Board of Trustees.

Office Responsible: Undergraduate Studies
Point of Contact: Laura Nichols, Director of the Core Curriculum
Timeline: The learning goals associated with the Core Curriculum Diversity requirement will be assessed in 2015-16.

3. Develop Ethnic Studies and Women's and Gender Studies Departments as stand alone majors.

Comments: The College of Arts and Sciences has been in conversation throughout the 2014-2015 academic year with the leaders of the Women's and Gender Studies program and the Ethnic Studies program to help them reach the goal of a standalone major. However, there are several process steps still necessary to deal with this issue.

WGST provided a draft proposal to the College. The College provided substantive feedback to the program and the program is in the midst of responding to those comments, suggestions and challenges. We look forward to reviewing the next draft, engaging in conversations about the resources that will be needed to support the major in the hope of moving it along to the next step of faculty governance (Academic Affairs committee) next year.

Ethnic Studies appears committed to considering this change holistically within its program review, which may push out any request from Ethnic Studies by two to three years. We look forward to receiving that proposal and engaging in serious conversation about a standalone curriculum and the resources we can provide to support it.

Office Responsible: College of Arts and Sciences
Point of Contact: Dean Tahmassebi (after her start date in August 2015)
Timeline: See above

4. Increase hiring faculty of color as permanent, tenure track faculty through the Inclusive Excellence initiative.

Comment: The University has exceeded the 10% threshold requested in the document. Since its creation in 2004, the Inclusive Excellence postdoctoral fellows program has appointed eleven fellows from historically underrepresented backgrounds. Of these, four have been hired into tenure-track positions and one into a lecturer position.

The University will continue to pursue this tactic at a rate of two Inclusive Excellence postdoctoral fellows a year.

Office(s) Responsible: College of Arts and Sciences, School of Business, School of Engineering
Point(s) of Contact: Deans Tahmassebi, Beck-Dudley and Mungal
Timeline: In progress

5. Add a multicultural event requirement once a quarter to all Cultures and Ideas classes.

Comment: Supporting more programming connected to first-year sequences is something that can be done. However, requiring all faculty who teach particular Core courses to include a multicultural event requirement each quarter runs against Santa Clara's strong belief that faculty must be granted the academic freedom to approach learning in ways that work best for them as individuals. Faculty are required to include assignments

addressing the learning objectives for the Core area, but they are not told how they must do so.

Attention to the issues addressed by the Unity 4 document are important and can be facilitated much more rapidly as part of current strategic planning related to an integrated six-quarter experience. (See Appendix B) Exploration of ways learning in classrooms can be enriched by learning experiences supported by Residential Learning Communities, the Office of Student Life, Associated Student Government, MCC, SCAAP, the Violence Prevention Program, the Rainbow Resource Center and student clubs will likely better achieve the ends desired.

In additional, the University will make efforts to share programmatic information with the faculty teaching Cultures and Ideas courses.

Office Responsible: Undergraduate Studies
Point of Contact: Laura Nichols, Director of the Core Curriculum
Timeline: *Beginning in Fall 2015

6. Add information on the EthicsPoint anonymous reporting process for bias incidents and academic integrity reports to all syllabi.

Comments: As an immediate alternative to the proposed tactic, the University will develop and post a "How to Make a Report" poster in all campus classrooms. The poster will include how to report 1) bias incidents, 2) academic integrity violations and 3) sexual misconduct, including sexual assault. Unity 4 representatives will have an opportunity to review the poster content before publication. In addition, the University will add "how to make a report" language to the 2015-16 Student Handbook.

Office(s) Responsible: Office of Diversity and Inclusion, Office of Student Life, Affirmative Action Office
Point(s) of Contact: Aldo Billingslea, Matthew Duncan, Belinda Guthrie
Timeline: Ready for Fall 2015

Student and Residence Life
1. Reframe the online pre-enrollment orientation (formerly AlcoholEdu and Haven) to include more focus on aspects of off-campus and on-campus bias incidents that students may face when enrolled.

Comments: Because there is not an identified Internet-based product that focuses on bias behavior, reporting, and the value of diversity it is not possible to implement this tactic this summer. If, by the winter of 2016, the University is successful in identifying a program that meets the University's needs, it could be implemented in the summer of 2016. If a viable produce is available sooner, the implementation date may change.

Office Responsible: Office of Student Life
Point of Contact: Lester Deanes
Timeline: Summer –Winter 2016 Research options for on-line program
                        Summer 2016   Implementation of new on-line program

2. Implement supplemental programs partnering with residence halls and on-campus organizations to continue discussions with students throughout their four years at Santa Clara University.

Comment: The Office of Residence Life will be implementing new programming guidelines during fall student staff formation.

Office Responsible: Office of Residence Life
Point of Contact: Heather Dumas-Dyer
Timeline: Summer–Fall 2015

3. Increase the connection of on-campus resources to connect with and educate off-campus groups about a variety of topics including, but not limited to: cultural sensitivity, sexual assault, sexual education, alcohol abuse, etc.

Comments: This is a wonderful idea and one that has been attempted on a small scale throughout the past years. For this to be effective, students will need to have significant buy-in and a desire to attend the programs. The Neighborhood Ambassadors will reach out to student organizations and other departments on campus to address these types of educational opportunities during the 2015-16 academic year.

Office Responsible: Office of Student Life
Point of Contact: Kimberly Gilkey-Wall
Timeline: Winter 2016

4. Track where students live both on and off campus. Create an off-campus student life orientation that prepares students for living on their own. Orientation should also include a diversity and sexual assault component.

Comments: The current off-campus culture, including non-affiliated Greek organizations, consider this type of programming/orientation to interfere with their ability to be separate from the university. Many students choose to live off campus, so as to not participate in this type of programming and/or orientation.   It will require major student buy-in and a culture shift to get students to attend a non-mandatory orientation. The earliest this orientation, if non-mandatory, could take place would be Spring quarter 2016, for leases starting September 2016. The earliest this orientation, if mandatory, could take place would be Fall quarter 2016.

Office Responsible: Office of Student Life
Point of Contact: Kimberly Gilkey-Wall
Timeline: Spring 2016

5. Expand the judicial advisory board to include representatives from the MCC, SCAAP, VPP, and the RRC.

Comment: Each spring the Office of Student Life (OSL) announces the application and selection process for the Peer Judicial Board. Students apply by

completing required paperwork and participating in an interview with staff from the Office of Student Life and Residence Life. Each student's judicial record (if they have one) is also taken into consideration. This process is open to all undergraduate students and is conducted on an annual basis. Upon notice of the process, the student leaders in ASG, MCC, VPP and other organizations can encourage student they believe would be good for this role to apply for the Peer Judicial Board. Additional efforts to recruit students from these organizations have resulted in a more diverse 2015-16 Peer Judicial Board. The OSL will continue its efforts to diversify Peer Judicial Board representation.

Office Responsible: Office of Student Life
Point of Contact: Ngoc Nguyen-Mains
Timeline: Spring 2016

Transparency

1. Coordinate twice quarterly meetings between Unity 4 representatives and SCU Leadership throughout 2015-16.

   Comment: In addition to the quarterly fora identified below, the President's Office will coordinate three (3) meetings annually between the Unity 4 representatives and Michael E. Engh, S.J., Dennis Jacobs, Aldo Billingslea, Jeanne Rosenberger and Lester Deanes.

   Office Responsible: President's Office
   Point(s) of Contact: Aldo Billinglea, Jeanne Rosenberger, Molly McDonald
   Timeline: Fall 2015

2. Establish quarterly evening forums organized by the President's office where all students can directly share their experiences at SCU with high-ranking members of the administration.

   Office Responsible: President's Office
   Point(s) of Contact: Aldo Billinglea, Jeanne Rosenberger, Molly McDonald
   Timeline: Fall 2015

3. Increase voices in the meetings held by the Office of the President with the leadership of a variety of organizations on campus.

   Comment: In the interest of maintaining open lines of communication with student organiations on campus, the President has offered to meet with the head of the ASG, MCC and SCAAP as a group annually. More clarity will be needed as we develop this on-going meeting schedule for the next academic year.

   Office Responsible: President's Office
   Point(s) of Contact: Aldo Billinglea, Jeanne Rosenberger, Molly McDonald
   Timeline: TBD with ASG, MCC and SCAAP

4. Diversify representation on University Committees to include members of MCC, SCAAP, the Violence Prevention Program, and the Rainbow Resource Center.

Comments:	Plans to re-develop a protocol for building an equitable, inclusive, diverse, and sustainable pipeline of students interested in serving on University Committees can start this summer (2015) and continue into the 2015-16 academic year.

Office Responsible:	Center for Student Leadership in conjunction with ASG
Point of Contact:	Tedd Vanadilok
Timeline:	Summer – Fall 2015

5. When responding to bias incidents or acts of violence on campus, administration should give the University community as much specific information about the incident as is legally possible.

Comment:	See Appendix B #3.

Office Responsible:	TBD
Point of Contact:	TBD
Timeline:	TBD

6. Increase access to WASC audits.

Comment:	WASC reports and data can be viewed at: http://www.scu.edu/provost/planning/wasc/index.cfm The Diversity Dashboard, developed by Institutional Research and the Office for Diversity and Inclusion (ODI), is an additional resource to obtain more up-to-date statistical information about Santa Clara. ODI is committed to annually updating this information and ensuring it is easily accessible to all community members. The Diversity Dashboard can be viewed at: http://www.scu.edu/provost/odi/

Office Responsible:	Office of the Provost
Point of Contact:	Ed Ryan
Timeline:	Winter 2016

Recruitment and Orientation

1. Increase the Black/African-American population on campus to 6% by 2020 **AND**
2. Change the way admissions counselors review applications. Consider community service, personal statements, race, etc.

Comment:	The President has tasked the Vice President for Enrollment Management to draft a plan to explore all tactics associated with achieving the goal of recruiting more African American students.

Office Responsible:	Enrollment Management
Point(s) of Contact:	Mike Sexton, Eva Blanco
Timeline:	In progress

3. Create a scholarship fund specifically intended to aid the recruitment of more black and low-income students.

Comments:	Several such scholarships already exist, and the Development Office is actively raising funds for scholarships such as this and will be continuing to make this a priority in the coming years of the campaign.

Office Responsible: University Relations (Development)
Point(s) of Contact: Mike Wallace, Katie Rohrer
Timeline: In progress

4. Require Perspectives training of all Orientation Leaders as a prerequisite to their first orientation session.

> Comments: Perspectives training has actually been integrated into OL training for spring quarter this year and has been part of OL training for the last seven years.
>
> Perspectives is also a good starting point for how we can integrate a diversity and inclusion component into the Orientation experience for first year students, not just for the Orientation student staff. With that said, there are other exercises, programs, initiatives, and experiences that first year students could go through as part of an on-going requirement (as opposed to a one-and-done exercise or program). Beginning Fall 2015, the Center for Student Leadership and Office for Multicultural Learning will identify the most effective co-curricular strategies to engage students in meaningful conversations about diversity and inclusion as a part of the Orientation process for incoming students.

Office Responsible: Center for Student Leadership, Office for Multicultural Learning
Point(s) of Contact: Jade Agua, Tedd Vanadilok
Timeline: Spring 2016

Appendix B:
Additional initiatives that are Underway and will Contribute to a more Inclusive Campus

1. Expansion of LEAD
The LEAD Scholars Program attracts diverse and gifted first-generation college students and provides them with a four-year structured set of academic and co-curricular experiences that results in a higher graduation rate compared to their counterparts. The University aspires to expand the program by: (1) doubling the number of first-generation college students served, (2) providing support, mentoring and programming for underrepresented racial and ethnic minority students, and (3) developing a mentoring program. We plan to expand the LEAD Scholars Program over the next five years.

2. Integrated Six-Quarter Experience
As part of the 2020 Strategic Plan, the University is developing an integrated six-quarter experience that provides more intentional opportunities for students to integrate their educational experiences and make connections across campus. The integrated a six-quarter Santa Clara Experience will target first- and second-year students and is envisioned to leverage both the Residential Learning Community (RLC) Program and Core Curriculum. The experience will include the integration of leadership development opportunities, diversity and wellness programming, and opportunities for commuters and off campus students. The Vice Provost for Student Life will provide regular updates on this initiative.

3. Bias Incident Response Team
It is clear from the racist incidents this quarter that Santa Clara University would benefit from having a Bias-Incident Rapid Response Team in place. The Vice Provost for Student Life, Office for Diversity and Inclusion, Office of Student Life and Affirmative Action Office have identified a number of options for developing such a team. I anticipate receiving a proposal by the end of the summer for implementing a Bias Incident Response Team at Santa Clara University.

4. SCU Delegation to NCORE in 2016
The National Conference on Race and Ethnicity will be held in San Francisco from May 31–June 4, 2016. I am committed to sending a delegation of students, faculty and staff to this important conference. In addition to conference attendance, I will encourage the Office of Diversity and Inclusion to identify ways for Santa Clara students to submit proposals for presenting at the NCORE conference.

5. SCU Delegation to National Intergroup Dialogue Institute (NIDI)
As I announced earlier this year, to promote further training, I am co-sponsoring with the Office for Diversity and Inclusion the support of five faculty members to attend the National Intergroup Dialogue Institute (NIDI). The University of Michigan-Ann Arbor Program on Intergroup Relations hosts an NIDI annually for faculty and staff who wish to learn the philosophy and techniques for the purpose of creating dialogue programs on their own campuses.