

Initiatives of Council on Inclusive Excellence Intended to Advance Excellence Through Inclusion **
 Three-Year Summary of Goals and Accomplishments
 July 2010

The Council on Inclusive Excellence (the “Council”) was established in Fall 2007 for the purpose of creating and sustaining an inclusive community of excellence at Santa Clara University. The table below outlines actions initiated by the Council to date in service of this broad goal, along with description of goals, activities, and evaluative criteria related to the activities.

Action	Goal / Purpose	Activities to Date	Evidence of Goal Having Been Met
Structures Implemented to Enhance Inclusive Excellence			
Established the Office of Multicultural Learning (Fall 2007)	Coordinate, collaborate and promote cross-campus programming and initiatives in the area of diversity and inclusive excellence	Established Difficult Dialogue program and connected to Core curriculum	Increased attendance through course connections in 2009-10
Established the Advisory Committee on Co-curricular Diversity Programs	Infuse diversity co-curriculum in the Core and curriculum	Created a new structure for the diversity campus-wide theme; faculty advised on courses that would work best with Difficult Dialogue program	Increased connection with courses; increased attendance in Difficult Dialogue and programs Developed new diversity theme and framework to build connection with the Core curriculum; this is due to the membership of the advisory committee

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Established the Inclusive Excellence Student Advisory Council (Spring 2008)	Serve in an advisory capacity to the Council on Inclusive Excellence	Held monthly meetings discuss issues of inclusive excellence: (a) Continuing to work with the Santa Clara Community Action Program's Labor Action Committee to add a Code of Ethics to ensure that certain measures are followed for all employees (including subcontracted employees); e.g., enforcement of a living wage (b) Ongoing conversations to increase awareness and perspective of the individuals on the Council so that they can report back to their specific constituents (c) Established concrete goals that need to be accomplished in the long run and established a more concrete purpose for the Council itself	Student representatives re more knowledgeable about Inclusive Excellence initiatives. (a) Labor Action Committee has used our contacts and resources to move through administration to eventually reach the Board of Trustees (Father Enggh already has been brought on board along with his immediate staff, and Bob Warren and Jane Barrantes now have been brought into the conversation (b) By making each other individually more conscious through discussion, it makes us individually more aware and more able to relay information to our constituents (c) Transition materials are being created to pass on to members of the next committee. The purpose of the committee will be to become a better advisory group to the Council in terms of its efforts around programming and to provide a better voice on behalf of students. In addition, the committee wants to be able to better promote the Council as a collaborative body and to work toward a common goal of making Santa Clara University more inclusive
Established the Committee on Multiculturalism in the Residential Learning Communities (RLCs) (Spring 2008)	Guide and support collaborative efforts to integrate diversity, multicultural learning, and inclusive excellence across RLCs	Created and published a newsletter, called <i>Don't Stall...Celebrating Diversity</i> , for RLCs Planned the launch of <i>Dine and Discuss Film Series</i> in Fall 2008, which continues.	<i>Don't Stall...Celebrating Diversity</i> has been published for two years (2008-09 and 2009-10); the newsletter gives voice to CFs and their perspectives on diversity <i>Dine and Discuss Film Series</i> in the RLCs is offered monthly to give CFs from the committee an opportunity to rotate the program in each RLC

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<p>Established the Inclusive Excellence Roundtable (Fall 2008)</p>	<p>The Provost's Council established an Inclusive Excellence Roundtable in Fall 2008 to identify best practices for faculty recruitment. Professor Allen Hammond, a faculty member from the law school who is a member of the Council, chairs the Roundtable. Important goals of the Roundtable include identifying shared norms and best practices to guide the campus and enhancing the University's efforts to further diversify its recruitment and candidate pools and ultimately its faculty.</p>	<p>The Roundtable is composed of one representative from each of the 16 to 18 recruitment /appointment committees actively engaged in tenure tenure-track searches for a particularly year. Thus far the Roundtable has met with the chairs of recruitment committees for tenure-track faculty hires to be made in fall 2009 and fall 2010. The Roundtable meets regularly during the course of the academic year. At each of the early meetings, designated members make a presentation to the full group regarding the goals, strategies, and practices used in their department's or school's current recruitment with an explanation of the environment in which the recruitment is taking place. After the initial presentations, the members provide updates on the progress of their respective recruitment efforts, engage in shared reflection on the recruitment process, and identify shared norms and best practices to guide the campus.</p>	<p>Committee chairs report usefulness of the Roundtable in developing strategies to increase diversity in recruitment pools, learning best practices, and developing shared norms.</p> <p>Of the 17 new tenure-track hires for academic year 2010-11, 47% were White, 29% Asian/Pacific Islander, 6% Hispanic, and 18% Other. In the previous five years, the proportion of new tenure-track hires who were White averaged 64%.</p>

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Theme Identified to Create Synergy Around a Common Diversity-Related Topic			
<p>Launched three-year campus-wide theme for diversity initiatives:</p> <p>Identity: <i>Individuality, Community, Humanity. Exploring our identity to understand ourselves, others, and how we relate in the world.</i> (Winter 2007 through Winter 2009)</p>	<p>To focus energies of campus community around a common theme and to foster collaborative programming around a key program of events and activities,</p>	<p>Major guest speakers included: Sean Theriault, Sylvia Hurtado and Troy Duster.</p>	<p>Made more programmatic connections with various departments on campus and established more programmatic connection with courses. The events were well attended and received positive evaluations.</p> <p>A new three-year theme was identified by the Council at its spring 2010 meeting. The new campus-wide diversity theme for academic year 2010-2011 and 2011-2012 is Legacies, which signifies what we inherit and what we leave behind. It lends itself to exploring the legacies of past oppression, struggle, and successes while asking us to consider what we will choose to create and leave behind for future generations.</p>

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Established Programs for Engaged Dialogue	Provide students, faculty, and staff with opportunities for acquiring the knowledge and capacity to engage in civil discourse on topics related to identity, religion, sexuality, and cultural diversity	One example is the Kip Fulbeck's <i>The Hapa Project</i> at the de Saisset Museum in 2008-09 and the presentations associated with the project.	Worked collaboratively with other campus units. The events were well attended and received positive evaluations.
Established the Student Life Inclusive Excellence Brown Bag series (Spring 2008)	Provide students with opportunities for acquiring the knowledge and capacity to engage in civil discourse on topics related to identity, religion, sexuality, and cultural diversity	Examples of Brown Bag discussions include: (a) National Student Survey of Engagement: <i>Are Students of Color Engaged at SCU?</i> (b) <i>Who's Included? Moving the Conversation Beyond Race</i>	The events were well attended and received positive evaluations.
Established the Difficult Dialogue Series (Fall 2008)	Provide students with opportunities for acquiring the knowledge and capacity to engage in civil discourse on topics related to identity, religion, sexuality, and cultural diversity	Difficult Dialogue discussions focused on: (a) <i>When Race & Gender Hit Hot Buttons in the Student Press</i> (b) <i>Multi-Racial/Ethnic Identity</i> (c) <i>Cultural Appropriation</i> (d) <i>Theme Parties</i> (e) <i>Multicultural Communication</i> (f) <i>White Identity</i>	The Difficult Dialogue Series has seen an increase in attendance and connections to courses this year; the program has been well received

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Established Perspectives , a three-part peer-educator program (funded by an Access & Equity Grant from the Jesuit Network for Equitable Excellence in Higher Education) (Fall 2008)	To assist student leaders in fostering an inclusive community at SCU	30+ workshops for campus groups completed 600+ student leaders have experienced <i>Perspectives</i> as of 6/19/10 Workshops completed and upcoming Co-Curricular -Residential Learning Communities Staff -Ambassadors -MCC -CSL Student Leaders -Lead Scholar Mentors -Orientation Leaders -Peer Health Educators -Drahmann Center Tutors Classroom settings -English 2 (2) Course topics...Passing and Sustainability -Women and Gender Studies -Ethnic Studies -Communication -Environmental Sustainability -LEAD Scholars Seminar -CSL Emerging Leaders	Working shop evaluations have been gathered and are currently being analyzed.

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Included multicultural competence as a performance criterion for current student life staff and a qualification in new/vacant student life position postings (Fall 2008)	To assist student leaders in fostering an inclusive community at SCU	Incorporation, in annual performance appraisal for student life staff, an expectation of professional development in area of inclusive excellence Development of Inclusive Excellence workshops for Student Life staff	Performance criterion is included in evaluations and qualification is included in position postings.
Established the Identity Grant program (Fall 2008)	To fund projects and initiatives focused on the campus-wide theme of <i>Identity</i>	Projects include: Forrest Hamer - poet The Life of Clare of Assisi - play Traces of the Trade: A Tale from the Deep North Screening - documentary Jewelle Gomez – poet	Funded grants projects in Ethnic Studies, WGST, Religious Studies, Theatre and Dance and English
Established the Multicultural Learning Grant program (Fall 2007)	To encourage students and student organizations to work together in fostering multicultural learning on the SCU campus	Grants awarded to fund <ul style="list-style-type: none"> o <i>Martin Luther King Jr. Night</i> o <i>Tunnel of Oppression</i> o <i>Engineering, Sustainability and Multicultural Education</i> 	The number of grant applications submitted for projects from the RLCs and student organizations increased from previous years.

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Instituted Excellence Awards (Spring 2008)	To honor students, faculty, and staff who demonstrate an outstanding commitment to enhancing SCU's multicultural community	Awards were made in Spring 2008, 2009, and 2010 in two areas: <ul style="list-style-type: none"> o Faculty/staff Inclusive Excellence Award o Student Inclusive Excellence Award 	Many nominations were received each year. Individuals and their projects recognized include Father Gerdenio Manual, S.J., for his work with the Eastside Project, the Hurtado Scholars, and other initiatives; student Ana Elizabeth Iten for her work in organizing the Tunnel of Oppression.

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Structures Implemented to Enhance Access to Information on Inclusive Excellence			
Developed SCU's new Diversity website: http://www.scu.edu/provost/diversity/ (Spring 2008)	To provide information, in a single place, on all Inclusive Excellence initiatives	Diversity website is always a work in progress.	Members of the SCU community and the outside community visit the website for updated information on diversity initiatives. Other universities have commented favorably on the website and the fact that we developed a website focused on diversity.
Established the Multicultural Reading Area in Learning Commons (Fall 2008)	To feature print and other materials associated with diversity course in the new Core Curriculum.	Quarterly exhibits to enliven the space. Opening for the Multicultural Reading Area took place in Winter 2010 with a reading by Francisco Jiménez.	An annual poster exhibit was implemented in Spring 2010. Increased visibility of breadth of courses in the diversity core curriculum. Developed a list of magazine subscriptions to start Summer 2010.

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