

Dear Father Engh and members of the administration:

Thank you for providing us with this opportunity to present a set of recommendations for immediate action to address critical issues related to the future of our university.

While the recent acts of hate seem surprising to those who may identify as part of majority populations, marginalized students, staff and faculty at Santa Clara are not surprised. These acts have a decades-long history on our campus and contribute to an environment contrary to the intent outlined in our mission statement.

What we propose is in direct alignment with our schools belief in Conscience, Compassion, and Competence. We stress the urgency of this proposal because we believe that these improvements to Santa Clara's academics, student and residential life, transparency, and recruitment processes will facilitate a better, safer environment for all students while better aligning our practices with the beliefs this institution was founded upon.

By not standing in solidarity against hatred in all its forms or addressing these issues in a consistent, intentional and structured way, a salient portion of Santa Clara University's mission statement remains unfulfilled. This requires bold leadership that is courageous enough to set the standard for higher education institutions across the nation.

We see our recommendations from multiple perspectives. We recognize that these recommendations require dedication and full support from members of our community; however, we also recognize that diversity in all its forms, as well as safety and a positive campus climate are critical to the mission of our University. To this end, we ask for your immediate attention to the following recommendations, divided up into four categories: Academics, Student and Residence Life, Transparency, and Recruitment and Orientation.

Academics

We advocate for a restructuring of our Core Curriculum in a way that better aligns with the values we are committed to as a University and hold every student accountable for fulfilling. At Santa Clara University, we strive to educate the whole person. Here are some ways we can improve our efforts:

CORE:

- Definition:
 - Reorganize the CORE diversity requirement from a one class requirement to two separate requirements.
 - These two requirements must be fulfilled through one course from the Ethnic Studies Program and one course from the Women's and Gender Studies Program.
 - To accommodate this additional requirement, reduce the Pathways sequence by one class.
- Purpose:
 - SCU has a demonstrated commitment to diversity and social justice; however, we are currently lacking on this commitment.
 - Some classes within the diversity requirement fail to address intersecting forms of marginalization, as they exist on our campus.
 - Not everyone is fully benefitting from the intended purpose of this requirement. This is reflected in the interactions between marginalized and non-marginalized groups on campus (hate speech, yik yak, etc.).
 - For many students, SCU is the first time they learn about the inequality of opportunity and become aware of their privilege. By expanding the diversity requirement, SCU is able to provide a foundation for these students to better understand multiple forms of privilege and how they affect others in the world and specifically within our community.

Full Majors:

- Definition:
 - We advocate the formal creation of Ethnic Studies and Women's and Gender Studies Departments with standalone major programs. Currently, these are the only two majors on campus that have companion major status.
- Purpose:
 - Santa Clara University was one of the first West Coast institutions to create an Ethnic Studies Program (1969); however, we are now one of the last to expand it into a standalone major.
 - We have also failed to expand the Women's and Gender Studies program into a standalone major, which has been established since 1981.
 - By failing to expand these two majors into standalone majors, SCU is sending a message to students, faculty, and the community contrary to our commitment to diversity and social justice.
 - We understand the proposed adjustment of the Core Curriculum warrants an increase in teaching capacity in both programs to meet the increased demand for classes. This demand not only necessitates each program become a department, but it also aligns with the University's larger commitment to hiring more faculty of color as a key part of the 2020 plan.

Diverse Faculty:

- Definition:
 - We advocate for an increase in hiring faculty of color as permanent, tenure track faculty through the Inclusive Excellence initiative.
 - 10% of faculty hired through the Inclusive Excellence initiative should be offered permanent tenure track positions.
 - As of now, most faculty of color are in the College of Arts and Sciences. We would like to see an increased focus on hiring faculty of color in the other colleges in addition to the Arts and Sciences.
- Purpose:
 - SCU has a remarkably small proportion of faculty and staff of color. Of particular concern is the percentage of black faculty on campus, which amounted to only 2.1% of full time faculty in 2011. This remained more or less stagnant since 2011.
 - In the last 8 years, SCU has established the Inclusive Excellence initiative in an attempt to increase the diversity of our faculty. However, though many faculty members have been hired through this program, few have actually been hired as permanent, tenure track faculty members.
 - Faculty of color have a unique perspective that benefits different types of students in different ways. For students from less diverse communities, having faculty of color increases the opportunity to learn about the minority experience in a variety of contexts. For minority students, faculty of color can serve as important role models and mentors in how to navigate the landscape of higher education.

Cultures and Ideas Event Requirement:

- Definition:
 - We advocate adding a multicultural event requirement once a quarter to all C&I classes. This requirement would mandate students to attend an event that amplifies the voices of marginalized students on campus.
 - Examples include: Difficult Dialogues, MCC Culture Shows, Markkula Center for Applied Ethics sponsored events, etc.
 - The Office of Diversity and Inclusion would maintain the list of acceptable events.
- Purpose:
 - The C&I courses are intended, but in some ways fail, to expose SCU students to a variety of cultural perspectives with an eye toward their development as global citizens on and off campus.
 - A campus engagement requirement would add to the capacity of our students to get involved with efforts that encourage diversity and inclusion on campus.
 - We realize that the topics for C&I classes vary. In order to make the events more relevant and effective, student organizations such as SCAAP, MCC, RRC, etc. can collaborate with professors to create events that touch on some of the topics discussed in class.

EthicsPoint Reporting Information on Syllabi:

- Definition:
 - We advocate for all syllabi to contain information on the EthicsPoint anonymous reporting process for bias incidents and academic integrity reports.
- Purpose:
 - The EthicsPoint system currently allows for the anonymous reporting of classroom bias and academic integrity incidents, but isn't well understood by students. The addition of reporting information to syllabi would allow the University to better address bias incidents as well as academic integrity violations in the classroom.

Student and Residence Life

We advocate for a shift of our campus culture to better reflect the ideals of the the university. We advocate for Santa Clara University to implement programming both mandatory and voluntary to engage students in meaningful discussions and learning experiences both on campus and off-campus and before and during enrollment.

Focus on Diversity/Sexual Assault/Alcohol in Online Pre-Enrollment Program:

- Definition:
 - 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. The program should include information on how students should respond to these incidents.
 - Provide engaging and educational content, which will align with a 4-year dialogue that starts with the pre-enrollment program and continues on through senior year.
 - The conversations are to be carried out through the First and Second years of college with Perspective-based conversations within Residential Learning Communities.
 - If the current online program does not contain a diversity component, we advocate that the school work to create and implement a diversity component.
- Purpose:
 - This programming will provide students with resources that will aid students when they are faced with a bias incident on and/or off campus.
 - This program will also begin the process of instilling the values of the University within the minds of incoming students.

4 Year Dialogue:

- Definition:
 - Implement supplementary programs partnering with residence halls and on-campus organizations to continue discussions with students throughout their four years at Santa Clara University.
 - Begin conversations with CFs in the residence halls during the welcoming meeting to provide initial expectations for Santa Clara University students. This initial meeting will

also create space for students to ask questions and discuss themes that came up for them during the pre-enrollment program.

- Discussions are expected to continue throughout the year and can be modeled off of existing Perspectives Trainings.
- Implement an additional online program for students to complete between their junior and senior years. This program will continue the discussion on diversity and sexual assault with students. It will also provide a space for student evaluations on how effective the school has been in addressing issues of alcohol, sexual assault, and biases incidents. This valuable feedback can be used to help the University respond better to issues students face on campus.
- Purpose:
 - Increase the number of conversations on campus about issues that have previously been silenced due to our lack of discussion around the issues.
 - Provide students safe spaces to talk about difficult topics.
 - As a University, we can set an example by encouraging students to engage in topics that are difficult to talk about. Though difficult, we recognize their importance and give students the opportunity to improve the skills needed to discuss such issues. The more discussion, the less taboo these issues will seem in the future.

Contact with Off-Campus Life, Sororities, and Fraternities:

- Definition:
 - Recognizing that Santa Clara students are still affected by many issues once they move off campus or join Greek Life, we advocate for the ability 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.
 - Examples of on-campus resources that would benefit the off-campus community: Perspectives Committee, the Wellness Center, the Multicultural Center, etc.
- Purpose:
 - Sexual assault is a very serious issue on all college campuses; SCU is not immune. By lifting the no contact policy, resources such as the Wellness Center can reach out to organizations responsible for majority of the party culture to conduct workshops and educational pieces that bring awareness to important issues such as sexual assault, alcohol abuse, and STDs.
 - The off-campus population is growing larger every year. Greek life involvement is steadily increasing as well. While off-campus Greek Life is only about 30-40% of the student population, it is a loud 30-40%. Off-campus houses and Greek Life are responsible for majority of the off-campus social life, which often includes themed parties, some of which are racially or culturally insensitive.
 - It is very difficult to educate that portion of the student population when there is a distinct and deliberate no contact policy between the school and Greek organizations as well as no record to track students who live off campus. We are not advocating for the re-association of Greek life on this campus. We are, however, advocating for better avenues of conversations that both holds those students accountable for inappropriate behavior as well as provide opportunities for dialogue and education.

- When inappropriate and discriminatory behavior goes unpunished at these off-campus locations, it provides an unsafe environment for students of color and other marginalized groups in the SCU community.
- When the University does not take a definitive stance on issues and publicly denounces the actions of its students, it sends a message to the community that the University is not committed to creating a safe space or willing to provide the support underrepresented groups need in order to fight everyday oppression.

Off-Campus Student Life Orientation:

- Definition:
 - There are a variety of health and safety reasons that support the decision to track on and off-campus living. In addition to those reasons, it is in the University's best interest to have a record of students living on and off campus.
 - In addition to tracking student housing, we advocate for the school to create an off-campus student life orientation that preps students for living on their own. It should also include a diversity and sexual assault component.
 - This off-campus orientation is expected to be completed by all students. Failure to do so would result in a potential fine or a hold on one's ability to register for classes until completed.
- Purpose:
 - By having a sense of where all enrolled students are living at all times, it is much easier to contact them in emergencies as well as hold them accountable for inappropriate behavior performed off campus.
 - The orientation will also better prepare students for some of the adversities they may face off campus. It will bring more awareness to issues of sexual assault, alcohol safety, and diversity as well as serve as an avenue to continue the 4-year dialogue.
 - By educating students and holding them to expectations of acceptable behavior, students may hold other students accountable and think twice about their decisions to throw offensive parties, kick gay or lesbian people out of their party, or exclude minorities from their parties because of assumptions that they do not attend SCU.

Peer Judicial Board Expansion

- Definition:
 - We advocate for the expansion of the judicial advisory board to include representatives from the MCC, SCAAP, VPP, and the RRC.
- Purpose:
 - The peer judicial board is a great way for students to hold other students accountable for mistakes they may have made while learning how to be a responsible adult. Sometimes these mistakes are in the form of hate speech, bias acts towards marginalized groups, or specifically affect certain populations within the community.
 - By having a representative from the respective student organizations, the voice of the marginalized will be advocated for. This will serve as a learning opportunity for the student in question. They will be able to better understand how their actions affected certain groups and their consequences will be tailored accordingly.

Transparency

The University should continue to work with and maintain a close relationship with student groups working to increase diversity and create a more inclusive campus culture. We must also work towards the expansion of channels of communication between administration, faculty, and students in the wake of a variety of incidents on campus.

Follow Up Meetings with Progress SCU:

- Definition
 - We request a formal commitment of the Leadership Council to meet with members of Progress SCU twice quarterly over the 2015- 2016 academic year.
 - These conversations would ideally take place between the same group of students and administrators currently in conversation.
- Purpose
 - We want to contribute in a tangible manner to the ongoing effort to make SCU a diverse and inclusive place, as well as track the adoption and implementation of our recommendations and propose changes as needed.

Quarterly Administrative Forums:

- Definition
 - We advocate for the establishment of 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.
 - These forums should follow a town hall format, and administration from every department should be present to answer questions and respond to student concerns.
- Purpose
 - The increased accessibility of administration will strengthen the ties and relationships that already exist between students and the administration.
 - These forums would bring together students from many different walks of life and provide them with an opportunity to engage with administrators directly.
 - These forums would also provide administrators an opportunity to better understand the desires and needs of the student body.

Office of the President Meetings:

- Definition
 - We advocate for there to be more voices in the meetings held by the Office of the President with the leadership of a variety of organizations on campus.
 - These meetings would include the leaders of ASG, MCC, SCAAP, the Violence Prevention Program, and the Rainbow Resource Center.
- Purpose
 - The maintenance of formal lines of communication between the Office of the President and many groups that represent elements of the student body, particularly the groups organized to amplify the experiences of the marginalized.

- These meetings would preempt miscommunication and misunderstanding between administration and students through a better working relationship.

Inclusion of MCC, SCAAP, VPP, and RRC on Administrative Committees:

- Definition
 - Currently, several administrative committees have student members appointed to them from ASG.
 - We would like MCC, SCAAP, the Violence Prevention Program, and the Rainbow Resource Center to have the option to place a member on these committees alongside ASG representatives if they so choose.
- Purpose
 - This would help to empower the organizations on our campus that have a demonstrated commitment to empowering the voices of marginalized groups.
 - Though ASG serves as the primary representative of students on campus in administrative matters, its status as a democratically elected organization can make representation of minority groups on campus more difficult to achieve.
 - The presence of students from each of the above organizations when important decisions are made will help ensure that marginalized students' voices are truly being considered in the decision-making process.

Transparent Responses to Incidents on Campus:

- Definition
 - 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.
 - Correspondence dedicated to explaining an incident on campus needs to focus on communicating information to the community as efficiently as possible so that there is no opportunity for rumor or false information about a given incident to propagate.
 - When an incident on campus occurs that has serious implications for students of a given community, the University should make a particular effort to reach out to members of that community to debrief and discuss next steps.
- Purpose
 - All members of the SCU community have a right to be kept informed to the best of the University's ability when incidents occur on campus that significantly affect our experiences at SCU.
 - Many members of the student body were dismayed and disappointed in the University's response to two events this year in particular: the assault in Graham Residence Hall and the posting of anonymous hate speech directed at black students on Yik Yak.
 - In the former circumstance, many students were forced to gather information about a violent incident that occurred on campus secondhand because of the reluctance of the university to communicate openly. Details were scarce and rumors spread like wildfires.
 - In the latter incident, while administration sent out an email noting that a bias incident had taken place, the message failed to communicate what exactly

happened and when. Rather than increasing the transparency of the investigation process, the vague nature of the email increased the likelihood that students who didn't know about the incident already would remain confused.

- In both of these circumstances, misinformation and rumor served the needs of our student body, and especially the students directly affected by each incident, poorly.

WASC Transparency:

- Definition
 - We advocate for increased accessibility and availability of WASC audits.
 - Full reports should be shared with students, parents, faculty, and staff via the SCU website, email updates, and postings on social media.
- Purpose
 - We believe that it is important to celebrate our successes and acknowledge our failings as a University publicly, in order to be transparent and honest with all members of the SCU community.
 - WASC reports are already provided to members of the administration; it would be relatively easy to provide them to University stakeholders as well.

Recruitment and Orientation

Finally, we advocate for the University's work to increase the proportion of students from the African diaspora and students from low income families on campus. This will diversify our student body in line with the 2020 plan as well as contribute to our student body's exposure to a diversity of ideas and life experiences.

Recruit a More Diverse Student Body:

- Definition:
 - We advocate the steady increase of the Black/African-American population on campus to 6% by 2020 with an eye towards of increasing the proportion of black students to reflect the nation's black population percentage proportionately within the next 10 years.
 - To achieve this goal, a conscious effort must be made by the Admissions Office to recruit more students of color, and especially Black/Pan African students.
 - The Admissions Office should expand its recruiting pool to include school visits and informational sessions at socioeconomically diverse schools and schools with a high percentage of students that are representative of the African Diaspora.
 - With funding provided by the University, SCU Black Student Union, Igwebuike, can also conduct school visits alongside counselors to attract more students of color to Santa Clara.
 - Provide funding for travel expenses for students in the SADIE, APEX, and NOCHE programs to increase the likelihood of getting these students on campus.
- Purpose:

- Although we have significant numbers of Latino/a and Asian students on campus, our black student population is disproportionately small for our size.
- By not having a significant ethnic community to connect with, students of color often feel ostracized on campus. Majority students also miss out on the diversity of perspectives that a diverse student body engenders.
- The likelihood of receiving donations from Black/African-American Alumni is heavily based on one's experience during their four years on campus. Feelings of ostracization decrease the chance that black alumni will give back to a community that they did not feel welcomed in.
- As seen by the success rates from events like Preview Day and the Trio Program, getting students on campus increases the likelihood of those students choosing to attend Santa Clara. Many of the students invited to the Trio Program do not live locally, but are interested in attending. By providing funding for students who show financial need to attend SADIE, APEX, or NOCHE, the University will increase the likelihood of those students of color committing to the University.

Implement Changes in Admissions Profiles:

- Definition:
 - In order to increase the black student population on campus, we advocate for a change in the way admissions counselors review applications.
 - Though Santa Clara bases majority of their decisions on merit while still considering the whole person, the focus on grades and numbers hinders many students of color from being accepted into the University. Several statistics show that marginalized populations do not consistently have access to college prep courses, AP classes, or other opportunities that make their application more competitive.
- Purpose:
 - To account for this inequality, we advocate for admissions counselors to consider community service, personal statements, race, etc. more heavily when looking for students who have demonstrated a commitment to our 3Cs outside of the classroom.

Increase Scholarships:

- Definition:
 - A commitment to create a scholarship fund specifically intended to aid the recruitment of more black and low income students.
 - Increase donations to the endowment fund specifically for scholarships for black students and low-income students.
 - This can be achieved by training student callers to ask for donations in these specific categories and working with the black alumni association.
- Purpose:
 - Though we have a significant number of students from minority groups on campus, the proportion of black students on campus is still dismally low at around 2%. A commitment to recruiting more black students goes hand in hand with commitments to affirm SCU's support of diversity and inclusion on campus.

- To recruit more students of color, it is not enough to pique their interest and consider their application. Resources must be invested in these potential students to increase their likelihood of committing to the University.
- Students of color are often discouraged from applying to private institutions because of the expensive price tag. By providing additional scholarships for these students, the University is expressing interest and commitment to furthering the education of these students.

Orientation Diversity Training:

- Definition:
 - Require Perspectives training of all Orientation Leaders as a prerequisite to their first orientation session.
 - Make conversations on diversity at SCU a feature of the orientation experience.
 - Engage incoming students in discussions about the consequences of bias by discussing incidents and experiences that have actually happened on our campus.
 - These discussions could take a variety of forms and could be added to existing Orientation sessions such as Community Values and/or Community Conversations.
- Purpose:
 - Requiring Perspectives Training, led by the Office for Multicultural Learning, will aid the Orientation Leaders as they have conversations about the experiences of minority groups on campus, and contribute to creating a welcoming environment for incoming students of color.
 - Engaging incoming students in conversations regarding diversity sets a positive tone for discussing issues of diversity, inclusion, and bias on campus over the course of their SCU experience.
 - For many students, Orientation is the first time they will be visiting the campus, engaging with peers, and meeting faculty/staff. It is very important for Orientation to be a good first impression for students of color as it will set the tone for the rest of their four years at SCU.

This extensive list addresses the concerns of a variety of students on campus who have continually felt marginalized by other students within the SCU community. ProgressSCU is representative of a much larger population on campus. We ask that you, as administration, take our list of recommendations into consideration with an open mind. We request a response from the Office of the President within the next 3 weeks addressing:

- Long term goals and the overarching problem
- Updates for items that can and will be achieved
 - The Office in charge of implementing the item
 - The contact person overseeing the implementation
 - Timelines for when the item will be achieved
- Justifications for items that will not be implemented