

## **Implementation Update For Unity 4 Tactics**

**The Unity 4 proposal included 21 tactics within four categories:**

### **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.
3. Develop Ethnic Studies and Women's and Gender Studies Departments as stand alone majors.
4. Increase hiring faculty of color as permanent, tenure track faculty through the Inclusive Excellence initiative.
5. Add a multicultural event requirement once a quarter to all Cultures and Ideas classes.
6. Add information on the EthicsPoint anonymous reporting process for bias incidents and academic integrity reports to all syllabi.

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

### **Transparency**

1. Coordinate twice quarterly meetings between Unity 4 representatives and SCU Leadership throughout 2015-16. (Modified to one a quarter)
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.
3. Increase voices in the meetings held by the Office of the President with the leadership of a variety of organizations on campus.
4. Diversify representation on University Committees to include members of MCC, SCAAP, the Violence Prevention Program, and the Rainbow Resource Center.
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.
6. Increase access to WASC audits.

### **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.
3. Create a scholarship fund specifically intended to aid the recruitment of more black and low-income students.
4. Require Perspectives training of all Orientation Leaders as a prerequisite to their first orientation session.

## Implementation Update For Unity 4 Tactics October 2015

### 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.

*Update: The learning goals associated with the Core Curriculum Diversity requirement will be assessed in 2015-16. Preliminary discussions with Laura Nichols, Director of the Core Curriculum and Jim Bennett Associate Provost for Undergraduate Curriculum indicate that the while some changes may occur with the next CORE curriculum, the general structure of the current CORE, (including the Pathways portion), is not likely to change. Both Professor Nichols and Bennett were interested in a discussion of the CORE Diversity requirement being a strongly recommended aspect of the integrated six quarter experience and/or an additional course offering that might compel students to fulfill the diversity requirement within their first or sophomore year.*

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

*Update: The Stand Alone Major discussion with Dean Tahmassebi has not yet occurred. Women's and Gender Studies appears to have progressed further towards the goal of a stand alone major. Ethnic Studies has begun their program review process.*

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

*Update: After evaluating the Inclusive Excellence Postdoctoral program Dean Tahmassebi suggested improving upon it by implementing a two-model system under which the postdoctoral program might operate. The first model would be the format currently in place and the proposed model would be more attractive to candidates in STEM fields and those candidates who are also considering post docs at R1 institutions. This new model would be initiated by faculty with a strong record of scholarship. These faculty would apply for external funding that would allow post doc candidates an opportunity to reduce their teaching load and focus initially on scholarship with notable faculty in a field similar to their own. The model would offer post docs even more opportunity for success in scholarship than Model I, yet still offer valuable teaching experience. After a second year, the successful post doc would have a tenure track opportunity at any one of four other universities in the Jesuit West Coast Post Doctoral Consortium.*

*A multitude of details have to be addressed, but this opportunity to actively seek and nurture under represented academics and introduce them to Jesuit pedagogy is promising and endorsed by the Deans of Arts and Science Debbie Tahmassebi, Dean of Business Caryn Beck-Dudley and Dean of Engineering Godfrey Mungal. Dean Mungal pointed out that while only nine of the 28 Jesuit institutions in the United States have engineering schools, four of those nine happen to be on the West Coast!*

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

*Update: A list of topical events has been compiled and circulated for all Culture and Ideas faculty so that they may offer their students an opportunity to attend an event that addresses issues of power, privilege and difference. The list is being populated in cooperation with*

*C & I faculty, will be circulated to all of them and may also be placed on the online calendars of OML and ODI.*

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

*Update: The Office of Student Life with the involvement of students, including those connected with Unity 4, staff, and faculty, created a poster campaign that encourages community members to report incidents of bias, academic integrity, and sexual misconduct. The poster series provides information about where to report inclusive of the opportunity to report the information on line. The posters were hung in all classrooms, residence halls, and other select campus buildings throughout campus. There is one poster that covers all three topics and three different posters that provide more specific information about bias, academic integrity, and sexual misconduct. The series of posters will be hung at select times over the course of the year.*

*Prior to the start of classes, all faculty and staff received an email from Diane Jonte-Pace, Belinda Guthrie and Jeanne Rosenberger with information about syllabus language and reporting responsibilities regarding Disabilities Resources, Sexual Harassment and Discrimination (Title IX Resources). The email included an electronic copy of the Speak Up poster.*

*The Office of Student Life implemented a public reporting process for anyone to file a report in the following categories: 1) bias behavior, 2) academic integrity, 3) concern for the welfare of a student, 4) sexual misconduct or harassment, or 5) any other type of general student misconduct. The portal for accessing the reporting form is hosted on the Office of Student Life website. This reporting option is in addition to EthicsPoint.com.*

*SCU Compassionate and Responsive Educator (CARE) provides valuable resources to faculty and staff in assisting students to find the best resources to help them through stressful life events, challenges and crises. A comprehensive 'red folder' was designed to provide helpful descriptors of troubling behaviors, guidelines on how to respond to these behaviors, and protocols for making the best referral for the student. In the coming months, the SCU CARE program will expand to include online resources for faculty, staff and the greater SCU community.*

### **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.

*Update: This past Summer (2015) OSL identified a potential online diversity training vendor. Representatives from OSL, OML, ODI and the Office of EEO and Title IX reviewed the online training created by Diversity.Edu as a possible option.*

*Initial feedback from the demonstration by the vendor, DiversityEdu.com, indicated the content delivered could be acceptable for our campus needs. However, the format in which the content was delivered raised concerns that it would not hold the attention of incoming students. In addition, this year would be the first year the vendor has used this training with students. Therefore, there is not insufficient data about its effectiveness with students. During our evaluation process, the suggestion was given to develop an in-house training tool where both the content and delivery could be controlled by SCU.*

*After several conversations with the DiversityEdu.com owner and discussions with campus partners responsible for SCU's diversity and inclusion efforts, the decision was made to postpone further work with Diversity.Edu, and instead focus on creating an in-house training program. Starting Fall 2015, a working group of faculty, staff and students from Unity 4 will be charged with the task of developing content and assessing possible delivery methods for this content.*

*If an in-house training option is not achievable by the required implementation timeframe the committee may decide to re-engage Diversity.edu about using their product in the short term until a long-term solution can be found.*

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.

*Update: The Office of Residence Life revised its Programming Guidelines for the 2015-16 academic year. The new guidelines include a minimum requirement for all communities: "Each staff member should facilitate, preferably in partnership with a campus entity (i.e. OML, ODI, Ethnic Studies, MCC, SCCAP), a diversity program allowing for dialogue around campus climate. This should be publicized as a Justice Starts Here (JSH) event and the JSH information should be reviewed during this program."*

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.

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.

Timeline: Spring 2016

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

Timeline: Spring 2016

### **Transparency**

1. Coordinate twice quarterly meetings between Unity 4 representatives and SCU Leadership throughout 2015-16. (Modified to one a quarter)

*Update: Meetings have been scheduled for 2015-16 academic year*

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.

*Update: Fora have been scheduled for 2015-16 academic year*

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

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.

*Update: Since early June the ASG Vice President and the Director of Campus Programs have been revamping the committee appointment process. The ASG Vice President has contacted each committee chair to verify the number of student committee spots that are available and whether they are open to having additional student representatives. A new online form was developed to allow students to express interest in serving on a university committee. In addition, a webpage with more details about the committee appointment process was developed. Finally, the ASG Public Relations Vice President will assist with promoting the online form to the student body using the SCU-Student-Events email list.*

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.

*Update: The Office for Diversity and Inclusion, Vice Provost for Student Life, Office of Student Life and Affirmative Action Office have identified a number of options for developing a Bias Incident Response Team. The purpose, charge, and composition of the team are currently under discussion. Students will be invited to provide feedback on the draft proposal, which should be completed by the end of October.*

6. Increase access to WASC audits.

*Update: The Diversity Dashboard has been updated. Further discussions will occur as to secure access of WASC reports for members of the campus community.*

### **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.

*Update: A restructuring has occurred in Undergraduate Admissions that has created five Senior Associate Directors who report to Dean Eva Blanco, including, for the first time, a Senior Associate Director focused on undergraduate diversity. While specific discussions have occurred on the issue of African American recruitment and admissions criteria with Mike Sexton and Eva Blanco, a formal plan has not been fully developed. The feasibility of the six percent goal seems to be an issue requiring a broader discussion.*

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

*Update: Mike Wallace in the Development Office is aware of the urgent need for more substantial scholarships focused on African American undergraduates and while new scholarship funding has been secured for African American undergraduates in Engineering, more must be done.*

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

*Update: Perspectives training was integrated into OL training for spring quarter and has been part of OL training for the last seven years. 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.*

*Aldo Billingslea collaborated with Orientation Leaders to lead each first year student through an exercise exploring the multiple facets of their identities, then presented a brief lecture on their responsibility as students at a Jesuit University to be thoughtful in their actions and stand in solidarity with those on the margins.*