

May/Summer 2017 - updated as of 10/9/17

AREA: ACADEMICS	October 2015 Update	December '15/January '16 Update	April 2016 Update	August/September 2016	November/December 2016	May/Summer 2017
Unity 4 TACTIC						
<p>1. Reorganize the CORE Diversity requirement from a one-class requirement to two separate requirements AND</p>	<p>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.</p>	<p>Students were informed of the pending assessment of the Diversity requirement and received an invitation to participate in the process. During winter quarter the assessment committee will gather evidence from classes that fulfill the Diversity requirement. During spring quarter the committee will score and evaluate the evidence. The Director of Assessment invites students to meet and discuss this assessment process and also welcomes student input and participation in the scoring and assessment process that will take place in spring quarter. Unity 4 students are particularly welcome to participate. In winter 2016 a Pathways Advisory Committee will begin evaluating all aspects of the Pathway to make recommendations on strengthening the Pathway program. Student input will be an important part of the process and the recommendations that will result.</p>	<p>After the February 2016 Forum, request for student participation was sent and response was positive in terms of student interest. Students assigned to either the diversity requirement working group or the Pathways working group. The working groups are scheduled to review materials in early May 2016.</p>	<p>The Office of Assessment hosted two three-hour meetings in which students participated in a discussion and review of the objectives of the Diversity Core requirement and in an assessment of student work. We also asked for general feedback from the students about the diversity requirement.</p> <p>The meetings were held on 5/10/16 and 5/11/16 and were attended by 10 students in all, along with Ray Plaza and the director and assistant director of the Office of Assessment, Chris Bachen and Megan France.</p> <p>Students provided feedback on the rubric and assessment process, and on the core requirement more generally.</p> <p><u>Feedback on rubric/assessment process:</u></p> <ul style="list-style-type: none"> • The students provided useful feedback on the rubric. Specifically, they noted the discrepancy between learning objective 1.2 	<p>Draft of Diversity Core Assessment Report being finalized. Goal is for report to be shared with the campus community and with the faculty teaching in the Diversity Core, in the Winter Quarter.</p>	<p>Diversity Core Assessment Report released by Assessment office, and report can be found under Diversity: https://www.scu.edu/provost/institutional-effectiveness/assessment/core-assessment/core-assessment-results/</p> <p>The findings of the Core diversity assessment show that the four learning objectives for the Core are being met or exceeded in about 50 percent of the student work samples reviewed. Most of the remainder of the students' work is rated as approaching proficiency with a relatively small percent of the work judged as not meeting the learning objectives. One of the areas in which student learning is weakest is in their demonstrated understanding of intersectionality—this was an important new outcome for the 2009 Core and one that will benefit from faculty discussion. From the scoring sessions, it was clear that faculty were interpreting this objective in different ways.</p>

				<p>which refers to structures that led to inequities and the rubric that anticipates the now revised objective 1.2 that refers to explaining factors that led to <i>and perpetuate</i> inequities.</p> <ul style="list-style-type: none"> ● Students noted that their interpretation of the rubric was affected by their knowledge of the subject matter of the paper/assignment and by their own personal experience. ● The particular challenge of demonstrating a nuanced understanding of intersectionality (e.g., race, ethnicity, social class, gender, nationality, etc.) was noted. <p><u>The following issues were noted by the students in discussion of the requirement:</u></p> <ol style="list-style-type: none"> 1. The timing of completion of the Diversity Core: 2. Augment the Core requirement course 3. Problem with Diversity double-dippers 4. Integrate diversity into all disciplines 5. Teaching methods that 		<p>The two student groups who participated in the diversity assessment helped identify a number of ways for the Core requirement to be more successfully implemented. They shared successful strategies faculty had used to advance learning in this area. The students also identified classroom practices that were not helpful, such as not challenging inaccurate perceptions about race. They recommended that students complete the diversity core requirement in their first year or early in their second year and that additional curricular or co-curricular attention be given to diversity learning outcomes.</p> <p>In sum, the findings from the Core assessment suggest that Core goals for diversity are being partially met and that there is room for improvement. Faculty teaching Core Diversity courses can follow up by discussing strategies for developing assignments and other learning experiences that will deepen and advance student learning in this area, especially in raising awareness of intersectionality and its impact on privilege or marginalization.</p> <p>The student survey data shows</p>
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				<p style="text-align: center;">benefit Diversity courses</p> <p>The Office of Assessment will share this information as part of its larger report to campus on student learning in the Core Diversity area (forthcoming in October). We are very grateful to the students who participated in this process. Their thoughtful evaluations and suggestions augment our understanding of how well the diversity core requirement is working and in what program improvements can be implemented in this area.</p>		<p>that students generally perceive themselves making gains in perspective taking and pluralistic orientation, that they are engaged in diverse interactions quite often, and perceive the campus to be quite encouraging of diverse perspectives and contact. Still there is room for continued development in this area. SCU students fall in the mid-point of scales that measure a more critical thinking about culture, race and ethnicity, tolerance, and understanding of global others. It is important to note that students of color generally are less satisfied with the campus environment in this regard. During the 2016-2017 academic year--for the first time, all incoming SCU first-years are taking part in a three-part program of diversity trainings and workshops. This programming, along with the Core courses, may strengthen diversity learning especially for white students and lead to fewer negative cross-racial interactions for students of color.</p>
<p>2. Reduce the Pathways sequence by one class</p>				<p>In spring of 2016 the entire student body was invited to participate in Pathways focus groups. Fifteen students expressed interest, about six students signed up for a sessions, and three students attended. All three students spoke</p>		<p>All of these suggestions have been communicated to the Pathways Faculty Core Committee, which is exploring ways to improve the Pathways Core requirement within its current parameters.</p>

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				<p>positively about their pathway experience, even as each had good suggestions for improvement. Students understood that changing the Pathway course requirement would involve a lengthy process of Core Curriculum revisions, and thus not likely to happen in the short term. There was some conversation about how attention to diversity might be explicitly incorporated into the current Pathway model. Most of the other suggestions focused on intentionality—students being intentional in choosing a pathway that fits their interests and not waiting to choose a pathway, and faculty integrating reflective thinking about the pathways into classes and advising. The student input is important and helpful. All of these suggestions will be communicated to the Pathways Working Group which will be formed this year to explore ways to improve the Pathways Core requirement within its current parameters.</p>		<p>Any change in the Pathways Core requirement would need to be a part of a larger evaluation of the Core and proceed through the proper committee and governance processes.</p>
<p>3. Develop Ethnic Studies and Women's and Gender Studies Department as standalone majors</p>	<p>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.</p>	<p>Women's and Gender Studies has submitted a proposal for a stand-alone major that was recommended by the Dean, Academic Affairs Committee, and Provost. It will be submitted for Trustee approval</p>	<p>At the Board of Trustees meeting in February, the stand-alone major requests for Ethnic Studies and Women & Gender Studies was unanimously approved.</p>	<p>In June 2016, the Board of Trustees approved departmental status for both Ethnic Studies and Women & Gender Studies.</p> <p>After the decisions of major in</p>	<p>Both Programs began school year as stand alone departments and Majors.</p>	<p>New Tenure-Track line authorized for Ethnic Studies for the 2018-2019 academic year – search begins Summer 2017.</p>

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	<p>Ethnic Studies has begun their program review process.</p>	<p>at the winter meeting in February. Women's and Gender Studies is content with remaining a program and does not wish to become a department. Ethnic Studies has also submitted a proposal for a stand-alone major. The proposal, with revisions, was recommended by the Dean, Academic Affairs Committee, and Provost. It, too, will be considered by the Trustees at their February Board meeting. The Ethnic Studies faculty hope to submit a proposal for department status in the future.</p>	<p>Ethnic Studies has developed a formal proposal to become a full-fledged development and currently under review at the Dean's level. Similar to the stand-alone major process, after the review of the Dean, the request is forwarded to Academic Affairs, the Provost, President and then the full-board. Women and Gender Studies is now working on a formal proposal as well. No timeline has been determined.</p>	<p>February, both programs submitted proposals that underwent the review process by the Dean, Academic Affairs, the Provost, President and then the full-board.</p>	<p>COMPLETED</p>	<p>COMPLETED</p>
<p>4. Increase hiring faculty of color as permanent, tenure track faculty through the Inclusive Excellence Initiative</p>	<p>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</p>	<p>While progress has been made on creating an Inclusive Excellence Post-Doc Consortium, progress was also made in helping to diversify the full-time faculty at Santa Clara University. Current efforts by Dean Godfrey Mungal, Caryn Beck-Dudley and Debbie Tahmassebi, in concert with the Office for Diversity and Inclusion are moving this tactic forward with sixteen tenure-track searches. Faculty of Color have been hired for next year, and several searches are still in progress. Because only a couple percent of the full-time faculty</p>	<p>Since the last update, the College of Arts and Sciences unveiled the revised structure and process for the Inclusive Excellence Post Doc Initiative. This would be for positions that would start in Fall 2017 but be advertised in late 2016. In addition, progress continues on the Jesuit Post Doctoral Diversity Program, which would create a consortium across the Jesuit institutions to create a Post-Doctoral pipeline of potential faculty candidates.</p>	<p>The College of Arts and Sciences Inclusive Excellence Post-Doc Initiative is underway. The application and recruitment process will begin in October. Applications are due in late Fall 2016, with interviews in early 2017. The positions would start in Fall 2017. Progress continues with the Jesuit Post Doctoral Diversity program consortium. First cohort of candidates would be in Fall 2017. Since the update, ODI has expanded its engagement with faculty search committees to start</p>	<p>All Tenure-Track searches for the 17-18 academic year are underway. All search committees have gone through the Inclusive Search training. We will have a better sense of the make-up of the incoming tenure-track faculty in late Winter/Spring. As of December 1st, all hiring managers for staff need to have gone through the Inclusive Search training before a job can be posted.</p>	<p>2017-2018 Tenure-Track searches completed. New TT hires in the College of Arts & Sciences, Leavey School of Business, School of Engineering and School of Education & Counseling Psychology 21 new Tenure-Stream hires started in Fall 2017. 12 identify as Male; 9 as female 38% are Faculty of Color Preparing for start of the 2018-2019 Tenure-Track search process.</p>

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	<p>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.</p> <p>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!</p>	<p>are hired in any given year, our progress in increasing the proportion of underrepresented faculty at Santa Clara University will become more apparent over many years.</p>	<p>Pending the release of the approved searched for the 2016-2017 year, efforts will begin to continue the training for search committees to ensure broad and representative pools of faculty candidates to ensure SCU's commitment to increasing the faculty of the faculty.</p> <p>The same search committee training will be expanded to include staff positions and focus on increasing the diversity of the staff as well.</p>	<p>early in the process by reviewing job ads and formal recruitment plans.</p> <p>The search committee training efforts continue to yield a more diverse set of faculty hires.</p> <p>ODI has also updated the Search Committee training to expand on implicit bias. This training has now been adapted for staff hiring. Pilot of the staff training has taken place since late August, with the requirement coming into full effect on December 1st.</p>		
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<p>5. Add a multicultural event requirement once a quarter to all Cultures and Ideas (C & I) classes.</p>	<p>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.</p>	<p>ODI facilitated a discussion and sharing of cultural events for faculty teaching Cultures an Ideas classes this fall, and some discussion of events has continued into the quarter. The C&I working group will reconvene during winter 2016 and the Undergraduate Studies Council and Core Committee will encourage that group to consider ways to increase and integrate course-related diversity and multicultural programming without infringing upon Santa Clara's strong commitment to academic freedom.</p>	<p>ODI will continue to work with campus partners in the development and expansion of the listing of cultural and social justice events for the 2016-2017 academic year.</p>	<p>ODI will continue to work with campus partners in the development and expansion of the listing of cultural and social justice events for the 2016-2017 academic year.</p>	<p>ODI will continue to work with campus partners in the development and expansion of the listing of cultural and social justice events for the 2017-18 academic year.</p>	<p>ODI will continue to work with campus partners in the development and expansion of the listing of cultural and social justice events for the 2017-18 academic year.</p> <p>COMPLETED</p>
<p>6. Add information on the EthicsPoint anonymous reporting processes for bias incidents and academic integrity to all syllabi</p>	<p>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</p>	<p>The Senior Vice Provost for Academic Affairs sent an email to all faculty in the fall and again on 12/3/15 with sample language that may be included on course syllabi. The email included the link to the on-line reporting options developed during the fall quarter. Given that some of the posters were removed from classrooms in the fall, the Office of Student Life purchased clear plastic sleeves to protect the posters. The sleeves will be installed over the winter break by Facilities, and new posters will be inserted prior to the start of the winter quarter.</p>	<p>The Office of Student Life purchased clear plastic sleeves to protect the posters. The sleeves were installed over the winter break by Facilities, and new posters were inserted prior to the start of the winter quarter.</p> <p>At the start of spring quarter, students replaced any posters that were missing from classrooms.</p>	<p>In the process of designing a poster for the 16-17 academic year. We have simplified the reporting options and added QR code.</p> <p>September Update: A new poster has been designed and was distributed to all of the residence halls prior to opening. The new posters will be posted in all classrooms in the coming weeks.</p>	<p>Continued engagement with campus stakeholders regarding EthicsPoint & anonymous reporting.</p>	<p>Part of discussions with the Unity 4 Leaders to ensure that all faculty include in their syllabi – notice sent by Associate Provost to all faculty.</p> <p>COMPLETED</p>

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	<p>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.</p> <p>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.</p> <p>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, January 2016 4</p> <p>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.</p>					
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	<p>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.</p>					
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<p>AREA: STUDENT & RESIDENCE LIFE</p>	<p>October 2015 Update</p>	<p>Dec.'15/ January '16 Update</p>	<p>April 2016 Update</p>	<p>August/September 2016</p>	<p>November/December 2016</p>	<p>May/Summer 2017</p>
<p>Unity 4 TACTIC</p>						
<p>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.</p>	<p>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.</p>	<p>During the Fall quarter the working group started by reviewing various websites and universities to decide what information was most critical to include in the tutorial. A plan has been established to meet the Fall 2016 objective to have an online diversity tutorial</p>	<p>Great progress is being made on the diversity module. The overall content and script for the five scenarios is nearing completion.</p> <p>The development of the small group facilitation curriculum and hiring of small group facilitators is underway.</p>	<p>The Online Diversity Module was launched on Aug. 24th. Incoming student have until September 14th to complete the 7 lesson module.</p> <p>September Update:</p> <p>September 20th-</p>	<p>The third and final part of the Diversity and Inclusion Series continued into the month of November.</p>	<p>Initial assessment data shared regarding the Diversity Training series. Formally shared during the February 2017 Forum.</p> <p>1,420 first year students participated (including transfer students)</p>

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	<p>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.</p> <p>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</p>	<p>developed. In order to keep the task on track to be completed this academic year, the Office of Student Life hired an external consultant to assist the University with developing content for this online diversity training tool. The consultant's work will be completed in Winter Quarter 2016 and will be reviewed by the current working group. In addition, students enrolled in Dr. Griffin's Ethn. Studies course in Winter 2016 will also assist with gathering first person narratives from current SCU students about their experiences related to various identity issues impacting the overall campus climate.</p> <p>Winter and Spring 2016 - Goal: Review the material developed by the consultant and decide which online platform best meets our needs to host the content.</p> <ul style="list-style-type: none"> • January and February: Review proposed content and make necessary changes. • March-May: Take content and create online module. • May-June: Test module and develop implementation and assessment plan. <p>Inclusive Community Conversation Plan for 2016-</p>	<p>The next set of milestones include:</p> <ul style="list-style-type: none"> · Hiring actors · Recording scenarios · Building the test module · Piloting the module · Finalizing implementation strategies · Developing a communication plan for incoming students · Developing a communication plan for faculty and staff · Modifying the pilot module based on feedback · Implementing the module · Training small group facilitators · Completing the small group facilitations <p>Campus partners for this project include:</p> <ul style="list-style-type: none"> · Office for Multicultural Learning · Office of Diversity and Inclusion · Office of Student Life · Academic Technology · Dr. Allia Griffin · Jennifer Busa 	<p>1219 students have completed the Online Diversity Module. Students who have not completed the module by Oct. 10 will be fined and a hold will be placed on their student accounts which will prevent their ability to register for winter classes.</p> <p>The third and final part of the Diversity and Inclusion Series starts on Oct. 18th. (Part #3) Every incoming student is required to participate in 2hr small group conversation during Fall 2016.</p>		<p>Currently working on making adjustments for the upcoming year</p>
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	<p>charged with the task of developing content and assessing possible delivery methods for this content.</p> <p>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.</p>	<p>2017 (Current Proposal- Pending Approval):</p> <ul style="list-style-type: none"> • Part 1- Orientation (Day 1)- Diversity-Community Values Discussion- Content has not yet been modified to include current events. The working group will review last years' survey results from Orientation and discuss modifying current learning outcomes and structure. • Part 2- All incoming students will complete the online module by the first week classes of Fall 2016. • Part 3- Mandatory Community Conversations led by Perspectives members, staff, and Community Facilitators (Weeks 2-4 of Fall Quarter 2016). <p>An assessment plan is also being developed to coincide with intentional inclusive community conversation plan. Implement supplemental programs partnering with residence halls and on-campus organizations to continue discussions with students throughout</p>				
<p>2. Implement supplemental programs partnering with residence halls and on-campus</p>	<p>The Office of Residence Life revised its Programming Guidelines for the 2015-16 academic year. The new</p>	<p>Throughout Fall, Residence Life offered 46 Justice Starts Here programs addressing a wide variety of topics and</p>	<p>Throughout Winter, Residence Life offered 38 Justice Starts Here programs addressing a wide variety of topics and issues related</p>	<p>Throughout Spring, Residence Life offered 31 Justice Starts Here programs addressing a wide variety of topics and issues related to</p>	<p>Continued offering of programs involving diversity, inclusion, and social justice.</p>	<p>Residence Life offered over 100 programs involving diversity and social justice during the 2016-2017 academic year.. The Justice</p>

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<p>organizations to continue discussions with students throughout their four years at Santa Clara University.</p>	<p>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."</p>	<p>issues related to diversity and social justice.</p>	<p>to diversity and social justice.</p>	<p>diversity and social justice. We continue to think about how best to do this work.</p>		<p>Starts Here initiative was reviewed and continues to be enhanced each year.</p>
<p>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.</p>		<p>Neighborhood Ambassadors (NAs) were hired and trained during the fall quarter. Their training included how to program for these areas: cultural sensitivity, sexual assault, sexual education, alcohol abuse</p> <p>NAs offered passive programs on appropriate Halloween costumes to all off-campus houses. Off Campus Area Coordinator has done outreach to off campus groups and built relationships in order to collaborate with these groups in the future. The NAs will create a programming plan for winter and spring that are inclusive of these topics. Unity 4 leaders have identified the social</p>	<p>The Off Campus Living office promoted MCC events and events for Sexual Assault Awareness week. This was done via door hangers and social media.</p> <p>The idea to work with fraternities and sororities was put on hold.</p> <p>Four Neighborhood Ambassadors were hired for the 2016-2017 academic year. Their training will be planned for those new staff members during formation in September.</p>	<p>Training for Neighborhood Ambassadors will occur September 6th-16th. Training will include topics relating to cultural sensitivity, sexual assault prevention and alcohol abuse. There will also be time to plan programs around these topics.</p>	<p><u>November Update:</u></p> <ul style="list-style-type: none"> - Neighborhood Ambassadors participated in a Perspectives Training as well as a Bystander Intervention Training in September. - Neighborhood Ambassadors created a video that addresses cultural appropriation. Video can be seen here: https://youtu.be/yiHbgjj7A9E - OCHO Calendar of events have promoted educational programs from MCC, OML, VPP for Fall Quarter 	<p>Neighborhood Ambassadors collaborated with ASG, VPP, MCC to put on programming for off campus students during the spring quarter.</p>

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		<p>fraternities and sororities as the primary focus for moving this tactic forward. The leaders are aware of the current relationship between fraternities and sororities and the University and recognize that this request may not be feasible in the immediate future.</p>				
<p>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.</p>		<p>The Vice Provost for Planning and Institutional Effectiveness met with the Registrar and Information Technology to discuss the technical issues involved. In January, Ed Ryan and Matthew Duncan will convene a small working group to develop the policy language. It will then be shared with the Undergraduate Studies Council and the Student Affairs Policy Committee. Preliminary discussions with ASG and administrators about the expectations of an off-campus orientation have occurred. The Office of Student Life will convene a working group with Unity 4, Neighborhood Ambassadors and ASG representatives to begin outlining a plan the off-campus orientation. Four students from Unity 4 and three students from ASG have been appointed to work with the Office of Student Life on this</p>	<p>A working committee of 12 students, Kim Gilkey-Wall and Callie Rimpfel was formed to address an Off Campus Orientation. A date has been set for May 22nd. This will include a perspectives training, safe space and an introduction to the Violence Prevention Program. The Sustainability Office and LOCALS, Santa Clara Police and City of Santa Clara residents and staff are part of the agenda for this orientation.</p> <p>NAs did not offer Perspectives Trainings. This will be part of Off Campus Orientation moving forward.</p> <p>The plan to focus on fraternities and sororities was put on hold.</p>	<p>OCHO occurred on May 22nd with 40 participants.</p> <p>Planning for a year long OCHO certificate program that collaborates with Violence Prevention Program, LOCALS, SCPD, OML, ASG and the local Landlord Association has taken place. Event will be a continuous event throughout the 2016-2017 academic year.</p>	<p>November Update:</p> <ul style="list-style-type: none"> - OCHO has had over 300 participants attend at least 1 event through the fall quarter - OCHO Schedule has had the following # of sessions: <ul style="list-style-type: none"> - *Leases, Landlords: 6 - *You and the Law: 6 - *How to be a good Neighbor: 5 - *Educated Partier: 1 - Diversity: 8 - LGBT: 5 - Violence Prevention: 3 - Sustainability: 4 - Students who want to live in NUs for the 2017-2018 AY must attend the * events <ul style="list-style-type: none"> - Due to this, 	<p>Off Campus Housing Orientation (OCHO) consisted of 4 OCL programs: <i>Leases, Landlords & Tenants' Rights, How to be a Good Neighbor, You and the Law and Educated Partier</i>. OCHO had over 500 attendees for the 12 sessions. Students expressed the programs were worth their time and attendance. OCHO was a collaborative effort with Associated Student Government, neighbors, local landlords/property managers, City of Santa Clara leaders, Santa Clara Police Department and Center for Sustainability.</p>

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		<p>initiative.</p> <p>The NAs will offer two Perspective trainings in winter and spring quarters targeting off campus students. Given the number of constituents that desire input into the off-campus orientation, Fall 2016 is a much more realistic</p>			<p>we are working to integrate the other 4 into * sessions.</p>	
<p>4. Expand the judicial advisory board to include representatives from the MCC, SCAAP, VPP, and the RRC.</p>		<p>In an effort to further diversify the membership, the following tactics will be implemented in addition to what is currently being done.</p> <ul style="list-style-type: none"> • April 2016: A representative will attend a general meeting for each of the above organizations to share information about the work of the PJB and answer questions they may have about the opportunity. • Early May 2016: Emails to the leadership teams of each organization will be sent inviting them to nominate members of their organization or themselves for the positions. • Mid May 2016: Reminders will be sent regarding the due date for applications. • End of May 2016: Selection of new board members. Although membership of the PJB is not published for numerous reasons including 	<p>In an effort to further diversify the membership, the following tactics will be implemented in addition to what is currently being done.</p> <ul style="list-style-type: none"> • April 2016: A representative will attend a general meeting for each of the above organizations to share information about the work of the PJB and answer questions they may have about the opportunity. <i>These meetings are being scheduled.</i> • Early May 2016: Emails to the leadership teams of each organization will be sent inviting them to nominate members of their organization or themselves for the positions. <i>This will be done.</i> • Mid May 2016: Reminders will be sent regarding the due date for applications. <i>This will be done.</i> • End of May 2016: Selection of new board members. Although membership of the PJB is not published for numerous reasons including ensuring the integrity and anonymity of the board. 	<p>Peer Conduct Board (formally Peer Judicial Board) selected 19 new board members. All of the following outreach was done to continue to gain a diverse representation of members on the Peer Conduct Board.</p> <p>April 2016: An email was sent to MCC past and current presidents, executive members and leaders to share information about the work of the PCB and answer questions they may have about the opportunity.</p> <p>May 2016: Emails were sent to the leadership teams of each organization inviting them to nominate members of their organization or themselves to be a member of the PCB.</p> <p>May 2016: Reminders sent regarding the due date for applications.</p> <p><u>The 2016-17 PCB has a diverse membership. The students represent many religious, ethnic and gender identities. They also have a wide range of involvement on and off campus.</u></p>	<p>COMPLETED</p>	<p>COMPLETED</p>

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		ensuring the integrity and anonymity of the board,		*Membership of the PCB is not published for numerous reasons including ensuring the integrity and anonymity of the board. *		
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AREA: TRANSPARENCY	October 2015 Update	Dec'15/January '16 Update	April 2016 Update	August/September 2016	November/December 2016	May/Summer 2017
Unity 4 TACTIC						
1. Coordinate twice quarterly meetings between Unity 4 representatives and SCU Leadership throughout 2015-16. (Modified to one a quarter)	Meetings have been scheduled for 2015-16 academic year	An additional quarterly meeting was added.		Fall meeting is scheduled for October 5, 2016	A lunch meeting was held with the Unity 4 student leadership in December as a check-in in light of the different campus and external events that have impacted SCU. Goal is to do periodic lunch meeting check-ins throughout the Winter and Spring Quarter.	The periodic lunch check-ins continued as well as the meeting with the administrators
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.	Fora have been scheduled and held for 2015-16 academic year			Fall Open Forum is scheduled for October 18, 2016 at 7pm. Winter Open Forum: February 21, 2017 at 7pm Spring Open Forum: May 9, 2017 at 7pm	Due to Casa incident, the Fall Open Forum in October was shifted to provide a focus on the Casa incident.	Winter forum held in February 2017 at Locatelli; Spring forum held in May 2017 at the de Saisset Museum
3. Increase voices in the meetings held by the Office of the President with the leadership of a variety of organizations on campus.		The Vice Provost for Student Life met with a member of Unity 4 in December to clarify this tactic. The leaders of Unity 4 are aware that the President meets periodically with the ASG President. Members of Unity 4 would like to have a	COMPLETED	COMPLETED	COMPLETED	COMPLETED

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		representative included in the meetings in order to share a diverse perspective of the student experience with the President.				
4. Diversify representation on University Committees to include members of MCC, SCAAP, the Violence Prevention Program, and the Rainbow Resource Center.	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.	Revised the process by which students are appointed to University Committees. The next step is to gain feedback on how this year's appointment process went so we can further refine the process and address any new or lingering issues. This feedback process will take place during winter quarter. ASG will collaborate with at least Unity 4, MCC, and LGBTQ student organizations to gain their feedback. Part of the feedback process is to review how each student appointment was made this academic year.	A summary of feedback on how the University Committee appointment process went this year is not ready at this time. This summary will be available at the end of the term of the current ASG Vice President (i.e. by mid-May). On a related note, however, ASG formally approved for 3 new permanent At-Large Senator positions: one for Racial Diversity & Inclusion, one for the LGBTQ community, and one for transfer and commuter students. These new At-Large Senator positions will join the Student Senate starting the next term (i.e. 2016-17 academic year).	The ASG Vice President and Advisor met several times over the summer to review the University Committee appointment process and made revisions based on feedback from students. One thing that will be different is stronger outreach to communities on campus that represent students of color and other marginalized populations such as LGBTQ. Outreach will include direct conversations with student leaders in these communities as well as more frequent messages to the entire student body (via the scu-student-events@lists.scu.edu email list) about opportunities to join a University Committee. Another change is requiring reports from all appointed student committee members so we can track their progress with attending meetings and seeing if topics of interest or concern to communities on campus that represent students of color and other marginalized populations make it onto meeting agendas and get addressed by the appropriate committees.	COMPLETED	COMPLETED
5. When responding to	The Office for Diversity and	Discussions are continuing			Due to recent campus events (the	Mechanism in place for

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<p>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.</p>	<p>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 January 2016 9 to provide feedback on the draft proposal, which should be completed by the end of October.</p>	<p>regarding the formation of a Bias Incident Response Team (BIRT).</p>			<p>vandalism of the 43 silhouettes and Casa Incident), the group is re-visiting the response to Bias Incidents and applicable protocols.</p>	<p>responding to bias incidents and acts of violence – some situations may require additional levels of response due to severity and nature of impact on the community.</p>
<p>6. Increase access to WASC audits.</p>	<p>The Diversity Dashboard has been updated. Further discussions will occur as to secure access of WASC reports for members of the campus community.</p>	<p>Staff are currently working to create a password protected entry for those on campus who wish to read a summary of the WASC report and a summary of our WASC Interim report.</p>		<p>All WASC reports since 2000 have been published on the Provost’s site at https://www.scu.edu/provost/institutional-effectiveness/recent-accreditation-reports/</p>	<p>COMPLETED</p>	<p>COMPLETED</p>

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AREA: RECRUITMENT & ORIENTATION	October 2015 Update	Dec'15/January 2016 Update	April 2016 Update	August/September 2016	November/December 2016	May/Summer 2017
Unity 4 TACTIC						
<p>1. Increase the Black/African-American population on campus to 6% by 2020 AND</p>	<p>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.</p>	<p>A set of tactics is being revised by Mike Sexton, Eva Blanco, and Aldo Billingslea. The goal of increasing all students identifying as African American will require additional resources and proactive tactics that should align with the University's integrated strategic plan. A working group will meet to discuss new strategies.</p>	<p>As a result of the discussions, added focus and attention on increasing yield opportunities to help raise numbers across the board. Students from the different communities involved in post card writing campaigns, call campaigns and involvement in the APEX/Noche/SADIE events. Numbers are trending higher across all categories so after May 2nd, we will get confirmation.</p> <p>We will then work on ways to maintain communication with these students to ensure that they actually enroll in the Fall Quarter to avoid the traditional summer melt.</p>	<p>October Update: Class of 2020 and Transfers:</p> <p>First-Year Students: Students of Color - 621 (of 1317 = 47.2%) -African American - 48 (of 1317 = 3.6%) -Hispanic w/African American - 5 -Non-Hispanic Multi-ethnic w/African American - 20</p> <p>TOTAL w/African American heritage - 68 (of 1317 = 5.2%)</p> <p>Transfer Students: Students of Color - 59 (of 130 = 45.4%) African American - 5 (of 130 = 3.8%)</p>		<p>Class of 2021</p> <ul style="list-style-type: none"> ● Largest class of 1,414 students ● 18% Asian ● 18% Latino/a ● 7% Multi-Race ● 4% Black/African American ● <1% Native American <p>Total w/African American heritage: 6%</p>
<p>2. Change the way admissions counselors review applications. Consider community</p>						

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<p>service, personal statements, race, etc.</p>						
<p>3. Create a scholarship fund specifically intended to aid the recruitment of more black and low-income students.</p>	<p>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.</p>	<p>A meeting with Jim Lyons, Vice President for University Relations, will be scheduled in the winter to discuss fundraising approaches.</p>	<p>Initial discussions underway to create an opportunity through the SCU Day of Giving to garner interest and raise funds for such a funding opportunity.</p>	<p>Conversations are still ongoing at this point in preparation for the Day of Giving in Spring 2017.</p>		<p>OML/MCC/RRC had efforts during the 2017 Day of Giving. This lays the foundation for more targeted efforts to expand opportunities.</p>
<p>4. Require Perspectives training of all Orientation Leaders as a prerequisite to their first orientation session.</p>	<p>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</p>	<p>We will share a progress report during the middle of winter quarter. The next steps are to plan Spring/Summer 2016 training. Collaborators will be OML for both Perspectives and Safe Space Training.</p>	<p>Spring training for the 2016 Orientation Leaders will include both Perspectives Training and Safe Space Training. The agenda and sessions for summer training (June) are not yet determined, so expect another training update by the end of the spring quarter.</p>	<p>For 2017, we will continue to include Perspective Training and Safe Space Training. The next step we want to take in developing Orientation Leaders is helping them apply what they learned in these trainings. Example of methods include case studies, role playing, Q&A panel with students of color and other marginalized student populations, and development of appropriate and sensitive responses to tough questions and situations that may come up during Orientation.</p>	<p style="text-align: center;">ONGOING</p>	<p style="text-align: center;">ONGOING</p>

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	stand in solidarity with those on the margins.					
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