

## Table of Recommendations, Initiatives, and Programs (as of 12/16/18)

AREA/Recommendation/Initiatives & Programs	Priority Level	Time Frame	Stakeholders	Update on Timeline (2/21/18)	Color Code	Status of Fall 2018 (if changes) – Oct. 2018	Status/Examples Dec 2018	Alignment with Campus Climate Priority Areas
<b>LEADERSHIP</b>								
<b>1. Declare a visible commitment to diversity and inclusion</b>	<b>High</b>	<b>Short/medium term</b>	Cabinet and others	Ongoing – upcoming opportunities in State of the Campus Address and other venues			Convocation Address in Fall 2017, Fall 2018  State of the Campus Address in 2016, 2017, 2018  Emails in response to bias incidents and other national circumstances impacting diversity	3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<b>2. Communicate a clear vision for diversity and inclusion</b>	<b>High</b>	<b>Short/medium term</b>				<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps

<p>2A. <i>Communications about diversity and inclusion should emphasize the rationale and need for this work, its integral ties to our values as a Jesuit, Catholic institution, and the benefits that related efforts provide to our community as a whole.</i></p>		<p>Short term and ongoing</p>	<p>UMC and others</p>	<p>Ongoing as seen in recent efforts</p>			<p>Ongoing when statements are issues through Office of President, Provost, and others</p>	
<p>2B. <i>Clarify the departments, units, programs, and structures on campus that deal centrally and consistently with issues of diversity and inclusion among students, faculty, and staff.</i></p>		<p>Short/medium term</p>	<p>ODI and Provost</p>	<p>Draft of diversity infrastructure at SCU developed</p>				
<p>2C. <i>The university's central "Diversity" website should be organized to make it easier for users to find what they need based on issues, needs, groups, etc.</i></p>		<p>Short term and ongoing</p>	<p>ODI: Work with UMC on getting access to website and make changes</p>	<p>In process – need to finalize</p>			<p>In discussions and more work needed to advance this further in Winter quarter 2019</p>	
<p>2D. <i>Information about efforts and events related to diversity and inclusion across campus should be shared and continuously updated on both the general "Diversity" page and the specific web pages associated with individual units and departments.</i></p>		<p>Short/medium term and ongoing</p>	<p>ODI and UMC</p>	<p>Related to 2C and in development (need to engage in ways to better tie all diversity-related events (ODI already uses a diversity hashtag within the LiveWhale system</p>			<p>Resend message to campus about using the "diversity" tag in LiveWhale system  Related – ability to post on graduate student listserv for events</p>	
<p><b>3. Integrate diversity and inclusion into language and communications</b></p>	<p><b>Medium</b></p>	<p><b>Medium term</b></p>				<p><b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff</b></p>		<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p>

						<b>and Student Recruitment and Retention</b>		
<i>3A. Outlets such as Santa Clara Magazine, social media channels, press releases, and University web pages should clearly communicate that diversity and inclusion work is a high priority for the institution, connected to our core values.</i>		Medium term	Work with UMC and Matt Dewey	Already underway			Better coordination with UMC on opportunities	
<b>4. Prioritize and maintain transparency about diversity and inclusion efforts</b>	<b>High - Medium</b>	<b>Short/medium term</b>				<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<i>4A. This report should be shared with the SCU community.</i>		Short term	President's Office and already completed after Convocation	TF report made available and series of presentations done throughout the community			The Blue Ribbon Report, Task Force report and subsequent Campus Climate study findings are available online	
<i>4B. Proactive communications should be made on at least a quarterly basis to share progress updates.</i>		Short/medium term and ongoing	Quarterly communication as proposed by Project Manager	More formal update for Winter Quarter being finalized and the subsequent updates		Mostly discussions within PAC but no formal university communication		

5. Set goals to increase representational diversity of leadership	High	Starting immediately to affect long term change						3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<i>5A. Proceed with intentionality with regard to racial and ethnic diversity as future searches and appointments are made.</i>		Short term and continuing on an ongoing basis	In process/Ongoing	Already taking place and part of discussion – balance with ensuring fair process		Ongoing	Already takes place – understanding the particular factors impacting each discipline	
<i>5B. Inclusive search training is already in place for tenure-track faculty and staff hires, most of the faculty searches have a diversity component in the rubric, and most do include a diversity-related question in the interview process. If these elements are not already present during all searches for executive level hires, they should be implemented.</i>		Starting immediately with all new searches and ongoing	In process/Ongoing	Inclusive search trainings underway and in process. TT Faculty effort started in 2013-14, and staff process started in Fall 2016.		Ongoing – 25 Tenure Track searches taking place for Fall 2019	<p>Inclusive Search training for staff hiring managers and Tenure Stream committees</p> <ul style="list-style-type: none"> <li>Review of job ads and recruitment plans for TT searches</li> </ul> <p>Collaboration between Deans and ODI</p> <p>Collaboration between ODI and HR on staff process</p>	
<i>5C. The Board of Trustees should be encouraged by the University leadership to engage in discussions regarding how they can increase their efforts to diversify their new membership.</i>		Starting immediately to affect long term change	Ask Molly and President		<ul style="list-style-type: none"> <li>More of a delicate matter to</li> </ul>		Refer to last update – part of a larger discussion	

					leave to President			
<i>5D. The Affirmative Action Plan should be made public to ensure transparency and accountability with regard to progress on the composition of our leadership.</i>		Short term	Talk with Belinda and John O. regarding this and next steps	Still requires discussion with John O. and Belinda and best way to do this		Belinda indicated that the goal would be for 2019 instead of 2018.	Deferred to 2019 and new President to formalize	
<b>6. Proactively support faculty and student leaders</b>	<b>High</b>	<b>Medium term</b>		<b>Should also include STAFF</b>		<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		<p>1. Develop and support opportunities for honest, open and respectful engagement – including both open and free expression and listening – across differences (including race/ethnicity, political perspectives, position/rank, faculty and administration, disability status, etc.</p> <p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status, religion, political views, etc.</p>

								5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis
<i>6A. More leadership development should be provided for faculty and staff of color to gain additional skills and experiences to move up within the organization.</i>		Starting immediately with medium term change in mind	Engage with OML/Student Life; Faculty and Staff groups for feedback	Ongoing effort with Fac Dev and HR using existing program opportunities			Identified as a critical area of concern in the Campus Climate study for faculty and staff alike.  Examine this issue with key stakeholders	10. Address staff (and faculty) concerns about fairness and opportunities for advancement in personnel decisions
<i>6B. More mentoring and support should be provided to tenure-stream faculty of color, particularly mid-career faculty, to help them gain the ability to seek leadership roles.</i>		Starting immediately to affect medium term change	Work with Faculty Development	Discussion held with Fac Dev (E. Elrod) about opportunities			Culture Power Difference Group (CPD) is an example. Related to another recommendation.  The role of the different faculty groups – Women of Color, Latino Faculty, e.g. What is the opportunity for the equivalent on the staff side? Or working closer together as faculty and staff?	Both 1 and 5
<i>6C. Continue and expanded support for the development of academic communities devoted to the study of race, ethnicity and</i>		Short to medium term	Efforts through Faculty	Discussion held with Fac Dev (E. Elrod) about opportunities			Faculty Development learning communities –	Aligns with 5

<i>intersectional diversity.</i>			Development	within existing programs offered by Fac Dev			get listing Culture Power Difference Group	
<i>6D. Further discussion should take place within Student Life and other divisions about ways to better support students who make major commitments to advance diversity and inclusion.</i>		Medium term	Student Life	Initial conversation with J. Rosenberger. Future discussions with OML and MCC leaders and ways to support students doing this work – opportunities to attend conferences, workshops			Formalize discussions with stakeholders (Student Life, ODI, OML and others) on best way to achieve this	Aligns with 5
<b>STRATEGIC PLANNING AND (RE)STRUCTURING</b>								
<b>7. Engage the larger campus community in the development of university diversity and inclusion strategic planning</b>	<b>High</b>	<b>Short/medium term</b>						3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<i>7A. Conduct a full campus-wide environmental scan and gap analysis.</i>		Short to medium term	Discussions with PAC	Pilot of an initial scan took place in late Spring 2017. Effort to be replicated in Spring 2018. This scan coupled with the Campus Climate study will provide valuable insight.			Campus Climate study provided an aspect of this – additional analysis of data	

7B. Make efforts to fill gaps identified by analysis.		Medium term	Discussions with PAC					
<b>8. Facilitate diversity and inclusion strategic planning in units across campus</b>	<b>High</b>	<b>Medium term</b>						3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
8A. We encourage schools, departments, and offices throughout campus to engage in assessments of their work on diversity and inclusion, to develop plans to ensure progress, and to emphasize the importance of this work and its centrality to SCU's mission and values to their faculty and staff.		Short to medium term	Discussions with PAC and Cabinet	Part of this is looking at Goal 5 of the 2020 plan and where things stand and what are the next steps with Strategic Planning. Goal 5 was never formally developed as the other Goals.			The School of Law developed a Diversity and Inclusion committee in 2014; the College of Arts and Sciences formally developed a working group in 2018. The STEM effort has a Diversity and Inclusion group.	
8B. As departments and offices conduct their program reviews, they should include a discussion of their efforts and plans (if any) related to diversity and inclusion. If such efforts and plans do not exist, they should be initiated.		Medium term as program reviews come up	Discussions with PAC and Cabinet	(See Above)				
8C. Academic departments and offices should be encouraged to work on plans for both collective and individual participation in diversity and inclusion work.		Medium term	Discussions with Deans	(See Above)				
8D. Leaders in units across campus should make efforts to incorporate participation in diversity and inclusion work into		Short to medium term	Discussions with PAC/ Cabinet	(See Above)				

<i>performance reviews and reward structures.</i>								
<b>9. Finalize and clarify the diversity and inclusion leadership structure and role(s)</b>	<b>High</b>	<b>Medium term</b>						3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<i>9A. Designate the Council on Inclusive Excellence as the body responsible for determining the most appropriate structure</i>		Short term	Dennis recommends that another entity play this role – maybe PAC?	Dennis shared that the decision about the structure and role is a higher up decision.			Recent announcement by President to set-aside funds for new President to determine structure and process for CDO	
<i>9B. Whoever leads ODI in its future form should have a formal seat on the President’s cabinet.</i>		Medium term	TBD					
<i>9C. ODI should have a full-time leader along with a staff member to provide support.</i>		Medium term	TBD					
<b>10. Designate a group to conduct ongoing work on structure for diversity and inclusion</b>	<b>High</b>	<b>Short term</b>						3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<i>10A. The structure for diversity and inclusion should be determined, carried out, and periodically reassessed by a more long-term group on campus.</i>		Medium to long term	Dennis recommends that another entity maybe more	Related to #9 – higher group needs to study and explore this issue			Refer to update from #9	

			suited for this role					
<i>10B. The Council on Inclusive Excellence (CIE) should be charged with the responsibility of examining all options and recommending a model for the structure of diversity and inclusion at SCU.</i>		Starting in the next year; short term	TBD	Dennis advises that CIE is not the appropriate entity to handle this.				
<i>10C. CIE should conduct a university-wide audit with to determine all the offices and individuals who are currently tasked with diversity and inclusion work and compare their assigned roles with SCU's current diversity and inclusion needs.</i>		Starting in the next year; short term	TBD	Part of the diversity infrastructure mentioned earlier				
<b>11. Identify and commit resources to a budget for diversity and inclusion</b>	<b>High</b>	<b>Short/medium/long term</b>				<b>Identified through PAC as part of top three priority areas – Capital Campaign &amp; Diversity</b>		<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p> <p>7. Implement actions to address challenges in compensation and benefits, including affordable housing, for University faculty and staff</p>

<p>11A. Complete (1) systematic institutional review and climate survey; (2) identification of gaps; (3) identification of corresponding needs; (4) decision about D&amp;I structure at SCU; and (5) assessment of budget and resource needs based on the preceding steps.</p>		<p>Starting in the next year and ongoing</p>	<p>Discussions with PAC</p>				<p>Campus Climate Study completed. Additional follow-up underway</p> <p>Funds set-aside to lay groundwork for future set-up of role/office</p>	
<p>11B. Action on these steps (in recommendation 11A) should not stall or halt current campus investments in diversity and inclusion where the work is already happening (e.g. in academic units or student centers and organizations) or where there are immediate steps recommended by the Task Force.</p>		<p>Ongoing</p>	<p>Discussions with PAC</p>				<p>Waiting to hear from University Budget Council (UBC) on their forecasts</p>	
<p>11C. Diversity and inclusion should be considered a top priority as SCU transitions from the “quiet phase” of the current Capital Campaign, which focuses on a small number of priorities with an emphasis on capital projects, to the “public phase,” which will focus on a broader set of priorities identified in the Santa Clara 2020 Integrated Strategic Plan.</p>		<p>Starting in the next year and ongoing through the current capital campaign</p>	<p>Need to engage Jim Lyons and others</p>	<p>Learned that Diversity is part of the Capital campaign under the following areas:</p> <p>5A-1: LEAD Scholars Program</p> <p>5B -1: Scholarship Funds</p> <p>5D-1: Provost’s Faculty Diversity Fund</p> <p>5D-2: Inclusive Excellence Post-doctoral Scholars</p>		<p>New Cristo Rey Scholarships created</p>	<p>The start of the Comprehensive Campaign on January 19, 2019 will have a focus on diversity and inclusion efforts in a number of areas. Areas identified in last update.</p>	

<i>11D. Develop fundraising efforts for diversity through coordination and consultation between the Development Office and units currently engaged in diversity work.</i>		Starting in the next year and ongoing through the current capital campaign	Need to connect with Jim Lyons and Mike Wallace – some of this is ongoing	Already ongoing on multiple fronts – ex. Student Life/OML; academic programs would be through the Dean’s Offices		2018 Day of Giving included additional fund such as the Cabrini fund.	Opportunity to continue to grow the support for diversity initiatives in the 2019 Day of Giving	
<i>11E. The University Budget Committee should make an effort to identify areas where some funds can be redirected to some of the short-term budget needs identified in this report.</i>		Short term start; ongoing through long term	TBD	** Not relevant at current time		N/A		
<i>11F. The University should reconsider the current incremental model of budgeting.</i>		Short to medium term	TBD	** Not relevant at current time		N/A		
<i>11G. University Relations, in collaboration with members of the Board of Trustees or Board of Regents, should identify and cultivate potential donors who are already engaged in giving that supports underserved communities.</i>		Starting immediately with medium to long term effects in mind	Discussions with Jim Lyons and others	Ongoing on many fronts – presentations to Board of Regents			Part of ongoing efforts	
<i>11H. University Relations, in collaboration with the Alumni Association, should engage alumni identity organizations, other alumni groups, and members of the current SCU community in fundraising campaigns to support endowed chairs</i>		Medium to long term	Continued follow-up with Kathy Kale & Alumni ; Jim Lyons	Already underway; question about the feasibility of endowed chairs and would they actually help us. Models of			Continued growth and discussions with the Alumni Affinity groups <ul style="list-style-type: none"> <li>Recent discussion with Alumni Advisory Board</li> </ul>	

<p><i>that could be offered as part of target-of-opportunity hiring efforts.</i></p>				<p>recent efforts where alumni of color helped to create opportunities – Chacon fund, Jimenez Fund, new LGBTQ+ fund</p>			<p>about Diversity and Inclusion efforts</p> <ul style="list-style-type: none"> <li>• Presentation on Campus Climate results</li> <li>• Providing alumni access to the CC report</li> </ul>	
<p><i>11I. For the SCU Day of Giving, internal and external donors should be identified to offer challenge grants or matching dollars to encourage SCU community members and alumni to participate in targeted giving to support diversity and inclusion programs.</i></p>		<p>Short term start; ongoing through long term</p>	<p>Connect with Mike Wallace and Jim Lyons</p>	<p>Scheduled for March 7<sup>th</sup> – efforts underway. Focused effort in many areas with diversity and inclusion being one of those. Last year, Student Life – MCC did a great job in promoting and raising awareness. Opportunity to build upon effort to engage more alumni and other stakeholders. Ex. Providing more opportunity for Alumni that served in the military to give.</p>		<p>Day of Giving for 2019 is being finalized. Enhanced promotion needed for diversity and inclusion funds.</p>	<p>Date identified for Day of Giving in March 2019</p> <ul style="list-style-type: none"> <li>• Coordinate meeting to discuss promotion efforts for diversity and inclusion funds and related areas</li> <li>• Involved OML/Student Life, LEAD and ODI</li> </ul>	
<p><i>11J. The Development Office should work with the Deans, Faculty Development, Sponsored Projects, ODI, Ethnic Studies Department, Women’s and Gender Studies Department, Student Life, and other units on campus to identify and</i></p>		<p>Medium to long term</p>	<p>Connect with Mike Wallace and Jim Lyons</p>	<p>Examples of existing efforts through CAS with the CPI (Created Pathways of Innovation). A lot of this comes directly</p>			<p>Refer to last update</p>	

<i>pursue grants from foundations, corporations, government, and other external sources to support diversity and inclusion research, training, programming, scholarships, and more. This might require an upfront commitment of internal resources to be matched by external funding.</i>				through the colleges and Schools to the Corporate Foundation arm to explore funding opportunities				
<i>11K. Funds that become available through Sustaining Excellence initiatives should be allocated to immediate budgetary needs associated with important strategic priorities such as diversity and inclusion.</i>		Short term start; ongoing through long term as Sustaining Excellence savings are realized	TBD	Results of Campus Climate Study in early Fall 2018 will help inform budgetary needs for the future budget cycles			Awaiting presentation on budget for the upcoming fiscal year	
<i>11L. SCU should also consider pooling resources with existing and future networks, to coordinate efforts around faculty and staff of color support and recruitment.</i>		Medium to long term	TBD	Various efforts underway under support and recruitment – pooling of resources a different matter			Important to understand that HR with ODI funds a number of places where postings are made (one example of resources being pooled)  Each recruitment is unique to the discipline/department	
<b>STUDENT RECRUITMENT AND ADMISSIONS</b>								
<b>12. Designate a task force or working group on college access</b>	<b>High</b>	<b>Short term</b>				<b>Identified through PAC as part of top three priority areas – Continued Commitment to</b>		<b>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</b>

						Faculty, Staff and Student Recruitment and Retention		
<i>12A. Appropriate offices (including Undergraduate Admission, Financial Aid, and Development) need to discuss and determine the specific form of this group.</i>		Short term	Meeting with Mike Sexton to discuss next steps				Part of a broader effort about student enrollment and access; and relationship with tuition and available financial aid.	
<i>12B. Any task force or working group that will work on college access for students of color needs to have access to fundraising channels.</i>		Short term	Meeting with Mike Sexton to discuss next steps					
<i>12C. Representatives from the offices responsible for Graduate Admissions should work together with Undergraduate Admission to share ideas and best practices for increasing diversity efforts with regard to recruitment, admissions, and financial aid, and where appropriate, coordinate their efforts.</i>		Short to medium term	Meeting with Mike Sexton to discuss next steps; also may require consultation with Ed Ryan and Deans	Deans open to engagement on best practices. From the Dean's perspective, biggest barrier to growth of graduate effort is financial aid for graduate students			Part of a broader discussion on the needs of Graduation education	
<i>12D. Consider developing closer partnerships with other institutions working on issues of college access in the local area.</i>		Medium to long term	Meeting with Mike Sexton and staff	Opportunity in this area explore connections				
<b>13. Set a long-term admissions and financial aid goal of need-blindness and meeting full need</b>	<b>High</b>	<b>Long term</b>				<b>Identified through PAC as part of top three priority areas –</b>		<b>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through</b>

						Scholarships & Fellowships		concrete action steps
<i>13A. Make more concerted fundraising efforts for scholarships and financial aid.</i>		Short term; ongoing through the current capital campaign	Ongoing efforts -	Already underway through efforts in Development		New Cristo Rey Scholarships	Effort started prior to Fall 2018 and part of the Comprehensive Campaign	
<i>13B. SCU should leverage merit scholarships to bring in more economic and racial/ethnic diversity among our students.</i>		Short to medium term	Meeting with Mike and staff to discuss	Already being done – challenge in getting students to complete requirements to be considered (i.e. essay)  Related to discussion about diversity within the Honors program		Continued conversations with the new Director of Honors Program about diversity of cohorts and leading to discussions about the diversity makeup of merit scholarship recipients	Refer to last update	
<i>13C. The offices responsible for administering merit scholarships should make a greater effort to recruit students of color to apply for these opportunities, encourage students of color who have been identified as potential candidates to complete the application process, and review selection processes so that applicants of color are not eliminated from the selection process earlier than necessary.</i>		Short to medium term	Meeting with Mike and staff to discuss	Part of a broader discussion about merit scholarships and criteria – all focused on GPA and test scores or will other factors be considered. Lots of competition in this area and issue of yield		New analysis of racial/ethnic composition of merit scholarship recipients to be done in late Fall 2018 – waiting data for 2016, 2017 and 2018 recipients. Historical data	Refer to last update	

						available.		
<i>13D. Merit scholarships could be designated for students of color.</i>		Short to medium term	Meeting with Mike and staff to discuss	Related to above.		See above	New scholarship opportunities being developed to focus on underserved and first generation students	
<i>13E. Applicants of color should be reminded, encouraged, and assisted as much as possible in the processes of completing the FAFSA and other paperwork.</i>		Short term start; ongoing through long term	Meeting with Mike and staff to discuss	Effort already taking place to follow-up with all students to ensure that they complete all materials so that they can be eligible for all necessary aid		The earlier start to FAFSA in October has increased the numbers SCU	Refer to last update but also unintended consequence is that those students that apply late to SCU are left out as aid has run out even though they filled a FAFSA	
<b>14. Set measurable student representational diversity goals</b>	<b>High</b>	<b>No Consensus</b>		Overall commitment to ensure a diverse student body with each entering class				<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p> <p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status,</p>

								religion, political views, etc.
<i>14A. Experts working in the area of admissions should be consulted for help in setting representational diversity goals.</i>		Short term	Meeting with Mike/Eva	Admissions already is working towards this – ongoing professional development and involvement				
<i>14B. State of California demographic data can be used as a potential guideline to measure campus diversity.</i>		Short term to produce medium to long term effects	Meeting with Mike/Eva	Used for comparison purposes but circumstances different				
<i>14C. Continue to enhance and expand efforts to increase the percentage of African-American/Black students.</i>		Short term to produce medium to long term effects	Meeting with Mike/Eva – ongoing progress	Part of ongoing efforts and seeing results with increased numbers			Gradual increase since 2015 – part of Unity 4 goals and role of 2 or more race on numbers	
<i>14D. Make SCU eligible to apply for Hispanic Serving Institution (HSI) status as a preliminary goal, but aspire in the longer-term to greater representation of Latina/o students, staff and faculty beyond those initial numbers.</i>		Medium to long term	Meeting with Mike/Eva – also require discussion in other areas	Part of ongoing efforts and seeing results with increased numbers – this will more intentionality and will certainly have an impact on other groups			The development of the Latinx Education Research Center (LERC) in the School of Education and Counseling Psychology positions SCU in a strategic way to begin to consider this effort  Potential to develop a informal working group	

<p>14E. Disaggregate data on Asian American students and set corresponding goals to improve representation of underrepresented Asian and Pacific Islander subgroups.</p>		<p>Medium to long term</p>	<p>Related to piece in Data section – ODI already working with IR on process for disaggregation</p>	<p>Already underway and finalizing the specific parameters and whether or not those parameters work for SCU.</p>			<p>Discussions with Institutional Research and best way and format to do this. Not as easy as it sounds as decisions have to be made that might impact how communities are seen within the data.</p>	
<p>14F. Enhance and expand efforts to increase the percentage of Native American/American Indian students.</p>		<p>Medium to long term</p>	<p>Meeting with Mike/Eva – opportunity to connect with Native American Coalition for Change (NAAC) – student group</p>	<p>Part of ongoing efforts – the modifications to the overnight program designed to help</p>			<p>More focus and attention on the needs of Native students since May 2018 and students raising concerns at the Spring Diversity Forum.</p> <p>Informal group formed in Summer 2018 to examine the concerns as well as proactive ways to improve Native students experiences and understanding on the campus.</p> <p>Group includes partners from Student Life, de Saisset Musuem, ODI, OML, Libraries, Anthropology, NACC and others.</p> <p>NAAC students working on first-ever SCU Pow</p>	

							now for May 2019	
<b>15. Prioritize capacity to contribute to diversity and inclusion in the review of student admissions applications</b>	<b>Medium</b>	<b>Short term</b>						3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<i>15A. Undergraduate Admission should review the effectiveness of the application evaluation process on a continuing basis, while considering best practices at other institutions.</i>		Short to medium term	Meeting with Eva and staff	Issue surfaced as part of Unity 4 and addressed through holistic reviews.			Already underway and ongoing efforts – seeing tangible results	
<i>15B. Graduate Admissions offices at SCU should also consider adopting holistic review processes.</i>		Short to medium term	Meeting with Ed Ryan/Deans	Decentralized process right now in the college and schools – part of other efforts			Part of a required larger conversation about Graduate education at SCU	
<i>15C. More entities on campus should get involved in efforts to improve the yield of students of color.</i>		Starting immediately with medium term effects in mind	Meeting with Eva and staff	Already underway in various forms – faculty/staff helping with call campaigns, students writing postcards, participation as hosts for Unity Nights, etc.			Dates for Unity Night 2019 announced, opportunities for faculty/staff and students to be involved from presenting sessions to hosting potential students	5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis
<i>15D. Any additional work to assist with student recruitment should be carefully coordinated, compensated, and voluntary for the faculty and staff of</i>		Short to medium term	Meeting with Eva and others – relates to Overnight and other yield	Related to other items about service and what requires compensation			Related to earlier recommendation and requires specific follow-up with Student Life,	

<i>color and students.</i>			programs				OML and other offices	
<i>15E. Graduate Admissions offices should consider expanding targeted outreach efforts to increase the yield for admitted students of color.</i>		Short to medium term	Meeting with Ed Ryan and Deans	Deans open to idea but issue of financial aid for attracting populations			Related to Graduate side	
<b>16. Enhance the diversity and inclusion component of admissions and orientation programs</b>	<b>High</b>	<b>Already in process with room for improvement in the short to medium term</b>	While no specific strategies, need to engage with Tedd Vanadolik and staff involved with Orientation	Diversity and Inclusion Series in Orientation has been successful. OML and Student Life looking at feedback and ways to enhance and continue. Issue is staffing and support needed.  Student Life doing a Pilot in Fall 2018 for the Whole "Being a Bronco" series as a ten-week course		Pilot of "Being a Bronco" Series is underway	Pilot for "Being a Bronco" series course initiated in Fall 2018. Unsure of the number of sections of the course and number of students.  With the proposed shift in the Orientation model for Summer/Fall 2020, need to ensure that diversity and inclusion remains a critical component of the new first-year student onboarding and orientation process	1. Develop and support opportunities for honest, open and respectful engagement – including both open and free expression and listening – across differences (including race/ethnicity, political perspectives, position/rank, faculty and administration, disability status, etc).  3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps  4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status,

								religion, political views, etc.  5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis
<i>16A. Continue to enhance and expand overnight programs for incoming students of color.</i>		Short to medium term as funds become available	Meeting with Eva and staff (i.e. Detwarn/Denise)	Admissions making slight change to clear up confusion around the Diversity overnights. Appears that previous participants did not realize the connection with the other communities. The new name, Unity Nights, provides an overall structure and then maintains the important community aspects		Unity Night in April 2018 was successful and higher yield rates. Planning underway to build upon effort for April 2019.	Dates for Unity Night 2019 have been identified and goal is to follow a similar format to the changes made in 2018.	
<i>16B. Provide travel funding for low-income students to ensure they have access to overnight programs, and providing translators who meet the needs of non-English speaking families.</i>		Short to medium term as funds become available	Meeting with Mike and Eva	Already happens through Admissions			Funding is provided for low-income students to attend and participate (need to get details on the process used to	

							identify)	
<b>17. Evaluate and establish partnerships with pipeline programs to enhance recruitment efforts to diversify the student body</b>	<b>Medium</b>	<b>Medium term</b>		Area of biggest potential and impact – looking at ODI to take initial lead in coordinating a meeting of any stakeholder that has coordinated a pipeline program – develop an inventory of what has been done – consider areas of need, areas of growth and resources needed to really make a difference in this area. Who would be willing partners both on-campus and in the community.		<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>	<b>Important to also think of pipelines in terms of faculty and staff as well (broadens the recommendation)</b>	<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p> <p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status, religion, political views, etc.</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis</p>
<i>17A. Form a standing committee that includes various individuals who currently are engaged in working with pipeline programs.</i>		Medium term	ODI will coordinate a meeting with different stakeholders and	(See above)			ODI needs to take the initiative to at least start the conversation and lay the groundwork	

			discuss options – would include connections with Jim Lyons and Mike Sexton					
<i>17B. Identify and evaluate the effectiveness of current SCU pipeline programs.</i>		Short to medium term	ODI will coordinate a meeting with different stakeholders and discuss options – would include connections with Jim Lyons and Mike Sexton	(See Above)				
<i>17C. Better articulate the value of pipeline programs and development of a plan for how SCU will handle applicants from these programs.</i>		Short to medium term	ODI will coordinate a meeting with different stakeholders and discuss options – would include connections with Jim Lyons and Mike Sexton	(See Above)				
<i>17D. Standing committee should examine best practices and models for successful pipeline initiatives.</i>		Short to medium term	ODI will coordinate a meeting with different stakeholders and discuss options – would include	(See Above)				

			connections with Jim Lyons and Mike Sexton					
<i>17E. Develop and track results from future partnerships with outside organizations.</i>		Short to medium term	ODI will coordinate a meeting with different stakeholders and discuss options – would include connections with Jim Lyons and Mike Sexton	(See Above)				
<b>18. Establish and strengthen intentional partnerships with employers</b>	<b>Low</b>	<b>Medium term</b>				<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p> <p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status, religion, political views, etc.</p> <p>5. Build a sense of</p>

								belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis
18A. Assign a staff member or team to take on the responsibility for engaging with diversity officers at various Silicon Valley companies and in the greater Bay Area.		Short to medium term	Setting up meeting with Rose from Career Services to discuss next steps – part of broader discussion with Student Life	Still working on setting up a meeting with Rose. We have talked informally around these things but need to review each of the recommendations.		Career Center in partnership with Student Life, OML and ODI coordinated a Diversity Works Awards and Expo in April 2018 focused on Diversity and Inclusion.	Career Center is planning the 2 <sup>nd</sup> Annual Diversity Works expo for February 20, 2019 – expanding number of employers, partnering with students and expanding size  Additional follow-up needed with Career Services and efforts being done on the School/College side of things  Also consider how Career Services interfaces with international students	
18B. Programs could be developed to provide targeted career fairs, mentoring, internships, job shadowing opportunities, and informational interviews to		Short to medium term	Setting up meeting with Rose from Career Services to discuss next steps	(See Above)				

<i>underserved/underrepresented students from all majors.</i>			– part of broader discussion with Student Life					
<i>18C. Special attention should be afforded to establishing relationships that further career connections for students in the humanities and social science departments.</i>		Short to medium term	Setting up meeting with Rose from Career Services to discuss next steps – part of broader discussion with Student Life	(See Above)				
<i>18D. Once these relationships and programs are established, the coordinator(s) should be sure that they are well-publicized through Admissions and University Marketing and Communications.</i>		Short to medium term	Setting up meeting with Rose from Career Services to discuss next steps – part of broader discussion with Student Life	(See Above)				
<i>18E. Leverage existing relationships such as those that have already been cultivated by the Ignatian Center, the Miller Center, Leavey School of Business, Career Center, Alumni Association, and some student organizations such as the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE), the Leavey Black Business Association, Latino Business Student Association, certain multicultural Greek organizations that have members who are SCU students, and others.</i>		Short to medium term	This piece would involve meeting with the Deans to understand what is happening within the College/School level	(See Above)				

<p>18F. Programming on this topic could be coordinated with diversity offices at local companies.</p>		<p>Short to medium term</p>	<p>Setting up meeting with Rose from Career Services to discuss next steps – part of broader discussion with Student Life</p>	<p>(See Above)</p>				
<p><b>CAMPUS SUPPORT SYSTEMS AND LEARNING OPPORTUNITIES</b></p>								
<p>19. Create a task force or working group to work on ways to improve our incorporation of diversity in the curriculum</p>	<p>High</p>	<p>Starting in short term for long term change</p>				<p>Identified through PAC as part of top three priority areas –  <b>Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b></p>		<p>1. Develop and support opportunities for honest, open and respectful engagement – including both open and free expression and listening – across differences (including race/ethnicity, political perspectives, position/rank, faculty and administration, disability status, etc.</p> <p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p> <p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender</p>

								<p>identity, sexuality, disability status, socioeconomic status, religion, political views, etc.</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis</p>
<p>19A. Develop a structure for faculty training to ensure that course content is appropriate and effective at accomplishing learning objectives related to diversity.</p>		Medium term	Part of this will be discussing with Provost and identifying the most appropriate areas, which could include Faculty Senate, Faculty Affairs, Core Curriculum, Undergraduate Studies	Requires engagement with the faculty that oversee the Diversity Core component. New Chair this quarter – Laura Ellingson, and working on scheduling meeting			<p>Opportunity to revisit conversation about the need for training or professional development</p> <p>Campus Climate study identified the classroom environment as a critical area of concern for students</p>	
<p>19B. Integrate diversity into ELSJ and C&amp;I, or into additional Pathway courses.</p>		Short to medium term	Discussions with Jim Bennett and Undergraduate Studies – relates to work already done in response	Formal meeting with Jim Bennett and open to discussion on the possibility of a related pathway.			<p>Opportunity to revisit conversation with Jim Bennett and Core Curriculum</p>	

			to Unity 4					
<i>19C. Future assessment reports should include more information about where shortcomings in Diversity Core courses are centered.</i>		Medium term	Discussions with Office for Assessment (Chris Bachen) and others	Already part of ongoing efforts			Review Assessment reports prepared for Unity 4	
<b>20. Adopt policies to integrate inclusion into faculty rewards</b>	<b>High</b>	<b>Starting in short term for medium to long term change</b>		Discussion with Dean's at recent Dean's Council meeting on related areas				5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis  10. Address staff (and faculty) concerns about fairness and opportunities for advancement in personnel decisions
<i>20A. Evaluate actual student knowledge about diversity with other forms of assessment such as a pre/post-test.</i>		Short to medium term	Part of this will be discussing with Provost and identifying the most appropriate area	Initial assessment done in 2016 on student experiences with diversity core courses.				

<p>20B. Provide training for department colleagues and Rank and Tenure committee members to understand and recognize issues of bias that might impact the evaluations of women's and faculty of color's dossiers and understanding of their contributions in research, teaching, and service.</p>		<p>Starting immediately and ongoing</p>	<p>Part of this will be discussing with Provost and identifying the most appropriate area</p>	<p>Provost open to providing materials to committees. Recent studies of issue at SCU show no signs of bias.</p>				
<p>20C. Faculty who are seeking tenure and/or promotion should be encouraged to explain how their work at SCU engages with the commitment to diversity spelled out in the campus mission and values as well as its strategic plan.</p>		<p>Short term</p>	<p>Part of this will be discussing with Provost and identifying the most appropriate area</p>					
<p>20D. Provide more intentional mentoring of women and faculty of color as they prepare for the promotion and tenure process.</p>		<p>Short term</p>	<p>Discussions with Faculty Development</p>	<p>Faculty Development is working on this – through NCFDD, Brett Solomon's role</p>			<p>Refer to update and related to other recommendations</p>	
<p>20E. Training can be introduced for staff members and those who conduct annual performance reviews and consider staff contributions for awards and other forms of recognition.</p>		<p>Short term</p>	<p>Part of this will be discussing with Provost and identifying the most appropriate area</p>	<p>Part of discussion with HR and process.</p>	<p>Presented to Staff Senate on 1/18 and waiting for meeting with their diversity committee.</p>		<p>Work with HR to ensure process is transparent and outlined/clear. Concerns raised in the Campus Climate study.</p>	
<p>20F. Properly compensate faculty and staff whose work is instrumental to</p>		<p>Medium term</p>	<p>Part of this will be discussing with Provost and</p>	<p>Part of an ongoing discussion about what is Service and</p>				

<p><i>promoting diversity at SCU.</i></p>			<p>identifying the most appropriate area</p>	<p>what requires additional compensation and support.</p> <p>It is clear from Dean's Council that discussion on what is Service is warranted on the faculty ranks.</p>				
<p><i>20G. Other forms of recognition, particularly those that come with compensation in terms of money or time (e.g. faculty course releases), should be developed at all levels of the university for individuals who make substantial contributions to the university around diversity and inclusion.</i></p>		<p>Medium to long term as funds become available</p>	<p>Part of this will be discussing with Provost and identifying the most appropriate area</p>	<p>Part of ongoing discussion (informed in my outreach) on faculty course releases, etc.</p>			<p>Related to Campus Climate findings about faculty and staff concerns</p>	
<p><b>21. Create an inclusive first-year experience agenda</b></p>	<p><b>High</b></p>	<p><b>In process; continuing through long term</b></p>				<p><b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b></p>		<p>1. Develop and support opportunities for honest, open and respectful engagement – including both open and free expression and listening – across differences (including race/ethnicity, political perspectives, position/rank, faculty and administration, disability status, etc.</p> <p>3. Identify, articulate, and communicate university-wide and unit-specific</p>

								<p>diversity priorities and advance them through concrete action steps</p> <p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status, religion, political views, etc.</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis</p> <p>9. Support strategies that allow students and employees with disabilities to experience success and inclusion at SCU</p>
21A. Prepare to sustain growth in LEAD in subsequent years by identifying and		Medium to long term	Discussions with LEAD and Undergraduate	In discussion with Jim Bennett – area of concern about the			Grant that supports LEAD will run out in XXXX. What is the plan	

<p><i>cultivating future funding sources.</i></p>			<p>Studies</p>	<p>sustainability of effort. One of the best practices here at SCU and needs support.</p>			<p>to help sustain effort – hearing of additional funding coming into LEAD that may help solidify its funding sustainability</p>	
<p><i>21B. Create a more formal inventory of mentoring opportunities for students of color and potential gaps.</i></p>		<p>Short to medium term</p>	<p>Discussions with Student Life and then a campus-wide effort to understand the different mentoring opportunities available on campus</p>	<p>Lester Deanes was championing this component. Need to follow-up with Cristina Guzman, new OML Director on status. Part of broader environmental scan but also looking at the student success of our students of color.</p>		<p>Ongoing and impacted by staff turnover at Assistant Dean and OML Director level</p>	<p>Revisit conversation with campus stakeholders such as Student Life, OML, Student Involvement, LEAD and others around mentoring.  Some conversation of model used at Georgetown</p>	
<p><i>21C. If "Being a Bronco" is adopted, sources of additional budget support should be identified and pursued to sustain the effort in subsequent years.</i></p>		<p>Short to medium term depending on decision about adoption</p>	<p>Discussions with Student Life</p>	<p>Need to follow-up with J. Rosenberger and M. Duncan and their ideas – if they want to continue this as a programmatic series or make it into a formal “first-year” experience course. – Update – pilot of a course is being developed</p>		<p>Pilot currently taking place in Fall 2018</p>	<p>Noted in another recommendation – pilot current underway – need to meet with Student Life to determine next steps with effort  Impact of the pilot on the Embrace sessions</p>	

<p><b>22. Support the development and expansion of culturally relevant leadership opportunities</b></p>	<p><b>High</b></p>	<p><b>Starting in short term for medium to long term change</b></p>				<p><b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b></p>		<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p> <p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status, religion, political views, etc.</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis</p> <p>9. Support strategies that allow students and employees with disabilities to experience success and inclusion at SCU</p> <p>10. Address staff (and faculty) concerns about fairness and</p>
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								opportunities for advancement in personnel decisions
<i>22A. Take an inventory of leadership opportunities, and add new ideas to those that already exist.</i>		Short term	Opportunity to use Faculty and Staff governance structures	Part of the environmental scan from earlier recommendation			Refer to Campus Climate items relating to advancement/leadership opportunities	
<i>22B. Tie leadership opportunities to immediate or longer-term rewards for those who take them.</i>		Short to medium term	Will require higher level discussion – maybe within PAC	Part of the discussion on what is service and the issue of rewards/compensation				
<b>23. Host quarterly diversity and inclusion forums on campus</b>	<b>Low</b>	<b>Already in place</b>						<p>1. Develop and support opportunities for honest, open and respectful engagement – including both open and free expression and listening – across differences (including race/ethnicity, political perspectives, position/rank, faculty and administration, disability status, etc.</p> <p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through</p>

								concrete action steps 5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis
<i>23A. Institutionalize on an ongoing basis the practice of holding quarterly open forums.</i>		Already in place; continue on an ongoing basis	Ongoing discussions – Fall forum being finalized with Unity 4 and then transitioning in Winter/Spring Qtrs.  Involves Provost, Student Life, ODI and President’s Office	Already underway and ongoing			Forums for the 2018-2019 academic year scheduled  Unity 4 now shifted into revamped Student Council on Inclusive Excellence  Forums have been institutionalized	
<i>23B. Future forums should engage key stakeholders as participants and planners while seeking opportunities to extend the conversation and include the entire campus.</i>		Already in place; continue on an ongoing basis	Ongoing discussions – Fall forum being finalized with Unity 4 and then transitioning in Winter/Spring Qtrs.	Already underway and examining student engagement with Unity 4 and other student groups		Fall 2018 Forum scheduled for 11/5, and finalizing dates for Winter 2019 and Spring 2019 Forums	See above	

<p><b>24. Designate a working group or task force on Greek Life to revisit the relationship between the university and Greek organizations</b></p>	<p><b>Medium</b></p>	<p><b>Medium term</b></p>						<p>2. Reduce unwanted sexual contact and support sexual assault survivors by reinforcing clear, effective, and transparent processes for responding to sexual assault cases and by increasing community wide education and awareness</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis</p>
<p><i>24A. There needs to be engagement with students involved in fraternities and sororities around their role in the climate of inclusion and exclusion among students at SCU, especially those living off-campus.</i></p>		<p>Medium term</p>	<p>Discussion with Jeanne on next steps - not a high priority at this point – maybe in future years</p>	<p>Spoke with Jeanne and still ongoing discussions.</p>		<p>Due to Campus Climate Report results, increased attention on the issue and role of Greek Life</p>	<p>Need to follow-up with Student Life on this issue. During the Campus Climate forums, Student Life hinted at opportunities for discussion</p>	
<p><b>25. Develop a plan to enhance diverse alumni engagement</b></p>	<p><b>Medium</b></p>	<p><b>Medium term</b></p>		<p>Substantive engagement and conversations with Alumni Staff on</p>		<p><b>Ongoing efforts</b></p>		<p>1. Develop and support opportunities for honest, open and respectful engagement – including</p>

				related aspects. Some now formally part of new Alumni Strategic Plan.				both open and free expression and listening – across differences (including race/ethnicity, political perspectives, position/rank, faculty and administration, disability status, etc.  3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<i>25A. Include stronger connections with academic programs and faculty; expand mentoring opportunities between alumni and students of color; and provide more visible and tangible support for the identity-based alumni groups.</i>		Medium term	Portion involves continued engagement with Kathy Kale and Alumni Staff – part of this ongoing and in progress	(See above)			Refer to update – areas ongoing and moving forward	
<i>25B. Create more opportunities to engage in inexpensive or free programs, which could increase participation among younger alumni of color.</i>		Short to medium term	Portion involves continued engagement with Kathy Kale and Alumni Staff – part of this ongoing and in progress	(See above)				
<i>25C. Improve data sharing and integration across offices.</i>		Medium term	Portion involves continued	ODI is helping to facilitate this				

			engagement with Kathy Kale and Alumni Staff – part of this ongoing and in progress	between Alumni and Institutional Research				
			ODI has initiated discussion with IR so that Alumni can get the information that they need					
<i>25D. Increase racial and ethnic diversity among the Alumni Association staff.</i>		Medium to long term	Portion involves continued engagement with Kathy Kale and Alumni Staff – part of this ongoing and in progress	Recognition by Alumni that this is a huge issue – variety of factors including salary range				
<i>25E. Designate a full-time staff member solely to manage the identity-based groups.</i>		Medium term	Portion involves continued engagement with Kathy Kale and Alumni Staff	Portfolio divided among two individuals				
<i>25F. The Alumni Association should work with other groups on campus including University Relations/Development, certain academic departments, Undergraduate Admission, and others to explore opportunities to collaborate on fundraising efforts.</i>		Medium term	Portion involves continued engagement with Kathy Kale and Alumni Staff – part of this ongoing and in progress	Understanding of the different roles between Alumni and Development. Examples of efforts that have brought both areas together				

				to assist with initiatives (Chacon, Jimenez, LGBTQ).				
<i>25G. Coordinate more between the Alumni Association and graduate alumni activities to work together around identity groups and international alumni.</i>		Medium term	Portion involves continued engagement with Kathy Kale and Alumni Staff	Area for future growth and future discussions				
<b>FACULTY RECRUITMENT AND HIRING</b>								
<b>26. Set faculty representational diversity goals</b>	<b>High</b>	<b>Short term</b>				<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis</p> <p>7. Implement actions to address challenges in compensation and benefits, including affordable housing for University faculty and</p>

								staff  10. Address staff (and faculty) concerns about fairness and opportunities for advancement in personnel decisions
<i>26A. Tether faculty and staff representative diversity goals to key benchmarks.</i>		Short term	Requires higher-level discussion – PAC/Cabinet	Already captured through the AAP and the national benchmarks. Faculty is harder due to nature of the faculty ranks.			Difficult due to unique circumstances per discipline – try to examine the availability data that is available	
<i>26B. ODI should conduct more exploration of the points in the recruitment, interview, and hiring process at which candidates of color are being cut from the applicant pool.</i>		Short term	Ongoing efforts by ODI	Part of ongoing efforts			ODI works closely with each TT committee on their recruitment plans and needs. ODI working closely with HR on additional marketing of opportunities. ODI thinking critically about ways to enhance SCU's exposure to different PhD producing programs.  ODI reviewing data from	

							PeopleAdmin on what happens in the search process and the workflow process	
<i>26C. Greater efforts should be made to understand the circumstances that have prompted untimely departures of several existing faculty of color and attendant investments made in retention of faculty of color.</i>		Short term	Ongoing efforts by ODI	Part of ongoing effort to begin to examine			Some of the reasons were noted in the Campus Climate results. ODI starting to examine the TT cohorts and trying to understand who is here, who left before Tenure, who was not successful	
<i>26D. Prioritize hiring people who are qualified and experienced in work with diverse communities.</i>		Short term and ongoing	Ongoing efforts	Diversity and Inclusion part of rubric and job descriptions note value of experience.			D&I is part of the rubric used by the search committees  ODI provides funding to bring in an additional 4 <sup>th</sup> candidate is that candidate will enhance the diversity of the finalist pool	
<i>26E. Participate in conferences offered through meetings of organizations that target graduate students and recent PhDs from underrepresented communities.</i>		Medium term	Ongoing efforts by ODI and Deans on additional strategies	Ongoing efforts on best ways to reach out to graduate students			Disciplines are using their professional associations and diversity groups. In discussing recruitment strategies this is addressed with ODI.	

							Support is available	
<b>27. Maintain support for inclusive excellence postdoctoral fellowships</b>	<b>Medium</b>	<b>Short/medium term</b>		Revamped Inclusive Excellence Post Doc started in 2017 in the College of Arts and Sciences – concurrently, start of National Jesuit Post Doctoral Diversity Consortium		<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps  5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis
<i>27A. Other schools in the University should consider adopting inclusive excellence postdoctoral fellowship programs.</i>		Medium term as funds become available	Discussion with Deans about opportunities	Initial conversations with the other schools about feasibility, relevance to discipline				
<i>27B. Opportunities in CAS should be sustained or expanded.</i>		Short to medium term	Ongoing efforts by College of Arts and Sciences	CAS is committed to effort – process for 2018-2020 already underway for two Post Docs for History and Psychology		Successful Post Doc hires for 2018 -2020 (total of 3), process underway for 2019 – 2021 Post Docs in Anthropology,	Refer to last update –  Two new Post Docs in the Sciences posted – Biology and Chemistry under the one of the funding models through	

						Women & Gender Studies, and Art. Additional Post Docs being considered in the Sciences through External Grant funding.	CAS	
<i>27C. Funding must be made available to support expansion of these opportunities.</i>		Long term	Ongoing and discussions with Provost and others	Part of Capital Campaign goal			Refer to last update	
<i>27D. Faculty colleagues who provide mentoring and other assistance to inclusive excellence postdocs in existing or new postdoc programs should continue to be recognized and rewarded for their efforts.</i>		Already in place; include in future new opportunities	Ongoing and already exists in the College of Arts and Sciences Post Doc effort	The CAS program already provides incentives in terms of stipend and research money to faculty that serve as mentors to the Post Docs.				
<b>28. Allocate funds to strategically hire scholars committed to diversity and inclusion</b>	<b>High</b>	<b>Long term</b>				<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps  5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce

								on an ongoing basis
								10. Address staff (and faculty) concerns about fairness and opportunities for advancement in personnel decisions
<i>28A. Hire faculty with relevant academic experiences and demonstrated commitment to diversity-related work.</i>		Long term	Ongoing efforts through ODI and Deans on Inclusive Search training	Part of broader conversation about faculty hiring process			Refer to last update	
<i>28B. Create opportunities for targeted hires to be made when outstanding candidates of color are identified to fulfill known departmental needs outside the regular hiring cycle.</i>		Long term	Discussion with Provost and Deans	Concept of Target of Opportunity Hires exist. Process is laid out in terms of Deans approaching Provost office with opportunities.			Refer to last update	
<i>28C. Development and University Relations, with guidance from the Alumni Association, should initiate efforts to raise money for endowed professorships that can be used in the targeted recruitment of senior faculty members.</i>		Medium to long term	Discussion with Jim Lyons and others on this strategy	Engagement with Deans and Department Chairs in regards to particular needs - costs associated			Refer to last update	
<i>28D. Pursue ways to allocate or reserve funding to support targeted hires at the</i>		Medium to long term	Discussions with Provost	Part of broader conversation of			Refer to last update	

<i>junior level.</i>				faculty hiring process				
<i>28E. The need to increase diversity should also be discussed by departments in their Program Review processes.</i>		Short to medium term	Discussions with Provost and Deans	Purview of Deans and Provost			Refer to last update	
<i>28F. Schools/Colleges and departments should take advantage whenever possible to bring in faculty of color as Visiting Professors or Professors of Practice, or in similar higher-profile non-tenured faculty positions.</i>		Medium to long term	Discussions with Provosts and Deans	Part of broader conversation of faculty hiring processes and strategies			Refer to last update	
<b>29. Explore ways to pool resources across units to support hiring clusters of scholars committed to diversity and inclusion</b>	<b>Medium</b>	<b>Medium/Long term</b>				<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		<b>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</b>
<i>29A. Hiring multiple faculty to create a critical mass of engaged faculty of color who can provide professional and personal peer support.</i>		Medium to long term	Requires discussions with Provost and Deans	Part of broader conversation of hiring processes and strategies that vary per discipline				
<i>29B. Consider using Target of Opportunity (TOP) hires to bring experienced scholars to SCU who represent underrepresented groups and are committed to diversity.</i>		Medium term	Requires discussions with Provost and Deans	(See above)				

29C. University needs to provide support for these types of hires (Target of Opportunity), clearly articulate when and how these opportunities exist for individual academic units, and facilitate consultation between Deans and the Office of the Provost to use these hires to meet known needs (e.g. as identified in Program Review) to enhance diversity.		Medium to long term	Requires discussions with Provost and Deans	(See above)				
29D. Task Force strongly recommends against the use of joint appointments to fulfill either TOP or cluster hiring.		Ongoing	Requires discussions with Provost and Deans	(See above)				
29E. SCU should also consider collaborating with other universities and colleges in our geographic region to pursue efforts such as support for “trailing partners” of faculty hires or even a regional form of cluster hiring.		Long term	Discussions with HR on possibilities as well as with Provost	Ongoing conversation with HR about possibility of setting up an exploratory meeting with other partners to explore feasibility		No formal relationships established – just informal connections between the institutions	Refer to last update	
<b>30. Be more aggressive in meaningfully integrating diversity into all aspects of professional search processes</b>	<b>Medium</b>	<b>Medium/long term</b>	Ongoing efforts through ODI and HR	Already part of process – continue to ensure effort proceeds, accountability and transparency		<b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>	<b>Already underway and seeing changes in the composition of both faculty and staff</b>	3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
<b>31. Respond to the need for new Ethnic Studies faculty hires to ensure equitable</b>	<b>High</b>	<b>Medium/long</b>						3. Identify, articulate, and communicate university-

<b>faculty-to-student ratios across campus</b>		<b>term</b>						wide and unit-specific diversity priorities and advance them through concrete action steps
<i>31A. Make resources available to hire more faculty in the Department of Ethnic Studies.</i>		Medium to long term as funds become available	Discussions with Dean, College of Arts and Sciences, Provost and Ethnic Studies	Requires continued engagement with CAS. Standard process for the application for additional lines and requests.		New Assistant Professor (TT) started in Fall 2018.	Ethnic Studies undergoing formal program review during the 2018-2019 academic year.  New TT started in Fall 2018 (Jesica Fernandez, former Post Doc and Lecturer)	
<i>31B. Department of Women's &amp; Gender Studies, which faces similar issues, should also be prioritized in the allocation of faculty hiring lines.</i>		Medium to long term as funds become available	Discussions with Dean, College of Arts and Sciences, Provost and Women & Gender Studies	Requires continued engagement with CAS. Standard process for the application for additional lines and requests.			Refer to last update	
<i>31C. Assess the volume of diversity work done within these units that goes beyond the typical faculty expectations.</i>		Short to medium term	Discussions with Dean, College of Arts and Sciences, Provost	Understand the narrative and try to get facts in terms of actual students taught.			Refer to last update	
<b>32. Expand professional development opportunities aimed at promoting the success of faculty of color</b>	<b>High</b>	<b>Short/medium term</b>				<b>Identified through PAC as part of top three priority areas –</b>		3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through

						<b>Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b>		<p>concrete action steps</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis</p> <p>7. Implement actions to address challenges in compensation and benefits, including affordable housing for University faculty and staff</p> <p>10. Address staff (and faculty) concerns about fairness and opportunities for advancement in personnel decisions</p>
32A. Continue to support participation in programming offered by the National Center for Faculty Development and Diversity (NCFDD).		Short term	Ongoing collaboration between Faculty Development and ODI	Currently funded through collaboration between ODI and Faculty Development			<p>NCFDD effort has been successful – indicate number of faculty that have participated</p> <ul style="list-style-type: none"> <li>• Open to TT faculty and post-docs</li> </ul>	

32B. Increase allocation of resources to NCFDD.		Short to medium term as funds become available	Discussion with Provost	To consider additional funding in future budget cycles			Membership is NCFDD is increasing and cost is paid by ODI and Faculty Development (split varies per year)	
32C. Explore ways to build upon the model used by the Culture Power Difference (CPD) group to expand to other faculty and disciplines.		Short to medium term	Discussions with Faculty Development	Related to earlier recommendation about groups to focus on diversity – ODI currently funds CPD			To discuss with Faculty Development and related to earlier recommendations dealing with mentoring, support	
32D. Expand opportunities for more intentional mentoring opportunities not only at the pre-tenure stage but also post-tenure.		Short to medium term	Discussions with Faculty Development and Deans	Faculty Development is looking at additional work offerings – also requires discussion at Dean’s level			Faculty Development using Faculty Associate to work with Faculty of color	
32E. Connect faculty of color with mentors at SCU, or if necessary and appropriate, outside the university.		Short to medium term and ongoing	Discussions with Faculty Development and ODI	Ongoing process through Faculty Development – Women of Color Network, Black Faculty Group, and other identity-based groups			Discussions on mentoring for first-generation faculty (and staff)	
32F. Explore opportunities such as summer institutes (a successful model is the Racial Democracy, Crime and Justice Network’s Summer Research Institute), which could be pursued by a consortium of Jesuit universities, and related faculty		Medium to long term	Discussions with Provost and Deans					

<i>research seminars.</i>								
<i>32G. Office of the Provost should expand funding for diversity-related research opportunities for faculty with relevant scholarly expertise.</i>		Short to medium term	Discussions with Provost and ODI	A number of efforts exist regarding research grant funding through different offices. Need to look at ways to expand offerings and support.			Name the funds opportunities that exists through ODI, OML, Provost, Deans, Centers	
<i>32H. Efforts should be made to ensure that faculty who engage in diversity and inclusion work (in the areas of research, teaching and service) are rewarded for doing so</i>		Medium term to long term	Discussions with Provost and Deans	Part of ongoing discussion about Service and compensation				
<i>32I. Consider a model similar to the efforts at UW-Eau Claire to link diversity and inclusion work to faculty and staff evaluations.</i>		Medium term	Discussions with Provost					
<i>32J. Faculty and staff should be asked during evaluation processes to link their work to the mission and values of SCU. Those who are evaluating faculty and staff should be made more aware of the importance of such contributions and the time and physical and emotional energy that go into diversity-related work.</i>		Short term and ongoing	Discussions with respective faculty and staff groups – potentially the respective UPCs to get feedback	The discussion of FARs is tricky as it varies per college/school. In discussion with Deans, there appears to be an openness is looking at the FAR and ways that it can be used as a tool.			Refer to update	

<p>32K. Evaluators (including rank and tenure committees) should be provided with materials/training to enhance their understanding of forms of bias that may be present in assessments of the quality of research and teaching by peers, students, external reviewers, etc., particularly for faculty of color and faculty teaching racially sensitive material.</p>		<p>Short term and ongoing</p>	<p>Discussions with Provost and Deans</p>	<p>In discussion with Provost, opportunity to remind the communities of the potential bias.</p>				
<p>32L. Similar forms of attention must be given to the retention and success of staff of color.</p>		<p>Short to medium term and ongoing</p>	<p>Discussions with HR and ODI</p>	<p>A variety of factors impact the retention of faculty and staff of color. Starting to breakdown the data behind the reasons for departure.</p>			<p>Refer to items raised in the Campus Climate study results</p>	
<p><b>33. Expand opportunities for training on culturally inclusive teaching</b></p>	<p><b>High</b></p>	<p><b>Medium term</b></p>				<p><b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b></p>		<p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status, religion, political views, etc.</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce</p>

								on an ongoing basis 9. Support strategies that allow students and employees with disabilities to experience success and inclusion at SCU
<i>33A. Create a faculty working group focusing on faculty training and development towards campus change.</i>		Short to medium term	Discussions with Faculty Development and utilizing existing efforts	Initial conversations with Faculty Development on this			Identified in Campus Climate study as critical issue influencing the student experience in the classroom setting	
<i>33B. Deans should also engage department chairs in conversations on how to encourage participation in professional development.</i>		Short to medium term	Discussions with Deans	Discussion with Dean on topic				
<i>33C. Existing groups and structures can direct their focus to important themes such as racial and ethnic diversity and inclusion.</i>		Short to medium term	Discussions with Faculty Development and utilizing existing efforts	Already ongoing – examples are the Salon in Arts and Sciences				
<i>33D. Faculty groups that are already in place should consider a similar directed thematic focus for a given session, quarter, or year.</i>		Short to medium term	Discussions with Faculty Development and utilizing existing efforts	Ongoing through CPD, existing training efforts				

<p>33E. More special events featuring guest speakers or facilitators with expertise in diversity and inclusion should be offered in the future. Such speakers should be paired with members of the faculty who have research training and pedagogical expertise when they visit the campus such as the faculty in Ethnic Studies and Women’s and Gender Studies. If necessary, funding for these events can be provided collaboratively by multiple units on campus.</p>		Short to medium term	Discussions with Provost, Deans and ODI	Ongoing efforts				
<p><b>34. Provide training on culturally responsive academic advising</b></p>	Low	Short term				<p><b>Identified through PAC as part of top three priority areas – Continued Commitment to Faculty, Staff and Student Recruitment and Retention</b></p>		<p>4. Foster a positive learning environment for all students, regardless of race/ethnicity, gender identity, sexuality, disability status, socioeconomic status, religion, political views, etc.</p> <p>5. Build a sense of belonging early as new members join the Santa Clara University community, and reinforce on an ongoing basis</p> <p>9. Support strategies that allow students and employees with disabilities to experience</p>

								success and inclusion at SCU
<i>34A. Engage faculty advisors in culturally responsive advising approaches, for those departments and individuals who need such training.</i>		Short to medium term and ongoing	Discussions with Kathryn Palmieri, Undergraduate Studies and Faculty Development	In discussions with Jim Bennett and Drahman Staff, support for this effort as it relates to the broader issue of undergraduate advising. In engaging the Dean's, there is an openness to begin the conversation on academic advising.  Thus the opportunity to fold in training on culturally responsive advising can open door to a broader discussion of the needs of undergraduate advising at SCU			Refer to last update; also a focus from the Campus Climate study results	
<i>34B. Develop and offer workshops on culturally responsive advising.</i>		Short to medium term and ongoing	Discussions with Kathryn Palmieri, Undergraduate Studies and Faculty Development	(See above)				

34C. Deans and Provost need to meet to discuss the advising goals and strategies for the institution as a whole.		Medium term	Discussions with Provost and Deans	(See above)				
<b>USE OF DATA AND EVIDENCE</b>								
<b>35. Disaggregate institutional data for accurate analysis of persistence and graduation rates</b>	<b>High</b>	<b>Medium term</b>						3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps
35A. SCU needs better disaggregation of data on Asian and Pacific Islander (API) communities and should make changes to the collection of data in the "Hispanic" category to keep current with best practices in social science research.		Medium term	ODI and IR already working on ways to make this happen	Process is underway with IR to determine best way and strategy for the disaggregation.			Refer to last update – continued tools made available through IR/ODI and the diversity dashboards  List out what is specifically available through the IR website, ODI and through the Diversity dashboard	
35B. CIE and individual departments can also engage more closely with Institutional Research.		Medium term	Ongoing with ODI and IR	Part of this is what is available through the Diversity dashboard and other tools available				
<b>36. Conduct continuous assessment to track progress toward creating a more diverse and inclusive campus</b>	<b>High</b>	<b>Medium term</b>						3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and

								advance them through concrete action steps
<i>36A. Move forward as soon as possible with a Campus Climate Study.</i>		Short term	ODI and Provost Office moving forward with approval from President's Office for 2017-2018	Campus Climate Survey process underway. Survey officially opens on January 23 <sup>rd</sup> .		Campus Climate Study completed and results formally presented in October 2018. Follow-up process underway	Campus Climate Study completed and results formally shared in October 2018. Follow-up underway with additional data analysis	
<i>36B. SCU should establish a five-year cycle of ongoing campus climate studies.</i>		Medium to long term	Part of ongoing discussions	To be part of future discussions.			Part of discussions about next steps and determining timetable. SCU owns the instrument so it will be easier to facilitate and less expensive. SCU can choose to utilize the platform used by Rankin & Associates to facilitate the survey process for a nominal fee. Analysis would be done by SCU.	
<i>36C. Core curriculum assessment should include more details such as comparison of outcomes for Core diversity courses offered by different departments.</i>		Medium term	Discussions with Jim Bennett and Core Curriculum committee	Discussed with Jim Bennett and part of ongoing assessment of the Diversity Core courses				

<p>36D. The Core diversity committee should be empowered to use information from the assessments to recommend improvement or removal of low-achieving diversity courses.</p>		<p>Medium term</p>	<p>Discussions with Jim Bennett and Core Curriculum committee</p>	<p>Discussion with Jim Bennett and need additional input from Core Diversity Committee</p>			<p>Follow-up meeting needs to be scheduled with the Core Diversity Committee</p>	
<p><b>37. Publish annual reports on diversity and inclusion activity to continuously maintain transparency, monitor progress, and inform future efforts</b></p>	<p>High</p>	<p>Short/medium term</p>						<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p>
<p>37A. The Council on Inclusive Excellence, which will be in charge of accountability for the BRC and Task Force recommendations, should devise a process for producing annual reports.</p>		<p>Short to medium term and ongoing</p>	<p>ODI will work on developing a plan for regular reports in consultation with CIE and other areas</p>	<p>CIE has no formal role for accountability. Units part of CIE will be asked to provide annual summaries to be made available. Ongoing discussions of best way to do this within existing structures.</p>		<p>CIE being revamped</p>	<p>Status of CIE is uncertain pending future structural changes within ODI and in the university – current system is moving forward in ensuring transparency in the efforts</p>	
<p><b>ACCOUNTABILITY AND FUTURE IMPLEMENTATION</b></p>								
<p><b>38. Establish a structure for future accountability and implementation of BRC recommendations</b></p>	<p>High</p>	<p>Short term with outcomes over medium to long term</p>						<p>3. Identify, articulate, and communicate university-wide and unit-specific diversity priorities and advance them through concrete action steps</p>

<p>38A. Designate the Council on Inclusive Excellence (CIE) to serve as the body responsible for maintaining accountability and future progress, while the Office for Diversity and Inclusion monitors the implementation of the recommendations.</p>		<p>Short term</p>	<p>Part of this role falls on the Project Manager in conjunction with others</p> <p>To be determined via ongoing discussions to ensure that CIE is clear with what falls within in charge and what does that. Current charge is not changing.</p>	<p>The role of CIE is not changing or altering.</p>			<p>CIE is on hiatus for the time-being. Changes piloted last year were not effective and with potential changes taking place, opportunity to think critically about the role and future direction of CIE</p>	
<p>38B. The Council on Inclusive Excellence (CIE) must be restructured to consist of the individuals who are directly engaged in intersectional racial and ethnic diversity and inclusion initiatives. Specifically, representatives from each of the following units, and in particular individuals who deal directly with issues of diversity and inclusion in these units, should be invited to serve on the Council for Inclusive Excellence: Office for Diversity and Inclusion, Student Life, Office for Multicultural Learning, Global Engagement Office, LEAD Scholars Program, Faculty Development, Undergraduate Admission, Human Resources, Title IX/Equal Employment Opportunity office, Department of Ethnic</p>		<p>Short term</p>	<p>Fall Quarter will pilot changes to the process of CIE with monthly meetings and some slight changes in the membership. Some slight changes to membership but most offices already were represented.</p>	<p>CIE has changed its membership to include additional offices and units.</p> <p>Operates under the purview of the Provost</p>				

<p><i>Studies, Department of Women's and Gender Studies, Latina/o Faculty Group, Women of Color Network, Multicultural Center, Student Council on Inclusive Excellence, Campus Ministry.</i></p>								
<p><i>38C. Form a separate advisory board associated with CIE that consists of administrative leaders at the Dean, Vice Provost, and Vice President and Cabinet levels, as well as individuals from offices such as University Relations and University Marketing and Communication, and other groups such as the Alumni Association.</i></p>		<p>Short term</p>	<p>Discussions with the Provost and others as to role and charge of this group</p>	<p>No movement on this as there is no support for a separate advisory board. In some ways, functions assumed by other entities. Still to be further discussed.</p>				
<p><i>38D. This advisory board should meet with the CIE 2-3 times per year, while the CIE should meet monthly.</i></p>		<p>Short term and ongoing</p>	<p>Discussions with the Provost and others as to the role and charge of this group</p>	<p>See Above</p>				