

Unity 4 Forum
November 9, 2015
Santa Clara University
Graham Commons

Forum Summary

- I. **Welcome by Aldo Billingslea, Associate Provost for Diversity and Inclusion**

- II. **Welcome from Unity 4 Student Leaders**
 - a. Alana Hinkston, Lauren Gardiner, Desirée Fletcher
 - i. Thanks to audience for participation
 - ii. History behind the Unity movements
 - iii. Explained background leading to Unity 4

- III. **Welcome from Father Engh**
 - a. Thanks to organizers for the forum, looking forward to discussion. SCU is committed to moving forward
 - b. Shared that when he met with the students, he witnessed the pain, anguish and ache. Important that this is acknowledged
 - c. We can work together through dialogue and requires a level of trust on all sides

- IV. **Campus Diversity Efforts**
 - a. Mike Sexton, Vice President for Enrollment Management responded to the following questions:
 - i. Increase the Black/African-American population on campus to 6% by 2020
 - ii. Change the way admissions counselors review applications. Consider community service, personal statements, race, etc.
 - iii. Should SCU be a SAT/ACT test optional campus for admission?

RESPONSE:

- He is interested in metrics, and raised question about definitions and understanding what are we counting. Are we solely looking at Black/African-American? Are we looking at two or more races?
- What measure should we compare SCU to? Is it the State of California, the Bay area, the entire United States? Depending on what the comparison is, this will require lots of marketing.
- Raised question about the number of qualified applicants in California, and the demographic numbers of high school students. Current 7% of California HS students are Black/African-American. Less than a 1/3 are qualified for college. Leaves around 2% and everyone is competing over this number.

- Another major factor is Financial Aid and the amount of money available. One of the main goals of the Capital Campaign is enhance student financial aid and this is something that is scalable.
- A number of realities impact how the goal is defined, and that we might be closer than people think
- In terms of the Application review process, Admissions already includes all of the above mentioned factors to employ a holistic approach.
- In terms of test optional, he feels there are positives and negatives. This will require lots of research.
- Noted that SCU is at capacity and growth will continue based on available bed space and classroom space.
- Concern that test optional will increase the number of denials that SCU gives out.
- Also noted that we need to focus on expanding the yield rate to be more successful and this depends on available financial aid.

V. Core/Academics

- a. Dennis Jacobs, Provost and Vice President for Academic Affairs responded to the following questions:
- i. Reorganize the CORE diversity requirement from a one-class requirement to two separate requirements
 - ii. Reduce the Pathways sequence by one class
 - iii. Increase hiring faculty of color as permanent, tenure track faculty through the Inclusive Excellence initiative

RESPONSE:

- Noted the 21 different items presented by Unity 4 and a number of these items are being implemented. Some are more challenging and require more discussion
- One of these items requiring more discussion is the Diversity requirement in the CORE
 - Shared that the process for updating and revising a CORE is complex. The last major change in 2009 took place on a pace of “three years”. This led to a time where some students were grandfathered under the old Core and then new students had the new Core. Currently, only using the new CORE.
 - Opportunities for changes could be through the existing structures of the “Culture and Ideas” and ELSJ courses where is the opportunity to address issues of diversity
 - When it comes to changing the CORE, involved a more complex process, including formal assessment, etc.
 - Incidentally, the Diversity requirement of the CORE is actually being assessed as part of a standard review of the requirements. This provides an opportunity for interested students to be a part of developing how

this review would happen, etc. The main goals of the review are to determine if the requirement is fulfilling its purpose? If not, then why?

- Professor Chris Bacon and Prof. Laura Nichols are providing leadership to this review process.
- While the proposal wanted to add a 2nd diversity requirement, it is important that we assess what is happening with the 1st requirement.
- Concern about the sheer volume of the CORE and requirements. SCU already has one of the more intensive CORE requirements.
- IS there an opportunity for a swap? This would require a broader discussion within the larger community about strengths, weaknesses.
- Opportunity to tweak, but doesn't foresee any major upgrades to the CORE within the next five years.
- In terms of hiring of faculty of color – acknowledged that the faculty is not representative of the student body. This is a high priority for him and led to his appointment of Aldo Billingslea as the Associate Provost for Diversity and Inclusion and the development of the Office for Diversity and Inclusion. Main focus is to impact the recruitment and retention of a diverse faculty.
- Dennis then turned microphone over to Aldo to talk about the Inclusive Excellence Post Doc Initiative
- Highlighted the importance of the Teacher-Scholar model at SCU, different from Research 1 institutions
- Due to feedback from new Dean Debbie Tahmassabi in the College of Arts and Sciences, revamping Inclusive Excellence model into a broader Jesuit Consortium.
- Provost Jacobs met with his counterparts and 22 institutions of the 28 Jesuit College and Universities thus far have expressed an interest in being a part of this new initiative
- This provides an opportunity to expose diverse candidates to what it means to work at a Jesuit institution, and access to opportunities at the other institutions
- SCU will be hosting the Jesuit Council on Diversity and Equity conference this upcoming summer after graduation.

VI. Student Life

- a. Jeanne Rosenberger, Vice Provost for Student Life and Dean of Students, responded to the following questions:
 - i. 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.

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

RESPONSES:

- Thanks to the students for their efforts. The 21 tactics divided into four categories and focusing on Student Life/Residence Life and Transparency.
- Residence Life has already started to implement efforts with their trainings of CFs this summer.
- Summer Orientation was more intentional and also included Aldo speaking to all first year students
- In terms of increasing the connection with off-campus students, newly hired Off-campus Coordinator position, and three student neighborhood ambassadors.
- The Wellness Center moved to a house adjacent to campus and houses the Office of the Off-Campus Coordinator. They also live in the community as well.
- Main goal is to make connections and provide resources.
- Acknowledgement of the 14 year non-relationship between SCU and the Greek Fraternities and Sororities. However, SCU has a relationship with ALL students.
- Looking at increasing communication with all students, exploring ways we can leverage resources
- Desire for student input on what could work as effective ways to enhance engagement
- In terms of transparency, have complied with the Unity 4 requests for regular access to Senior leadership, a meeting each quarter with University leaderships, a quarterly forum with the campus community.
- Looking at ways that we can increase voices at meetings – expanding the communities that are at the table to include more students and perspectives.

End of the formal remarks, and start of open Question and Answer Period (7:42 p.m.)

Question #1: For Mike Sexton and wants to understand what was meant by demographics?

RESPONSE: Mike indicated that for him, SCU should mirror California. 80% of SCU students come from the Western part of the United States.

Student Follow-up: For them, it should be on U.S. demographics and diversity

Question #2: Confused about the Diversity Core requirement. What was the intention? Took a course but was mostly focused on history and did not cover contemporary issues of diversity.

RESPONSE: Dennis focused on the learning objectives behind the diversity requirement and rubric used. In many ways, the faculty is given the academic freedom to shape their respective courses as long as it meets the required learning outcomes for diversity.

Dennis reaffirmed the value of learning in community and the power of this. Also spoke about how SCU could build authentic communities. Example of the RLC, and looking at how the RLC framework could be expanded to encompass the second year.

Question #3: Student indicated that they have spent eight weeks here but not enough support is being provided. What is being done to ACTUALLY support underrepresented students? (Where are the white students? Do they care?)

RESPONSE: Mike responded in terms of the LEAD program as one focused on first-generation students and an example of providing service.

Jeanne talked about the role of Student Life and their role in hiring and training a competent staff to work with students, developing programs to connect students. Developing community expectations that include a variety of ideas/perspectives.

Question #4: Enrollment question focused on efforts by SCU to help those schools in poor performing areas?

RESPONSE: Mike responded about the role of pipeline programs and referenced earlier meeting with Aldo.

Aldo shared information about the Breakthrough Silicon Valley effort and what it does to work with students from 6th grade until they graduate. SCU looking at ways to partner with these types of programs to host these students here during the summer in order to build a relationship/connection. The main goal is for them to attend college, and hopefully SCU.

Question #5: Concern about the visibility and presence of the President

RESPONSE: Father Engh shared that he oversees a team that assists in the management and interaction with students. He hired individuals who are committed to this effort. He highlighted the challenges of being a President and the different constraints on his time. He is genuinely concerned and committed to students.

Question #6: Shared positive interaction with International students and wondering about study abroad and other internationalization efforts?

RESPONSE: Dennis shared that the Global Engagement office oversees study abroad. 40% of SCU students go abroad before graduation. The main thing is for students to apply for consideration.

Mike shared that SCU is becoming more aggressive in its recruitment of international students. Admitted that SCU is behind other peers in terms of its efforts. While large number on graduate side, relatively small number on the undergraduate side. Silicon Valley provides an opportunity attract international students on a variety of visas.

Question #7: Why is diversity not important for admissions?

RESPONSE: Mike shared that the question they ask is if a student can be successful in this program? He sees this as primary to anything else.

Is the student admissible? Who is qualified? Lots of other factors being considered as part of the holistic review.

Shared that after the November 1st early application deadline, the pool has 500 more applications from students of color.

Student follow-up: *Why then the low number of black students? Only 162?*

RESPONSE: Mike shared that the issue is high school completion and the yield. Accepted Students are not accepting their offers to attend SCU.

Question #8: Question about who is receiving merit scholarships. Example of Johnson Scholars and majority of students from private institutions.

RESPONSE: Mike shared that Johnson Scholars determined by committee. Most students from public institutions, a certain percentage from private institutions. It is a competitive landscape

Student follow-up: Argued that merit scholarships should be tweaked to account for other factors

Question #9: A student in LEAD asked about what is done for non-LEAD students?

RESPONSE: Aldo responded that other efforts like LOOP, opportunities with TRIO Day, SADIE, Noche, as opportunities to help.

Question #10: Question about merit scholarships and desire that they look at the “student”.

RESPONSE: Mike shared that they look at the student and their environment. They look at what the student was able to accomplish with the resources that were available at a particular institution, etc.

Question #11: Student went to a Jesuit High School and feels that SCU has gotten off-track and needs a greater focus on the Ignatian values.

RESPONSE: Dennis responded that the question is an important one for the institution. He spoke about the role of ELSJ, the Immersion trips and other efforts of the Ignatian Center in providing transformative experiences

Question #12: Student asked a question about how courses are applied to meet the diversity requirement. Shared that his high school course was used to get him out of the requirement at SCU.

RESPONSE: Dennis acknowledged that they need to investigate that further, but acknowledged that a high school course would not meet the spirit of the diversity requirement.

WRAP-UP

Father Engh shared that SCU as an institution is a learning organization and requires ongoing dialogue.

Aldo thanked the panelists and students.

He announced that the next Campus forum would be on February 2, 2016.

Forum ended a little after 8:30 p.m.

Summary prepared by

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