







23 May 2016

To the assembled members of the Academic Assembly:

The MRC Student Coalition is a group of MRC students and their allies, led by and centering womxn and gender-non-binary people of color, people of color, queers, people with disabilities, and people with other marginalized identities. We draw on long traditions of resistance stemming from our ancestors as well as fellow students who have gone before us. It is heartbreaking and inspiring to know that many alumni spent much of their undergraduate experience seeking to reform the climate, culture, and curriculum of the college, regularly jeopardizing their emotional and mental health.

It is important for us to note that we do not wish to be here. We wish that the appropriate administrators had taken it upon themselves to create a humanities college that centered and celebrated the contributions and cultures of historically marginalized communities. The sheer number of testimonies that we will provide you today reveal that these issues are not new. Because of the normalcy of these experiences, many of us are tired and angry. We regret that our occupation of Casey 100 has been necessary in order to receive attention, urgency, and hopefully, the amelioration of long term injustices.

Matteo Ricci College was modeled after elite Ivy League universities, which have long been exclusive and inaccessible to students with marginalized identities. The vision of the college was to interpret the discipline of the Humanities as academia only pertaining to Greco-Roman and Western European thought. We have provided copies of the syllabi for the curriculum as is. Problematically, the curriculum centers Western European narratives without addressing the interaction of these philosophies with systems of power and privilege; colonialism, white supremacy, patriarchy, and other created systems are criminally neglected. How can we understand the history we are learning without understanding its impact? For future students, how can we cultivate a liberating education which centers narratives long ignored? We have documentation of proposed curriculum reform that has been suppressed or ignored for years. Last week, President Sundborg and Provost Crawford finally acknowledged that urgent curricula reform is necessary for 2016 and beyond. The Coalition knows that it is only because of such immense pressure that the college and university administration have begun to acknowledge this need.

The MRC Student Coalition in its current iteration began organizing in the summer 2015. However, we have documentation available to you that indicates a decade worth of student advocacy and organizing-- through email and testimony you can see the various ways in which students have engaged in formal channels of sharing grievances, often with administrators who are still present at this university.

To support these alumni testimonies, we have included a timeline available regarding this year's organizing. Some of the most salient dates include:

Quarterly evaluations, in which many students recall regularly asking for more authors of color, more representative syllabi, etc.

Spring 2015: BAHL senior presentations, during which two students of color gave testimony to the trauma, erasure, and irrelevant curricula they experienced in their four-year time.

Summer 2015 Meeting w/ alumni Aldo Resendiz & Marianne Mork, during which history of resistance was explained in detail.

January 16th, 2016: Sullivan Leader's Day, during which Feeza Mohammad, Gabrielle Goeglein, and Mara Silvers asked Dean Kelly how she was applying cura personalis to the care and support of her students with marginalized identities. During her response, Dean Kelly claims that deans do not have control over curricula and that academic freedom and tenure are incredibly important. Matteo Ricci College does not tenure any of its professors.

January 28th, 2016: Meeting with Associate Provost Lawrence and Czarina Ramsay to discuss student concerns and experiences with the climate of Matteo Ricci College.

February 28, 2016: Faculty of MRC record the micro-aggressions and curricula concerns of students; that list and a call of action is sent to Dean Kelly. Students tell faculty to suggest that Dean Kelly hold public feedback sessions for the entire college.

April 26th, 2016: Dean Kelly holds a feedback session for just the BAHL Degree, caps the group at six students. MRC Student Coalition and senior BAHL cohort attend, present demands and testimonies. Associate Provost Lawrence, Czarina Ramsay, Dr. Drego Little, Fran Henderson, and Dean Kelly are present.

May 6, 2016: Members of the MRC Student Coalition have a meeting with Dr. Lawrence, Czarina Ramsay, and Provost Crawford to discuss escalating urgency around demands. Students disclose that due to a thoroughly inadequate response, the Coalition is demanding the resignation of Dean Kelly

May 10th, 2016: As asked for on the April 26th feedback session, Dean Kelly holds another feedback session to discuss the Coalition's demands. During this session, Dean Kelly becomes defensive and insists that she has never heard these complaints before, a claim later disproved by email correspondence included in these binders. The majority of Matteo Ricci College faculty were present, as was Associate Provost Lawrence.

We believe this timeline demonstrates both a lack of response regarding student feedback, blatant misinformation and denial on the part of Dean Kelly, as well as a failure on behalf of the upper administration. We have attempted to collaborate. We have attempted to report upwards our urgent concerns. In addition to the obvious oversight of alumni concerns across years, the University has had Constructive Notice on our behalf since at least January. We are incredibly disturbed by the lack of response or urgency on our behalf.

In addition to a timeline, you will find a document with some important facts about Matteo Ricci College which we feel are pertinent to understanding the structural challenges to redressing grievances. Because of the structural flaws of the college, there are additional challenges to engaging college and university administration with these concerns. These flaws include, but are not limited to, the fact that none of MRC's professors are tenured; students are unable to transfer out because of the incompatibility between the MRC core and the UCORE; the college uses peer advisors rather than professional advisors; students are often unaware of the quality or quantity of classes that exist outside of MRC, etc. Please see our list of facts attached in the binder of current MRC Student Coalition documents.

There are also testimonies of current students, students who transferred out of the college, and alumni provided in the binders. Additionally, this week's copy of The Spectator provides a helpful vision of current student experiences with MRC. Especially prominent amongst our concerns is the hostile learning environment of the College. We believe the administration of this university, staff, and faculty are aware and convinced of this point. Congruent with a hostile learning environment is our concern about the tactics of the leadership of the college; ultimately, we believe Dean Jodi Kelly fails to fulfill the basic requirements of her appointment. For example:

1. Based on extensive student, alumni, and faculty testimony, the dean does not demonstrate personal or professional integrity in all of her dealings.
2. We have no confidence in the leadership capacity of Dean Kelly. She lacks a clear vision and view of her role in the future of Seattle University, especially given the University's attempts to embody standards set forth by the Task Force on Diversity and Inclusive Excellence. Her understanding of the mission is archaic and inadequate for 2016. We regret to convey that in the aftermath of the April 26th listening session, Dean Kelly told a student that she was concerned about white students in younger cohorts being silenced in the classroom. The Dean feared for a "pendulum swing where the oppressed becomes the oppressor." This statement reveals Dean Kelly's incompetence in regards to personal and professional integrity in a myriad of ways.
3. The dean fails to work effectively with students and alumni, both within and outside of her division. In a closed-door meeting with a Black student from outside of the







