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PROGRAM SUMMARY

GRANTEE: Santa Clara University

AWARD DATE: June 1, 1999

GRANT NUMBER: 99114

GRANT AMOUNT: \$830,000

GRANT DIRECTOR: Rev. Gerdenio Manuel, S.J. (Vice Provost)

TELEPHONE: 408- 554- 4366

REPORT PERIOD: June 5, 2001 – December 5, 2001

PURPOSE: To support Building Partnerships for Diversity, a program to promote, coordinate, and advance campus-wide multicultural initiatives.

The Building Partnerships for Diversity Grant will enable Santa Clara University to initiate and sustain a robust and comprehensive effort to implement the multicultural initiatives embedded in the University's Strategic Plan. The grant program is structured to emphasize the broadest possible participation and learning by all members of the University community, including the larger community within Santa Clara County. The grant will promote partnerships and collaboration at all levels and across all boundaries within the University and with the community. Through its faculty and staff development and Open Grants components, the grant will engage SCU faculty and staff in the development of multicultural curricula, pedagogy, and co-curricular programs. Through its Student-Community Partnership Fund, film course and series, educational roundtables and forums, and pipeline programs, the grant will encourage broad student participation and creativity in furthering the multicultural climate and culture of Santa Clara University. As one of the important outcomes of the three-year grant, the Center for Multicultural Learning will be established and will continue to advance multicultural education throughout the University in the future. ♦

GRANT OBJECTIVES

Building on a Multicultural Vision

Specific Objectives:

By the year 2002, Santa Clara University aims:

- To increase the number of students, faculty, and key staff of color so that the University's demographics more closely approximate those of the State of California.
- To offer more academic courses that advance multicultural education for the University community and meet the needs of students of color.
- To host University dialogues about the challenges and opportunities posed by an increasingly diverse community.
- To support training in University offices, departments, and colleges on dealing sensitively with faculty, staff, and students of diverse backgrounds.
- To consolidate and coordinate curricular and co-curricular learning programs to more effectively support students of color and promote multicultural learning across the University and the community.
- To enhance the community placements in which students work side-by-side with grassroots organizations to their mutual benefit.

Our Strategies: The University's strategies to implement the multicultural initiative has been to enable the Center for Multicultural Learning to:

- Establish and mobilize a network of Associates
- Organize University council committees to address various multicultural needs
- Support student multicultural programming efforts
- Initiate course linkages with programs and transform curriculum
- Encourage multicultural initiatives by providing grants to faculty, staff, and students

REPORT SUMMARY

Reporting period: June 5, 2001 – December 5, 2001

Multicultural Vision: Santa Clara University continues to advance multicultural education across disciplines, departments, and sectors of the community. The commitment is evident in special meetings of the President's Leadership Team which comprises of all the directors, deans, and senior administrators. In those meetings, Fr. Paul Locatelli, S.J. the President reiterated the need for areas of the University to submit their reports to him on progress, challenges, and needs regarding diversity and multiculturalism education.

Multicultural Infrastructure: The Center for Multicultural Learning (CML) continues to expand its services as the catalyst for multicultural education at Santa Clara University. The addition of two staff members with joint appointments at the Center for Student Leadership and the Drahmman Academic Advising and Resource Center ensures an integrated model of student support for students of color and the first generation student population.

The nation-wide economic challenges have affected the University's multicultural infrastructure. With a slow down in student enrollment and other financial challenges, the University has put a hold on all new hires. This has resulted in a postponement of the search for a permanent CML director until the next year.

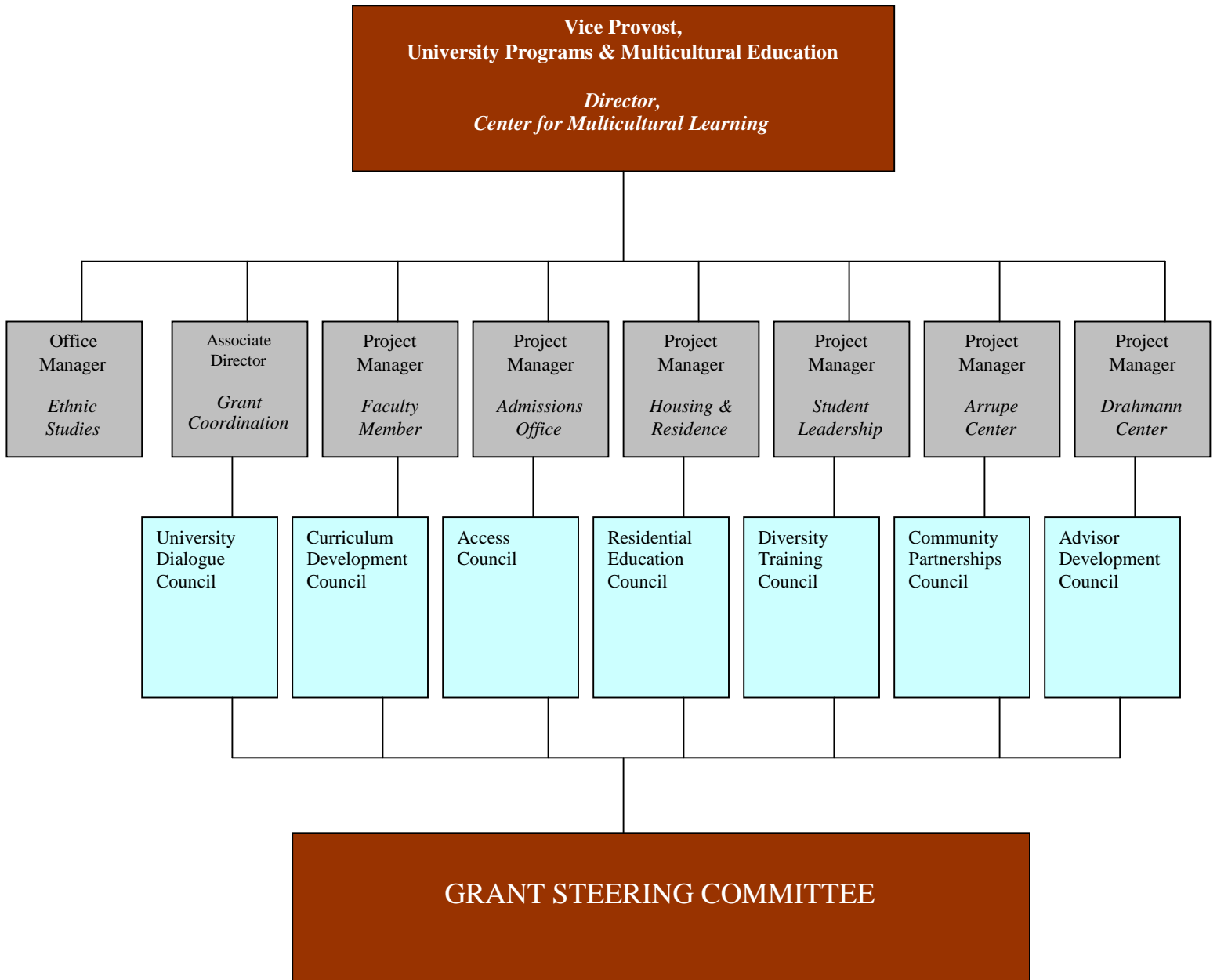
Positive Mid Year Evaluation Report: The Grant Steering Committee is pleased to receive a positive assessment of the University's *Building Partnerships for Diversity* initiatives by the external evaluator.

Council Committee Assessment: The evaluation of the council committees is now well underway. Managed by the external evaluator, the assessment strategies focus on the creation of scoring rubrics. The initial result of the assessment instruments indicated a variety of challenging outcomes for each of the council committees. Some of the council committees have been institutionalized, while others continue to struggle with their goals and membership.

Grant-funded Projects: The University awarded over \$20,000 grants to various multicultural initiatives led by the council committees, faculty/staff, and students. ♦

PLANNING & MANAGEMENT

Building an Institutional Infrastructure



CENTER FOR MULTICULTURAL LEARNING

Center for Multicultural Learning

Mission Statement:

To advance multicultural education throughout the University and coordinate the multicultural organizational infrastructure on campus.

To promote a supportive environment for faculty, staff, and students of color.

To enhance the overall campus climate for diversity for all students, faculty, and staff.

Staff:

Gerdenio Manuel, S.J.

Director / Vice Provost

Vidalino Raatiior

Associate Director

Raquel Hackley

Project Manager/ Associate Director (Center for Student Leadership)

Pauline Nguyen

Office Manager (CML & Ethnic Studies Program)

Pancho Jimenez

Project Manager / Faculty (Art Department)

Latanya Johnson

Project Manager / Admissions Counselor (Admissions Office)

Raquel Hackley

Project Manager / Associate Director (Center for Student Leadership)

Romando Nash

Project Manager / Resident Director (Unity House)

Erin Kimura

Project Manager / Learning Resource Coordinator (Drahmann Academic Advising and Learning Resource Center)

Student Staff:

Rosa Hernandez

Emmanuel Landa

Miguel Legarreta

Paulina Lomeli

Cindy Morales

Celina Uong

Building Partnerships for Diversity

Integrated Staffing: The Center forged two staffing partnerships with the Center for Student Leadership and the Drahmann Academic Advising and Resource Center. Raquel Hackley, Associate Director at the Center for Student Leadership serves as the Advisor for the Multicultural Center Programming Board and all the multicultural student organizations at Santa Clara University. In joining the staff at the Center as a Project Manager, Raquel becomes the bridge between the student leaders and the CML. Likewise, Erin Kimura, Learning Resources Coordinator at the Drahmann Academic Advising and Learning Resources Center brings her wealth of expertise in student advising to the work of the Center. Erin's dual appointment at the two centers will be crucial in terms of serving the academic advising needs of the students of color at Santa Clara University.

Undergraduate Admissions: The Center's staff have been working with the UG Admissions personnel on ways to identify and track the progress of first generation students at Santa Clara University. To do this, the University has begun to develop within its application and data processing system. process a system and its PeopleSoft computer program used by the University. A joint meeting between the two areas is scheduled for early December to address the needs and other possible collaborative efforts.

Partnership with Ethnic Studies Program:

In an effort to integrate CML programming into the curriculum, the CML has begun to work closely with the Ethnic Studies Program. With the goals of using funds strategically and seeking quality rather than quantity, the CML and Ethnic Studies Program have agreed to plan educational programs around courses offered during the academic year in the ethnic studies department. To accomplish the above, every Ethnic Studies Core faculty were asked to coordinate an educational program in support of the curriculum, centered around courses, in partnership with a CML. staff. Every quarter a different Ethnic Studies Core faculty would coordinate a program.

The goal for the CML is that its partnership with Ethnic Studies Program will become a model for work between the CML and other departments across campus. The program will begin in the winter quarter, 2002. We anticipated the division of responsibilities between the faculty member and the CML staff to be a challenge thus, we have given both parties a guide to help them structure the planning and implementation process.

In discussions with the Ethnic Studies Program, the core faculty expressed a concern with the structure of the multicultural programming. They felt that funds and educational programs concentrated during Black History Month, Asian Pacific American Heritage Month, and Cinco de Mayo Week, etc. could be spread throughout the academic year in support of course offerings. This would result in fewer programs offered during concentrated periods. The advantage is that educational support programs for each of the ethnic groups/cultures would be consistently "present" throughout the year and more strategically placed to support the curriculum. The goal is not to eliminate the recognition of these thematic celebrations, but rather to spread out the programming throughout the year. Although the CML is in agreement, they see this strategy as one to be adopted over the course of a few years. The culture on campus is very loyal to the one month/one culture model, therefore the CML believes it will need to encourage this approach gradually.

Summer Multicultural Conference: The *Resources for Families and Communities*, a nonprofit agency that specializes in community development and family advocacy, presented the Third Annual Multicultural Conference 'Nurturing Unity in Silicon Valley' on Wednesday, September 12, 2001.

Santa Clara University hosted the conference for the second consecutive year. Workshops included professional trainers, academics, and leaders from the community who discussed diversity and how it can be used to open communication in our workforce and society. Among the presenters were social service professionals, community advocates, professors from Santa Clara University, Stanford University and Evergreen Community College.

The day-long training included in-depth dialogues and information on specific cultures as well as how diversity in law enforcement, the legal profession, psychology, medicine, education, and our community is changing the face of the Bay Area. Interactive sessions discussed diversity through the eyes of African Americans, Asians, Latinos, Native Americans, Europeans, and more. The conference was attended by over 300 people representing private, nonprofit, and government sectors. Social workers, nurses and educators had the opportunity to receive continuing education units through Santa Clara University.

Sponsors and supporters included: County of Santa Clara Social Services Agency, Santa Clara University, Cacique USA, Farrington Historical Foundation, County of Santa Clara Mental Health, County of Santa Clara Public Health, AMD, Children and Families First Commission, Applied Materials, California Transplant Donor Network, Legal Aid Society of Santa Clara County, City of San Jose District 8, National Latino Peace Officers Association, Eastridge Mall, County of Santa Clara Office of Human Relations, Asian Pacific Bar Association of the Silicon Valley, La Raza Lawyers of Santa Clara County, Minority Access Committee of the SCCBA, The Rainbow Committee of the SCCBA, Telemundo, El Observador, Crowne Plaza, Wyndham Hotel San Jose, and Bella Mia.

Resources for Families and Communities was so pleased with the conference they are exploring the idea of expanding the format to two days in coordination with other county service organizations conferences.

Second Annual Welcome Dinner & Dessert Receptions: Using last years successful format, the University hosted the Second Annual Welcome Dinner for the new students of color at Santa Clara University. Hosted by the CML staff, the Office of the President, Office of the Provost, faculty, staff and students, and the multicultural student organizations, the formal dinner was followed by dessert receptions hosted by the multicultural student organizations. Both the President and Provost spoke to the more than 200 attendants reiterating the University's commitment to their care while attending Santa Clara University.

Mother Daughter Program: For the third consecutive year Santa Clara University's CML and the Undergraduate Admissions Office is hosting the Mother-Daughter Program. The program is in partnership with the San Mateo County Office of Education. Over the course of a year approximately 50 sixth grade girls (and their mothers) from four elementary schools within San Mateo County make four visits to the campus. The aim of the program is to empower young women by raising their expectations and their parents' expectations about college life. The program helps elementary and middle school students develop their own hopes and visions of their futures. Last May, we wrapped up the second year of the program with a graduation ceremony. This fall we hosted a new group of girls and their mothers for a tour of various schools throughout Santa Clara county. Of particular interest was the engineering school and tours of the chemistry and biology departments. We are also happy to report that in addition to support from Undergraduate Admissions Office the program has begun to receive some assistance from the Center for Student Leadership.

Multicultural Programming Initiatives

Black History Month Planning & Collaboration: Black History Month is currently in the planning stage. We are focusing, once again, on collaboration and institutionalization. This year's steering committee is again comprised of faculty/staff, alumni, and student leaders within Igwebuike (the Black Student Union), who are dedicated to planning and coordinating programming for the month. Members come from various departments and organizations on campus including the CML, the Career Center, Undergraduate Admissions, Ethnic Studies Program, Religious Studies, Housing & Residence Life, Center for Student Leadership and the Alumni Association. We felt it extremely important this year to ensure that key leadership within Igwebuike serves a crucial role within the committee, to help implement institutionalization. Once again, we plan to hold the highly successful GospelFest and have decided to incorporate Africa Week into Black History Month this year to further acknowledge the contributions African immigrants and those of African descent have made to our culture and campus community.

Student Support Initiatives

Collaborative Staffing

The collaboration between the Center for Student Leadership and the CML through a shared staff appointment produced an effective model of support for the students of color on campus. The restructuring of some areas of responsibilities at the CSL enabled an efficient and more effective implementation of the accompaniment model championed by the two Centers through the initiation of a joint staff appointment. Raquel Hackley, an Associate Director at CSL who advises the multicultural student clubs, became a Project Manager at the CML. Through this joint appointment, the two Centers can better serve the population of students of color at Santa Clara University.

First Generation Student Support Initiatives

In response to our first report on first generation student's needs the CML held a second focus group meeting. In support of the Building Partnerships for Diversity grant, the CML has begun to examine the needs of first generation Santa Clara University students. In this case, first generation students are defined as students whose parents have not graduated from a four-year college/university in the United States.

Evaluation Process

1. First Generation Focus Group:

Working with the resident director of Unity House, a residence hall on campus, we attempted to recruit a cross-section of first generation students to discuss their experience at Santa Clara University. This addendum addresses the issues raised by the second group. Although twelve students were scheduled to attend only three made the second meeting. The students who attended were all freshmen. They were Nichole Rideau, a freshman Pre-Med./Political Science major, Noel Fonseca, an undeclared Business major and Viviana Montoya-Hernandez, a Biology major. With regard to ethnic background, one self-identified as Black or African-American, one as a Nicaraguan/German and one as Chicano/Hispanic/Latino.

The students were asked to fill out an evaluative survey. The survey was distributed to better understand the Focus Group's needs and how they were able to get those needs met. It was also utilized to help the Focus Group target needs specific to first generation students.

After filling out the survey, discussion opened with three questions ("Have you ever taken time to think about any of these issues prior to seeing them today?" "What issues do you think are specifically related to being a first generation student?" "Are there any issues not listed that are of a concern to you as a first generation student?"). These questions were asked to generate further discussion about their needs and how we can assist them with getting those needs met.

Emerging Themes

Through review and discussion of the evaluative surveys and discussion questions, the following themes were identified once again by the second group, as they were the first group. In short these themes are:¹

- Communication from the University to parents explaining university life especially in contrast to high school
- Better marketing of available resources on campus
- Faculty Advisor Training/ Peer Mentoring
- Further development of the New Student Orientation so it address as basic college terminology and procedures

Issue: Financial Aid: A theme that was not raised by the first group that was discussed extensively by the second group was financial aid.

In our discussion it was clear that the amount of financial aid awarded played an extraordinary if not pivotal role in determining the choice of institution by the students. All three expressed a frustration with the financial aid process. At the core of the students' frustration was the difficulty acting as the "go between" for the University's Financial Aid Office and their parents. They stated that the financial aid packages requires them to obtain information from their parents that is "foreign" to them i.e. tax information. Unlike the application process in which they know or, know where to obtain the information being requested, the students were not familiar with the information needed to complete the financial aid forms. When asked how they received assistance they cited the work of William Garcia and Latanya Johnson, two admissions officers particularly responsible for minority recruitment, who acted as liaison to the financial aid to move the process forward. The students, though thankful for the assistance, felt frustrated going outside the financial aid office to get help.

Recommendations

To remedy the problem the students suggested that financial aid officers be made available to students and their parents for individual drop in appointments the day of Open House. One student cited his satisfaction with a similar procedure at St Mary's College. Students recalled a large group presentation on financial aid followed by questions and answers. However, they said this process was ineffective because they and their parents were intimidated to inquire specifically about their financial situation. Appointments with a financial aid officer are available during Preview Day, a day in the spring set aside for students who have already been admitted to Santa Clara University. Open House is held in the fall before applications are due. Students were asked if appointments during Preview Day made a difference. Their responses were as follows:

"I think that the appointments should be available during both sessions. It would be better to just have them for the people who have been accepted,

¹ For detailed discussion and recommended actions with regard to these themes please refer to the Fourth Interim Report, June 5, 2000.

but in the spring, most of the paper work has already been turned in. It's nicer for parents & families to have questions answered in the fall when they are doing the paper work. “

Another student wrote:

“Yes, it makes a difference because financial aid is a key factor of whether we are going to apply here and if our family could afford the tuition. Saint Mary's College of Moraga has conferences on Open House night, BEFORE students are accepted. I don't remember the details, but I do know we sat down and talked to a financial aid officer before I was even accepted there. I thought that was a good idea because it helped my family understand certain concepts better.

It would be nice to see Santa Clara have something similar.”

Summary

Although small, this second focus group supports the findings of the first. In addition a new concern with regard to financial aid was raised. We recommend that admissions and financial aid look carefully at the timing of open house and strongly consider the recommendations of the students. We believe this to be of extreme importance considering the pivotal role of financial aid in the decision making process of a prospective student.

Update

As of writing this report, in response to our findings, we have been able to accomplish the following:

- 1) Throughout the summer orientations, a letter went out to parents addressing the differences they can expect for their son or daughter as they transition from high school to college.
- 2) The university's Peoplesoft system is now capable of identifying first generation students. This will allow us to track first generation students and help us deliver services more accurately.
- 3) In addition to the aforementioned letter to parents, a one-page resource guide to university services was also included.

Remaining Challenges

Despite the above achievements we are still working on establishing an effective mentoring program and advisor training. Furthermore, we need to alter the University's application to more accurately gauge the number of first generation students. In response to these challenges the CML staff is researching other institutions that have programs in order to devise its own program. Funding for such a program however, has yet to be secured.

GRANT EVALUATION

Mid-Year Evaluation Report ²

In the spring of 2001, Santa Clara University contracted an evaluation of a three-year diversity initiative *Building Partnerships For Diversity*. The evaluation of the initiative began in the second year of a three-year initiative. Due to the timing, it was determined that this mid-point evaluation would be designed to capture the current status of the initiative, suggest areas of needed improvement, and provide a perspective on future directions. A more comprehensive assessment or evaluation process was designed to develop campus capacity to do effective evaluation. The staff of the *Building Partnerships for Diversity* grant are actively engaged in a highly interactive assessment approach.

Background

The Building Partnerships For Diversity was implemented in June 1999 with funding from the James Irvine Foundation. Its purpose was to develop and coordinate a multicultural organizational infrastructure at Santa Clara University through the CML whose role is to promote a supportive environment for faculty, staff, and students of color and advance multicultural education throughout the University. Santa Clara University's goal is to be an intentional multicultural institution that values women and men of diverse backgrounds. The multicultural initiative is embedded in the mission and strategic plans of the University.

Conceptualization and planning for this initiative is built upon earlier diversity work of the university, namely a highly effective film/events course that became a pilot project and strong indicator of the potential for cross cultural work through a collaborative interdisciplinary and co-curricular approach. Based on this model, the Building Partnerships For Diversity evolved as a project oriented, collaborative approach that fosters, builds and supports partnerships across university constituencies, including students, administration, faculty, staff, alumni, external communities, and the business and professional community.

Through a partnership model, the objectives of the Program are to:

- 1) Increase the number of students, faculty, and key staff of color so that the University's demographics more closely approximate those of the state of California.
- 2) Offer more academic courses that advance multicultural education for the University community and meet the needs of students of color.
- 3) Host University dialogues about the challenges and opportunities posed by an increasingly diverse community.

² Suzanne Benally, External Evaluator

- 4) Support training in University offices, departments, and colleges on dealing sensitively with faculty, staff, and students of diverse backgrounds.
- 5) Consolidate and coordinate curricular and co-curricular learning programs to more effectively support students of color and promote multicultural learning across the University and the community.
- 6) To double the number of community placements in which students work side-by-side with grassroots organizations to their mutual benefit.

To achieve these objectives, Council Committees were formed with a chair and co-chair whose purpose is to develop, coordinate, and manage each objective. Unique to the Council Committee is the partnerships and co-facilitation between departmental offices on campus. The Council Committees comprise the Multicultural Learning Center team, along with core administrative staff and faculty members.

A Grant Steering Committee serves as an advisory board to the CML and oversees and directs the activities of the Open grants program. Rev. Gerdenio Manuel, S.J., Vice Provost for Academic Affairs, is the grant director.

Santa Clara University received \$830,000.00 from the James Irvine Foundation.

Evaluation Methodology

Suzanne Benally, Director of the Doctoral Scholars Program at the Western Interstate Commission for Higher Education and Educational Consultant was engaged to design and conduct the evaluation. After reading background material and meeting on-site with Rev. Gerdenio Manuel, the Grant Steering Committee and the CML staff, the final evaluation design was completed.

The primary focus of the evaluation is to engage a purposeful and systematic process that requires self-reflection about performance; a constant striving to improve the effort; and, continuous self-monitoring and feedback until the desired proficiency is achieved. The approach enables the campus to 1) chart institutional change efforts and progress on the campus as it strives to promote issues of diversity, a greater sense of cultural pluralism and multicultural learning, community strategies and behaviors; and, 2) capture and integrate institutional performances and provide meaningful opportunities for feedback about progress and success.

The timing of the evaluation near the end of the second year suggested that the evaluation should accomplish several goals:

- Seek to develop institutional capacity to do assessment and evaluation for diversity as a continuous process during the remaining grant period.
- Develop indicators of success that reflects Santa Clara University as a multicultural learning community.
- Develop a portfolio process for collecting and analyzing information.
- Develop an external mid-point evaluation report and a comprehensive final evaluation report.

This mid-point evaluation is not a comprehensive or extended evaluation. Its purpose, and therefore its limitation, is to capture the current status of the initiative which will be used as an index and to suggest areas of needed improvement and

provide a perspective on future directions. It is important to understand that evaluation of campus diversity initiatives is a challenging endeavor if it is closely tied to institutional change efforts. Santa Clara University's approach is from the point of view of organizational learning.

For this report, data was reviewed and gathered from Program interim reports, various related institutional data provided by the Office of Institutional Research, interviews, program presentations and participation in the Grant Steering Committee meeting discussions.

Findings

In this section, some of the significant findings from the evaluation are presented and organized into the following categories that emerged as the most salient points:

Vision
Leadership
Infrastructure Building
Organization and Program Management
Outreach/Program Activities
Change Indicators
Perceptions and Understanding

Vision: A strong vision for diversity and multiculturalism is shared across the University. This vision largely results from and is tied to the mission of a Jesuit institution and is based on conviction and social justice. The shared vision has significant impact in supporting the work of the Multicultural Learning Center while at the same time it permeates the campus, issues and concerns of diversity.

Leadership and Commitment: The President and senior leadership (Provost, Vice Provosts) at Santa Clara University demonstrate a strong commitment to diversity and multiculturalism in their leadership. The role of Rev. Gerdenio Manuel, S.J., Vice Provost for University Programs and Multicultural Education, as director of the grant plays a major role in the success of the grant. Other campuses in which the Vice President for Academic Affairs has held a similar role, have had greater success in achieving their goals and in working with the faculty, than those who have not.

Infrastructure Building: Conceptually, the CML has been strategically located at the center of campus life and operations. The Center is not seen as a marginalized diversity program rather as a partnership-building entity critical to the success of diversifying the campus, building a multicultural institution and strengthening student learning. The Center promotes shared leadership and responsibility across departments to achieve the goals of the Building Partnerships for Diversity grant. The Vice Provost for University Programs and Multicultural Education provides effective and strong leadership for the Center. The infrastructure-building process and management of the Center has pre-occupied the first two years of the grant. Indications are that the Center has achieved a level of stability and focus that now allows it to address more programming and content building.

It is important to re-emphasize the concept of “location”. Strategically placed centers, offices and departments for diversity have a stronger chance of infusing and integrating diversity and multiculturalism into campus affairs. Their visibility is important and critical, especially if diversity is perceived as a legitimate and central function of the campus. Santa Clara University made this determination when the University reorganized itself into one integrated organization to support student learning and began developing collaborations across areas of responsibility. For diversity, this model drew various offices and a student run Multicultural Center into a stronger collective effort. The CML sits within this context with high potential for truly infusing diversity and carrying out the vision and mission of the University.

Organization and Program Management: Since the implementation of the grant there has been positive response to the formative needs of the grant and corresponding changes made. In the first year of the grant, the Multicultural Coordinating Council and the Grant Steering Committee were reorganized and their roles redefined. A continual review of the CML is ongoing through meetings of the Grant Steering Committee and the Council Committees. Students participate in the Grant Steering Committee and the Council Committee meetings. Questions are continually raised about sustainability, university commitment, future funding and direction. These open questions are healthy and serve to continually raise awareness around vision, mission, and resources.

There is continuity and tracking of the Council Committees work through shared program updates, issues and concerns raised in quarterly meetings. During the second year of the grant the definition of roles and responsibilities, management, leadership and implementation of activities is more focused and deliberate. The evaluation process is an interactive approach that is guiding the Council Committees in clarifying and strengthening their objectives and strategically aligning activities to accomplish them. Importantly, the Council Committees are developing an interdependent and interrelated process that brings the program’s goals and objectives into an operational matrix and focuses on how changes in institutional behaviors, practices and policies may change. In short, the Council Committees have expanded an evaluation process of their programmatic efforts that begins to inform institutional change.

The Council Committee structures are critical to the success of the Building Partnerships for Diversity program and should be highly supported.

Outreach/Program Activities: The primary program activities of the Building Partnerships for Diversity have been the awarding of grants through the Council Committees, Open Grants, and Partnership Initiatives. These funded program activities address needs identified by students, faculty and staff and are tied to the goal and objectives of the Council Committees. These grants range from programming initiatives such as Cinco de Mayo Week to a Leadership Development Initiative. The caution is that the CML should avoid becoming perceived as only a grants giving entity. Interviews with students suggested that this had become a perception among that group and little relationship was drawn to the larger goals and purpose of the Center. A second concern raised through the interviews is that the cultural programs benefited students of color and needed to broaden to include to all students. The campus community outreach and programming is an area that needs to be strengthened.

The energy and focus has been primarily on infrastructure building and development (organization, staffing, roles and responsibilities, partnership building, operations). Continued future work will provide an opportunity to build other areas.

Institutional Change: The following are seen as preliminary indicators of institutional change that are being highly influenced by the Building Partners for Diversity initiative. Please note that the perception statement is not based on a formal study but rather through interviews of key campus leadership.

- The evolution of this initiative from a multicultural film/events pilot project to the development of the CML; and, as a catalyst and facilitator of becoming a multicultural learning community is a strong indicator of institutional thinking and change.
- The partnership building and relationship development is an effective model for advocacy and shared responsibility for diversity.
- The diversity approach is systemic and includes a vision, mission, and institutional strategic plan that potentially impacts the whole campus.
- Perceptions are beginning to shift as the CML is seen as a viable integrated model, a coordinating body, and in a leadership role.

Perceptions and Understanding: The following statements are based on limited interviews and interview questions that sought to capture how well the campus diversity initiative was understood, what perceptions existed, what issues and concerns for diversity are present and the level of involvement of each interviewed person and their department. The interviews were limited to key campus leadership, some deans, directors and students. These statements represent common themes across the interviews.

- The President's leadership and commitment for diversity is highly visible.
- The CML is becoming more visible and understood as a cultural change initiative.
- The integrated model of leadership for student learning and the partnership approach of the CML can be highly effective in influencing departments.
- The CML is doing a good job, is highly visible and is positioned well in the campus community.
- The initiative is realizing a goal of the strategic plan and is a larger process of liberal education.
- The CML provides leadership for diversity.

Students Interviews:

- Students generally don't see the larger picture and primarily see the Center as a funding source for their activities and in a general sense addresses diversity.
- Students see the CML as a representation of who they are and their diversity.

- Students named issues of underlying racism and structural racism that they feel aren't being addressed.

Recommendations

- 1) Focus on program content building through the Council Committees in the next year.
- 2) Continue to build and development assessment and evaluation capacity.
- 3) Strengthen curriculum and faculty development efforts.
- 4) Address faculty of color representation.
- 5) Expand and strengthen diversity efforts across all student communities.
- 6) Strengthen cross-cultural efforts.
- 7) Through the partnerships built strengthen activities and integration.
- 8) Strategically disseminate more information on the CML.
- 9) Strengthen campus-wide education and dialogues for diversity.
- 10) Strengthen work with deans, academic departments, and schools.³
- 11) Develop a process aligning grants to the larger initiative and include grantees in a process of evaluating program activities and understanding their purpose.

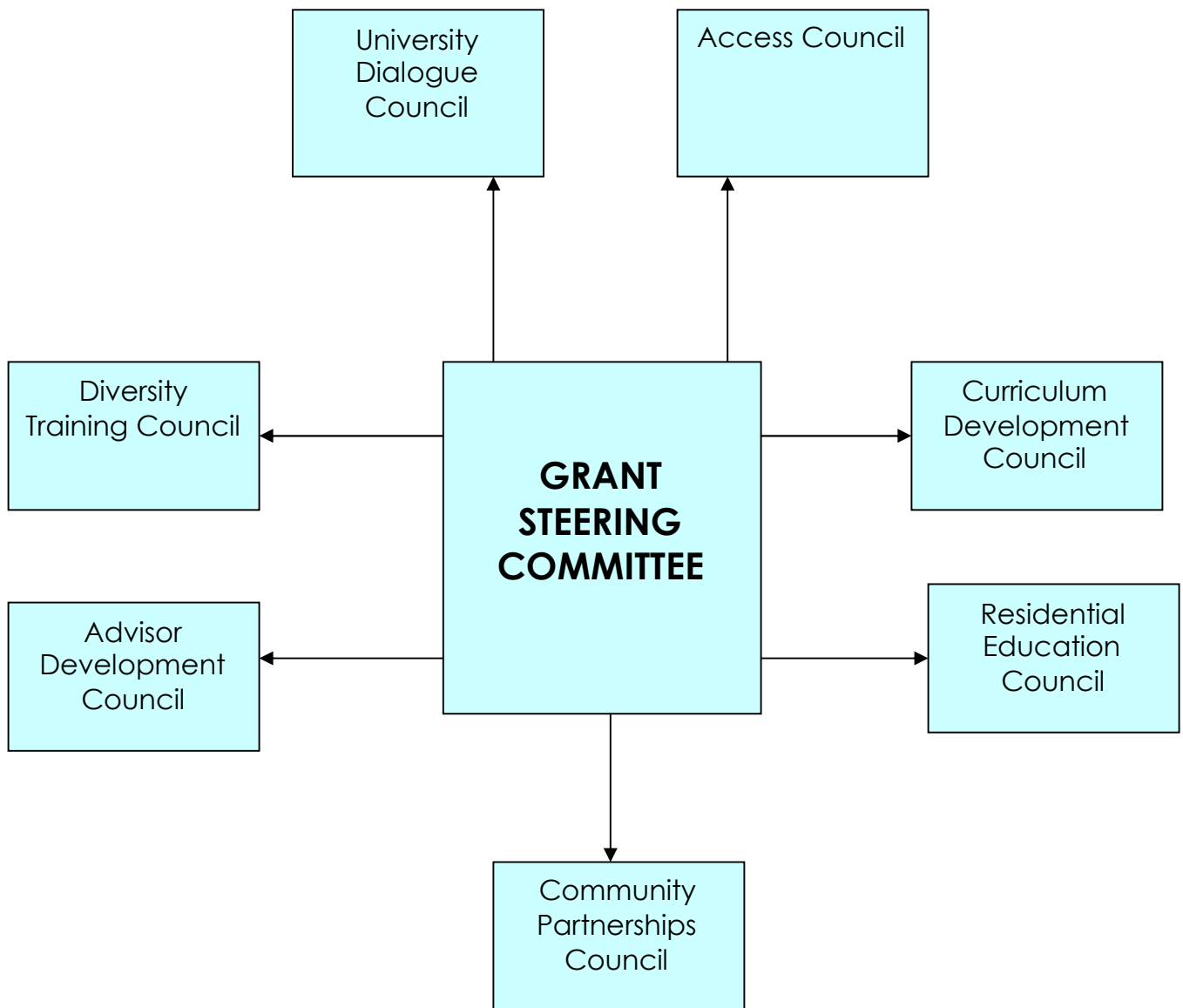
Conclusion

Fostering relationships among campus community members and diffusing learning throughout the campus community is a process of organizational learning. Santa Clara University's Building Partnerships For Diversity can be described as a learning process [according to Chalofsky (1996)] that is intentional and contextual, involves developing systems and structures that not only allow but also encourage organization members to learn and grow together – to develop “communities of practice”. The intended goals of Building Partnerships for Diversity are strategic and are being acted upon in a deliberate and purposeful way. This is the binding and sustaining strength of the initiative. In addition, the approaches taken to build relationships, partnerships and educate the campus community for diversity are all strategies of building a learning community. Successfully developing the infrastructure at Santa Clara University is a significant process; and without it the university cannot learn and grow in the directions that it proposes. The diversity work at Santa Clara University through the Building Partnerships For Diversity is impressive and with the committed leadership the opportunity to realize its diversity goals are great. Perhaps recognizing the impact of building the infrastructure for organizational learning will be the most significant outcome for the initiative. However, in the meantime, there is much work to do to carry out other elements of the program. I highly recommend that the Building Partnerships For Diversity continue and that funding this initiative continue.

³ This is a critical area that is often a barrier and key to successful institutional change.

GRANT COMPONENTS / SPECIAL PROJECTS

Strategic Partnerships through University Council Committees



OPEN GRANTS

Grant Steering Committee

Mission:

To oversee and direct all activities of the Open grants and serve as the Advisory Board for the Center for Multicultural Learning. To consolidate and coordinate curricular and co-curricular learning programs to more effectively support students of color and promote multicultural learning across the University and the community.

Members:

Rev. Gerdenio Manuel, S.J. (Chair)

Vice Provost, CML Director

Vidalino Raattior (Vice Chair)

CML Jerald Enos

Center of Performing Arts

Prof. Constance Cortez.

Department of Art & Art History

Prof. Francisco Jimenez

Ethnic Studies Program

Prof. Robert Senkewicz

History Department & Curriculum Development

Council

Elizabeth Dale

Drahmann Center & Advisor

Development Council

Sandra Hayes

Undergraduate Admissions & Access Council

Charlie Amberlang

Human Resources & Diversity Training Council

Catherine Wolff

Arrupe Center & Community Partnerships Council

Prof. Carmichael Peters

Religious Studies

Department & Residential Education Council

Prof. James Lai

Political Science & University Dialogue Council

Joseph McNally

Associated Students of SCU

Jonathan Chang

Multicultural Center

Programming Board

All CML Project Managers

Grant Steering Committee

The reorganization of the Grant Steering Committee (GSC) has proven effective as it produced an integrated model of collaboration between the various council committees, the CML staff and leadership, and other key departments. The GSC continues to meet twice each academic quarter to review the projects of the Council Committees, make decisions on new open grants, and address any concerns, issues, processes, or budget matters related to the administration of the grant.

The first two meetings of the GSC this year focused mainly on the assessment strategies for the multicultural initiatives undertaken by the University through the various council committees. In addition to the assessment procedure workshops, the Grant Steering Committee reviewed and awarded the following faculty and student grants from the Open Grant line item:

PROJECT: *Las Posadas 2001*

DIRECTOR: *Miguel Legarreta (Student)*

DATE: *11.26.01*

AMOUNT: *\$500*

PARTNERS: *La Comunidad Latina, Campus Ministries, Religious Studies Department, Multicultural Center Programming Board, Multicultural clubs*

MULTICULTURAL COMPONENT:

This project is significant to the multicultural education at Santa Clara for several reasons. First, this project has never been performed at SCU despite the university's consistent Mexican-American enrollment. Second, Las Posadas are an example of preserved history and culture. Third, this project will culturally educate the non-Mexican students of our university. The whole SCU community will be invited to participate in this event. In addition, the procession will pass by each of the resident halls on campus. Fourth, this cultural awareness event will serve as a link to the Mexican-American and Latin American community of Sacred Heart Parish, who will be a part of this unique celebration of faith and history. In conclusion, the event will assist in properly educating all Mexican-American students and the whole SCU, who have attended Posadas only out of tradition, of its true significance and beauty

PROJECT: *La Carpa de Los Rasquachis*

DIRECTOR: Professor Aldo Billingslea (Department of Theatre/Dance)
DATE: October 4, 2001
AMOUNT: \$500
PARTNERS: Music 32: Beginning Guitar class, SCCAP

MULTICULTURAL COMPONENT:

25 students from THTR 65 Multicultural Theatre would attend an evening of theatre at El Teatro Campesino to see a performance of Luis Valdez's "La Carpa de Los Rasquachis" and engage in a dialogue with the cast. "La Carpa de los Rasquachis" is the epic life story of the farm worker in America. Told with exciting live music through the struggles, frustrations and ultimate victory of a single Chicano, the Rasquachi saga comes alive in corridos (Mexican Ballads) that tell of life's tragedies with an ironic, rollicking earthy good humor. The cause of all the merriment is, of course, that "La Carpa" is bursting with all the energy and hope of the United Farm Worker's movement, from which El Teatro Campesino sprang in 1965.

For the first time in 21 years El Teatro is remounting this classic and taking it on a national tour. Santa Clara students will be able to participate in a one on one post show discussion with the professionals of the nations first Chicano Theatre Company. El Teatro Campesino, the nations first Chicano Theatre Company, was founded in 1965 during the Delano Migrant Workers Strike. The cast of "La Carpa de Los Rasquachis" is literally the second generation of El Teatro Campesino members, picking up the mantle and carrying it forward. The children of founder Luis Valdez are involved in this production as directors, producers, musicians and actors. The play speaks to many cultural issues with which the country is still grappling (though these issues are not limited to any single ethnicity): decent working conditions, immigration, alcoholism, status, the role of the church, and the responsibility of all citizens. THTR 65 Muticultural Theatre spends two class periods on Luis Valdez and the El Teatro Campesino, but to read it or watch it on video will not be nearly as powerful as seeing it live and in person. The experience will only serve to reinforce and heighten the work in the classroom.

PROJECT: Black History Month 2002
DIRECTOR: Latanya Johnson (CML)
DATE: January, 2002
AMOUNT: \$6,500
PARTNERS: Ethnic Studies Program, Black History Month Committee

MULTICULTURAL COMPONENT:

Since 1926, February has been deemed Black History Month - dedicated to recognizing and celebrating the contributions of African Americans to the United States. Together with Igwebuike, the CML has organized a committee to establish educational and social on campus programming to acknowledge this month. The committee is co-chaired by a member of Igwebuike and a project manager in the CML and consists of faculty, staff, students and alumni committed to sharing and acknowledging the contributions of African Americans. In February, the African American community at Santa Clara will

put on a series of programs – cultural, social, educational – all to celebrate the rich heritage of Africans and African Americans.

This year, the committee has chosen to include Africa Week as part of its month to further acknowledge the contributions African immigrants and those of African descent have made to our culture and campus community.

PROJECT: *Motivating Our Youth*
DIRECTOR: *Belen Verduzco (CHALESS)*
DATE: *October 3 – 31, 2001*
AMOUNT: *\$500*
PARTNERS: *Multicultural Programming Board, MEChA El Frente*
MULTICULTURAL COMPONENT:

To fund a series of workshops for Chicanos and Latino students from local high school. These hands-on experiences meet the goal of decreasing the digital divide, providing role models for our youth and to motivate our youth to pursue a higher education at any college of their choice. We want to teach them that there are no limits. We know that many of them feel discouraged about college because English is their second language but most importantly because they would be the first person in their families to go to college. Through the events that will take place in the month of October at Andrew Hill High School, we hope to motivate the students for optimum performances in high school. The hope is to help them raise their grades and self-esteem in applying for any university or college of their choice. The hope is that this will be the beginning of an annual event.

The project meets the overall goal “ To increase the number of students, faculty, and staff of color” which is one of the major objectives of the Building Partnerships for diversity grant. Motivado nuestra Juventud is created to pursue students obtain a higher career. We will initiate the process by presenting to them role models and conclude it with the opportunity to speak with Admission Counselors at Santa Clara University. We do this hoping that many of them begin to plan their high school career as successful as possible that they will have fulfill all the requirements needed to attend this university. By providing them with the opportunity to interact with the Admission Counselors, they are guided through some of their questions regarding their application to Santa Clara University.

PROJECT: *Filipino Intercollegiate Networking Dialogue (FIND) Conference*
DIRECTOR: *Prof. James Lai (Ethnic Studies Program / Political Science)*
DATE: *October 26 –28, 2001*
AMOUNT: *\$3,000*
PARTNERS: *Barkada, Ethnic Studies 50: Introduction to Filipino American Studies*

MULTICULTURAL COMPONENT:

An important element of the undergraduate experience at Santa Clara University is to support outside-curricular programs that link multi-cultural

education to issues faced in the outside community. The Barkada students who plan to attend the FIND conference will already have some educational background of the Filipino American community through the Ethnic Studies 50 course and their own respective experiences. However, given that education and learning cannot be limited to the ivory tower of academia, it is also important to foster undergraduate learning outside of the university. One of the key elements of the ethnic studies movement during the turbulent sixties was to make education relevant to the respective minority communities. This project will allow this linkage to develop for Barkada members who are interested in learning about broader issues that face the Filipino American community. It would also give them an opportunity to share these issues with their fellow undergraduates.

PROJECT: Igwebuike: Pan-African Community Retreat
DIRECTOR: Prof. Shawn Ginwright (Sociology Department / Ethnic Studies Program)
DATE: January 11 – 13, 2002
AMOUNT: \$2,300

MULTICULTURAL COMPONENT:

Black students at Santa Clara have consistently comprised less than 3% of the total university population. From 1992-2000 the number of black students in each incoming class declined. This year the black community added 30 incoming freshmen to its population, more than doubling the black student enrollment of last year. Igwebuike is very excited and working hard to welcome these new faces into our growing campus community. One of the components of this year's retreat will be geared towards uniting new and returning students. We want to not only recruit Black students to Santa Clara, but we also want to retain them until graduation. More resources are necessary to fulfill this difficult, but very attainable goal.

Igwebuike is the first place Black students turn to find those of a common background, and we need help in strengthening our organization as an effective resource. The officers of Igwebuike, our members, and faculty and staff across campus have dedicated much time and effort in rebuilding our organization. However time and effort, while necessary, are not enough. We need capital to make our ideas come to fruition. This retreat is an essential step in fulfilling our agenda.

The University has announced its goal of increasing the Black student population over time to 7% of the total enrollment. If this goal is to be met action must be taken on multiple levels; changes in admission processes must be supported by changes within the community itself. A stronger, more active Black student community will serve as a signal to prospective students that they can find support and an effective outlet for identity- based participation at Santa Clara. And as current students find greater value in their relationships and roles at the University they will advocate on behalf of SCU more positively to prospective students. It is believed that the primary objective of these annual retreats is to ultimately increase the Black student enrollment at Santa Clara over time.

PROJECT: *Day of the Dead Exhibit & Lecture Series*
DIRECTOR: *Prof. Constance Cortez (Art & Art History)*
DATE: *September 17 – October 17, 2001*
AMOUNT: *\$1,875*

MULTICULTURAL COMPONENT:

This Day of the Dead exhibit and following lectures is designed to bring together two distinguished American artists and the Santa Clara art and art history students. The artists installations will increase the visibility of multiculturalism in the arts at Santa Clara University by raising the awareness of artists of color and current discourses raised by their artistic endeavors. While Day of the Dead (Dia de los muertos) is a Mexican and Latino custom, the appeal of such resultant artwork is universal. Additionally, altars such as these provide students and the public with an alternative manner in which to explore and celebrate the lives of friends and relatives.

COMMUNITY PARTNERSHIPS FUND

Community Partnerships Council

Mission:

To enhance the community placements in which students work side-by-side with grassroots organizations to their mutual benefit.

Members:

Catherine Wolff (Chair)

Arrupe Center for Community-based Learning

Shirley Okumura

CML

Fr. Mark Ravizza, S.J.

Philosophy Department

Prof. William Spohn

Bannan Institute

Jo-Anne Shibles

School of Business

Fr. Paul Fitzgerald, S.J.

Religious Studies

Prof. Thomas Plante

Psychology

Prof. Lucia Varona

Modern Languages &

Literatures

Fr. Gerdenio Manuel, S.J.

Vice Provost

Prof. Thomas Plante

Psychology Department

Prof. Kelly Detweiler

Art & Art History

Prof. Laura Nichols

Anthropology/Sociology

Joseph Albers

Santa Clara Community Action

Program

Kristin Love

Santa Clara Community Action

Kelly McCann

Sobrato Hall

Frank Kreikebaum

Santa Clara for Social Justice

Community Representatives

Greg Lippman

Downtown College

Preparatory

Becky Peterino

Skills Plus

Marion Johnson

John XXIII Neighborhood

Center.

Fred Ferrer

Gardner's Children Center

Sr. Elizabeth Avalos

Diocese of San Jose

Community Partnerships Council

The Community Partnerships Council is currently emphasizing direct collaboration with partner agencies in identifying agency needs to develop student community-based learning opportunities that will serve both parties. A poll done in fall of 2000 indicated agency needs most notably in finance and management, and in public relations and informational materials. Accordingly, a grant was developed in conjunction with SCU finance professor Hersh Shefrin entitled "Social Justice Oriented Business Internships", and received funding for winter and spring quarters of 2002. Currently, a grant is being developed with Fred Ferrer of Estrella Family Services to enlist student support in developing parenting manuals for that agency's clients.

It has become clear over the past year that specifically targeted support is needed to encourage community partners to submit grants. Many do not have the time or the expertise to write grants, and without guidance it can be an intimidating process. It may also be that the \$5,000 grant ceiling is too low for hard-pressed agency staff to invest their time in the process. Finally, the Community Partnerships Council was not able to meet in the summer and may have lost momentum in grant solicitation as a result.

The Council's objective of enhancing the quality of community placements in which students work side-by-side with grassroots organizations to their mutual benefit remains on target. Indeed, the Council itself has moved toward such a side-by-side approach in its work in developing grants with community partners.

A rubric for evaluating the progress of the council has been developed in conjunction with Suzanne Benally, Irvine grant evaluator, and approved by the Council. It is as follows:

Assessment Instruments

The goal of the Community Partnerships Council is implicit in the mission of a pre-existing program at Santa Clara University, The Pedro Arrupe, S.J. Center for Community-Based Learning. Its mission statement is as follows:

The Pedro Arrupe, S.J. Center for Community-Based Learning at Santa Clara University educates students, and the university as a whole, in the realities of the lives of the marginalized and the poor. The Arrupe Center

creates partnerships for active engagement, service, and research, serving as a catalyst for a unique collaboration between scholars and community members. By providing students and faculty members opportunities for real-life, community-based learning experience both at home and abroad, the Arrupe Center seeks to advance the Jesuit tradition of the service of faith and the promotion of justice, uniting and transforming both university and community in a common effort to respond compassionately and self-critically to those most in need.

The following rubric refers to the programs of The Pedro Arrupe, S.J. Center for Community-Based Learning, and is based on the assumption that conditions for success in achieving our goal must be measured both quantitatively and qualitatively.

#5: Exceptional Case for Diversity: Campus Efforts Can Serve as a Model for Others

SCU has made a strong institutional commitment to community-based learning, enabling its students to learn in its rich multicultural setting, and thereby fostering campus and community diversity, as follows:

- The Arrupe Center has been designated a Center of Distinction on the Santa Clara University campus, acknowledging the centrality of its efforts to the mission of the University
- The University provides regular, ongoing funding for program operation, staff salaries, and student transportation
- The SCU Jesuit community has provided a \$1,000,000 endowment to support community-based learning
- The Arrupe Center maintains over 40 community partnerships that provide community-based learning opportunities for over 400 students per academic quarter; as a result, over 10% of the undergraduate population is at any given time active at a community-based learning site.

SCU sponsors community-based learning for faculty through development of the Central American immersion program and through faculty workshops on community-based learning. The experience and training of faculty yields direct benefits to students in terms of faculty commitment to curricular integration of community-based learning, and to the community in terms of faculty commitment to fostering community partnerships.

- Starting in 1992, some 49 faculty and 13 staff members have participated in yearly SCU-sponsored immersion trips
- Starting in 2001, the immersion trip became the basis for a program whereby faculty, on their return to the campus and wider community, carry out projects based on their immersion experience
- In June 2002, the Arrupe Center will provide a workshop in community-based learning for SCU faculty (project in planning phase; report to come in due course)

University administration provides leadership on campus and in the community for establishing and nurturing community partnerships that will yield opportunities for faculty and student community-based, multicultural learning, and establish SCU as a vital institutional "citizen" in the community.

- Santa Clara University President Rev. Paul Locatelli, S.J., is engaged in writing and delivering a 5-year series of talks on the above topics, which will eventually be compiled into a book
- The Arrupe Center Advisory Board (also the Community Partnerships Council), comprised of representatives from community and campus, solicits and assists in the development of grants aimed at fostering community partnerships that will be mutually beneficial to both parties (see ESJ Law and Social Justice in Business grants)
- The Jesuit Community at SCU is in the process of exploring the establishment of close institutional ties with its brother Jesuit Community in Columbia, which will lead to a new, broad range of learning opportunities for faculty, staff, and students. Accordingly, the Arrupe Center, in conjunction with The Bannan Institute, is sending a group of key faculty members to Columbia during the summer of 2002 to explore possibilities for study, research, and direct involvement.

#4: Strong Case for Diversity: Campus Efforts Merit Recognition

The Arrupe Center provides a working model and resources for SCU programs or individuals forging partnerships with community groups that are responsive to community-identified needs, and result in a variety of opportunities involving a wide spectrum of ethnic and cultural groups.

- The Arrupe Center, through the establishment of the Immersion Council, has taken the lead in guiding the establishment of a student immersion program at SCU that will give students the opportunity to experience different cultures, while being supported by a sound academic program and opportunities for personal reflection (a report will be forthcoming in spring 2002)
- The Arrupe Center, with Career Services, has convened for purposes of sharing information and experience all those entities on campus that provide experiential learning for students, most of which involve exposure to people from different cultures
- The Arrupe Center has worked with Career Services, Campus Ministry, and the Center for Student Leadership to establish PRAXIS, an on-line guide to experiential learning opportunities for SCU students
- The Arrupe Center has for 5 years been a leading partner in organizing the Misa Guadalupana, which showcases and celebrates Mexican culture

University provides support for community-based learning through various campus services and programs, thereby enabling a diverse, campus-wide array of individuals and groups to participate, at least indirectly, in the work of the Arrupe Center.

- Additional opportunities for community-based learning can be found on the SCU campus through Campus Ministry, department internships, the graduate law, education and counseling programs (partial list).

#3: Adequate Case for Diversity

Efforts are being made to foster a sense of ownership of campus resources, financial, intellectual, social, and otherwise, by community partners, so that such resources are freely and widely used by the community. This participation in campus life would significantly increase the representation on campus of a wide variety of ethnic and cultural groups.

- The Arrupe Center invites its community partners to use its campus facilities and to co-sponsor community events. It provides facilities, public relations, and staff time to such partners as the Diocese of San Jose, Campus Compact, Pax Christi, Estrella Family Services (partial list).
- The Arrupe Center has initiated a series of yearly workshops for its community partners in the pedagogy and implementation of community-based learning. The 2001 workshop provided training in small-group facilitation, the 2002 workshop will provide community mentors with a chance to dialog with faculty partners

Efforts are being made to encourage the use of community-based learning resources over a broad range of academic disciplines, which would enable increased numbers of faculty and students not only to experience a culturally enriched educational experience but also to provide a broader range of resources to the community.

- The Arrupe Center continually seeks to involve academic disciplines that have not traditionally been involved in community-based learning at SCU. New liaisons have been established with business, finance, and chemistry professors, which have resulted in expanding our range of offerings in 2001. (report to be written at end of 2001-2002 academic year will be included here)

Campus community recognizes the value of community-university partnerships but would benefit from more active participation in such efforts. Changed behaviors and practices indicating such participation on both individual and program levels would indicate that these efforts are woven into the fabric of day-to-day life of the university and surrounding community.

The following grant was approved by the Community Partnerships Council:

PROJECT: *Social Justice Oriented Business Internships*
DIRECTOR: *Prof. Hersh Shefrin*
DATE: *Winter & Spring quarters, 2002*
AMOUNT: \$5,000

MULTICULTURAL COMPONENT:

The objective of this internship is to provide finance majors with an opportunity to contribute their skills to non-profit organizations whose missions are driven by concerns for social justice. The goal is to provide opportunities for the students to learn about the sources and uses of funds associated with their activities, to become involved with such agencies early in their adult lives, and to learn to strengthen their business skills from these experiences.

The internships are structured so that interns assist in managing the financial systems of these agencies. These involve tracking revenues and expenditures, maintaining financial statements, and most importantly assisting program directors in planning for the future. The skills are directly related to what students learn in Finance 125, Financial Policy, and provide an excellent opportunity to hone the skills developed in that course.

The agencies themselves have a strong need for financial expertise. Interns will be doing these agencies an important service by contributing their knowledge and expertise. An important aspect of these internships is the opportunity to both contribute and learn about the important work of these agencies. Interns are required to observe directly the work of these agencies in order to see behind the financial numbers, and are strongly encouraged to participate where possible in some of the direct activities. Interns will be providing valuable input to help the agencies' directors understand the nature of their financial resources, and how to formulate planned expenditures to be consistent with existing and anticipated financial resources. There are many reasons why interns will participate directly in agency's activities, and one reason is to make planning concrete rather than abstract. Effective planning cannot be just a spreadsheet exercise. Effective planning requires a sound knowledge of the activities being conducted and their associated costs.

COMMUNICATION PLAN

Newsletter: *The CML Network* continues to be distributed quarterly. We have added a section that highlights a specific council and its initiatives. The next newsletter is scheduled to be distributed to our associates and university administration the first week of the Winter quarter.

Newly designed web site:

The Center now has a new web site that is more user friendly and incorporates the latest web design software. www.scu.edu/cml

President's Leadership Team Meeting:

Fr. Paul Locatelli, S.J., President, invited the CML staff to give a presentation to his Leadership Team, a group of over 60 deans, directors, and senior administrators on the status of multicultural education at Santa Clara University. Following the presentation, the group was divided into small groups to discuss the following questions.

*What are the priority issues, concerns, or actions facing the University?
How might funding from the Irvine Foundation be used to address these priorities?*

The following is a compilation of the notes submitted to the CML by the small group facilitators. It provides a brief synopsis of the needs and suggestions of from the departments, schools, and areas on campus.

REFLECT DIVERSE LOCAL REGION: We should use local community resources and grass root networks to ensure a campus community that reflects the diversity of our local region.

Suggestion: Irvine funds should be used to carry out a comprehensive assessment of the campus climate for students, faculty, and staff.

GRADUATE STUDENTS: Graduate and professional programs should be included in all parts of the multicultural initiatives at the University.

Suggestion: Use Irvine grants to leverage other funding from all other areas on campus.

EXPANSION OF DEFINITION OF DIVERSITY: We should broaden the definition of diversity to create a more inclusive climate. For example, Muslim students and others not in defined groups are not included in the same way as other ethnic groups.

LEADERSHIP DEVELOPMENT: Develop a “pipeline of leadership” that reflects the diversity of the University. This should apply internally to staff and administration as well as externally to advisory boards and alumni groups.

Suggestion: Develop a program to use Irvine funds to meet the needs of first generation students. This would include training programs for those providing services to these students.

INCLUSIVE vs. EXCLUSIVE COMMUNITY: Try to foster an ‘inclusive’ environment. Groups should be permeable and reach out to other groups. Also issues with focus on commonality / group identity are good, but must interact with all groups in the student body; Open up dialogue; Highlight focus on certain issues, then seek to include others; Challenge for everyone – inclusion, not exclusion

Suggestion: Fund events with broad appeal that support the awareness / diversity that we’re trying to develop (i.e. University-wide concerts) that serves the larger Santa Clara county.

RECRUITMENT & RETENTION OF DIVERSE COMMUNITY: Attracting and retaining diverse workforce / students. Problems include the high cost of living, difficulty to attract certain ethnic groups; students seek to see a reflection of themselves in faculty / student body; issues with ‘class’ diversity/ differences.

Suggestion: Multicultural education is in everyone’s interest; Repeat the message through focal groups; Be intentional in spreading the message

CLASS vs. RACE: Class is a bigger barrier than race. We have difficulty talking across class lines. The perception of SCU is that most students of color are from middle to upper-middle class families. We know this is not correct.

Suggestion: Fund artist in residency program - playwrights, artists, poets, etc. to stay in residency with the University for a quarter to six months. Fund multi-cultural art for the campus - interior (campus buildings) and exterior

INTEGRATED COMMUNITY ARTS PROJECTS: Visual or performing arts should be taken out to a larger broader community on the campus - beyond even the walls of the museum or the performing arts center

Suggestion: Fund artist in residency program - playwrights, artists, poets, etc. to stay in residency with the University for a quarter to six months. Fund multi-cultural art for the campus - interior (campus buildings) and exterior

CULTURE OF RETENTION: Culture and environment are the key for students, faculty, and staff. Very concerned about the area of retention. Once we get them here, can we keep them?

Suggestion: We should develop "Champions" for specific programs

CATHOLIC IDENTITY AS ASSET: There are a good number of minorities who are Catholic. Maybe they see SCU as a way to meet others in their group, but also eventually become part of the larger community. It becomes a melding opportunity. We discussed this especially in light of the Vietnamese and Filipino student population.

Suggestion: Plan multicultural retreats, utilize the Catholic identity among the local communities including Vietnamese, Filipino, etc.

CULTURAL EXPOSURE: Our new students may not have been as exposed to other cultures as we think. What is the best way to integrate new students, especially students of color, into the university? To what extent do students understand their own cultures? New students of color are often confronted with the question "Who are we?"

CORE CURRICULUM: How does our CORE curriculum allow students from different cultures to integrate into the university?

STUDENT SELF-ESTEEM: Much work needs to be done in the areas of building student self esteem and self-confidence.

OPPORTUNITIES: How to provide opportunities for greater interactions to happen beyond the student's own reference group? Good news is that there is a diverse staff and programs of universal interest and good participation overall. The challenge is to connect with and increase participation by students of color.

Suggestion: Unity House and the Welcome Dinners have helped to bring people together from different cultures into a common experience as well as expand their cultural identity. The Residential Learning Communities help foster opportunities to interact with faculty or to "seize the moment" when events call for special interaction; Class schedules allow linked courses to end so students can continue their interactions through dinner time.

MINORITY vs. NON-MINORITY STUDENTS: How do non-minority students feel about the special celebrations and events planned for students of color? Included? Excluded? Apathetic?

Suggestion: Group size is a factor making it easier for students of color to gather as opposed to other groups. White students have a sense of "belonging" and "privilege" and "comfort" that others might not feel or share.

SOCIO-ECONOMIC FACTORS: Very large socio-economic issues still exist between groups. Students of color many times face other pressures beyond simply succeeding in the classroom.

Suggestion: Connect with local families and alumni to help students with their transition and connection to the university. Perhaps even arrange for white

students to spend time with families from other cultures and experiences. Use minority alumni more.

BROADEN DEFINITION OF DIVERSITY: Is it time to broaden our definition of "diversity"? It has been focused on ethnic diversity to this point in time.

Suggestion: socio-economic differences, sexual orientation, 1st generation students, students with specific disabilities, perhaps others as well.

UNDERGRADUATE ADMISSION: How do we balance increasing selectivity with diversity initiative?

Suggestion: Begin to explore early outreach opportunities to assist in preparation of middle school students for entry into SCU and other four year institutions. Take responsibility for creation of partnerships with secondary schools and community organizations. Scale up current initiatives already in place at Santa Clara University such as the Summer Engineering Program for high school students or revitalize (fund) the Law Summer Program for high school students since resources are no longer available.

RECRUITMENT & RETENTION OF FACULTY OF COLOR: How do we not only recruit but retain quality faculty of color?

Suggestion: Use focused, analytical approach to identify doctoral students of color across all disciplines. Identify graduate students and begin to build relationships and generate interest in faculty opportunities at SCU. Use success of Law school as model. Be intentional!!

Suggestion: Establish connections to the "Preparing Future Faculty" Program, a nationally recognized program linking graduate students of color with universities for mentoring, teaching experience, etc.

STUDENT LIFE: As student body becomes more diverse, the diversity of student needs also increases. How can we best respond?

Suggestion: Closer coordination between Office of Student Life and Leadership and the CML in an effort to provide a variety of programming that fits needs and interests of all students.

SCIENCE AND TECHNOLOGY: What is the connection between diversity and globalization and should we be concerned and intentional in our efforts to expand appreciation of global citizenship?

Suggestion: Fund immersion trips not just outside the U.S. but also in neighboring communities where the cultural fabric is indeed "foreign" to many of our students.

AFRICAN AMERICAN STUDENTS: A critical mass of African-American students is missing and access for this group must be a high priority.

Suggestion: Expand the recruitment and retention of African American students at Santa Clara University.

FIRST GENERATION STUDENTS: There is a need to research the needs of first generation students and to meet those needs on a systematic way.

Suggestion: Financing in the form of tuition remission and scholarships for 1st generation students. Develop or educate the Santa Clara University community on support mechanisms for 1st generation students.

CONTRACT LABOR ISSUE: Concern is that these workers do not receive full time benefits such as tuition remission, etc.

Suggestion: Recruit and retain workers and their children as potential students.

ARAB AMERICANS OUTREACH: Broad multi-cultural understanding based on September 11th especially with such groups as Arab Americans.

CURRICULUM DEVELOPMENT / FACULTY DEVELOPMENT: More courses in the core curriculum would benefit from a unit on multiculturalism or diversity.

Suggestion: Funding for course releases for curriculum development for faculty who are interested in developing new courses or adding multicultural components to old courses. Alternately, fund diversity workshops similar to the "ethnic studies workshops" of earlier years.

DRAHMANN CENTER: The center does not currently track students' ethnicities, but may begin to do so in order to better support minority students. Tracking ethnicities is complex: 15% of our students decline to state their ethnicities; others identify themselves with multiple ethnicities.

Suggestion: The Access Card could be used to track the ethnicities of students who make use of the Drahmman Center. Irvine funding could be used for software, training, and personnel in the Drahmman Center who would keep records of ethnicities through the Access cards.

ADVISOR DEVELOPMENT: Another issue relevant to the Drahmman Center is the need for greater sensitivity to diversity issues in advising.

Suggestion: Hire more staff for the Drahmman Center through Irvine funds to better serve students of color.

MULTICULTURAL ADVISING INTERNSHIPS: The Arrupe Center and Drahmman Center would like to develop Multicultural Faculty Internship program.

Suggestion: Establish a Multi-cultural Advising Internship; buy out a faculty advisor for one quarter to serve as a University Advisor; provide training and development in diversity awareness and advising. When the faculty member returns to the department she/he would serve as liaison to the Drahmman Center and contact person for students of color.

PLANT MANAGEMENT: Jeff Charles and Pat Wilkinson stated that through their roles as support staff in facilities, housing, bookstore, and food services, they are particularly aware of buildings, space, fair labor practices, living wages, custodial contracts, unionized food service workers, etc.

Suggestion: They wondered whether the University could be more attentive to minorities in decisions about hiring and retaining staff. Irvine funding for space related to diversity issues.

FACULTY DEVELOPMENT

Curriculum Development Council

Mission:

To offer more academic courses that advance multicultural education for the University community and meet the needs of students of color.

Members:

Prof. Robert Senkewicz
(Chair)

*History Department /
Core Curriculum*

Pancho Jiménez (Vice
Chair)

CML / Art Department

Prof. James Hall
School of Business

Prof. Tim Healy

Electrical Engineering

Prof. Carol Giancarlo
*Counseling Psychology &
Education*

Prof. Edward Schaefer
*Math & Computer Science
Department*

Prof. Shoba Krishnan
College of Engineering

Prof. Shawn Ginwright
Ethnic Studies Program

Helen Lefrance
Library

Nishinder Pangali
Multicultural Center

Curriculum Development Council

Over the course of the summer and early fall quarter, the curriculum committee has focused its time and energy on the creation of an assessment instrument. This instrument is designed to aid the committee in evaluating its progress and determining its direction. A copy of this assessment is enclosed for your review. At the suggestion of Santa Clara University's external evaluator, the committee has also begun an informal survey of the courses offered in the United States Core. We are conducting this survey to determine in which courses multicultural concerns are considered integral in the perception of the faculty teaching the course. With this information we hope to create a benchmark by which we are able to locate ourselves in the assessment instrument. We will also utilize this information to help us determine from whom we will solicit the final round of grant applications this winter and spring. In January the committee is planning to meet to discuss and finalize the assessment instrument then utilize it to begin discussions on the next Irvine grant.

With the new school year brings new membership. Nishinder Pangali, a co-chair of the Multicultural Center is the new student member of our committee and Peter Taylor has taken a leave for the year. Other than these two changes membership has remained unchanged. However, one challenge continues to be the curriculum in the School of Business and the School of Engineering. Our hope is to concentrate our resources this year on the School of Business and, as stated above, the U.S. core. We have yet to resolve what direction we will take with the School of Engineering.

The committee has funded the following project during this reporting period:

PROJECT: *Teaching Language & Culture Through Community-based Learning*
DIRECTOR: *Prof. Lucia Varona*
DEPT: *Modern Languages*
DATE: *Fall, 2001 – Winter, 2002*
AMOUNT: *\$9,000*
PARTNERS: *Arrupe Center for Community-based Learning, Santa Clara Community Action Program*
MULTICULTURAL COMPONENT:

Janet Eyler and Dwight E. Giles, Jr. state that community-based learning aims to connect the personal and the intellectual. It helps students acquire knowledge that is useful to understanding the world and building critical

thinking skills. These skills will lead them to fundamental questions about learning and about society and hopefully to a commitment to improve both. For the faculty and students in the Modern Language Department experience in the community is one of the best resources to learn, understand, and practice language and culture.

Our proposed project aims to provide professors with the theoretical basis of community-based learning and with a guide of descriptive and practical activities, which can be included as a part of their teaching curriculum.

With the support of this grant we hope to achieve the following academic goals:

- 1. PERSONAL CONNECTIONS. Students and teachers will be involved emotionally and intellectually in interpreting language and cultural facts. Teachers will be able to probe beneath the superficiality of the "surface culture" (usually focusing on folklore, food, and the fine arts) presented in most cultural textbooks to explore the underlying attitudes, beliefs and values of a society by promoting personal connections between students and the community.*
- 2. PERSONAL COGNITIVE GROWTH. Students will learn language and culture not only to solve personal needs but also to understand the world and function within the community. Community-based learning places students in a context where their prejudices, previous experiences, and assumptions about the world are continuously challenged. These challenges force them think critically, which becomes the source of cognitive development.*
- 3. PERSONAL TRANSFORMATION. Our project will provide the information, experiences, and thoughts that will enable students to see the complexity of factors surrounding problems. But it is only through contrast with their own cultures, and reflection, that students will foresee, imagine, and act upon a more just world transforming themselves and their surroundings.*

If we receive financial support for this project, our plan is to work on the handbook during the summer of 2001 and start implementing the program during the Fall quarter 2002.

Advisor Development Council

Mission:

To ensure that multiculturalism is part of the advisor development programs, such as on-campus workshops for new faculty, participation in regional or national conferences and institutes, and site visits to learn from other colleagues at other institutions.

Members:

Prof. Elizabeth Dale (Chair)
Theatre Dept. & Drahmman Center

Erin Kimura (Vice Chair)
CML

Prof. Ramon Chacón
History Department / Ethnic Studies Program

Diane Dreher
Faculty Senate

Prof. Michael Carrasco
Chemistry

Laura Fujieda
Drahmman Center

Prof. Timothy Lukes
Political Science

Prof. Thomas Plante
Psychology Department

Jessica Larson
Student

J.R. Franklin
Student

Prof. Andrew Tsay
OMIS

Advisor Development Council

The Advisor Development Council Committee (ADC) is currently exploring the possibility of developing a conference designed to assist faculty advisors who are continually addressing the various academic needs of a highly diverse student population. The committee has contacted Claude Steele, a social psychologist whose work focuses greatly on expectation theory and group stereotypes. While Steele is unable to do a full conference, the committee is currently exploring the possibility of having him as a speaker. In addition, ADC is working closely with the Psychology Department to explore other conference possibilities.

The committee also attempted to send university and faculty advisors to the National Academic Advising Association Conference (NACADA), but this trip was cancelled in the aftermath of the September 11th events. Instead, the ADC is planning to coordinate a trip including both groups to the regional NACADA conference in San Luis Obispo. The committee has also reevaluated its membership, and has welcomed some new members who will be able to contribute to the ADC's work. Lastly, the ADC reviewed the evaluative measures created by Suzanne Benally, an external evaluator, and has decided to use it as a helpful tool to assess the committee's progress.

No grants were awarded during this grant-reporting period.

Residential Education Council

Residential Education Committee

Mission:

To consolidate and coordinate curricular and co-curricular conversations and programs that support, promote, and allow for critical reflection on diversity/multicultural discourses and learning across the University community.

Members:

Prof. Carmichael Peters (Chair)
Religious Studies Department
Romando Nash (Vice Chair)
CML
Philip Riley
Vice Provost
Prof. Jeanne Gunner
English Department
Celina Uong
Student
Rita Marie Brady
Student

The council committee has reorganized itself to install a Residential Learning Community Faculty Director as its chair with a CML Project Manager as the Vice-Chair. Given the newness of Residential Learning Community implementation, the council has changed its purpose to the stabilization of the RLC programs with an emphasis on increasing the multicultural, cross-cultural, and campus collaborations both within the Residential Learning Communities and in the campus community.

The following grants were funded through this line item during this grant reporting period:

PROJECT: *Multicultural Writing Center*
DIRECTOR: *Residential Education Council*
DEPT: *Residential Learning Community*
DATE: *Fall, 2001- 2003*
AMOUNT: *\$13,500*
PARTNERS: *RLC*
MULTICULTURAL COMPONENT:

A plan to develop a multicultural writing center, a project that supports student learning and brings student voices into the learning process, connecting them with faculty and support staff in an effort to make multiculturalism a foundational discourse in University curricular and co-curricular programs.

This Center can become the ground for connecting the university organizations and stakeholders central to its diversity-related educational mission: the CML; Housing and Residential Life, centered in the Residential Learning Community effort; Drahmann Academic Advising and Learning Resource Center; the office of the Associate Provost for Faculty Development; and the Core Curriculum Committee, especially through the core composition program. The Writing Center initiative also affords us a means to pursue this work at the national level through coordination with other Jesuit schools in a joint project on the teaching of multicultural literature.

Implicit in the logic of multiculturalism is a realignment of existing social structures, establishing a new set of relations among social groups and practices. Instead of a hierarchy, multiculturalism seeks interconnection; instead of assimilation of difference into a monolithic entity, it seeks a shifting interaction of diverse groups. If we apply the postmodern logic of multiculturalism to the traditional concept of a writing center, we see its nature and functions take on new forms in ways that can actively support and promote a multicultural educational agenda. Traditionally, writing centers have been perceived as remedial or support programs for students who encounter difficulty with the conventions of academic discourse. More recently, in light of post-process composition (a theory of writing that extends traditional rhetorical principles to include the social nature of writing, or writing in context), writing center theorists have begun to call for a more central role of the writing center in the curriculum and institution at large and, more importantly, for recognition of the role it might play in addressing the increasing cultural and so linguistic diversity of students, and in

integrating the educational missions of extra-departmental university structures. We see in the formation of a writing center an opportunity to realize a major portion of the Residential Learning Council's agenda to integrate current campus organizations and programs to enhance and expand discourses on diversity in our community.

Specifically, we see a multicultural writing center as a means to draw students, faculty, administrators, staff, and support programs and personnel to an RLC-anchored site for study, learning, conversation, mentoring, and reflection. These activities equally engage students, including mentors, peer educators, Resident Assistants, and Student Reflectors; faculty, especially RLC and core course instructors; and staff, from the CML, Office of Student Life, and Center for Student Leadership. The writing center will serve an integrating function; it will be a place where student, faculty, and support programs meet for exchange, rather than to consolidate under a particular office and agenda: The writing center's agenda is to stimulate connections among its constituent groups and to coordinate their work on multicultural education.

As a site of academic learning, the writing center can play a foundational role in bringing about campus recognition of students' diverse language backgrounds and abilities. Therefore, the center is not simply a tutorial entity, but an active site of faculty, curricular, and pedagogic development. Embracing cultural diversity as a curricular and pedagogic principle, the center will support means of diversifying the discourses of the university. In student work, that means developing a role for alternative rhetorics/discourses in academic work and supporting diversity in topics, genres, styles, and voices considered appropriate to written communication. Rather than excluding the range of discourses that differ from traditional academic discourse, such theory leads us to recognize that appropriate discourse shifts as social contexts shift; that our students need the rhetorical skill to write and speak across a range of social contexts; and that many students have sophisticated skill in discourses typically devalued and so marginalized by the academy. The goal is to bring about a more democratic learning space, one that allows for the diversity of voices present at the university and that also prepares students to communicate effectively in the culturally diverse world they will enter upon graduation.

The RLC initiative provides the structural base for this multilevel connection. The majority of first-year students take courses linked with Composition & Rhetoric I and II, thus connecting residential life and curriculum. Peer tutors and CML Mentors enact a further link within the residential/curricular realm; Student Reflectors used in RLC Resident Assistant training and faculty development play a crucial role in representing student issues and diversity awareness in the institutional connections. The writing center forms the home for this coalition of programs.

PROJECT: Urban Adventure
DIRECTOR: Residential Learning Council Committee
DEPARTMENT: Housing and Resident Life
DATE: Academic year 2001 - 2002
AMOUNT: \$3,000

PARTNERSHIP: Residential Learning Community Office
MULTICULTURAL COMPONENT

Urban Adventure is an immersion program that introduces residence hall residents to the resources available to them in the greater San Francisco area. Coupled with the 22 Bus Project, the "Urban Adventure Immersion program" takes advantage of the rich cultural, economic, ethnic, religious diversity of the Bay Area as an educational resource. The project's outcomes include student experience of local diversity, greater knowledge of local region, opportunity to analyze socio-economic structures, the development of co-curricular components for courses, and community-building in the RLC's around multicultural learning. Through promotion in the RLC's buildings and RLC classes, students are split into teams and given clues to visit several key destinations in the San Francisco area. Students are given bus fare money, five dollars for lunch, and a polaroid camera to take pictures with. The teams are then on their own with a city map to figure out locations of the clues and to speak with people from the neighborhoods to learn about the history, locale, and experience the local flavor. They are then required to return and create a bulletin board that illustrates their experience using their pictures, a 1-2 page summary, and souvenirs from each area they visited. The group of students will use these resources to report back to their community on their travels. The overall budget for this "adventure" will be administered by Romando Nash on behalf of the Residential Education Council Committee; and he in turn will set up budgets with the Resident Director in each RLC depending on students, RD/ARD, and faculty interest.

PROJECT: Diversity in the Silicon Valley: The 22 Bus Project
DIRECTOR: Residential Education Council Committee
DEPT: Housing and Resident Life
DATE: Academic year 2001 - 2002
AMOUNT: \$2,000
PARTNERS: Office of Housing & Resident Life

MULTICULTURAL COMPONENT

Coupled with the Urban Adventure Immersion program, the "22 Bus Project" takes advantage of the rich cultural, economic, ethnic, religious diversity of the Bay Area as an educational resource. The project's outcomes include student experience of local diversity, greater knowledge of local region, opportunity to analyze socio-economic structures, the development of co-curricular components for courses, and community-building in the RLC's around multicultural learning. Through promotion in the RLC's buildings and RLC classes, students will be invited to form groups of no more than 5 and to select a destination anywhere on the 22 bus route, the backbone of the VTA transit system in the Santa Clara Valley, and travel there and back from campus on the 22 bus. As "participant observers," they will both participate in the rich cultural life of the Valley (e.g. Vietnamese restaurants in Mountain View, Alum Rock park, museums in San Jose, a religious community in Menlo Park) and at the same time through observation and background research reflect on the nature and composition of the groups with whom they interact in their excursion.

Students prepare for their trip by background research related to their routes—e.g. neighborhood's history, current community event, census data, or VTA information. In addition the RLC Council Committee will provide prototype guidelines, tips and schemes for analysis drawn from various campus programs. Students are encouraged to analyze their travels through the lens of a course they are taking and to consult with their faculty about possible class connections—e.g. an ethnographic study in a Communication or Composition and Rhetoric class, a “local religion” project in a religious studies course, a field observation project in a social science course, a concert in a Performance and Culture class, etc.) The group of students will report back to their community on their travels in a medium of their own design—a community conversation program, a class presentation, photos on a bulletin board, posting a journal on a RLC or Hall web page, or posters with “artifacts” from their journey. All reports will be compiled at the end of the year and passed on to the community to start the next academic year. Students are given up to \$15 each for bus fare and the activity at their destination, and \$25 per group for materials with which to prepare the report (e.g. for use to purchase a Polaroid camera and scanning photos). The overall budget will be administered by Romando Nash on behalf of the Residential Education Council Committee; and he in turn will set up budgets with the Resident Director in each RLC depending on students, RD/AR, and faculty interest.

UNIVERSITY ROUNDTABLES & FORUMS

University Dialogue Council

University Dialogue Council

Mission:

To host University dialogues about the challenges and opportunities posed by an increasingly diverse community.

Members:

Prof. James Lai
(Chair)

*Political Science /
Ethnic Studies Program*

Raquel Hackley (Vice
Chair)
CML

Prof. Bryan Ford
School of Law

Prof. Aldo Billingslea
Performance Studies

Prof. Cynthia Baker
*Women's & Gender
Studies*

Laurie Laird
*Arrupe Center for
Community-based
Learning*

Michael Colyer
Campus Ministry

Anthony Gaston
Student

Stephanie Pesantes
Student

Zachary Bongiovanni
Student

Paulina Flint
Student

Eva Liana Molina
Student

The University Dialogue Council continues to make progress towards its mission and purpose of hosting University dialogues in an effort to highlight the challenges of a diverse community. With the University's hiring of new faculty and staff who have explicit interest in supporting diversity initiatives, there have been additions to the council's membership. These changes allowed the installation of a faculty member to become the UDC

Chairperson with a CML project manager to become Vice-Chairperson. The chair and vice-chair were able to meet during August 2001 to discuss the council's planning. During the Fall 2001 academic quarter, the committee met twice and has plans to meet on a monthly basis for the rest of the academic year.

The new council members have been able to productively merge their ideas with the existing ideas of the experienced UDC members. Although some of the UDC's topics have changed – reflective of what is happening globally due to recent national and international events – the council has successfully reprioritized its agenda.

Through the formal grant evaluation process that the CML is going through, the UDC has developed an indicator-based rubric as a basis for assessing the council's progress. The rubric assists the council in setting standards for itself and by having indicators in place to properly measure those standards.

The following projects were funded by this line item during this grant-reporting period:

PROJECT: *Presentation on Islam vs. Terrorism*
DIRECTOR: *Thamer Rajapakse*
DEPARTMENT: *Muslim Student Association*
DATE: *September 25, 2001*
AMOUNT: *\$400*
PARTNERS: *Center for Student Leadership, Multicultural Center*
MULTICULTURAL COMPONENT:

In light of the events that occurred on Sept.11 and the subsequent backlash against American Muslims & Arabs, the Muslim Student Association present a program of dialogue on the subject. The goal is to open a dialogue with the campus community including faculty and staff to raise awareness and understanding of Islam and Muslims, to increase dialogue between various student organizations such as clubs in the Multicultural Center as well as various other religious organizations on campus.

Through the project we hope to provide the faculty, staff, and students an opportunity to learn more and gain a greater understanding of Muslims on campus and worldwide as well as provide the opportunity to open dialogue to discuss the various challenges faced by an increasingly diverse community.

MULTICULTURAL FILM & SERIES

The following film course, which was funded by the *Building Partnerships for Diversity Grant* has successfully become a regularly offered course in the College of Arts & Sciences involving several faculty members.

GRANT TITLE: Film Odyssey- Human Communities in Crisis
DIRECTOR: Paul Fitzgerald, S.J. and Mark Ravizza. S.J.
DEPARTMENT: Religious Studies & Bannan Institute
DATE: 12/1/2000-6/15/2001
AMOUNT: \$3,850

MULTICULTURAL COMPONENT:

The course involves several faculty members presenting a multicultural film and moderating discussion afterwards. The students meet once a week and learn how films are made: the role of the director, the stages of production, the artistic choices involved in camera angles, shots, sequences, lighting, sound effects, etc. Students become familiar with, and begin to utilize, several major schools of film interpretation: feminist, cultural, ideological, psychoanalytic, structuralist and semiotic. By means of film, students gain access to a rich variety of cultures. Before each film is viewed, the guest presenter introduces the film and alerts students to principle themes and aspects of the culture portrayed. In the discussion following each film, students participate in a first collective interpretation of the film. By means of their written work, students deepen their own interpretation of three of the films screened, gaining thereby a more sophisticated understanding of cultures.

CULTURE & CLIMATE INITIATIVES

Access Council

Mission:

To increase the number of students, faculty and staff of color at Santa Clara University.

Members:

Sandra Hayes (Chair)

Undergraduate

Admissions

Latanya Johnson (Vice Chair)

CML

Prof. William Eisinger

Biology Department

Prof. Michele Saade

School of Engineering

Prof. Phillip O'Neil

Drahmann Center for

Academic Advising &

Learning Resources

Center

Patricia Castorena

Student

Access Council

During the summer, the Access Council created welcome packages to send to all incoming African American and Hispanic/Latino students. The goal was to continue the “courting” process, and ensure our deposited students still felt connected to the University and reduce the possibility of a “summer melt.” The packages consisted of an SCU T-shirt, lanyard, SCU pencil, bluebook, scantron and a welcoming letter from Latanya Johnson and William Garcia, Admission Counselors, and various organizations from the University (i.e. Igwebuike and La Comunidad).

Regarding membership, Prof. Michel Saad, an original member of the Access Council has recently retired from the University. The chair and vice-chair of the council decided to keep the committee intact and not add a new member.

Some of the challenges the Access Council has come up against are the continuing challenge of getting African American and Hispanic/Latino students to view Santa Clara as a viable option. Regardless of financial aid that can be offered, visits to campus, etc. there is still a perception that Santa Clara is not welcoming to students from these populations. The council has learned that the change will come with consistent efforts, but it is a long process. We feel the objectives of the council are right on target but, again, the process is long and is one that will have to build on past successes.

Regarding evaluation, the rubric model gave us a clear idea about some key success indicators. Three key areas of recruitment that are essential to the success of the Access Council’s charge are funding, visibility and personal contact. Each of these needs to be in place in order to see a fundamental, consistent change in recruitment efforts.

No grants were approved by the Access Council during this grant-reporting period.

Diversity Training Council

Mission:

To support training in university offices, departments, and colleges on dealing sensitively with students of diverse backgrounds.

Members:

Charlie Ambelang
(Chair)

Human Resources

Jennifer Acosta (Vice Chair)

CML

Linda Prieto

Center for Student

Leadership

Sara Sperling

Human Resources

Ann Ravenscroft

Drahmann Academic

Advising & Learning

Resource Center

Nicole Naffa

Campus Ministry

Randy Sweringen

Campus Ministry

Thao La

Student

Diversity Training Council

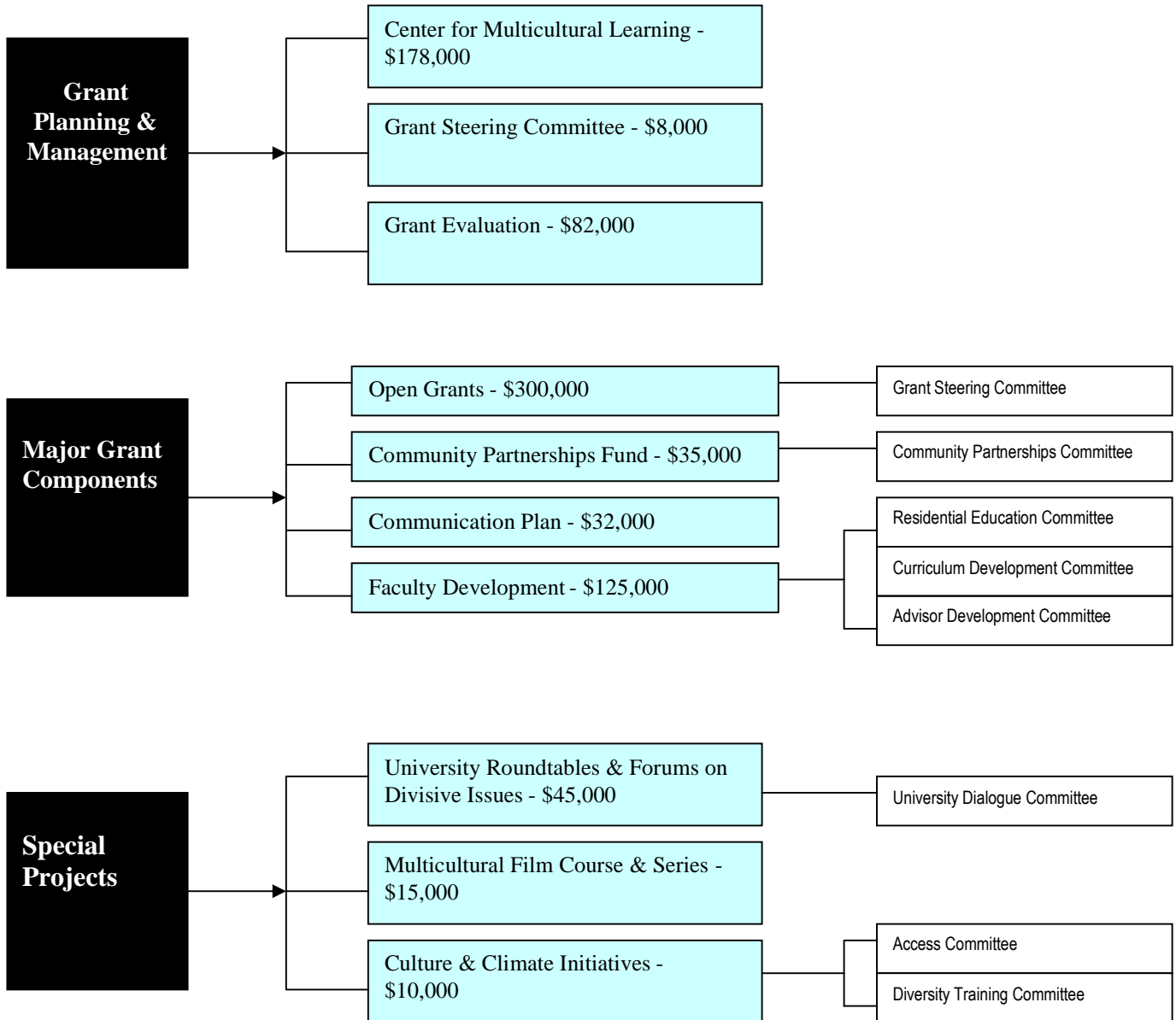
In the first year, the Council's primary purpose was to assess the need for diversity training among faculty and staff at Santa Clara University. The Council met three times in the first year and conducted individual interviews with constituency members asking them about their perceptions about the need for diversity training and what specific issues should be addressed. Throughout this time, the council received fairly consistent feedback about the strong need to provide ongoing diversity awareness training for the campus. This prompted the council to change its direction in the second year from one of assessment to action in addition to covering all types of diversity, not just ethnicity and gender.

In the second year, the Council reorganized with new membership consisting of a smaller group of faculty, staff and students. The new members were selected based on their connections across campus and their training and program design experience with diversity issues. The new focus was for the Council to be more inclusive in its attempts for diversity awareness, rather than solely focus on race and ethnicity. It has also been noted that many individuals have intersecting identities and isolating one area of diversity would not address the complexity of the issues. For the third year, the Council will concentrate on developing a campus video to be used in diversity training as well as facilitating a pilot program for the Associates Network.

The Third Annual Associates Gathering: The Diversity Training Council organized this year's meeting of all members of the Associates Network at Santa Clara University. Attended by over 60 faculty, staff, and student Associates, the Gathering involved a brief progress report from the CML staff. The Diversity Training Council used the rest of the meeting to lead the Associates in an interactive diversity training exercise, which discussed the need for diversity training at the University. The Gathering was closed with a reception to welcome new members of the Associates Network.

FINANCIAL STATEMENT

Council Committee Budget Distribution



EXPENDITURES

As of December 5, 2001

Budgeted Item	Budgeted	Expenditures	Totals to Date	% Remaining
Grant Planning & Management				
MCCC & Center for Multicultural Education	\$178,000	\$16,910.02	\$131,104.86	26%
Grant Steering Committee	\$8,000	\$3,854.07	\$5,524.15	31%
Grant Evaluation	\$82,000	\$11,595.45	\$72,866.69	11%
Major Grant Components				
Open Grants	\$300,000	\$43,240.00	\$262,059.09	13%
Student-Community Partnership Fund	\$35,000	\$5,225	\$23,626	32%
Communication Plan	\$32,000	\$447.37	\$7,158.68	78%
Faculty Development	\$125,000	\$25,328.54	\$83,885.54	33%
Curriculum & Pedagogical Development	\$50,000	\$0.00		
Advising	\$25,000	\$372.47		
Residential Education	\$50,000	\$24,956.07		
Special Projects of Center for Multicultural Learning				
University Roundtables & Forums on Diverse Issues	\$45,000	\$3,112.14	\$28,059.16	38%
Multicultural Film Course & Series	\$15,000	\$0.00	\$7,825.00	48%
Culture and Climate Initiatives	\$10,000	\$4,602.13	\$8,594.13	14%
TOTAL	\$830,000	\$114,314.72	\$630,703.30	24%