

Santa Clara University

Final Report



Building Partnerships for Diversity

Submitted to the
JAMES IRVINE FOUNDATION
June 5, 2002

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Program Summary

GRANTEE: Santa Clara University

AWARD DATE: June 1, 1999

GRANT NUMBER: 99114

GRANT AMOUNT: \$830,000

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

TELEPHONE: 408- 554- 4366

REPORT PERIOD: December 5, 2001 – June 5, 2002

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

- 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 Progress

Introduction

“Santa Clara University will excel in educating men and women to be leaders of competence, conscience, and compassion. By combining teaching and scholarship of high quality, an integrated education in the Jesuit tradition, and a commitment to students as persons, we will prepare them for professional excellence, responsible citizenship and service to society, especially on behalf of those in greatest need.”

– Santa Clara University, Strategic Plan

The *Building Partnerships for Diversity* has had a dramatic impact on the campus. Awarded in 1998, this initiative supported Santa Clara’s Jesuit educational mission in the midst of the diverse Silicon Valley that values and embraces a multicultural understanding of the world. The development and funding of the Center for Multicultural Learning has been the cornerstone of this initiative, which works to extend multicultural education and create a diverse faculty, staff, and student population.

The grant represents the culmination of work begun in earlier initiatives, while pointing with hope toward a future that need not rely upon deliberately chosen multicultural goals and objectives. Instead the envisioned community of the future will naturally express diversity in the faces, languages, and cultures that constitute and contribute to the campus community. The *Partnerships* initiative has supported the creation of a demographically diverse University, dedicated to educating men and women who will serve their business, civic, and educational communities with competence, conscience, and compassion.

The University has come a long way since it set out on the goal of building key partnerships across the campus for the purpose of building a supportive climate for all faculty, staff, and students of color as well as all students. The creation of the Center for Multicultural Learning (CML) to manage the multicultural initiatives at Santa Clara University has been the major success of the *Building Partnerships for Diversity* grant. This final report will summarize the work of the CML, the lessons learned, and outline what remains to be accomplished.



Center for Multicultural Learning

Building an Infrastructure for Diversity Initiatives

Over the past decade Santa Clara’s Irvine-funded initiatives have emphasized the concept of partnership as critical to the creation of a diverse campus community. Discussion groups were deliberately set up among campus constituencies to better align the University’s core planning document, the Strategic Plan, to the Jesuit understanding of justice and diversity as fundamental to educational excellence. The *Partnerships* initiative led to an intentional linking of the Strategic Plan to the University’s diversity goals. As a result of this synthesis, strategic goals expressed and championed diversity goals.

The Strategic initiative *Building a Community of Scholars* is embodied in the *Partnerships* drive to – “Establish an effective infrastructure that strengthens integration of multicultural programs and promotes a supportive environment for faculty, staff, and students of color.” The infrastructure created to manage that integration is the Center for Multicultural Learning. Santa Clara’s second strategic initiative – *Providing an Integrated Education*, is expressed in the Center’s commitment to “Increase the effectiveness of multicultural programs through better coordination and sharper focusing of resources.” Links in student services, faculty development, and admissions policies have been implemented to begin this coordinating function. The last strategic initiative – *Focusing Resources for Excellence*, is implemented in Center activities that “Align programs, services, performance, and resources more closely with the vision, mission, and values of the University.”

The Center for Multicultural Learning was established with Irvine funds to help Santa Clara meet its diversity goals by linking them to the Strategic Plan. CML operations are managed by seven key hybrid staff positions who share their time with other key departments on campus, five student staff, plus over 120 *Associates*. This working network embraces the Center’s mission: “To advance multicultural education throughout the University and coordinate the multicultural organizational infrastructure on campus, promote a supportive environment for faculty, staff, and students of color, and enhance the overall campus climate for diversity for all students, faculty, and staff.”

Staff

The *Building Partnerships for Diversity* grant helped to develop and consolidate a synergetic relationship at Santa Clara University. Originally, it was believed that the Center would slowly grow out of the grant activities, but the reverse has been true. The hybrid staffing strategy for the Center for Multicultural Learning has been very effective. Led by Fr. Gerdenio Manuel, S.J., the staff has been able to advance the mission of the CML throughout the campus community, especially at their other areas of responsibilities.

- Gerdenio Manuel, S.J.,
Vice Provost for University Programs & Multicultural Education / Director
- Vidalino Raatior
Associate Director / Grant Coordinator
- Raquel Hackley
Project Manager (CML) / Assistant Director, Center for Student Leadership
- Latanya Johnson
Project Manager (CML) / Admission Counselor, Undergraduate Admissions
- Erin Kimura
Project Manager (CML) / Learning Resources Coordinator, Drahmman Advising & Learning Resources Center
- Pancho Jimenez
Project Manager (CML) / Faculty, Department of Art & Art History
- Romando Nash
Project Manager (CML) / Resident Director, M
- Shirley Okumura
Project Manager (CML) / Outreach Coordinator, Arrupe Center for Community-based Learning
- Pauline Nguyen
Office Manager (CML) / Administrative Assistant, Ethnic Studies Program

With the hybrid staffing in place, the CML seeks to advance multicultural education through activities in five strategic areas:

- **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 the *Curriculum*
- **Encourage** multicultural initiatives by providing *grants* to faculty, students, and staff.

Each strategy as a verb expresses the day to day operations and objectives of the Center, but each strategy also indicates a programmatic sector of the CML. Intentional, collaborative, and strategic – the Center funds initiatives and builds partnerships across the University and community to honor Santa Clara’s Jesuit heritage that places diversity at the center of the educational enterprise. Activities and programs managed by the Center for Multicultural Learning have enjoyed incremental, exceptional, or disappointing levels of success, as enumerated in this review of the Center’s active strategies.¹

ASSOCIATES NETWORK

The *Associates* network deepens the integration of multicultural programs and perspectives across the campus, while supporting students, faculty, and staff of color. This network has never been limited to people of color, but functions as an inclusive pool of University constituents who embrace diversity and seek its enhancement. Collectively, *Associates* add energy and expertise to multicultural events and organizations. Nearly 100 students, faculty, and staff members make up this association, from the College of Arts and Sciences, the School of Engineering, the Leavey School of Business, the School of Law, Counseling Psychology, the Department of Education, and University offices. Together they serve as academic mentors, or staff and student leaders who support multicultural education at Santa Clara University.

The *Associates* network has successfully addressed multicultural students’ needs in a variety of ways. Working within University departments, *Associates* bring a multicultural perspective to leadership events, outreach activities, mentoring programs, and welcoming dinners. The mentoring program piloted in the spring of 2001 developed a model for student success, through one-on-one attention to student’s academic and personal needs. Mentoring is particularly important to 1st generation students who lack higher education role models in their family. Challenges faced by these students stem from a horizon that does not include college costs, expectations, or obligations. Mentors provide that history, sharing experiences about ways to achieve success and establish an identity as a college student.

COUNCIL COMMITTEES

The Center for Multicultural Learning organized and managed eight *Council Committees*. As an academic institution the University has historically addressed the need for student services, developed a core curriculum, encountered divisive challenges,

¹ See Appendix B for a synopsis of the CML projects

and cultivated relationships with the neighboring community. Each of these functions represents an important aspect of University life that has been incorporated into the Center's *Council Committees* model. The result is a CML network of wisdom and experience strategically aligned with University departments working to meet diversity objectives.

An example makes the point – the chair of the CML *Curriculum Council Committee* also chairs the University's Core Curriculum Committee. Professor Robert Senkewicz is uniquely qualified to address the inclusion of multicultural perspectives across the curriculum because he has experience and responsibilities in this area. The intentional inclusion of his voice and expertise brings leadership and leverage to CML curriculum plans. In addition, Professor Senkewicz and his *Curriculum Council Committee* is empowered to fund faculty members and academic departments directly with Irvine resources, providing incentives and opportunities to include multicultural texts, events, and community based learning projects in core course syllabi.

Access Council

A record number of high school students applied to Santa Clara in 2001, with increases in diversity and academic qualifications. The Admissions Office announced that 6,034 students applied for 1,025 undergraduate slots. These applicants had higher grade point averages, and standardized test scores than any other Santa Clara candidate pool. Dean of Undergraduate Admissions, Sandra Hayes reported that 1,391 Asian/Pacific Islanders applied to the University, a 10 percent increase over last year, with 664 Hispanic applicants compared to 594 the prior year, a 12 percent increase. African American applicants increased as well with 129 students seeking admission. Among those, 96 were accepted, with entering African American student figures at 31 – the largest new enrollment since 1992.

These gains were the result of multiple outreach and mentoring activities. Irvine *Partnerships for Diversity* funds were particularly critical in supporting African American recruitment efforts managed by Center for Multicultural Learning staff member, Latanya Johnson, who has been very effective in her dual roles as Project Manager at the CML and Admissions Counselor for the Office of Undergraduate Admissions. Over night campus visits, application fee waivers, transportation support, and family receptions made all the difference in making African American applicants and their parents feel welcomed and supported by a range of University services. In praising the incoming class of 2005, Santa Clara Provost, Denise Carmody reported,

“Santa Clara University is 150 years old in 2001, and that long Jesuit tradition, plus our location at the heart of Silicon Valley, attracts bright, motivated students who want to make a difference in the world. We're especially pleased that our admitted student profile once again reflects the great diversity of this region.”

Diversity goals will receive energetic support from the University's newly appointed Dean of Admissions, Sandra Hayes. Dean Hayes has served the University since 1989 as

a Financial Aid Counselor, Director of Financial Aid, and Interim Admissions Director. After conducting a nation wide search the University turned to Sandra who understands and embraces the University's Jesuit mission. As an African American, Dean Hayes brings professional expertise and personal commitment to her position,

"My excitement about this leadership opportunity is connected to the challenge of creating a vision for the recruitment and enrollment process that will engage not just the undergraduate admissions staff but the entire University community in the work and ownership of our mission."

The *Access Council's* mission is to increase the number of students, faculty, and staff of color at Santa Clara University. Expanding diverse student applications and acceptance rates has been the focus of the *Access Council* chaired by Sandra Hayes, Dean of the Office of Admissions and Vice Chair, Latanya Johnson, admissions counselor and CML staff member. Outreach activities, information sessions, and "getting to know Santa Clara" programs support this drive to recruit, assist, and enroll more students of color. *Access Council* support has extended Santa Clara's relationships with diverse high schools, community organizations, and ethnic student groups. Two programs highlighted below have been particularly successful in expanding an academically qualified, multicultural applicant pool.

"The SADIE Project" – Students of African Descent Invitational Experience is coordinated by Latanya Johnson in her dual role as an admissions counselor and *Access Council* vice chair. This year the SADIE program produced dramatic results – of the 22 students who attended, 16 made enrollment deposits for the fall 2001. Funding from the Center allowed the admissions office to extend travel and lodging assistance to invited African American students and their parents. This gesture of hospitality sent a clear message of welcome and inclusion to students and their families. Collaborative outreach activities managed by the CML and admissions office doubled the African American enrollment figures over the previous year – with 129 applications, 96 acceptances, and 31 enrollment deposits.

Last year's numbers were superceded by next year's enrollment for the African American yield. To date we have 27 students who have deposited to enroll in the Fall, 2002. Of that number, 57% are female, 43% are male, 69% are from California, 31% are from out of state. Out of the students from California, 72% are from the Bay Area/Northern California, 28% are from Southern California. The higher yield of 72% from SADIE program is higher than last year. This shows the strong case for the importance of our on-campus yield programs and the partnerships built between the Admissions Office, the Center for Multicultural Learning, the current Pan African students and Igwebuike.

"The Noche Latina Program"– William Garcia, also an admissions counselor and a member of the *Access Council*, managed the University's Hispanic recruitment activities. The Latino telephone campaign, regional Spanish student

receptions, and Noche Latina secured 137 Hispanic students for the fall of 2001. Noche Latina was especially successful, hosting 225 admitted Hispanic students for a two-day overnight event in April, with 95 SCU students serving as hosts to the Noche participants. The Hispanic guests, who were largely first generation students, were exposed to a menu of financial aid and housing presentations, class visits, bilingual campus tours, and a welcome dinner. Spending a night in student residence halls and socializing on the Santa Clara campus convinced 70 percent of these students to enroll.

Advisor Development Council

The *Advisor Development Council's* mission has been to carry out the grant objective of ensuring that “ multiculturalism is part of the advisor development program, 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.”

The appointment of Dr. Diane Jonte-Pace (Associate Vice Provost for Faculty Development) to co-chair the *Advisor Development Council* with Erin Kimura (Center for Multicultural Learning / Drahmann Advising and Learning Resources Center) has been an effective alignment of resources. The faculty development program will be infused with multicultural education and supported by the resources of the Center for Multicultural Learning and the Drahmann Advising and Learning Resources Center. Programmatically, *Advisor Development* bridges diverse student learning needs managed by the Drahmann Center with a CML commitment to provide faculty advisors with an expanded multicultural horizon. Student academic support models investigated by the *Advisor Development Council* include both prescriptive and developmental approaches. The following grant-funded projects met the goals and objectives of the Advisor development Council.²

“Advising and Teaching at the Multicultural University” - The Advisor Development Council collaborated with the Faculty Development Program to bring renowned psychologist Dr. Stanley Sue from the University of California, Davis. Known in the field of multicultural advising, Dr. Sue led a series of workshops, lectures, and forums with faculty, staff, and students on advising and teaching multicultural college students. The public lectures and workshops were attended by faculty and staff advisors, graduate students in the Counseling Psychology program, members of the Associates Network, and student leaders.

“National Academic Advising Association (NACADA) Conference” - The Advisor Development Council also funded a faculty advisor and a University advisor to attend the national conference on student advising. Erin Kimura and

² For a complete list of grant-funded projects, please see Appendix A.

Professor Bridget Cooks attended the National Academic Advising Association Region 9 conference to learn more about academic advising and, especially about multiculturalism in the context of advising. They spent 3 days attending sessions and listening to speakers such as Dr. Donald Ryujin, a professor at Cal Poly, San Luis Obispo who focused primarily on ethnicity and gender. Upon their return to the campus, they would help develop ways to share the information they gathered with members of the campus community, especially in their dual roles as academic advisors and members of the Associates Network.

Diversity Training Council

The *Diversity Training Council* supports training in University offices, departments, and colleges in their ways of dealing sensitively with students of diverse backgrounds. The members who represent strategic departments on campus that engage in diversity awareness and multicultural sensitivity training are responsible for coordinating training programs that address student, faculty or staff audiences.

Led by Charlie Amberlang from the Human Resources Office, the *Diversity Training Council* brings his human resource expertise to the task of multicultural programming for faculty and staff. As the manager of training and development in the University's Human Resource office, Charlie designs and delivers training programs to increase team effectiveness and improve the workplace environment. He is assisted by Jennifer Acosta, Assistant Dean, Office of Student Life and Leadership. During its first year, the *Diversity Training Council* explored the training needs identified by members of the University community. In light of that feedback, diversity has been broadly defined as an inclusive term that expresses disability and gender orientations as well as ethnicity. Future diversity training programs will include rather than isolate groups according to specific identities. A diversity training video is being developed as well as a pilot multicultural program for use in CML *Associates* orientation sessions. The following grant-funded projects were awarded by the Grant Steering to support the goals and objectives of the Diversity Training Council.³

“Mentoring Chicano/ Latino Students in the Sciences” The Biology and Chemistry department have instituted an expansive mentoring and leadership development program for Chicano/Latino students interested in pursuing a career in the sciences. What began as an independent project by Professor William Eisinger who has mentored Chicano/Latino students at Santa Clara long before he became an *Associate*, is now an Irvine-funded initiative that expresses a systematic approach to mentoring diverse students of color.

³ See Appendix A for a complete list of grant-funded projects.

Professors Michael Carrasco and Angel Islas provide mentoring opportunities for Hispanic students with medical career aspirations. Grant partners included the Drahmman Advising and Learning Center, the chemistry department, and the Chicanos in Health Education student organization. Dr. Eisinger's initial grant formulated the necessary partnership with the Drahmman Center and provides a bridge program for incoming Chicano/Latino students. Grant components also connected students with potential faculty mentors to create a diverse student community with common medical interests.

A second component of this project provided travel and program support for Chicano/Latino students to attend the annual Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) national conference during the summer of 2001. Student participants with their faculty counterparts presented their research findings to a national audience, which included over 2,000 diverse scientists, teachers, and undergraduate participants. Keynote speakers were from the Smithsonian Institute and the National Institutes of Health, with Nobel Laureate Robert Richardson, and Surgeon General David Satcher addressing the assembly. In addition to record numbers of graduate student presentations, major universities, private corporations, and government laboratories were actively recruiting Hispanic undergraduates for internships.

“Experiences of First Generation College Students” -The project funded the creation of a booklet entitled, “Entering the Ivory Tower: The Life Histories and Experiences of First Generation College Students at Santa Clara University.” Dr. Laura Nichols from the Department of Anthropology/Sociology worked with a selected group of first generation students at Santa Clara University to help them write their stories and reflections on their experiences. The goal of the project is to help faculty, staff, and students better understand the critical needs of first generation college students. The collected works have been distributed to key faculty advisors, administrators, members of the Associates Network, and advisors in the Drahmman Advising and Learning Resources Center.

Community Partnerships Council

The *Community Partnerships Council* has the responsibility to enhance the community-based placements in which students work side-by-side with grassroots organizations to their mutual benefit. The Community Partnerships Fund as described in the Irvine *Building Partnerships for Diversity* proposal is now managed by the *Community Partnership Council*. This committee relies on the expertise of one of Santa Clara's centers of distinction – the *Arrupe Center for Community-Based Learning*. Known previously as the Eastside Project, Arrupe has a 16-year history of connecting students and faculty members with learning opportunities in neighboring communities. Expanding the foundations of service learning, the Arrupe Center fosters rigorous scholarship that is grounded in action, by building partnerships among faculty members who want to tie their course syllabus to hands-on community activities. This blend of

intellect and activity expresses the Jesuit ideal of the *contemplative in action*, and supports the notion of faith that serves justice. Through the Arrupe Center and the *Community Partnerships Council* students' academic studies are informed by practical work experiences in grassroots organizations.

The Advisory Board for the Arrupe Center serves as the parallel *Community Partnerships Council*, reviewing and funding community projects. Originally the *Community Council* sought to expand University placements in non-profit organizations, but that objective changed over two years of Irvine funding. Instead, the *Community Partnerships Council* has voted to deepen and enhance existing associations, with the goal of improving the quality of student learning that benefits the local agencies served. Limitations in Arrupe Center personnel and administrative resources to coordinate this activity made expansion of community placements impossible. Following are two of the grant-funded projects to help the mission of the Community Partnerships Council:⁴

“The Undergraduate Advocacy Project” - The East San Jose Community Law Center (ESJCLC) is a clinical arm of Santa Clara's School of Law, providing low or no cost legal advice to the limited income residents in areas such as immigration, consumer protection, and employment law. Working through the ESJCLC Santa Clara professors in Anthropology, Communications, Ethnic Studies, Law, Modern Language, Political Science, and Sociology have provided undergraduates to serve as language translators in the Law Center. This grant seeks to evaluate the effectiveness of this community-based learning project that provides opportunities for undergraduate and law students to work under supervision in the Center. The Irvine award seeks to assess the effectiveness of this University/community link that serves low-income residents of San Jose.

“Spring Break Cultural Immersion Program” - A celebratory abandon of academic constraints and a string of social days away from campus typically characterize student spring break activities. But the *Community Partnership Council* funded an alternative spring break that featured a trip away from Silicon Valley's technical and material abundance. A total of 12 Santa Clara students traveled to El Salvador, to experience the poverty, challenges, and gifts of another culture. The El Salvador Spring Break Immersion trip expanded multicultural awareness and allowed students to express their solidarity with a marginalized segment of global society. The Arrupe Center coordinated this experience and provided opportunities for participants to “unpack” internal questions that arose from the experience. Future initiatives may include an emphasis on choice of academic disciplines or majors that can address specific global needs.

⁴ See Appendix A for a complete list of the grant-funded projects.

Curriculum Development Council

The *Curriculum Development Council's* role in the diversity initiative is to offer more academic courses that advance multicultural education for the University community and meet the needs of students of color. It is led by Dr. Robert Senkewicz, who also serves as chair of the University Core Curriculum Committee, and Francisco Jimenez, a faculty member in the Department of Art & Art History and Project Manager at the Center for Multicultural Learning. The *Curriculum Development Council* has responded to the University's diversity goals by infusing the core curriculum with multicultural perspectives. Strategic selection of the core provides for an immediate impact on large numbers of Santa Clara students who are required to complete a rigorous undergraduate core curriculum.

In partnership with the *University Core Curriculum Committee*, the *CML Curriculum Development Council* has encouraged course enhancements, departmental efforts, and co-curricular programs in the Leavey School of Business, the School of Engineering, and the College of Arts and Sciences. Due to its professional mission and separate accreditation process, the School of Law has not been included in this initial strategy. But as mentioned earlier, the law school has been independently recognized for its diversity accomplishments. At present the College of Arts and Sciences, the largest on campus, has demonstrated a strong commitment to developing a multicultural curriculum. Following are two of the grant-funded curriculum initiatives.⁵

“Imágenes e Historias/Images and Histories: Chicana Altar-Inspired Art”- Project director Dr. Constance Cortez from the Department of Art and Art History used Irvine funds to prepare an exhibit that featured contemporary Chicana altars that have historically defined sacred space within the home that mirrors the large altars in colonial churches. Female artists chosen for this exhibit came from rural and urban areas of the Southwest, and expressed the diversity and visual images of this ethnic art form. On campus project components linked two of Professor Cortez's Chicano/a art history classes to the spring exhibit hosted in the de Saisset Museum on campus.

Students enrolled in the classes, planned the exhibit, painted the galleries, designed announcements, and marketing the entire project – with Dr. Virginia Fields of the Los Angeles County Museum of Art providing curatorial advice to the students. These students also coordinated outside speakers to raise the profile of this event. When the catalogue of art arrived from the originating institution, Tufts University Museum, our students physically installed the exhibit, prepared the artist biographies, informational brochures, and wall labels within the de Saisset Museum. Further student work brought in three artists from Stanford University, Texas Tech University, and the professional artistic community, which expanded the impact of this event.

⁵ See Appendix A for a complete list of the grant-funded projects.

Working with the Arrupe Center for Community Based Learning, students invited both elementary and high school classes to view the exhibit, and acted as docents for the children visiting the museum. Children from the community were also invited to create their own personal altars at the de Saisset museum workshops. The value of this type of collaborative, co-curricular project lies not only in its immediate effects, but also in its establishment of effective links between the campus and the broader community. The show was seen by 4,938 patrons and generated favorable publicity both on campus and in the regional press – San Jose Mercury News.

“Multicultural Literatures of the United States: New Course Development”

The *Curriculum Development Council* grants coalesce into department wide projects. One effort that expresses a departmental multicultural focus on curriculum plans has taken root in the English department. Professor Eileen Razzari Elrod received a CML grant to design a new English course, *Multicultural Literatures of the United States*, that will fulfill U.S. Studies and Ethnic Studies core curriculum requirements. Especially suited to liberal studies majors preparing to teach in California schools, it will also serve non-English majors by exposing students to the literature and cultures of this diverse country. A summer faculty reading group surveyed multicultural literature and designed the curriculum. The course launch is scheduled for the spring of 2002 and will be taught by department faculty on a rotating basis. Undergraduates and multicultural student organizations will enhance the course by developing a web site with American cross-ethnic literature/ writers as part of the English 39 Curriculum Plan.

Residential Education Council

Santa Clara has implemented the Residential Learning Community (RLC) model as a way to link student living and learning. RLC's address the disconnect that often occurs between a student's dorm life and academic life. Beginning in the fall of 2000 every entering freshman became a member of one of seven self-selected residential learning communities that emphasized a theme to guide their scholarship. According to this model, students share linked core curriculum courses, a common residence, and co-curricular activities. The University believes that RLC's will support the education of the whole person, providing students with a network of peers who share related interests. Under the direction of faculty directors and supported by peer mentors living in the residence halls, RLC's will create a vital community of scholars that will deepen rigorous scholarship and integrated learning.

The *Residential Education Council* is chaired by Professor Carmichael Peters, who also serves as a faculty director at Unity House, a multicultural-theme residential learning

community. Under his leadership the *Residential Education Council* has reorganized its efforts to better align with the RLC model on campus. Primarily, the emphasis has been to stabilize and support residential learning communities with links to multicultural activities, organizations, and outreach across the University. Each of the seven RLC's is under the direction of a faculty fellow with peer mentors that help integrate this living and learning environment to create a vital community of scholars that work, live, and study in common. The following project highlights the types of efforts of the Residential Education Council.⁶

“Urban Adventure Immersion Program” – The Urban Adventure has been a successful cultural immersion program at Unity House, the multicultural RLC at Santa Clara. Funded and supported by the *Residential Education Council*, the immersion program introduces residents of the other RLC's to the resources available to them in the greater San Francisco area. 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 classes, students are grouped into teams and given clues to visit several key destinations in the Bay Area.

“Multicultural Writing Center” - The Residential Education Council through their collaboration with the Residential Learning Community faculty are developing a multicultural writing center to support student learning and bring student voices into the learning process and connects with faculty and support staff in an effort to make multiculturalism a foundational discourse in University curricular and co-curricular programs.

This project hopes to institutionalize the dream of connecting the university organizations and stakeholders central to its diversity-related educational mission: the Center for Multicultural Learning; Housing and Residential Life, centered in the Residential Learning Community effort; Drahmman Advising and Learning Center; the office of the Vice Provost for Faculty Development; and the Core Curriculum Committee, especially through the core composition program. The writing center initiative also affords the Residential Education Council 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.

⁶ See Appendix A for a complete list of the grant-funded projects.

University Dialogue Council

The *University Dialogue Council's* mission is to host University-wide dialogues about the challenges and opportunities posed by an increasingly diverse community. Initially, members serving on the *University Dialogue Council* committee were appointed from several departments across campus. These members met regularly and hosted an array of activities and events. Restructuring was undertaken in the winter of 2001 to include more women faculty and students, while replacing members who had become inactive. The result was a newly energized coalition of campus leaders led by Professor James Lai, a faculty member in the Ethnic Studies Program and Political Science Department and Raquel Hackley, Associate Director of the Center for Student Leadership (CSL).

Charged with hosting multicultural dialogues and responding to potentially divisive issues, the council focused its attention on hosting multicultural conversations and responding to challenges that arise around issues of ethnicity, race, religion, or gender through conferences, special events, or film series. This dual horizon of campus multicultural forums, coupled with proactive problem solving, has engaged the University in an ongoing consideration of the implication of life in a diverse world. The *University Dialogue* council continues to define diversity as a rich reservoir of cultural expression and opportunity. But as important is the council's readiness to respond quickly to instances of intolerance or misunderstanding that can arise on campus. The following projects shows the example of the type of grant-funded projects initiated by the University Dialogue Council.⁷

“Forum on Gang Life & Ghetto Reality” - In the fall of 2000 a Santa Clara fraternity sponsored an off campus party that carried a “ghetto” theme. Invited guests were encouraged to wear “gang” attire and sport a “gangsta” attitude. Although not a University sponsored event, the fraternity was part of Santa Clara's Greek system and several multicultural groups were offended by the ethnic stereotypes implied by the party's theme. The *University Dialogue* council moved immediately to respond to the incident, funding a presentation and facilitating a dialogue among fraternity members and multicultural student groups. The forum – The Reality of Life for Gangs in the Ghettos, brought Gregory Boyle, S.J. to campus to host an in depth consideration of the harsh realities of inner city life. Father Boyle is the founder of Homeboy Industries in Los Angeles and works intensively with gang youth, by providing a horizon of employment and educational opportunity designed to interrupt the gang lifestyle.

“Carl Upchurch Project” - Effective grant projects often arise when student/faculty groups want to share a vision on campus and with the broader community. The Carl Upchurch project was scheduled as part of the University's Black History Month 2001. Partners in this project included – the *University Dialogue Council*, the Markkula Center for Applied Ethics, Igwebuike (the SCU

⁷ See Appendix A for a complete list of the grant-funded projects.

African American student organization), the African American Alumni Association, the Department of Theatre and Dance, Liberal Studies Department, Counseling Psychology, the School of Law, Bay Area educators, Santa Clara County Juvenile Hall Osborne School, and the SCU 150th Anniversary Celebration committee.

Black History Month committee members coordinated the visit of this nationally recognized activist to impact large numbers of Santa Clara students as well as regional neighbors (Please see, page 16). Author of Convicted in the Womb: One Man's Journey from Prisoner to Peacemaker, Mr. Upchurch was the keynote speaker at the National Education Association, convention in 1999. He believes passionately in the need for quality instruction to support student success, and is the founder of the National Council for Urban Peace and Justice. His foundational work in organizing the nation's first gang summit in Kansas City in 1993, led to summits in five other cities, and ultimately to the Million Man March, in Washington D.C.

During his visit, Mr. Upchurch participated in a full menu of Santa Clara undergraduate course presentations, spoke in the School of Law, and addressed student leaders of Igwebuiké and the Multicultural Center, as well as the members of Santa Clara Community Action Project (SCCAP) – a SCU student community service organization on campus. His community conferences included addresses to the local chapter of the American Civil Liberties Union, and separate presentations to regional educators, administrators, and juvenile detainees in three facilities. This successful event raised campus and community awareness, highlighting the challenges faced by the poor, incarcerated, and marginalized members of society.

Grant Steering Committee

The goal of the *Grant Steering Committee* is 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 community. It directs all activities of the Open grants and serve as the Advisory Board for the Center for Multicultural Learning.

This newly defined mission statement recognizes a dual role for the *Grant Steering Committee* – continuing to oversee grant applications, while serving in an advisory capacity to the Center for Multicultural Learning. This mission locates the *Grant Steering Committee* at the center of a transformational process that seeks to create a diverse community of Santa Clara scholars.

In light of this mandate, CML staff and the *Grant Steering Committee* continue to reflect upon the effectiveness of their work – funding strategic grant initiatives, and the efficacy

of its infrastructure – the collaborative council committee model. After evaluative discussions held in the summer of 2000, the decision was made to reshuffle personnel and fiscal resources, reducing the size of council committees and requiring all co-chairs of the various council committees to serve as members of the *Grant Steering Committee*. Rather than large unwieldy bodies, council committees were reduced to five or seven members with the *Grant Steering Committee* composed of 10 seats – seven council chairs, plus three at large members. After two years of Irvine experience the *Grant Steering Committee* has embraced this dual role and works to:

- build a network of partners across the University
- link with community organizations beyond the campus
- provide seed funds to promising projects initiated by University students, faculty and staff
- advise and inform operations within the Center for Multicultural Learning.

The multifaceted aspect of this work depends upon an active membership that is committed to taking the time to attend to this transformational work. The new *Grant Steering Committee* model empowers the leadership within the seven council committees and draws upon their expertise across campus to enhance and inform Santa Clara’s attention to multicultural issues. Council chairs express the activities and challenges within their own committees and bring a campus wide perspective to grant oversight and Irvine fund allotment. Rather than a simple grant review body, the *Grant Steering Committee* acts as a leadership council strategically linked to areas of University life and governance.

The *Grant Steering Committee* ensures that a multicultural perspective is expressed in student life, academic support, faculty development, curriculum planning, community outreach, and service-based learning activities. As a result, this leadership model grounds diversity awareness within the “bones” of Santa Clara’s institutional structure.

STUDENT SUPPORT INITIATIVES

“Santa Clara University is a Catholic and Jesuit institution that makes student learning its central focus ...” This quote from the Strategic Plan places life-long learning at the center of Santa Clara’s mission. Equally, it compels the Center for Multicultural Learning to explore ways to foster diverse student success by developing programs, services, and mentoring networks. An ally in this effort is the Center for Student Leadership (CSL) that coordinates student group activities and ethnic student organizations operating in the Multicultural Center. The CML/CSL partnership has led to an expansion of multicultural activities that both arise from and serve Santa Clara’s diverse students.

Another area identified for expanded student services is the University's growing pool of first generation students. The U.S. Department of Education defines "first generation" as students who come from families with parent(s) who have never attended a four-year degree granting university. Adjusting to college can be particularly challenging among students who do not bring a familial history, memory, or college tradition to campus. Several projects undertaken by the CML and the Drahmman Advising and Learning Resources Center (Drahmman Center) address this difference in student background. First generation support projects have included student leadership programs, parent/family college orientation sessions, and faculty and peer mentoring networks.

Each of these student support programs express the Center's "accompaniment" model. Rather than imposing diversity goals and agendas on the Multicultural Center, which is the student-led center that houses the cultural organizations, CML staff walk beside students of color to better support their academic success and help diverse students make Santa Clara their educational home. CML staff members also serve as liaisons to the Multicultural Center's ethnic organizations and student leaders, offering appropriate assistance and resources for projects and grant initiatives.

"Annual Multicultural Welcome Dinner"- In order to welcome new students of color to the Santa Clara campus a festive dinner and reception is held early in the academic year, as part of the Orientation program. In its second year, the Welcome Dinner allowed over 200 students, faculty, and community members to gather in a celebration of diversity and opportunity. In prior years individual student organizations within the Multicultural Center held their own welcoming receptions, one for African American students, another for Latino, Filipino, or Asian and Pacific Islander groups. Although these gatherings allowed diverse students to meet and associate with members of their communities, it also fragmented Santa Clara's diverse students.

Hosted by the CML, multicultural student organizations, *CML Associates*, and Santa Clara's alumni community, this year's Welcome Dinner was an umbrella event that involved student groups in a dinner and dessert reception. The celebratory dinner welcomed all enrolled multicultural students, while sharing food, entertainment, and information in a relaxed format. After the main meal students were invited to attend separate dessert receptions hosted by the Multicultural Center's ethnic student clubs. This bridge event honored the cultural uniqueness of distinct communities while joining hands in an expression of unity and welcome.

CURRICULUM / PROGRAM LINKAGES

The fourth strategy defined in Santa Clara's *Building Partnerships for Diversity* grant addresses the University's mission to educate students for a lifetime of leadership and

service, students who bring competence, conscience, and compassion to a world that needs ethical horizons and respect for diverse cultures. The three C's associated with this Jesuit campus imply that a rigorous undergraduate education is more than knowledge applied to commerce, civic life, and culture. A Jesuit education, and the curriculum that supports it, must also prepare students to work for justice in a diverse marketplace of cultures and ideas.

This horizon of faith that serves justice has begun to find voice in enhanced multicultural course initiatives and department projects. Irvine grants continue to encourage faculty members to choose course materials that express the history and stories of diverse peoples. This transformational work, although implemented across many departments, cannot rely on texts, media, or even sophisticated technological learning tools alone. Instead, a multicultural curriculum also needs to establish links with community-based learning opportunities, by drawing on the work coordinated by the University's *Arrupe Center for Community-Based Learning*.

Connecting diverse course materials with community-based learning experiences moves learning out of the classroom and into the community. It also encourages an ethical as well as academic consideration of disciplines and issues. The CML has endeavored through its partnerships and council committee model to encourage faculty members to link critical considerations of real world realities with their course syllabi. Individual faculty members have engaged this work of transforming course curricula by collaborating with other department members. However, this diversity strategy will not achieve its goal until the entire curriculum in the College of Arts and Sciences, the School of Engineering, the School of Business, and the School of Law express the wisdom and diversity of many cultures.

“Cultural Month Celebrations” The *Building Partnerships for Diversity* initiatives over the past three years have transformed aspects of the University, linking courses to multicultural perspectives and community based learning projects. These links bridge the theoretical with the practical and create a learning environment beyond books and media that includes community service providers as part of the education and critical reflection process. Successful CML co-curricular programs have found voice in month-long celebrations that highlight ethnic identity. Black History Month at Santa Clara provided a menu of linked courses, special conferences, and speaker forums that engaged students, faculty, and community members in dialogue. Carl Upchurch, spoke eloquently about experiences of the poor, the incarcerated, and the underserved. His presence as a participant in the Markkula Center for Applied Ethics sesquicentennial conference – *Moral Lives in a Moral Community* was supported by the CML and expressed Santa Clara's commitment to African Americans.

Using the successful Black History Month model, Asian Pacific American (APA) Heritage Month was also hosted on campus in May 2001. A 31-day calendar of events focused on Asian/Pacific Island culture and accomplishments – through film, fashion, music, and theatrical performances and academic discussions. The

APA planning committee included three faculty members, seven students, six staff members, and one community representative. Five courses in the College of Arts and Science were linked to aspects of the month long celebration.

Events such as these highlight the contributions of cultural, ethnic, or racial groups that inform the American experience. As a programmatic model, these celebrations allow academic departments and disciplines to share expertise, bring influential speakers to campus, and host an extended agenda of events that honor the multicultural voices of the University and the community it seeks to serve.

The Center for Multicultural Learning leads this drive to link course materials to multicultural communities and concerns. The grant process encourages course, departmental, and co-curricular projects that focus the wisdom of academic disciplines and community organizations on a topic. Recent Irvine grants have paid particular attention to “core” course enhancements to impact large numbers of Santa Clara students. Recent evidence of this multicultural emphasis has taken place in the English and Theatre and Dance departments.

“Course Development Initiatives” - Core courses English 001, 002 – *Composition and Rhetoric I and II* as well as English 79 – *Composition and Literature* now incorporate multicultural components. Under the leadership of Eileen Razzari Elrod, a new course English 39 – *Multicultural Literature of the United States* will focus on ethnic/racial literature in the U.S., considering the interrelations among these communities (Please see, page 17). Supported by an Irvine grant, this course will come on line in the spring quarter, 2002 featuring a web site of cross-ethnic American writers and literature, with SCU students and multicultural groups developing the web component. English 39 will meet U.S. Studies and Ethnic Studies requirements in the College of Arts and Sciences, and support Liberal Studies majors preparing to teach in California schools. The burgeoning study of multicultural literature, while addressing student’s core requirements, also serves the growing student population that identifies with more than one ethnic community.

In the performing arts area, six classes now express multicultural themes – *Performance and Culture I, Introduction to Theatre Arts, Basic Acting for Non-Majors, Intermediate Acting II, Multicultural Theatre, Modern American Theatre History*. These collaborative efforts among faculty bring a new vision and impact to the Theatre and Dance Department, and ensure that increasing numbers of courses address diversity as part of the discipline and art form.

GRANT INITIATIVES

The grant component of the Irvine *Building Partnerships for Diversity* initiative has encouraged systemic change within the University by addressing multiculturalism as critical to educational excellence. Irvine *grants* have allowed Santa Clara to more fully express its mission and heritage as a Jesuit, Catholic University. Irvine *grants* have fueled change at Santa Clara, driving a process that seeks to transform the University into a campus that mirrors the people and cultures of California.⁸

This commitment to diversity has been supported over a decade by Irvine *grants* that associate diversity goals with the University's Strategic Plan. Collaborations between the Foundation and the University allow Santa Clara to engage diversity issues through an open grant process. Irvine *grants* have achieved promising and disappointing results over the past decade – but they have enabled the work to go forward. Conversations around diversity remain active at Santa Clara through the established Center for Multicultural Learning and its council committees. The CML Grant Steering Committee has awarded Irvine funds to projects that express multicultural themes and are tied to the University's institutional structure. *Grants* encourage temporary projects to grow into internally expressed goals and practices in – student access, residential life, academic planning, course curricula, faculty recruitment, strategic planning, and assessment.

Irvine *grants* have been the seeds of change planted to produce rooted, systemic change. *Grants* empower change by providing resources that accelerate institutional transformation. Without *grants* this multicultural work, although energetically begun, would lose momentum. Public forums, musical performances, art exhibits, and community convocations rely on Irvine *grants*. Partnerships that bridge the University to regional community agencies are the results of Irvine *grants*. New courses have been developed because of Irvine *grants* in support of teaching scholars who incorporate multicultural perspectives and projects into their syllabi. Entire academic departments express diverse voices because of Irvine *grants*. This intentional, collaborative, and strategic work has begun because Irvine *grants* have funded multicultural expressions across campus.

⁸ See Appendix A for a complete list of all the grant-funded initiatives at Santa Clara University.

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Lessons Learned

Empowerment through Partnerships

“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...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.”

– Suzanne Benally, Western Interstate Commission for Higher Education, grant evaluator

The 3-year experiences with the *Building Partnerships for Diversity* grant has revealed that diversity is a transformational process that depends on strategic planning, collaborative efforts, and deliberate assessment of the journey. Following are the lessons learned from the past three years.

Vision and Leadership

Diversity initiatives at Santa Clara show promise because multiculturalism is recognized as central to the Jesuit tradition of educational excellence and linked to the Strategic Plan. As part of Santa Clara’s value system, the work of diversity is undertaken with the blessing and endorsement of Paul Locatelli, S.J. and the leadership in the Walsh Administration Building. This critical dynamic supports resource allocation, staffing, and program management. Although diversity has been established as an institutional priority, the present challenge is to find the middle ground that bridges leadership endorsement with grass roots development of multicultural projects.

Infrastructure-building

Conceptually, the Center for Multicultural Learning, the Council Committees, and the Grant Steering Committee are grounded in the midst of campus life, with Vice Provost Gerdenio Manuel, S.J. assigned to direct activities. The evolution of the council committee format, refined during the second year of the grant, is young. Council committees are just beginning to identify their roles and engage the ongoing work of diversity. This shift in perception has weeded out inactive participants, adding new

energy and ownership to the councils, but the transition has made for spotty performance. Greater success has been achieved in areas of diverse student access, academic support, curriculum development, and dialogue committees that undertake projects that arise from University needs. Diversity gains have not been realized across all the council committees largely because there is a lack of institutional readiness in areas such as residential learning, diversity training, and academic advising development.

University access and student support models address diverse student needs, but efforts to recruit multicultural students have been undermined by a lack of faces and ethnic populations on campus that mirror diversity. Efforts to confront this imbalance are coordinated by undergraduate admissions counselors of African American, Latino, and Asian descent who also serve on CML council committees.

Program Management

Though the Center for Multicultural Learning has been central to the management of diversity efforts at Santa Clara, it's the collaboration with existing University structures that has made the difference in long-term effectiveness. The organization of the council committees builds on the insight that diversity must be embraced as a long-term process rather than a short term project. Newly energized council chairs and committees bring the wisdom of direct University experience to each council, while the Grant Steering Committee provides grant fund oversight and advice to CML activities.

Outreach

Extending the impact of multicultural partnerships across campus and in the community has been well supported through the CML infrastructure. As council committees continue to define their identity and roles, successful programs will be charted in council portfolios. A good start has been made in student access, curriculum development, and community partnerships. But collectively these efforts have not been enough to transform the Santa Clara campus into a multicultural community. More work needs to be done to recruit students and faculty of color, support first generation students, transform the curriculum, and integrate diversity goals across every SCU department, college, and school (business, law, engineering). Interim Irvine reports demonstrate real progress, but the work of the CML is just beginning.

Institutional Change

Perhaps the most obvious expression of institutional change is the existence of the CML itself, staffed and operational across campus. Partnership building is a crucial function if diversity is to grow at Santa Clara. Increasingly, the work is defined and carried out by

council committees and the chairs that make up the Grant Steering Committee. This systemic approach reaches multiple areas of University life, but depends on ongoing communication and a deep commitment to diversity. Attention needs to be paid to including new leaders and Associates to keep the work fresh and responsive.

One challenge within the CML is the reliance on the good will and availability of faculty and staff to implement the work of diversity in addition to regular academic and departmental duties. With only the equivalent of 2.5 full time staff members directing operations, much depends on the commitment of CML *Associates* across campus that donate their time and energy to attend meetings, plan, implement, and evaluate projects.

Perception and Understanding

Members of the University community recognize that the President and leadership of the University is committed to diversity, but pockets of passivity and resistance remain. More work needs to be done among the schools and deans to encourage participation in diversity programs. Although the CML is highly visible, many students still regard it as a diversity funder and multicultural service provider, rather than central to University life. More than a minority initiative, the CML and its work must be publicized and energetically promoted among all campus constituencies. And in light of recent issues brought before the *University Dialogue Council* committee, students perceive racism as a reality on campus as well as the parallel drive for diversity.

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Looking Ahead...

Becoming a Multicultural Learning Community

“Increasingly, we recognize that this Valley’s creativity and richness has its roots in many cultures. We must appreciate that this diversity is a fabric where many different strands of ethnicity, religion and history overlap. We have Vietnamese, Italian, and Hispanic Catholics; Eastern European Jews; Scotch-Irish Baptists and African American Methodists; Japanese Buddhists and Indonesian Muslims, to name but a few of these layered identities. A history of immigration did not produce a homogenized, bland nation but a multicultural one.”

—Paul Locatelli, S.J., President, University Convocation Speech, 2000.

Building Partnerships for Diversity needs to enter a second phase of deepened, well considered initiatives with continued funding. The CML model depends upon sufficient personnel and financial resources to create a diverse community. Too many diversity goals remain unrealized with multiculturalism still awaiting full expression on the SCU campus.

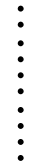
Santa Clara students, although increasingly qualified academically, do not mirror California demographics. African American students comprise only 2.9 percent of 2001 entering undergraduates, well below California’s 7 percent African American profile. Hispanics make up 30 percent of the state’s population, but only 13 percent of the 2001 freshmen class. Among Asian/Pacific Islander populations, the University’s 19 percent enrollment is over the 15 percent average for California, but only 3 of the 1, 019 entering freshman self identify as Native American, below the state 1 percent count.

Faculty of color can exert a positive impact on the multicultural climate of the University, mentoring and challenging students. But among Santa Clara’s full time faculty, 80 percent are white, with African American faculty counted at 3 percent, Hispanic at 6 percent, and Asian/Pacific Islander at 9 percent for the 2000–2001 academic year. There has been some movement in these figures since 1997–1998 totals noted 84 percent white, 2 percent African American, 6 percent Hispanic, and 8 percent Asian. But these changes are too gradual to be counted as gains, particularly in light of California’s increasing diversity.

One strategy identified to support greater diversity among teaching faculty was the creation of CML *Associates* model. The *Associates Network* was envisioned as a catalyst for change, expressing diversity and attracting other faculty of color through its supportive and welcoming presence. Although diverse faculty members do participate in

many CML activities, a close knit community of diverse faculty *Associates* has not materialized. Faculty of color seeking tenure do not have sufficient numbers to focus attention on the challenges to inclusion. Clearly new strategies need to be defined to engage the University in a more deliberate campaign to identify, recruit, and retain a diverse faculty capable of mentoring a multicultural student population.

Irvine funds have largely been allotted according to the original *Partnerships for Diversity* budget. During the last year of the grant cycle, a small percentage of the funds remain. Residential learning communities recently implemented among all entering freshmen have yet to be fully integrated institutionally or within CML council committees. Many of the projects undertaken had lower price tags or addressed short time horizons. Although these projects expressed multicultural perspectives, served major portions of the campus community, and integrated curricular components, they did not move student or faculty diversity objectives forward substantially. The major work during this grant cycle has been to create the campus diversity infrastructure. The next phase of this diversity work needs to identify and address systemic issues that prevent Santa Clara University from becoming a diverse, multicultural community of teaching and learning scholars.



Conclusion

Celebrating Diversity, Empowering Partnerships, Building Community

The *Building Partnerships for Diversity* initiatives have been successful in helping to build a multi-faceted infrastructure that is rooted in the University's Strategic Plan. Supported by the administration, the University community, and the external community, this infrastructure includes: the Center for Multicultural Learning, hybrid staffing, an active Associates Network, a students of color support system, a grant incentive process, and a collaborative council committee structure. Though the infrastructure is built, the real impact of it lies in the implementation stages, which is the next three years.

The past initiatives that much still needs to be done in terms of diversity effort in order to truly build a supportive environment for faculty, staff, and students of color. There is much yet to be accomplished in the next few years to impact stagnant growth rates among faculty and students of color. Additionally, once diverse first generation students are identified, recruited, and admitted to the University, they need to be welcomed and supported with a full range of academic and advising services. Faculty of color need to be consulted to help define the challenges to achieving tenure at Santa Clara. Professors and department chairs must be invited and supported with sufficient resources to expand multicultural perspectives in their courses and departments. Every dean needs to be encouraged to explore diverse perspectives in the disciplines of art, science, law, engineering, and business, not because it is a directive from University leadership, but because an inclusive multicultural curriculum and community improves the academic and ethical excellence of this institution.

In order to honor our Jesuit, Catholic heritage and a decade of diversity initiatives, *partnerships* need to be formed among students, staff, faculty, and community leaders that express academic rigor and a faithful commitment to the multicultural human family this University seeks to serve. Diversity is fundamental to academic excellence and Santa Clara's strategic vision. ✨

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Financial Statement

As of June 4, 2002

BUDGETED ITEM	BUDGETED	EXPENDITURES	TOTALS TO DATE	REMAINING
Grant Planning & Management				
Center for Multicultural Learning	\$178,000	\$28,000.00	\$159,104.86	\$ 18,895.14
Grant Steering Committee	\$8,000	\$1,000.00	\$6,524.15	\$ 1,475.85
Grant Evaluation	\$82,000	\$6,000.00	\$78,866.69	\$ 3,133.31
Major Grant Components				
Open Grants	\$300,000	\$15,000.00	\$277,059.09	\$ 22,940.91
Student-Community Partnership Fund	\$35,000	\$11,000	\$34,626	\$374
Communication Plan	\$32,000	\$5,000.00	\$12,158.68	\$ 19,841.32
Faculty Development	\$125,000	\$6,000.00	\$89,885.54	\$ 35,114.46
Curriculum & Pedagogical Development	\$50,000			
Advising	\$25,000			
Residential Education	\$50,000			
Special Projects of Center for Multicultural Learning				
University Roundtables & Forums on Diverse	\$45,000	\$10,000.00	\$38,059.16	\$ 6,940.84
Multicultural Film Course & Series	\$15,000	\$5,000.00	\$12,825.00	\$ 2,175.00
Culture and Climate Initiatives	\$10,000	\$1,000.00	\$9,594.13	\$ 405.87
TOTAL	\$830,000	\$88,000.00	\$718,703.30	\$ 111,296.70

Appendices

- A. LIST OF GRANT- FUNDED DIVERSITY PROJECTS (1999 – 2002)
- B. SYNOPSIS OF CML PROJECTS