

## PROGRAM SUMMARY

**GRANTEE:** Santa Clara University  
**AWARD DATE:** June 1, 1999  
**GRANT NUMBER:** 99114  
**GRANT AMOUNT:** \$830,000  
**GRANT DIRECTOR:** Rev. Gerdenio Manuel, SJ (Vice Provost)  
**TELEPHONE:** 408- 554- 4366  
**GRANT PERIOD:** December 5, 2000 – June 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. ♦*

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# EXECUTIVE SUMMARY

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*Report from December 6, 2000 – June 5, 2001*

**Vision:** As the University enters its final year of the *Building Partnerships for Diversity Grant*, it is made aware of the urgency of building a realistic and viable infrastructure that would be set in place during the last year of the grant. Building upon the multicultural vision of the University's Strategic Plan, the Center for Multicultural Learning (CML) continues to focus on three key elements of our initiative: intentionality, strategic planning, and collaboration.

**Partnerships:** The University continues to strengthen and solidify institutional partnerships through the council committee structure, the external community, and other key department on campus. As has been duly noted in previous reports to the James Irvine Foundation, the successful transformation of the University culture depends on the strategic collaboration of these council committees. The intentional restructuring of all the council committees from their leadership to membership has enabled the CML to maximize these partnerships.

**Student Support:** The CML staff continues to actively promote partnerships with the cultural student organizations in several key grants and leadership development initiatives. The spirit of cooperation between the student-led Multicultural Center (MCC) and the CML continues to improve as the student leaders work closely with the CML staff in several projects including multicultural programs, student support programs, committees, and leadership development initiatives. The CML staff operate within this framework of an "accompaniment model" of serving the needs of the students of color in which the staff intentionally accompany the students through the different phases of program planning and leadership development.

**Assessment Strategies:** The Grant Steering Committee has successfully hired an external evaluator to lead the assessment of the initiative. It was important to find an external evaluator who understood assessment as an opportunity for institutional self-reflection.

**"Nurture a diverse University community rooted in mutual understanding and respect."**

**-Sixth Guiding Principle of Santa Clara University**

**Council Committees:** The University continues to make progress in its multifaceted multicultural initiatives through the work of the eight council committees charged with implementing the objectives of the *Building Partnerships for Diversity Grant*. As the last year of the grant approaches, the University is aware of the need for institutionalizing the work of these committees so that the infrastructure becomes a vibrant channel through which the Santa Clara community becomes a truly multicultural learning environment.

**Financial Accounting:** The *Building Partnerships for Diversity Grant* is within its overall projected budget. ♦

# GRANT OBJECTIVES

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## *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.

#### **Action Priority**

**“Align programs, services, performance, and resources more closely with the vision, mission, and values of the University”**

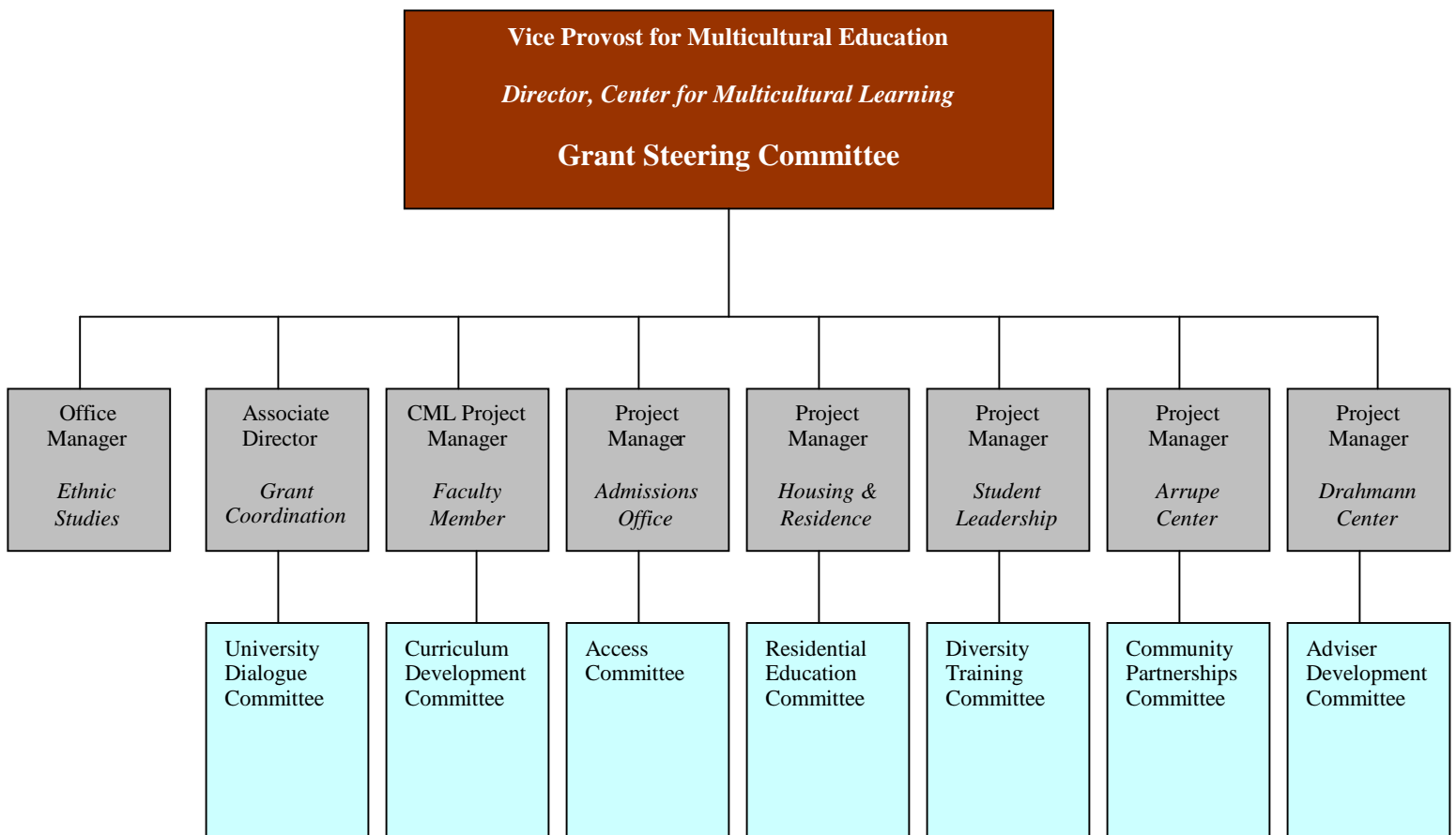
- Strategic Plan, *Santa Clara University*

**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

# PLANNING & MANAGEMENT

## *Building an Institutional Infrastructure*



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# CENTER FOR MULTICULTURAL LEARNING

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## Partnership Initiatives

**Drahmann Academic Advising & Resource Center:** The staff of the two centers met to discuss ways to solidify the collaborative efforts especially in the areas of first generation student services, orientation, retention initiatives, staffing partnerships, role of the Adviser Development Council, and other vital areas of service. This collaboration led to the restructuring of the hiring process for a joint appointment in both areas.

**Ethnic Studies Program:** This year the core faculty of the Ethnic Studies Program selected the Center for Multicultural Learning as the recipient of the annual *Cedric Busette Memorial Award* in recognition of CML's "continuous commitment to and support of the Ethnic Studies Program."

**Summer Multicultural Conference:** The CML has once again forged a partnership with the *Santa Clara County's Resources for Families and Communities* for the University to host the annual Multicultural Summer Conference. The success of last year's conference sparked a desire by the county agency to hold this event at the University. The annual conference addresses and celebrates the diverse challenges and opportunities presented by a county where there is no race or ethnic group majority. To be held in September, 2001 this year's conference will take advantage of the faculty resources on campus as well as offer, for the first time, Continuing Education Units to the participants.

**Welcome Dinner Follow Up Evaluation:** This spring the CML held an evaluative follow up meeting with the student leaders who participated in the planning and implementation of the dinner. It was determined that the format of the New Students of Color Welcome Dinner was successful. The feedback from the students and Associates will be used as a springboard for the planning of next year's dinner.

**Mother Daughter Program:** Once again the CML partnered with the County of San Mateo Department of Education to host a pipe line program aimed at young Latina girls and their mothers. The Mother-Daughter Program is aimed at empowering young women by raising the expectations of adolescent girls and their mothers. The program helps elementary and middle school students create their own hopes and their own bright visions of the future. Over the course of the school year 50 mothers and their daughters make four visits to the university. During their visits they are treated to various speakers and experiences. Each visit focuses on

## 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, SJ**

*Director / Vice Provost*

**Vidalino Raatior**

*Associate Director*

**Pauline Nguyen**

*Office Manager (CML & Ethnic Studies Program)*

**Pancho Jimenez**

*Project Manager / Faculty (Art Department)*

**Latanya Johnson**

*Project Manager / Admissions Counselor (Admissions Office)*

**Jennifer Acosta**

*Project Manager / Director (Student Leadership Programs)*

**Romando Nash**

*Project Manager / Resident Hall Director (Unity House)*

**Kevin Yonkers-Talz**

*Project Manager / Director (Casa de Solidaridad)*

### Student Staff:

**Rosa Hernandez**

**Emmanuel Landa**

**Miguel Legarreta**

**Paulina Lomeli**

**Celina Uong**

a particular theme ranging from leadership to service. The goal is to introduce the young women to university life and encourage them to make a college education part of their personal goals. The program partnered with Undergraduate Admissions, the Arrupe Center and The Career Center. This year the nuances of the program, after some evaluation, have been changed slightly and refined in an effort to improve.

## Programming Initiatives

**FEBRUARY: Black History Month:** This year's Black History Month celebrations were well attended. The main theme throughout the month was collaboration. For the first time, a Black History Month planning committee comprised of faculty, staff, students and alumni representatives. This combination of different populations of the university community added to the richness of the variety of programs and events. The committee began meeting in early August and planned throughout the year to ensure proper arrangements and planning were completed successfully. The month-long celebration began with the *1<sup>st</sup> Annual GospelFest* that brought together members of the local communities, other university gospel choirs including UC Davis and Stanford University, and successfully drew a standing room only crowd of over 800 guests to the Mission Church.

The committee also collaborated with the Music Department for a *Music at Noon* series, the Political Science and Civil Society Institute for debates and lectures, the University Dialogue Council Committee for the Carl Upchurch Project, and a nationally recognized community organization named Jack and Jill of America, Inc. for a dinner celebrating African American heritage.

**MAY: Asian Pacific American Heritage Month:** Following the successful format of the Black History Month collaborations, the CML formed an Asian Pacific American Heritage Month steering committee comprising of faculty, staff, and student leaders from the Asian Pacific student organizations to plan, coordinate, and implement the variety of programs.

The shared leadership format enabled many different sectors of the University faculty, staff, and students to collaborate on the various programs and course linkages to celebrate the contributions of Americans of Asian and Pacific island ancestry to the culture, history, and life in the United States.

**MAY: Cinco de Mayo Week:** This year MEChA El Frente (a Chicano/Latino student organization on campus) once again organized a successful week-long series of events to commemorate Cinco de Mayo. The program included lectures, music and dance performances, a variety show, trip to the theater, a mass, dinner and finally a dance. This year's celebration is especially notable for two reasons: the wide array of programs that were educational and social and the numerous partnerships generated by the organization in putting this event together. MEChA partnered with the Music and Dance department, Ethnic Studies, The Art and Art History Department, Santa Clarans for Social Justice and the Santa Clara Community Action Program (to name a few).

An innovative idea this year is the process by which the planning for the program began. It began with a meeting with faculty members who teach related courses on Chicano/a cultures

### Action Priority

“Establish an effective infrastructure that strengthens integration of multicultural programs and promotes a supportive environment for faculty, staff, and students of color.”

- **Strategic Plan, Santa Clara University**

to solicit programming ideas, which would enhance their courses. The strategy was to ensure that activities and programs stem out of the courses thereby making it possible for faculty members to bring their students to the events.

## Student Support Initiatives

### **Accompaniment Model**

At a meeting between the staff of the CML and the Center for Student Leadership (CSL), it was mutually agreed upon that both centers offer unique support services for the students of color. Whereas, the CSL offers consultative model of student support for all chartered student organizations, the CML offers a unique model of support for the historically under-served student, faculty, and staff population at the University. The CML staff in particular are assigned as liaison to specific student organizations at the student-led Multicultural Center which in turns support the efforts of the CSL staff. The challenge continues to be in terms of structural changes to particular staff assignment at the CSL and proactive collaboration and clear communication between the two centers. CML reaffirms a model of student support that stresses “accompaniment” of the students of color throughout their leadership development stages.

### **Leadership Development Initiative**

The collaboration between the CSL and the CML seemed to positively affect the climate of support for the MCC clubs. These initiatives have included two projects in particular to help train and mentor prospective leaders of the various organizations within the MCC. Two leadership development projects in particular were developed as a result of the collaboration:

- 1) *Got Leadership?* A project co-sponsored by the MCC leadership and members of the staff at both CML and CSL to help in the recruitment of student leaders for the various MCC clubs. Approved by the CML staff, the project engaged members of the student organizations within the MCC to meet the CML and CSL resources, discuss the leadership opportunities and needs, and socialize at the MCC.
- 2) *The Next GenerAsian Leadership Training:* A collaborative project between the CML and the Ethnic Studies Program, in particular Professor James Lai, to accompany student representatives from the Asian Pacific student organizations at MCC to a regional leadership conference at the University of California at Berkeley.

### **First Generation Student Support Initiatives**

In support of the Building Partnerships for Diversity grant, the Center for Multicultural Learning (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.

The following recommendations reflect the concerns shared in both the evaluative surveys and the Focus Group discussion. It is clear that the first step is to identify these students.

Action Priority

“Increase the effectiveness of multicultural programs through better coordination and sharper focusing of resources.”

–*Strategic Plan,  
Santa Clara University*

Some of these recommendations can be easily implemented to impact these students' quality of life.

- Identification of first generation students in PeopleSoft – Currently, first generation students at the University are not consistently tracked. Although the Admissions application includes an optional question asking if the applicant's parents have attended a university, the nature of the question causes it to be inconsistently answered. Furthermore, the *PeopleSoft* system is not currently designed to track first generation status once a student is enrolled. The Focus Group recommends that Admissions and Student Records create a way to track first generation students from admission to graduation.
- Letter to the parents explaining university life and the differences between that and high school – Throughout the evaluation process, it was made clear that parents of first generation students had difficulty understanding university life and its affect on students' lives. The Focus Group often found it difficult to explain university life to their parents. They felt that their parents might be more understanding of what they were going through if their parents had received a short explanation of university life. It stands to reason that if the University can give parents a clear understanding of university life, they will in turn be more supportive of their son or daughter - a key factor toward achieving academic success.
- One page resource guide – Throughout the evaluation, it was evident that students are not aware of all the services available to them on campus. If they were aware, it was typically due to recommendations or assistance from friends. The Focus Group consisting mainly of on-campus leaders such as Resident Assistants agreed that although the University offers a strong array of services and resources, they are not sufficiently publicized. Many believed that if they were made aware of the services early on in their academic career, they might not have had such a difficult time initially. It was recommended that a one-page sheet be created to give the basic information with regards to student services on campus.
- Faculty Advisor Training / Peer Mentoring – Many in the Focus Group felt that being first generation students put them at a disadvantage with regard to understanding the University's policies and procedures. Fellow classmates whose parents attended a university were believed to be at an advantage because their parents share their experiences in college. The Focus Group expressed that this fundamental knowledge was "skipped over" or taken for granted in their discussions with faculty advisors. They also felt that if advisors were given training on what to cover when meeting with a first generation student, it would help those students better acculturate to university life. Furthermore, as an adjunct to the faculty advising, it was felt that peer mentoring would aid in closing the information gap. Because the Focus Group was very enthusiastic about this idea, peer mentoring needs to be further discussed and existing programs (i.e., MUSE, FUSE, and Peer Educators) need to be brought into the conversation.
- New Student Orientation – The Focus Group expressed strong concern with the present format of Orientation. Because of a lack of knowledge as to what to expect, they said that they felt overwhelmed during Orientation. They explained that although segregating out first generation students for the others would be even more stigmatizing, there still needed to be some sort of piece in Orientation that would address their needs. Although some of the previously mentioned recommendations may address the Focus Group's concerns, it is clear that continued discussion with the key players in Orientation needs to occur.

### **Unity House Mentoring Project**

The mentoring project was initiated in collaboration with Unity House (the multicultural theme resident hall) and the Associates Network in which interested residents were matched with members of the Associates Network. Serving as a pilot project for both the Unity House and the CML- Associates Network program, the mentoring program is an attempt to gauge the interest and model of student-faculty mentoring. So far it has gone well. The residents in Unity that have connected with their respective mentors have found it to be beneficial. It was relatively easy to merge the needs of the two programs; namely, the Associates Network and an already existing mentoring program at the multicultural-theme residential learning community. The challenge might be to make it necessary for all the Associates to be mentors to increase the numbers of mentors.

#### **Residential Assistant Diversity Training**

RA training went well this year. It gave the CML individuals an opportunity see the staff in the halls and gave the halls a brief introduction to the CML. Out of the training came the idea of having a specific CML liaison to each hall. For the future, the CML should be utilized as a resource and to bring in outside specialists to serve as resources for the campus community and to help as consultants for the Housing and Residence Life staff in the area of diversity.

#### **African American Senior Ceremony**

Although the African American Senior Ceremony for the graduates of 2001 has not occurred yet, planning for this event is well underway. Last year's participation was so successful thereby requiring a larger venue. Moving the event to Brass Rail, the capacity is 250 and we are again expecting possibly standing room only. This year the CML and the Center for Student Leadership have collaborated in coordinating the program. This is a successful partnership as the CSL staff has built close relationships with the students and it helps to begin the institutionalization process. Three new awards will be presented at this year's celebration to recognize graduates with 1) Excellence in Leadership, 2) Excellence in Academics, and 3) Excellence in Service.

Plans are underway to incorporate more student involvement in the planning, especially from a pool of sophomores and juniors as well as graduate students to encourage their participation in the program.

**Chicano/Latino Senior Ceremony:** With the support and guidance from CML, a committee was formed comprising of faculty, staff and students to plan this event. Chaired by a student leader, the model for planning this event allows for more learning centered initiatives, leadership skills, and greater collaboration with faculty and staff. It has enabled new Chicano/Latina staff to become involved with the students. The involvement of CML has initiated new connections and synergy across the campus community around this event (e.g., supported the start of Latino alumni network).

**Asian Pacific Senior Ceremony:** Since the various Asian Pacific student organizations plan to hold their own senior receptions, the decision this year is to begin the planning early for next year.

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# GRANT EVALUATION

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## **Suzanne Benally**

The Grant Steering Committee has selected Suzanne Benally, Director of the Western Interstate Commission for Higher Education, to coordinate the external evaluation for the *Building Partnerships for Diversity Grant*. Ms. Benally possesses a wealth of experience in assisting colleges and universities develop diversity evaluation strategies. She will perform an evaluation, develop an assessment approach, and develop campus capacity to perform on-going assessment for the *Building Partnerships for Diversity* initiative at Santa Clara University.

During a visit to the University, Ms. Benally met with the Grant Steering Committee, the staff of the Center for Multicultural Learning, a number of Council Chairs, and key student leaders who have been involved with the multicultural initiatives. She also submitted her proposal (Appendix A) for evaluating the *Building Partnerships for Diversity Grant* to the Grant Steering Committee, which is ultimately responsible for obtaining the data needed for her to conduct an evaluation.

## **Evaluation Goals**

**Evaluate the progress and success of the goals and objectives of the proposal.**

**Develop indicators of success that reflects Santa Clara University as a multicultural learning community.**

**Identify and address the “deeper questions” of diversity related to institutional change and organizational learning.**

**Develop institutional capacity to do diversity assessment.**

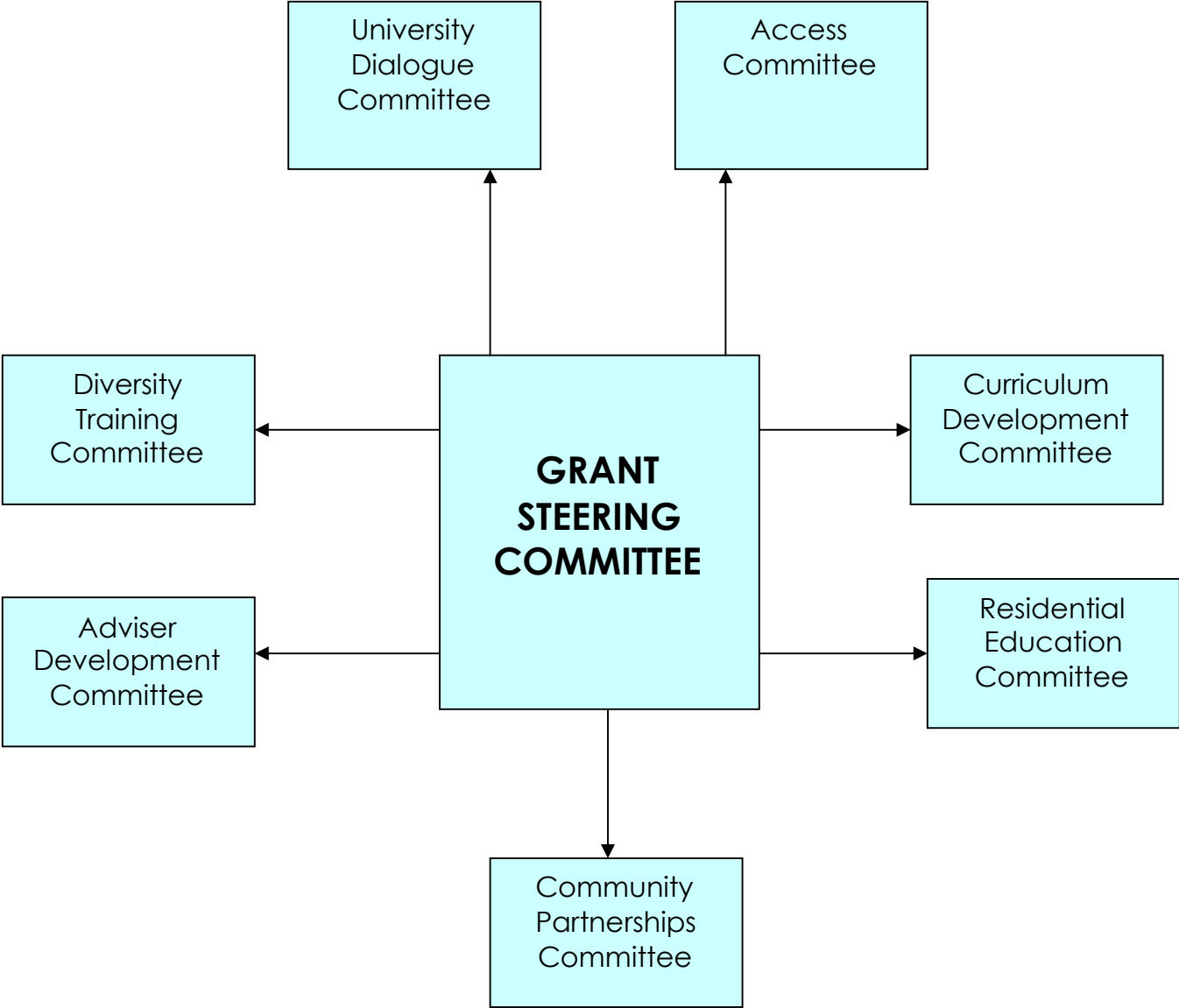
**Inform the diversity process (formative evaluation) and keep vital the sustainability of that process.**

**Document Santa Clara University’s institutional diversity initiative.**

*-Proposed by Ms. Suzanne Benally, external evaluator*

# GRANT COMPONENTS / SPECIAL PROJECTS

*Building Strategic Partnerships through University Council  
Committees*



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# OPEN GRANTS

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## Grant Steering Committee

Following the reorganization of the Grant Steering Committee (GSC), the GSC has met twice each academic quarter. The meetings focus updates from the council committees, review any new open grants, and address any concerns, issues, processes, or budget matters related to the administration of the grant.

The highlight of this reporting period was beginning the process of grant evaluation. Ms. Suzanne Benally from the Western Interstate Commission for Higher Education has been contracted as the external grant evaluator. She was recommended by Dr. Darryl Smith and has served as an Irvine Grant evaluation consultant. She met with council committee chairs individually, with CML staff, and with the Grant Steering Committee to develop an assessment plan that would provide feedback on measures of success as well as identify and address next steps in promoting institutional change and learning.

Following her visit, the GSC is poised to move forward with the evaluation process and through the council chairs develop the institutional capacity for beginning diversity assessment. The evaluation as well as the grant administration continue to locate leadership and strategic planning with the council committees who work closest to their respective areas of concern – access, curriculum, residential learning, etc.

The Grant Steering Committee awarded the following faculty and student grants from the Open Grant line item:

**GRANT TITLE: Rangeli Shaam II**

**DIRECTOR:** Sunil Verma, Rashmi Reddi

**DEPARTMENT:** Intandesh

**DATE:** 2/18/01

**AMOUNT: \$5,000**

**PARTNERSHIP:** Multicultural Center Programming Board, Multicultural clubs

**DESCRIPTION:** Honoring the unity between the cultures of the East and West bringing a part of 'home' from the south Asians on campus and in the community, the annual cultural show consists of dance performances, comical skits, monologues, and other educational activities about South Asia.

**GRANT TITLE: Cinco de Mayo Week Celebration**

**DIRECTOR:** Dr. Francisco Jimenez

**DEPARTMENT:** Ethnic Studies Program

**DATE:** 4/30/01-5/5/01

### 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, SJ (Chair)**

*Vice Provost, CML Director*

**Vidalino Raatiior (Vice Chair)**

*Center for Multicultural Learning*

**Jerald Enos**

*Center of Performing Arts*

**Dr. Constance Cortez.**

*Department of Art & Art History*

**Mrs. Laura Jimenez**

*Drahmann Center for Academic*

*Advising & Learning Resource*

*Center*

**Dr. Stephen Fugita**

*Ethnic Studies Program*

**Dr. Robert Senkewicz**

*History Department*

**Elizabeth Dale**

*Chair, Adviser Development*

*Committee*

**Sandra Hayes**

*Undergraduate Admissions*

**Charlie Amberlang**

*Human Resources*

**Catherine Wolff**

*Arrupe Center for Community-based*

*Learning*

**Dr. Carmichael Peters**

*Residential Learning Community*

**Fr. Mark Ravizza, SJ**

*Philosophy Department / Bannan*

*Institute for Jesuit Education*

**David Thompson**

*Associated Students of SCU*

**Tam Nguyen**

*Multicultural Center Programming*

*Board*

AMOUNT: **\$5,000**

PARTNERSHIP: MEChA- El Frente, Multicultural Center Programming Board

DESCRIPTION: MEChA-El Frente hosts a series of educational and cultural programs to celebrate Cinco de Mayo. This year's celebration includes issues and culture of Mexican, Chicano, and Latino communities, social justice issues in the U.S. and Latin America, a panel discussion entitled "Latinos in the Media," cultural performances, SCU's 1<sup>st</sup> Annual Noche Gigante, a Spanish mass, and a dinner and a dance for students, parents, faculty, staff, and alumni.

"...we were able to pull together as a supportive club and overcame the obstacles that came our way. The challenges that we faced taught us a lot about programming and most of all about how to work with others to achieve a common goal."

*—Final report from Vietnamese Student Association's cultural performances "Once Upon a Time...An Evening of Enchanting Vietnamese Cultural Performances"*

GRANT TITLE: **Africa Week**

DIRECTOR: Prof. Michael Kevane

DEPARTMENT: Economics

DATE: 04/01/01-05/10/01

AMOUNT: **\$4,000**

PARTNERSHIP: Political Science Department

DESCRIPTION: A series of programs, lectures, presentations celebrating the contributions and addressing political, ethical, and social issues in Africa. The public lectures involve several guest speakers including Dr. Nawal Nour, a Sudanese doctor practicing obstetrics at Brigham and Women's Hospital in Boston, Dr. Nour who operates a clinic seeing African women who have undergone female circumcision, and has spoken widely on the subject, and Dr. Madut Jok, a southern Sudanese now teaching at Loyola-Marymount University, discussing how Dinka women are coping with the ongoing civil war in southern Sudan. Dr. Tetteh Kofi, from the University of San Francisco, speaks on the civil war in Congo. Dr. Kofi is an adviser to the Congolese government of Laurent Kabila. It culminates in a slide show by students who studied abroad in Africa.

GRANT TITLE: **James Luna Performance and Lecture**

DIRECTOR: Prof. Constance Cortez

DEPARTMENT: Department of Art and Art History

DATE: 2/14/01-2/15/01

AMOUNT: **\$1,150**

PARTNERSHIP: Sobrato Learning Complex

DESCRIPTION: The program is designed to bring a distinguished American artist, James Luna to campus for a performance and an informal discussion with students. The performance is open to the whole campus community. Luna, a Luiseño Indian, is a performance artist with an international reputation and has appeared in major art and art history journals. He is known for his thought provoking critiques of anthropological typology and the structures of European-based modernism. Luna's performance often entails audience interaction.

GRANT TITLE: **"Asian Pacific American Heritage Month 2001"**

DIRECTOR: Asian Pacific American Heritage Month Steering Committee

DEPARTMENT: Center for Multicultural Learning

DATE: May 2001

AMOUNT: **\$6,000**

PARTNERSHIP: Asian Pacific Heritage Month Committee members

DESCRIPTION: A series of programs on campus to celebrate the richness and diversity of the Asian Pacific American heritage- through cultural, social, dramatic, educational, public forums, and athletic activities. These events incorporate element from the student organizations, faculty, staff, and the external community.

GRANT TITLE: **Barkada's 11<sup>th</sup> Annual Pilipino Cultural Night: "Tumpak Na Landas"**

DIRECTOR: Prof. James S. Lai

DEPARTMENT: Ethnic Studies Program

DATE: April 27 and 28, 2001

AMOUNT: **\$3,000**

PARTNERSHIP: Barkada, Multicultural Center Programming Board

DESCRIPTION: Barkada of Santa Clara University annually organizes and performs a show that exhibits the culture and heritage of the Philippines. In alignment with the vision of Barkada, Pilipino Cultural Night has evolved into a university recognized programs for its celebration and presentation of Pilipino culture as a means to provide awareness of Pilipino/Pilipino American culture and heritage to the community.

GRANT TITLE: **Needs Assessment and Foundation for the Latino Counselor Emphasis in the Department of Counseling Psychology**

DIRECTOR: Lucila Ramos-Sanchez, Ph.D

DEPARTMENT: Department of Counseling Psychology

DATE: 1/1/01-12/31/01

AMOUNT: **\$4,950**

PARTNERSHIP: Local community

DESCRIPTION: The goal of this project is to build a foundation for the Latino emphasis in the Department of Counseling Psychology. The overarching philosophy of the Latino emphasis is to develop core a specialty courses that target the specific mental health needs of this population and recruit Latinos who will return to the community to provide culturally-appropriate mental health services to the Latino population in Santa Clara County. Specifically, this project will focus on conducting a needs assessment of the community to develop appropriate curriculum concentrated on these needs assessment of the community to develop appropriate curriculum concentrated on these needs, researching existing programs in California, and providing a basis to apply for large scale external grants.

“As a white male, I believe it is experiences like this one that educates us the most about the oppression that still exists in our society and gives us tools to address inequality. Without an experience like the Black Panther Legacy Tour, I don’t think my eyes would have been completely opened to the idea of racial oppression.”

*-Student participant in “Black Panther Legacy Tour”*

GRANT TITLE: **Next GenerAsian Leadership Training 2001**

DIRECTOR: Prof. James S. Lai

DEPARTMENT: Ethnic Studies Program

DATE: 4/27-29/01

AMOUNT: **\$2,090**

PARTNERSHIP: Asian Pacific Student Union, Chinese Student Association, Vietnamese Student Association, Multicultural Center, and Center for Student Leadership.

DESCRIPTION: The training aims at leadership skill development for students who are taking part leadership roles in the Asian Pacific organizations on campus. The mission of the nationwide training sessions are "to provide Asian Pacific American students leaders and activists an environment to develop leadership and organizing skills that are relevant to Asian Pacific American students on their campuses and in their community. The training advertises such leadership skills as building coalitions among students of color, preparing for transitioning new student club officers, and ways to empower new and younger student leaders- all of which fit into the needs of the clubs.

**GRANT TITLE: Opportunities for Experiential Learning at SCU (Updating the Electronic Version)**

DIRECTOR: Enzie Lagattuta

DEPARTMENT: The Career Center

DATE: 2/15/01-5/14/01

AMOUNT: **\$5,000**

PARTNERSHIP: Pedro Arrupe, S.J. Center for Community-Based Learning, Center for Student Leadership

DESCRIPTION: The project involves the development of an updated electronic version of Opportunities for Experiential Learning at Santa Clara University - the single, comprehensive source of information about the full range of experiential education, community outreach, and leadership opportunities available to students. This centralized web listing serves as a valuable resource to faculty and staff who advise students about experiential learning opportunities. It will be accessible to peer educators working with students in their leadership positions, to staff involved with student recruitment and University public relation initiatives, and to departments and programs who are building relationship with the local community. This project will also provide a significant resource that supports the University's efforts to educate all students for leadership in an increasingly diverse society.

“A lot of people are not aware of what goes on in the Mission District. It was a great way of showcasing such a diverse community. Students walked away from the performance with better knowledge and an understanding of this culturally diverse community.”

*—Final Report “Culture Clash Performance”*

**GRANT TITLE: My Bones a Grill of Fire: Poet Jimmy Santiago Baca Speaking and Reading at SCU**

DIRECTOR: Prof. Claudia MonPere Mclsaac

DEPARTMENT: English Department & Modern Language and Literature

DATE: 4/9/01

AMOUNT: **\$2,130**

PARTNERSHIP: MEChA- El Frente, Mountain View High School, Admissions Office

DESCRIPTION: The project brought nationally known poet Jimmy Santiago Baca to the University to conduct readings from his poetry and memoir and conduct workshops to a diverse audience of high school students, SCU students, faculty, and staff.

**GRANT TITLE: Environmental Justice: A Native American Perspective**

DIRECTOR: Prof. Amy Shachter

DEPARTMENT: Environmental Studies Institute

DATE: May 8, 2001

AMOUNT: **\$2,500**

PARTNERSHIP: Bannan Institute

DESCRIPTION: Winona LaDuke, 2000 Green Party candidate for vice president visits Santa Clara University and meets students, faculty and staff and presents a evening on environmental justice and indigenous rights. Winona LaDuke, 1982 graduate of Harvard, currently lives on the White Earth Reservation in Minnesota and works on restoring the local land base and culture. She also serves as the board co-chair for the Indigenous Women's Network and works in a national capacity as Program Director for Honor the Earth Fund.

GRANT TITLE: **Gospel Fest 2001**

DIRECTOR: Prof. Aldo Billingslea

DEPARTMENT: Center of Performing Arts

DATE: 1-4 February 2001

AMOUNT: **\$4,600**

PARTNERSHIP: Black History Month Committee

DESCRIPTION: This program offers the greater Santa Clara community an opportunity to celebrate the Black History Month through the tradition of gospel music. *GospelFest* was planned to be an event that is multicultural, spiritual, and communal. It involved other gospel choirs from the bay area and a visiting youth choir from the *Mosaic Youth Theatre* based in Detroit was the opening program for the Black History Month celebrations.

GRANT TITLE: **Minority Law Day**

DIRECTOR: Jeanette J. Leach

DEPARTMENT: School of Law Admissions Office

DATE: 2/3/01

AMOUNT: **\$4,300**

PARTNERSHIP: Law Students

DESCRIPTION: This program is targeted to high schools and early college students. These students have the opportunity to interact with attorneys, judges, and law students who look like them. It involved an alumni panel from various fields of the law and some who may not be practicing law but utilizing their degrees in other careers. Another panel with students with various backgrounds telling about their first, second and third year of law school her at Santa Clara University.

“Though the event celebrates one of the most powerful African-Americans in U.S. history, it also speaks to all minorities who have a history of disenfranchisement.”  
-Professor Aldo Billingslea  
(Theater Department)  
“MLK Night”

GRANT TITLE: **Celebrating Heritage: MLK Night 2001**

DIRECTOR: Prof. Aldo Billingslea

DEPARTMENT: Center of Performing Arts

DATE: 1/15/01

AMOUNT: **\$1,300**

PARTNERSHIP: Igwebuike, MCC, Black History Month Committee

DESCRIPTION: MLK Night is an annual event celebrating the Martin Luther King, Jr. Holiday. The show incorporates performances from SCU community members, as well as special guests *EMK Productions* and *Silent Voices*. The program produced by The Center of Performing Arts and Igwebuike to encourage thought and discussion about the challenges and opportunities facing people of color.

GRANT TITLE: **Experiences of First Generation College Students**

DIRECTOR: Prof. Laura Nichols

DEPARTMENT: Anthropology/Sociology

DATE: 4/1/01-4/1/02

AMOUNT: **\$4,700**

PARTNERSHIP:

DESCRIPTION: The project is to develop an edited volume of the stories of "first generation" college students at Santa Clara University. A "first generation" student is defined similarly to the U.S. Department of Education as any student whose parent(s) never attended a four-year degree-granting university. Students will write about three main topics in their chapters including their family histories including the nationality, education, and occupation of parents and grandparents and what factors influenced the students to attend college. Another topic would be a discussion of their experience adjusting to Santa Clara University. And lastly to offer advice to other first generation college students on adapting to college life. Money would be used to pay students contributors to the volume, print the book, and sponsor a panel presentation. The project has the potential to provide an opportunity for the university to consider the potential needs of first generation students as well as ways to effectively recruit first generation students.

GRANT TITLE: **Case Study of the Recent Student of Color Protest at Santa Clara University: Unity III and the Attempt at Reforms (Research Panel)**

DIRECTOR: Prof. Ramon D. Chacon

DEPARTMENT: History Department / Ethnic Studies Program

DATE: April to June 2001

AMOUNT: **\$1,486**

PARTNERSHIP: Political Science, Sociology, and Multicultural Center, MEChA- El Frente

DESCRIPTION: The project enables three selected students to accompany Prof. Chacon to present their original research at the scholarly conference (*National Association for Chicana and Chicano Studies*) focusing on race and ethnicity.

GRANT TITLE: **Pan-African Student Community Retreat**

DIRECTOR: Prof. Shawn Ginwright

DEPARTMENT: Sociology/ Ethnic Studies

DATE: 5/4-6/01

AMOUNT: **\$4,523.09**

PARTNERSHIP: Center of Student Leadership, Counseling Center, Igwebuiké

DESCRIPTION: The purpose of the retreat is to increase participants' sense of purpose and comfort within the organization, to facilitate growth in relationships and feelings of belonging, to increase positive feeling about each other, and to identify the focus of Igwebuiké. Retreat participants had an opportunity to assess the quality of their relationships, the issues that impede community development and organizational effectiveness, and their skills to revive morale and leadership.

GRANT TITLE: **Tijuana Trip: Thanksgiving**

DIRECTOR: Mark Babula

DEPARTMENT: SCCAP

DATE: 11/18-11/23/00

AMOUNT: **\$500**

PARTNERSHIP: Eastside Project, Campus Ministry, Provost's Office, Bannan Institute

DESCRIPTION: A small group of students traveled to Tijuana, Mexico over the Thanksgiving break. Organized through the chartered student organization called Santa Clara Community Action Program and coordinated by *Amor Ministries*, the cultural immersion experience involved groups of college students who work together to build houses for impoverished families in Mexico. The trip exposes students to the need and conditions present in the poor areas of Mexico. Trip participants work and socialize with the family for whom they are building the house. Participants learn team and group cooperation skills, as well as learning about the culture through their interactions and the process of creating a home.

GRANT TITLE: **SCU Alternative Spring Break with Habitat for Humanity- Santa Fe**

DIRECTOR: Nikki Streegan

DEPARTMENT: Habitat for Humanity

DATE: 3/24-3/31/01

AMOUNT: **\$500**

PARTNERSHIP: Santa Clara Community Action Program, Sigma Lambda Beta, and Santa Claraans for Social Justice

DESCRIPTION: The Habitat for Humanity Spring Break 2001 trip exposes Santa Clara University students to a diverse community and foster a multicultural learning experience as well as bring them into contact with housing issues of the Southwestern United States. It provides a collaborative way for students to educate the greater student body with respect to substandard housing within a culturally different area of the United States.

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# COMMUNITY PARTNERSHIPS FUND

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## Community Partnerships Committee

The Community Partnerships Council Committee essentially became one and the same Advisory Board for the Arrupe Center for Community-based Learning. Members of this committee include faculty and staff from key departments at the University, student leaders, and representatives of agencies serving the San Jose Community. This reorganized committee has shifted its focus from doubling the number of community placements to enhancing the ones that currently exist for several reasons. First, The Arrupe Center does not have the infrastructure (cars, staff, etc.) to double the number of placements.

Secondly, the community placements do not have adequate personnel to handle such an increase because of the high staff turnover and difficulty filling positions that non-profits in Silicon Valley are currently experiencing.

Thirdly, the Community Partnerships Council Committee decided to focus its energy and resources to enhance the quality of the community placements to benefit the students, university, and the agencies.

The following grants were awarded from this line item:

GRANT TITLE: **Serve-a-plooza**  
DIRECTOR: Danielle Stephens  
DEPARTMENT: SCCAP  
DATE: 4/7/01  
AMOUNT: **\$1,000**  
PARTNERSHIP: APB, IGC, RHA, MCC, The Santa Clara Review, and AS  
DESCRIPTION: An all-day event in which students, faculty, and staff were invited to participate in community service in specially designated programs. The participants were also involved in reflection sessions on issues so that the service does not remain a single and empty act. At the end there is volunteers will break back into groups to facilitate a reflection on the day. This reflection enables volunteers to share their experiences, to aid in the understanding of the value of their actions as well as to empower everyone to take what they have learned

GRANT TITLE: **Undergraduate Advocacy Project 2001**  
DIRECTOR: Margaret Stevenson  
DEPARTMENT: East San Jose Community Law Center  
DATE: 1/01-5/01  
AMOUNT: **\$5,000**

### Community Partnerships Committee

#### 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*

##### **Rosemary Feerick**

*Center for Multicultural Learning*

##### **Fr. Mark Ravizza, SJ**

*Philosophy Department*

##### **Dr. William Spohn**

*Banan Institute*

##### **Jo-Anne Shibles**

*School of Business*

##### **Fr. Paul Fitzgerald, SJ**

*Religious Studies Department*

##### **Dr. Thomas Plante**

*Psychology Department*

##### **Dr. Lucia Varona**

*Modern Languages & Literatures*

##### **Fr. Gerdenio Manuel, SJ**

*Vice Provost*

##### **Dr. Marilyn Fernandez**

*Anthropology/Sociology Dept.*

##### **Dr. Kelly Detweiler**

*Art Department*

#### Student Representatives

##### **Joseph Albers**

*Santa Clara Community Action Program*

##### **Kelly McCann**

*Peer Campus Ministers*

##### **Frank Kreikebaum**

*Santa Clara for Social Justice*

#### Community Representatives

##### **Greg Lippman**

*Downtown College Preparatory*

##### **Margaret Stevenson**

*East San Jose Community Law Center*

##### **Marion Johnson**

*John XXIII Neighborhood Center.*

##### **Fred Ferrer**

*Gardner's Children Center*

PARTNERSHIP: Prof. Laurie Mason, Dr. George Westermark, Anthropology Dept., Ethnic Studies Program, Communications Dept., Modern Languages, Political Science, Sociology, SCCAP, Campus Ministry, Pedro Arrupe S.J Program

DESCRIPTION: The project will serve as a pilot project for the Arrupe Center's attempt to assess the possibility of improving the working relationship between the University community-based learning opportunities and the non-profit organizations that participate in it.

GRANT TITLE: **Student El Salvador Spring Break Immersion Trip**

DIRECTOR: Laurie Laird & Joseph Albers

DEPARTMENT: Santa Clara Community Action Program and Arrupe Center

DATE: 1/01-5/01

AMOUNT: **\$1,500**

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“I found that this university not only is a place to get a diploma, but a place that connects its students to the compassion of their hearts. It is through programs like immersion trips that the students are connected their greater communities and to their hearts.”

-Marcos Davis (student)

*“Student El Salvador Immersion Trip”*

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PARTNERSHIP:

DESCRIPTION: This program enables 12 students to visit a village in El Salvador. Students are immersed in a culture and live and work with a youth group called the Tamarindos. The trip gives students a chance to see more globally. Students learned from another culture and reflect on their culture and their place in the world. The trip is faith-based and educational. It is focused on respecting diversity and critically looking at our cultures and reforming it. Students can experience poverty, albeit for a week, but this gives students a new perspective on life. Through this experience, students live in solidarity with our world, especially those who are marginalized. This project motivates students to better understand our world and be vehicles for change to make it a better place.

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# COMMUNICATION PLAN

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**Newsletter:** *The CML Network* continues to be distributed quarterly. The content this past year has simply contained update information about certain projects the council committees are working on, events and programs happening throughout the quarter, and continues to have a quarterly Associate Spotlight. Changes for next year include having more resource and educational information. For example, a “Did you Know” historical section and facts about certain organizations on campus (i.e. what years different student organizations were established). We would like to continue to use the CML Network as a way of marketing the CML and its efforts but would also like to ensure it serves as a resource of information to educate as well.

**Web site:**  
The CML web site has been widely used for a variety of purpose. Information is easily posted on the website for the University community including web pages



on the Asian Pacific American Heritage Month and the Chicano/Latino senior ceremony. The purchase of the latest web design software including *Dreamweaver* and *Photoshop* will enable the CML to further enhance the web site. [www.scu.edu/cml](http://www.scu.edu/cml)

**Presentations:** Members of the CML staff and their Associates were invited to present their multicultural initiatives at the Diversity Workshop at Mills College, Oakland and the University’s Board of Trustees.

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# FACULTY DEVELOPMENT

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## Curriculum Development Committee

In the academic year 1999/2000, through the work of this council, a number of the departments and schools at Santa Clara University began the process of encouraging either curriculum development or course enhancement innovations. The Curriculum Council Committee had focused its attention on enhancing the core curriculum courses in the Leavey School of Business, College of Arts & Sciences, and the School of Engineering. That year, the College of Arts & Sciences clearly demonstrated its commitment to multiculturalism in its curriculum development.

During the 2000/2001 academic year the curriculum committee focused solely on the support and development of multicultural initiatives in the curriculum. This is the most pressing charge of the committee and draws from the strengths and abilities of the committee members. The committee is chaired by Dr. Robert Senkewicz, Chairman for the University's Core Curriculum Committee and co-chaired by Francisco (Pancho) Jimenez, Faculty/Project Manager. The committee focused on soliciting faculty outside the immediate committee to participate in a grant. The CDC employed making personal contacts with faculty to encourage them to write a grant.

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

### Curriculum Development Committee

**Mission:**

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

**Members:****Dr. Robert Senkewicz (Chair)***History Department / Core Curriculum***Francisco "Pancho" Jiménez (Vice Chair)***Center for Multicultural Learning / Art Department***Dr. James Hall***School of Business***Dr. Tim Healy***Electrical Engineering***Dr. Carol Giancarlo***Counseling Psychology & Education***Dr. Edward Schaefer***Math & Computer Science Department***Dr. Shoba Krishnan***College of Engineering***Peter Taylor***English Department***Dr. Shawn Ginwright***Ethnic Studies Program***Helen Lefrance***Library***Student Representative****Christina Morales***Multicultural Center*

### GRANT TITLE: **Multiculturalism and Globalization: Anthropological & Environmental Perspectives**

**DIRECTOR:** Prof. George Westermarck, et al.**DEPARTMENT:** Anthropology & Sociology**DATE:** 4/1-3/31/01**AMOUNT:** **\$7240****PARTNERSHIP:** Environmental Studies Program

**DESCRIPTION:** The Anthropology and Environmental Studies faculty seek to both improve the presentation of multiculturalism and to integrate a series of themes that they believe unite our disciplines. These teams include poverty, immigration, urbanization and gender. Each of these themes has a regional, historical, and cultural dimension, and each is critically related to multiculturalism. They will meet six times over the course calendar year to choose thematic readings.

### GRANT TITLE: **Gay Men and Lesbians in American History**

**DIRECTOR:** Prof. Nancy C. Unger**DEPARTMENT:** History and Program for the Study of Women and Gender**DATE:** Spring Quarter 2002**AMOUNT:** **\$4,000**

**PARTNERSHIP:**

**DESCRIPTION:** A preparation to introduce Santa Clara University's first Gay and Lesbian History course, to be offered in spring, 2002.

**GRANT TITLE: Multicultural Literatures of the United States: New Course Development**

**DIRECTOR:** Prof. Eileen Razzari Elrod

**DEPARTMENT:** English Dept.

**DATE:** 6/011-6/02

**AMOUNT: \$7,374**

**PARTNERSHIP:**

**DESCRIPTION:** The new course will meet the needs of non-English major and the goals of the core curriculum, and will be particular suited for students preparing to be teachers. As a new, permanent course in the English Department, English 39 advances multicultural education and specifically meets the needs of students of color looking for more and richer reflections of their own communities and cultures in the curriculum. The course also advances and enriches the multicultural literature and thinking about issues of multiculturalism in the US.

## Adviser Development Committee

The Adviser Development Council evolved out of the combined objectives of the Irvine Grant to promote a multicultural perspective through advisor development programs and of the Drahmman Academic Advising and Learning Resource Center to ensure students of color the full support of the University's resources and to provide all students the opportunity for multicultural learning experiences. The Council has investigated ways in which faculty advisors can become more effective using both prescriptive and developmental advising.

Currently, the faculty members on the committee recommend the use of brochures and personal websites for the academic advisors which would give an overview of their discipline, as well as their personal approaches to advising. The consensus of the faculty and the students on the committee is that there needs to be an organized approach to ensuring that all faculty understand the importance and the relevance of their role as "advisors." Santa Clara recognizes advising as part of the "teaching scholar" model, and as such, the council wishes to emphasize this model. The Council is planning on soliciting grants which target the development of workshops tailored towards designated faculty members from each department who could, in turn, share the information with members in their departments.

No grants were awarded during this grant reporting period.

## Residential Education Committee

The council committee has reorganized itself to install a Residential

### Adviser Development Committee

**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:**

**Elizabeth Dale (Chair)**

*Theatre Dept. & Drahmman Center*

**Kevin Yonkers-Talz (Vice Chair)**

*Center for Multicultural Learning*

**Dr. Ramon Chacón**

*History Department / Ethnic Studies Program*

**Diane Dreher**

*Faculty Senate*

**Dr. Michael Carrasco**

*Chemistry*

**William Garcia**

*Admissions*

### Residential Education Committee

**Mission:**

*To work with Housing and Residence Life staff and faculty to incorporate features of the Unity House program into other learning communities.*

**Members:**

**Dr. Carmichael Peters (Chair)**

*Religious Studies Department*

**Romando Nash (Vice Chair)**

*Center for Multicultural Learning*

**Philip Riley**

*Vice Provost*

**Dr. Jeanne Gunner**

*English Department*

**Student Representatives**

**Celina Uong**

**Rita Marie Brady**

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:

**GRANT TITLE: Faculty Appreciation Dinner**

DIRECTOR: Prof. William Spohn

DEPARTMENT: The Bannan Institute for Jesuit Education

DATE: 5/16/02

AMOUNT: **\$ 2,500**

PARTNERSHIP: Sobrato Learning Complex

DESCRIPTION: A special dinner designed to celebrate the contribution of dedicated faculty to graduating seniors of the Sobrato Learning Complex. The purpose of this event is to honor esteemed faculty that have played key roles in producing the newest alumni of our school.

**GRANT TITLE: Unity Open House: Opening the Doors to Diversity**

DIRECTOR: Ms. Gladys Garcia

DEPARTMENT: Unity House

DATE: 4/5/01

AMOUNT: **\$500**

PARTNERSHIP:

DESCRIPTION: The Unity Open House was a success this year. Thanks to the funding received from the CML and the publicity that the CML helped to provide, Unity was able to bring in a large amount of faculty, staff, and students to the hall. Overall, about 150-175 individuals took part in the food, festivities, and fun of the evening. The project includes celebrations of multiculturalism through performance from the diverse residents, serving of ethnic food, lecture presentations, and other activities.

**GRANT TITLE: Urban Adventure**

DIRECTOR: Residential Learning Council Committee

DEPARTMENT: Housing and Resident Life

DATE: 1/20/01

AMOUNT: **\$380**

PARTNERSHIP: RLC

DESCRIPTION: Part of the council committee's charge is to expand the multicultural concepts that are based in Walsh to other halls across the campus. Our first endeavor into this was the Urban Adventure. Urban Adventure is an immersion activity where students go to San Francisco by train and visit the various neighborhoods of San Francisco utilizing the public transportation. This year we had over a hundred participants as we not only made it part of a class requirement (listed on class syllabus), but we also combined the adventure with a traditional upperclassmen residence hall. The experience proved to be rewarding for all.

**GRANT TITLE: Student trip to see live performance of Culture Clash**

DIRECTOR: Andres Sinohui

DEPARTMENT: Chicano Theatre class

DATE: 2/9/01

AMOUNT: **\$440**

PARTNERSHIP: MEChA El Frente

DESCRIPTION: Students attend the San Francisco Brava Theatre's presentation of Culture Clash's Mission Magic Mystery Tour. Students will discuss the works of Culture Clash. The grant is for the tickets to see the performance.

GRANT TITLE: **Angel Island: Immigration Station Tour**

DIRECTOR: Kevin Y. Kwong

DEPARTMENT: Chinese Student Association (CSA)

DATE: May 20, 2001

AMOUNT: **\$500**

PARTNERSHIP:

DESCRIPTION: As part of the Asian Pacific American Heritage Month activities, the Chinese Student Association organize a cultural fieldtrip to Angel Island for a guided tour of the former Immigration Station which is now a museum. Participants learn of the hardships and the daily routines of Asian immigrants who passed through this historic site. Many of the immigrants from the Far East passed through this Immigration Station in order to settle in the United States during the first half of the last century.

GRANT TITLE: **Soul Food Dinner**

DIRECTOR: Melina Johnson

DEPARTMENT: Igwebuike

DATE: 2/3/01

AMOUNT: **\$500**

PARTNERSHIP: Jack and Jill of America, Inc., Silicon Valley Chapter

DESCRIPTION: Jack and Jill is a national organization targeted towards cultivating and developing the black family. Moderated by current SCU students youth and parents from the Jack and Jill Organization participates in pre-dinner workshops on prominent figures in black history, developing their own potential, and making a positive difference today in their own communities, an at large. The presence of members of the Mosaic Youth Theater of Detroit, a youth organization dedicated to giving students from the inner city an opportunity to express themselves and build self-esteem.

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# UNIVERSITY ROUNDTABLES & FORUMS

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## University Dialogue Committee

The restructuring proved to be successful in that everyone on the council were passionate about their involvement in the charge because in some ways it positively contributes to their work. The members themselves decided to meet every two weeks to plan and review the pulse of the University through the different represented sectors of the campus life.

During the winter quarter (2001), the UDC determined that it needed to expand its membership to include more women faculty and students. Through a nomination process, the UDC unanimously voted for Dr. Cynthia Baker (Women's & Gender Studies/ Religious Studies), Eva Liana Molina, and Paulina Flint (both student members of the Santa Clarans for Social Justice). All three of them have become active members of the UDC now.

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

**GRANT TITLE: Carl UpChurch Project**

DIRECTOR: Prof. Aldo Billingslea & Prof. Carol Ann Giancarlo

DEPARTMENT: Center for Performing Arts & Liberal Studies

DATE: February 21, 2001

AMOUNT: **\$20,000**

PARTNERSHIP: University Dialogue Council, Markkula Center for Applied Ethics, Black History Month Committee & Igwebuikie

DESCRIPTION: The University Dialogue Council sponsors educator, activist, author, and peace-maker Carl Upchurch to campus to speak and moderate forums on a multitude of themes. He also participated in the Ethics Conference for educators. The theme of the education conference is ethics in everyday life. Sessions are included and for the staff and faculty of SCU and their families. Working in conjunction with the Markkula Center through Brother Steve Johnson, Mr. UpChurch addressed education administrators, mainstream educators, alternative educators, and juvenile detainees at three separate facilities.

**GRANT TITLE: Student Justice Conference**

DIRECTOR: Joe Albers

DEPARTMENT: SCAAP

DATE: 1/27/01

AMOUNT: **\$ 1,500**

PARTNERSHIP: Santa Clarans for Social Justice, MCC, ASSCU

DESCRIPTION: The goal of the program is to educate and reflect on important justice issues and then organize students to spread education an awareness to the rest of the campus and achieve other goals. The primary topics are labor issues, Santa Clara's use of goods made in sweatshops, and fair trade coffee.

### University Dialogue Council

**Mission:**

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

**Members:**

**Fr. Mark Ravizza, S.J. (Chair)**

*Bannan Institute for Jesuit Education*

**Vidalino Raatiior (Vice Chair)**

*Center for Multicultural Learning*

**Dr. Bryan Ford**

*School of Law*

**Prof. Aldo Billingslea**

*Performance Studies*

**Dr. Cynthia Baker**

*Women's & Gender Studies*

**Laurie Laird**

*Arrupe Center for Community-based Learning*

**Student Representatives**

**Anthony Gaston**

*Multicultural Center*

**Stephanie Pesantes**

*Sobrato Residential Learning Complex*

**Zachary Bongiovanni**

*Associated Students of SCU*

**Paulina Flint**

*Santa Clarans for Social Justice*

**Eva Liana Molina**

*Santa Clarans for Social Justice*

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# MULTICULTURAL FILM & SERIES

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The University Dialogue Council in collaboration with the Bannan Institute for Jesuit Education offered the following course in the Winter quarter as a pilot project. It was met with such success that it has now become a regular 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**

**PARTNERSHIP:** 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.

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# CULTURE & CLIMATE INITIATIVES

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## Access Committee

Last year the access council was charged with increasing the number of students, faculty and staff of color at the University. The council was able to convene and collect background information; however, actual work and initiatives were minimal. Focus ultimately shifted towards undergraduate enrollment and, towards the end of the undergraduate admissions yield season, the committee initiated a phone campaign to African American applicants regarding financial aid challenges and packaging. It was, unfortunately, not as successful as the committee hoped it would be. The campaign did not improve yield numbers for African American applicants for that year.

The committee has since decided to focus its efforts on recruiting undergraduate students of color as opposed to faculty and staff. Due to organizational restructuring, we have been strategically able to place key leadership on this council. Dean Sandra Hayes of Undergraduate Admissions serves as the Chair of the council and Admissions Counselor/CML Project Manager, Latanya Johnson, serves as Vice Chair. Because of the appointments in Undergraduate Admissions, they are better able to gauge what initiatives are feasible and correct specifically for the purpose of increasing undergraduate student of color recruitment. We felt that because of the strategic leadership of the committee, we can have more of an impact on undergraduate student of color recruitment. We found that faculty recruitment typically takes place within the specific department or school and staff recruitment is primarily the responsibility of the Human Resources department. With minimal relationships and time constraints, we felt that focusing on undergraduate student of color recruitment would be more effective.

The following grant was sponsored by the Access Committee and funded through this line during this grant reporting period:

**GRANT TITLE: Students of African Descent Invitational Experience**

**DIRECTOR:** Latanya Johnson

**DEPARTMENT:** Undergraduate Admissions

**DATE:** April, 2001

**AMOUNT:** \$4,000

**PARTNERSHIP:** Residential Learning Communities, Unity House, Igwebuike, Access Council Committee

**DESCRIPTION:** The program provides scholarship for parents of accepted African American students to participate in a weekend visit to the University hosted by members of Igwebuike. The participants are led in a series of discussions and workshops addressing the resources at Santa Clara University for students of African descent.

The following grants were approved by the staff of the Center for Multicultural Learning during this grant reporting period:

**GRANT TITLE: Campus visit by Dr. Michele Foster**

**DIRECTOR:** Melina Johnson

### 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)**

*Center for Multicultural Learning*

**Dr. William Eisinger**

*Biology Department*

**Dr. Michele Saade**

*School of Engineering*

**Dr. Phillip O'Neil**

*Drahmann Center for Academic Advising & Learning Resources Center*

#### Student Representatives

**Ericka Bratton**

*Associated Students of SCU*

**Patricia Castorena**

*Multicultural Center*

DEPARTMENT: Igwebuike  
DATE: 11/2/00  
AMOUNT: **\$500**  
PARTNERSHIP: Liberal Studies, Eastside Future Teacher Project  
DESCRIPTION: Dr. Michele Foster, linguistic anthropologist and professor of education at Claremont College, presents two lectures: "Ebonics and all that Jazz: Cutting Through the Politics of Linguistics, Education, and Race", and "Growing up African American in Catholic Schools: Straddling Two Worlds"

GRANT TITLE: **Once Upon A Time...**  
DIRECTOR: Tam Nguyen  
DEPARTMENT: Vietnamese Student Association  
DATE: 3/9/01-3/10/01  
AMOUNT: **\$500**  
PARTNERSHIP: Multicultural Center Programming Board, AS  
DESCRIPTION: The program is an annual cultural show. The purpose of the show is to share traditional Vietnamese folktales and cultural performances with the entire SCU community. In addition to revealing part of the culture, the show emphasize the importance of passing down traditional Vietnamese culture and history as a way to educate and inform those who are Vietnamese as well as non-Vietnamese.

GRANT TITLE: **12<sup>th</sup> Annual APSU Fashion Show**  
DIRECTOR: Wilfredo Escobar  
DEPARTMENT: Asian Pacific Student Union  
DATE: 5/12/01  
AMOUNT: **\$500**  
PARTNERSHIP: Barkada, Intandesh, CSA, Kamaua O Hawaii, VSA  
DESCRIPTION: Along with modeling clothes from local malls and other stores, different talents such as performances by guest artists of the bay area, cultural clothing from Asian nations, cultural dances from other Asian clubs, and skits that are both entertaining and educational. The show is part of the Asian Pacific American Heritage Month celebrations.

GRANT TITLE: **De Aquilas: Another Level of Chicano Art**  
DIRECTOR: Sam Hernandez  
DEPARTMENT: Multicultural Center Programming Board  
DATE: 2/26-3/2/01  
AMOUNT: **\$84**  
PARTNERSHIP:  
DESCRIPTION: Students and faculty creates a gallery exhibit of embroidered hats made in Los Angeles and Mexico. Its purpose is to present the images of the low-rider culture as art, and to educate the greater community as to their symbolism, history, and impact in modern society.

GRANT TITLE: **Got Leadership**  
DIRECTOR: Christina Morales  
DEPARTMENT: Multicultural Center Programming Board  
DATE: 3/14/01  
AMOUNT: **\$200**  
PARTNERSHIP: Center for Student Leadership

DESCRIPTION: The event is a session in which students are invited to meet individuals who are student leaders within the MCC. People have the opportunity to meet staff from the CML and CSL who serves as resources and mentors for the current leadership.

## Diversity Training Council

In the first year, the council had a primary purpose of determining 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

### 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)**

*Center for Multicultural Learning*

**Stephanie Etukudo**

*Counseling Services*

**Linda Prieto**

*Center for Student Leadership*

**Sara Sperling**

*Human Resources*

**Ann Ravenscroft**

*Drahmann Center for Academic*

*Advising & Learning Resource*

*Center*

**Nicole Naffa**

*Campus Ministry*

**Randy Sweringen**

*Campus Ministry*

**Student Representatives**

**Thao La**

*Programming Board*

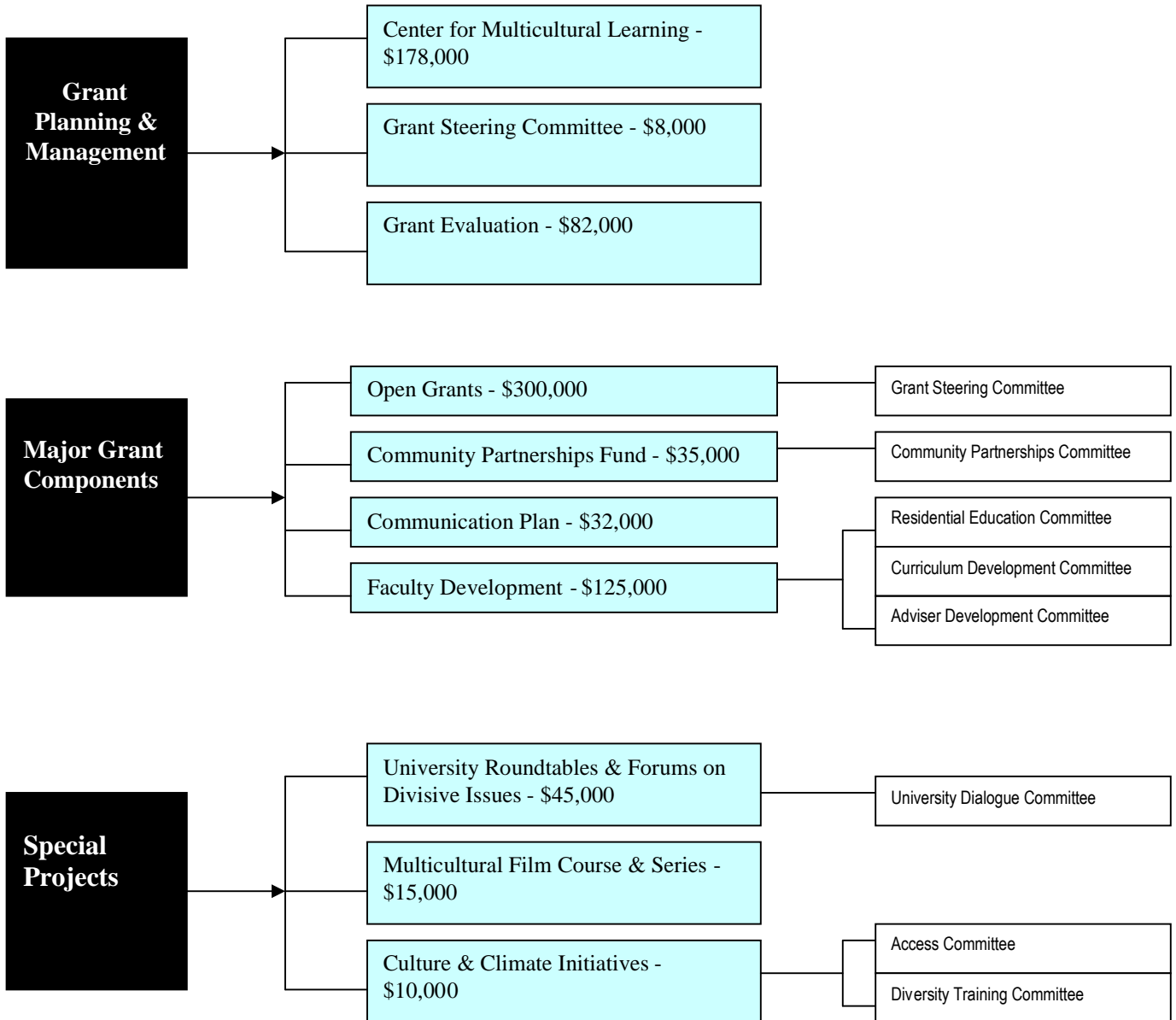
their perceptions about the need for diversity training and what specific issues should be addressed. Throughout this time, the council received fairly consistent feedback about the strong need to provide ongoing diversity awareness training for the campus. This prompted the council to change its direction 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 reformed under new membership with 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.

No grants were approved during this grant-reporting period.

# FINANCIAL STATEMENT

## *Fiscal Structure for Efficiency & Committee Empowerment*



# APPENDIX

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- A. Evaluation Proposal
- B. Discussion of Evaluation Goals