



**Evaluation and Transformation
Using Research for Organizational Change**

**Fourth Semi-Annual Report
July, 1, 2004 - January 31, 2005**

**Compiled by:
Drs. Laura Nichols and Marilyn Fernandez
Sociology Program
Santa Clara University**

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Executive Summary

In this fourth semi-annual report, we document the incremental progress that Santa Clara University has made in weaving multiculturalism into campus life, be it in the areas of enrollment, retention efforts, academic success, and campus climate. Some illustrative examples:

- **Enrollment:** In 2004, we reversed the 2003 drop in the percentage of the entering class who were African American along with a slight increase in the percentage Asian American/PI. This fall we have seen the largest class of African American students ever. The University, and the College of Arts and Sciences in particular, continue to work proactively on the retention and continued recruitment of African American students, faculty, and staff.
- **Student retention and success:** The 2004 Bridge cohort had higher levels of confidence in their academic skills at the end of the summer bridge program than when they started the program. They were also satisfied with many aspects of the program. Both Bridge cohorts (2004 and 2003) were more likely, than their respective comparison groups, to make orderly progress toward graduation. However, while Bridge students did better academically than the comparison groups (for example, 59% of the 2004 cohort with 2.7 or higher GPA versus 39% of the comparison group), the differences were not statistically significant. In order to assist Bridge and LEAD students in retaining their orderly academic progression and improving their academic success, the Bridge staff, in collaboration with Drahmman Center for Advising and Learning, will offer 2 unit LEAD Seminar course in the Spring 2005 quarter to address the unique needs and challenges of the first generation college students and students of color. This course will assist students in making a successful transition to university life by developing the academic study strategies and personal self-management strategies essential for success at Santa Clara University.
- We continued to provide grants to faculty of color, both in the College of Arts and Sciences.
- As part of our efforts to infuse diversity issues more broadly in our curriculum, the Center for Multicultural Learning and the University's Core Curriculum Program have planned a Curriculum Development Series (CDS) during April and June 2005. The CDS consists of 3 visiting speakers who will address race/ethnicity issues in the areas of curriculum development, pedagogy, and diversity in education. We plan to include 15 faculty and staff in this series. Every attempt is being made to include Business School faculty.
- The College of Arts and Sciences and the Provost's Office have initiated several new initiatives which are to serve as pilots for university-wide diversity efforts. A new Associate Dean for Inclusive Excellence and Multicultural Competency will spearhead diversity efforts in the College.
- Also, this Fall, University President, Paul Locatelli, S.J., invited the University community to begin a series of campus wide discussions to reflect on and revise, as appropriate, the University's strategic focus and educational programs. "Diversity and Inclusive Excellence" is one of seven thought papers that will become the focus of discussion for the Winter 2005 meeting of the University's Board of Trustees and for the entire university during the coming year.
- We continue to disseminate the assessment results throughout the University and outside community.

**Evaluation and Transformation: Using Research for Organizational Change
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Sociology Program, Santa Clara University

1. Introduction

In this fourth semi-annual report, we document the incremental progress that Santa Clara University has made in weaving multiculturalism into campus life, be it in the areas of enrollment, retention efforts, academic success, and campus climate. Funding from the Irvine Foundation along with substantial institutional support has made much of the progress possible.

The results of Santa Clara University's Institutional Overview (that was submitted to the Irvine Foundation in June, 2002) and consensus about the steps necessary to meet the institutional goals outlined in the University's strategic plan have coincided to focus on five main objectives of the *Building Partnerships for Diversity, Phase II* grant recently funded by the James Irvine Foundation for the 2003-2005 period. These are:

- (1) Build stronger partnerships between the Admissions Office and student-led groups to increase recruitment of under-represented students by empowering student leaders;
- (2) Ensure the academic success of all students, with special attention paid to first generation college students and students of color;
- (3) Provide resources for faculty of color for their teaching and research in ways that also benefit students;
- (4) Advance an academically rigorous curriculum, particularly in the School of Business, that helps to broaden the education of all students.
- (5) Integrate and support curricular and co-curricular programs that educate across culture and groups to ultimately contribute to a positive climate and a transformative culture at Santa Clara University.

2. Narrative Progress Report on Select Campus Diversity Initiative Objectives & Outcomes

A. METHODS

Our evaluation efforts continue to assess Santa Clara University's overall diversity initiatives and outcomes as well as endeavors that were funded through the *Building Partnerships for Diversity, Phase II* grant from the James Irvine Foundation. This grant is designed to complement and support the overall diversity goals of the university while introducing a new learning model that will contribute to the transformation of our institutional culture. The evaluation has been designed primarily as a formative evaluation that will inform the campus community of its strengths and areas needed for improvement in each of our stated goal areas.

The evaluation is also designed to be a cooperative process with the goal of institutionalizing on-going assessment beyond the length of the grant. We use research methods that we hope will also contribute to meeting these goals through a participatory research process (as discussed by Ayers, 1987, Hallett & Rogers 1994, Kelly & Van Vlaenderen 1995, Nichols 2002, O'Sullivan & O'Sullivan 1998). This process involves the participation of a variety of stakeholders (faculty, staff) and, when possible, also includes students, both those who are from under-represented racial groups on campus as well as European American students, in the evaluation learning process. In this way, research can become another means by which multicultural transformation of the university community can be accomplished. Such a participatory model exemplifies the social justice mission of Santa Clara University and facilitates the inclusion of all sectors of campus. Our goal in the evaluation is to provide both broad and specific indicators of our successes and of areas for institutional improvement and change. Data are collected in ways that will ensure the institutionalization of evaluation and research as a consistent barometer of our progress.

Through the three-year grant period, we are assessing the university's progress towards all the goals outlined above. In this fourth semi-annual report, as per our evaluation plan (*Evaluation and Transformation: Using Research for Organizational Change*, June 2003) that was approved by the Irvine Foundation, we focus on our progress in meeting the following goals and objectives: (1) increasing recruitment of undergraduate students of color, (2) increasing the retention of first generation students and students of color, (3) increasing the support of faculty of color in ways that will lead to better retention; (4) advancing a multicultural curriculum, and (4) improving the campus climate.

B. PROGRESS IN ACHIEVING GOALS AND STRATEGIES

GOAL 1: INCREASE THE ENROLLMENT OF RACIAL MINORITY AND FIRST GENERATION COLLEGE STUDENTS BY INVOLVING STUDENTS LEADERS IN THE ADMISSIONS PROCESS.

We present the data below as a means of tracking our progress in increasing the enrollment of racial minority and first generation college students, indicators which can also be used to examine the effectiveness of the student component of this process. Part of this initiative is the development of the Youth Empowerment Program (YEP), a joint project of the Office of Admissions, the Center for Multicultural Learning, and the student-led Multicultural Center. (See Appendix B for a copy of the sign-up sheet for the YEP which will involve current students in the recruitment of under-represented students.)

Tables 1-3 chart SCU's experience to-date on student enrollment:

- The 2003 drop in the percentage of the entering class who were African American was reversed in 2004 along with a slight increase in the percentage Asian American/PI (Table 1). This fall we have seen the largest class of African American students ever. The University, and the College of Arts and Sciences in particular, are proactively working on the retention of and continued recruitment of African American students, faculty, and staff (see also Part C of this report).
- The proportion of Asian American students and first generation students admitted and enrolled has also increased. The percentage of Latino students admitted has decreased slightly (Table 1).

- In Table 2 we see that a smaller overall number of transfer students were enrolled, compared to previous years. The total transfer population included a high percentage of under-represented racial minority students than in the past, and a significantly lower percentage of European American transfer students.
- In terms of looking at students who applied and were admitted by race/ethnicity we see that the percentages in each of these categories are similar in 2004 compared to previous years except for European American students. There has been a decrease in the percentage of European American students who have applied as well as been admitted. (Table 3).

Collaborators: The enrollment data and our understanding of them were made available through data provided by and discussions held with staff in SCU's Institutional Research and Undergraduate Admission Offices.

Table 1: Fall Freshman Class Profile 1992-2003 by Race/Ethnicity and First Generation College Student (Percentages)

Race/Ethnicity	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	3.2	3.3	2.3	2.4	2.9	2.6	1.8	1.4	2.9	2.1	1.8	3.4
Hispanic American	15.9	16.0	13.9	13.3	13.1	14.9	12.8	15	13.1	11.4	13.8	13.0
Asian/PI American	19.6	21.0	22.2	20.0	18.3	18.1	18.9	17.8	19.0	22.0	15.6	19.1
Native American	.6	.6	.6	.7	.5	.4	.6	.5	.3	1.1	.1	0.7
European American	61	54.6	56.2	57.9	59.3	56.8	59.8	59.7	60.0	62.2	63.3	59.7
First Generation ^a	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	11.8	19.4

^a Data on first generation college student were only collected on admissions applications starting Fall 2003.

Table 2: Race/Ethnicity of Transfer Students as a Percentage of Total Transfer Students, Fall (actual number in parentheses)

Race/Ethnicity	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	1 (3)	2 (3)	4 (7)	NA	NA	0.8 (1)	<1 (3)	3.2 (10)	7.7 (4)
Hispanic American	11 (14)	17 (22)	17 (28)	NA	NA	22 (26)	8.9 (29)	12.7 (39)	30.8 (16)
Asian/PI American	36 (47)	25 (32)	24 (41)	NA	NA	24 (29)	18.2 (59)	21.8 (67)	34.6 (18)
European American	45 (58)	44 (44)	43 (72)	NA	NA	50 (60)	36.0 (116)	51.6 (159)	26.9 (14)

Table 3: Applied and Admitted First Year Students by Race/Ethnicity

	2000	2001	2002	2003	2004
African American:					
Applied	2.4 (139)	2.1 (129)	2.1 (125)	2.4 (150)	2.9 (225)
Admitted	2.1 (76)	2.5 (97)	2.1 (86)	2.1 (89)	2.3 (103)
Hispanic American:					
Applied	10.1 (594)	11.1 (670)	11.2 (652)	12.0 (766)	13.2 (1011)
Admitted	11.2 (402)	11.0 (422)	9.6 (389)	10.5 (442)	11.0 (484)
Asian/PI American:					
Applied	21.4 (1267)	23.0 (1393)	23.3 (1362)	19.6 (1252)	20.7 (1586)
Admitted	20.2 (724)	22.0 (841)	22.6 (919)	18.9 (798)	19.7 (865)
European American:					
Applied	65.6 (3878)	63.2 (3822)	62.4 (3643)	65.4 (4178)	58.1 (4441)
Admitted	66.0 (2370)	69.0 (2447)	64.9 (2643)	67.9 (2870)	62.2 (2730)
TOTAL:					
Applied	5,910	6,049	5,842	6,388	7,649
Admitted	3,592	3,823	4,075	4,224	4,388

GOAL 2. FOSTER THE ACADEMIC SUCCESS OF ALL STUDENTS, PARTICULARLY FIRST GENERATION COLLEGE STUDENTS AND STUDENTS OF COLOR

Strategy: Programs to support first generation and under-represented racial minority students and their families were developed in 2003. This included a Diversity Leadership Bridge program implemented in the summer of 2003 to provide first generation, students of color, and students with low index scores (defined below) with leadership and educational opportunities designed to enhance their success at Santa Clara University upon entry and in the subsequent years. A second cohort of students went through the Bridge program in the summer of 2004. We continue to follow the academic progress of the 2003 cohort and have also begun to follow the newest group of students. Here we report the evaluation of the GPA's and credit completion for both groups up to the Fall 2004 grading period. (See Appendix C for a full description of all of the programs.)

Collaborators: As part of Phase II of the Partnerships for Diversity Grant, the Drahmman Advising and Learning Resources Center, the Center for Multicultural Learning, and various SCU partners (including the School of Engineering and the Department of English as well as the Program for the Study of Women and Gender) were involved in developing the LEAD (Leadership Excellence and Academic Development) Programs described below.

LEAD: First Generation College Students Orientation Program: In July 2004 students and their families participated in the first tri-lingual orientation program specifically to help first generation college students and their parents. Speakers included the SCU President Paul Locatelli, S.J., CML Director Dr. Marilyn Fernandez, Drahmman Center Director, Dr. Nedra Shunk, representatives from the Financial Aid Office, current first generation college students, alumni, and faculty. It also included translators in Spanish, Vietnamese and Tagalog to assist the parents.

LEAD: 2004 Summer Bridge Program: This program was aimed at helping already-accepted first generation students and students of color who desire a transitional program to develop leadership and academic skills that will enhance their immediate success at Santa Clara, as well as provide skills for continued advanced academic study beyond undergraduate studies. A total of 118 students with index scores below 2500 were invited to be part of the program. Twenty-nine incoming first year students ultimately participated in the program. (See Appendix C for a full narrative of the Bridge Program.)

EXPECTED OUTCOMES AND BENCHMARKS (As per Evaluation Plan, Santa Clara University, 2003)

Expected Outcomes:

1. Increase the retention of racial minority and first generation college students.
2. Students involved in the Bridge Program will be more likely to be involved in mainstream organizations than students in the comparison group.
3. Students will report high satisfaction with the program.

Benchmarks:

1. Students involved in program will have 10% higher GPA's, credit completion, and retention than comparison group.
2. Students involved in the Bridge program will be more likely to be involved in mainstream organizations by the spring of their first year than are students in the comparison group.

Evaluation Strategy: To determine the success of the Bridge program in meeting its goals a longitudinal

pre/post test design with a comparison group was used. Students in the Bridge program were pre-tested on a variety of items (including levels of confidence and likelihood of participating in various activities) when they first registered for the program (before even moving in on day one of the program) and then post-tested on the last day of the program (there is complete data on 29 of the 30 participants). The outcomes of these students are being compared to all students who were invited to the program who enrolled fall quarter.

Collaborators: The LEAD Program involves several departments across the university (See Appendix C for more details). Some key players are: Staff from the Center for Multicultural Learning, the Drahmman Advising and Learning Resources Center, Faculty in the Department of English, the School of Engineering, the University President’s Office, and student peer educators and community facilitators (CF’s).

Table 4: Comparing the Bridge and Comparison Samples (2004)

	Bridge Program Group	Comparison Group (Students Invited but Did Not Attend)
European-American	3%	0%
African-American	10	20.2
Latino/Hispanic	73	54.3
Asian-American	13	24.5
Mean Index Score ¹	2393.6	2383.7
High School GPA	3.44	3.31
SAT Verbal	450	518
SAT Math	494	537

¹Index scores are determined by a combination of high school GPA and standardized test scores.

2004 COHORT

Bridge Program Students Had Higher Confidence Levels at the End of Program Than When They Started the Program (Table 5).

- Bridge students had significantly (at $p < .001$) higher levels of confidence at post-test compared to pre-test in the areas of writing class papers, understanding texts, participating in class discussions, talking with faculty, and asking questions in class.
- Changes were also noted in the areas of increased confidence in using the computer for word processing (significant at $p < .01$ level), and using the internet for research, making new friends, finding your way around campus, finding the right major, and being able to afford tuition for all four years (at $p < .05$).

Overall, Students Were Satisfied With the Bridge Program (Table 6)

- Students were most satisfied with the English class and the Engineering Seminar, with program staff (both peer educators and the program staff), and housing. They also rated highly the workshop on Jesuit education as well as City Beach and the Team Building exercises.
- The lowest scores of satisfaction was the Vocation seminar, rated by 19 students who participated (the others participated in the Engineering Seminar). The ratings for the vocation seminar varied greatly, 28 percent of the students rated it a 3 or 4 (out of a possible high of 5 for greatest satisfaction) and 38 percent rated it a 1 or 2. Other parts of the program that were not rated as highly were: satisfaction with the amount of study and free time offered, the food, the retreat, and the time management and financial planning workshops. Though the students were not as satisfied with some parts of the Bridge program, the overall satisfaction with the program was fairly high.

Table 5: Pre and Post Levels of Confidence in Bridge Sample 2004 Cohort

Confidence in Ability to:	Pre-Test (n=29) Mean Confidence (range 1-10)	Post-Test (n=29) Mean Confidence (range 1-10)
Write a research paper	6.14	6.43
Take good notes	6.38	6.89
Write class papers	6.03	7.61***
Understand texts	6.39	7.57***
Participate in class discussions	6.52	8.00***
Keep up with school work	7.52	7.89
Talk with profs	7.21	8.38***
Ask questions in class	6.31	8.45***
Use the internet for research	8.03	8.57*
Use the computer for word processing	8.86	9.50**
Make new friends	7.76	8.72*
Use SCU library	7.07	7.97
Find way around SCU	7.03	8.36*
Do well on tests	6.59	6.71
Find the right major	7.14	7.93*
Find professors you can relate to	6.93	7.28
Afford tuition for 4 years	5.76	6.79*
Find students like you	6.69	7.55
Manage school/family responsibilities	6.64	6.97

*** p < .001; ** p < .01; *p < .05

Table 6: Satisfaction with the Bridge Program (n=29)

	Mean (range 1-5)
PROGRAMING	
Peer Educators helpful	4.59
Bridge program staff helpful	4.54
Satisfaction with housing	4.53
Satisfaction social events	4.25
Satisfaction class location	4.18
Bridge staff community meeting helpful	3.93
Satisfaction family integration	3.93
Satisfaction locations of workshops	3.86
Satisfaction types of workshops	3.68
Satisfaction timing of classes	3.46
Satisfaction free time offered	3.32
Satisfaction with amount of study time	3.21
Satisfaction with food	2.96
ACADEMIC	
English class helpful	4.79
Engineering Seminar helpful	4.78
Chemistry or Gender Studies class helpful	4.29
Health and Stress management workshop helpful	3.86
Time Management workshop helpful	3.43
Financial Planning workshop helpful	3.04
Vocation seminar helpful	2.37
CO-CURRICULAR	
Jesuit workshop helpful	4.36
Mass helpful	3.96
Spirituality workshop helpful	3.96
Leadership workshop helpful	3.66
Retreat helpful	3.41
FAMILY AND SOCIAL	
City Beach helpful	4.86
Team Building exercises helpful	4.29
Family Community Dinner	3.97
CF Floor meetings helpful	3.93
Student panel helpful	3.69

FALL 2003 BRIDGE COHORT: Evaluation of Academic Progress and Retention

Table 7: 2003 Cohort: Bridge and Comparison Groups, All Students – GPA and Orderly Progress, Fall 2003, Spring 2004, Fall 2004 GPA

		Bridge and Comparison Groups					
		Fall 2003		Spring 2004		Fall 2004	
		Bridge (n=29 ¹)	Comparison (n=56)	Bridge (n=30)	Comparison (n=54 ¹)	Bridge (n=28) ²	Comparison (n=49 ¹)
GPA	LE 1.99 (Below C)	6.9%	10.7*	3.3%	13.0%	3.6%	16.3%
	2.00-2.69 (C to C+)	20.7	48.2	30.0	33.3	32.1	30.6
	GE 2.7 (B- or Higher)	72.4	41.1	66.7	53.7	64.3	53.1
Orderly Academic Progress made? ³	NO	6.9%	10.7%	20.0%	34.0%	14.3%	40.8%*
	YES	93.1	89.3	80.0	66.0	85.7	59.2

* p <=.05;

¹ No grade recorded for: one of the 30 Bridge students in Fall 2003; two of the comparison students in Spring 2004; and seven comparison students in Fall 2004.

² Two bridge students dropped from SCU after the first year, one for family/personal reasons, the second for academic/family reasons.

³ Orderly academic progress defined as: Fall 2003 (first quarter) = 12 units or more; By the end of Spring 2004 quarter (third quarter) = 44 units or more; By the end of Fall 2004 quarter = 59 units or more.

Table 8: 2003 Cohort: Bridge and Comparison Groups, First Generation College Students – GPA and Orderly Progress, Fall 2003, Spring 2004, Fall 2004

		First Generation College Students					
		Fall 2003		Spring 2004		Fall 2004	
		Bridge (n=11 ¹)	Comparison (n=22)	Bridge (n=12)	Comparison (n=21 ¹)	Bridge (n=12)	Comparison (n=19)
GPA	LE 1.99 (Below C)	0.0%	9.1%*	0.0%	19.0%	0.0%	26.3
	2.00-2.69 (C to C+)	18.2	54.5	33.3	38.1	25.0	26.3
	GE 2.7 (B- or Higher)	81.8	36.4	66.7	42.9	75.0	47.4
Orderly Academic Progress made? ²	NO	0.0%	18.2%	16.7%	52.4%*	16.7%	60.0%*
	YES	100.0	81.8	83.3	47.6	83.3	40.0

* p <=.05;

¹ No grade recorded for: one of 12 First generation Bridge students in Fall 2003; one of the comparison students in Spring 2004; and three comparison students in Fall 2004.

² Orderly academic progress defined as: Fall 2003 (first quarter) = 12 units or more; By the end of Spring 2004 quarter (third quarter) = 44 units or more; By the end of Fall 2004 quarter = 59 units or more.

Table 9: 2004 Cohort: Bridge and Comparison Groups, All Students – GPA and Orderly Progress, Fall 2003, Spring 2004, Fall 2004 GPA

		Bridge and Comparison Groups									
		Fall 2004		Winter 2005		Spring 2005					
GPA		Bridge (n=29 ¹)	Comparison (n=89)	Bridge	Comparison	Bridge	Comparison				
	LE 1.99 (Below C)	0.0%	10.1 ^a								
	2.00-2.69 (C to C+)	41.4	50.6								
	GE 2.7 (B- or Higher)	58.6	39.3								
Orderly Academic Progress made? ²	NO	0.0%	4.5%								
	YES	100.0	95.5								

* p <=.05; ^a p <=.10.

¹ One student was removed from the 2004 Bridge program. The student was included in the comparison group because the student continues at Santa Clara.

² Orderly academic progress defined as: Fall 2004 (first quarter) = 12 units or more.

Table 10: 2004 Cohort: Bridge and Comparison Groups, First Generation Students – GPA and Orderly Progress, Fall 2004

		First Generation									
		Fall 2004		Winter 2005		Spring 2005					
GPA		Bridge (n=19)	Comparison (n=24)	Bridge	Comparison	Bridge	Comparison				
	LE 1.99 (Below C)	0.0%	12.5%								
	2.00-2.69 (C to C+)	21.1	50.0								
	GE 2.7 (B- or Higher)	78.9	37.5								
Orderly Academic Progress made? ¹	NO	0.0%	8.3%								
	YES	100.0	91.7								

* p <=.05;

¹ Orderly academic progress defined as: Fall 2004 (first quarter) = 12 units or more.

Analyses:

2003 Cohort

- The 2003 Bridge cohort did better academically in their first quarter at Santa Clara than the comparison group. 72% of Bridge students completed their first quarter with a GPA of 2.7 or higher in contrast to only 41% of the comparison group. However, by the end of their freshmen year and Fall 2004 quarter, there were no statistically significant differences between the Bridge and comparison groups in their GPA. When compared to the first quarter of their college careers (Fall 2003), there was an 8% drop (from 72.4% to 64.3% in Fall 2004) in the percentage of Bridge students with a 2.7 or higher GPA. In contrast, the GPA of the comparison group improved over the first four quarters of their college career (41.1% with a 2.7+ GPA in Fall 2003 to 53.1 in Fall 2004).
- But, Bridge students made better academic progress (defined as orderly progress toward graduation) by the end of their Fall 2004 quarter. Eighty-six percent of the Bridge students had completed at least 59 units by the end of Fall 2004 compared to only 59% of the Comparison group.

2004 Cohort

- Similar to the 2003 cohort, the Bridge 2004 students did somewhat better academically in their first quarter (59% with 2.7 or higher GPA) than the comparison group (39%).
- All Bridge students maintained orderly academic progress in the first quarter. Ninety-six percent of the comparison group also completed 12 units or more.

Formative Evaluation

- In order to assist Bridge and LEAD students in retaining their orderly academic progression and improving their academic success, the Bridge staff, in collaboration with Drahnann Center for Advising and Learning, will offer ASCI 24, LEAD Seminar, a 2-unit seminar course in the Spring 2005 quarter to address the unique needs and challenges of the first generation college students and students of color. This course will assist students in making a successful transition to university life by developing the academic study strategies and personal self-management strategies essential for success at Santa Clara University. This course will be open only to Bridge and LEAD students in the Spring quarter. (Refer to Syllabus in Appendix D.)

GOAL 3: PROVIDE RESOURCES FOR FACULTY OF COLOR TEACHING AND RESEARCH TO ENHANCE SANTA CLARA'S ACADEMIC EXCELLENCE THROUGH FUNDING FACULTY OF COLOR SUPPORT PROJECTS FOR RESEARCH.

Formative Evaluation. We funded 2 grants to faculty of color, both in the College of Arts and Sciences and 0 in the School of Business. Brief descriptions of grants are available in Appendix E: Irvine Supported Program Activities. Outcomes will be reported when the grants are completed and faculty submit their final grant reports which includes an assessment component.

GOAL 4: ADVANCE A MULTICULTURAL CURRICULUM THAT BROADENS THE EDUCATION OF ALL STUDENTS.

Collaborators: University’s Core Curriculum Program and the Center for Multicultural Learning

Formative Evaluation. As part of our efforts to infuse diversity issues more broadly in our curriculum, the Center for Multicultural Learning and the University’s Core Curriculum Program have planned a Curriculum Development Series (CDS) during April and June 2005. The CDS consists of 3 visiting speakers who will address race/ethnicity issues in the areas of curriculum development, pedagogy, and diversity in education. These speakers will be visiting SCU during the end of winter quarter, beginning of April and the end of April. The speakers are still being confirmed. Two of the speakers will return for a summer two-day workshop that will occur June 15-17. The summer workshop will be a two-day hands on experience in which faculty/staff will be able to work with colleagues and the speakers in developing a syllabus or new course idea.

Requests for Proposals have gone out on January 10, 2005. We plan to include 15 faculty and staff who are interested in developing existing syllabi or a new course that includes a diversity issue/s. Award recipients will be expected to participate in all parts of the Curriculum Development Series: three meetings with visiting speakers and a two-day summer workshop that will be offered this academic year. Stipends of \$1500 each will be provided. In addition to a statement of interest, applications have to include the following: either an existing syllabus that they would like to develop OR a description/ draft of a new course idea; and an assessment plan to measure diversity learning outcomes. Outcomes will be reported when faculty submit their final grant reports which includes an assessment component.

GOAL 5: IMPROVE THE CAMPUS CLIMATE AND INCREASE EXPOSURE TO MULTICULTURALISM ACROSS THE CAMPUS

Collaborators: Grant Recipients (Data Collection) and Evaluation Team (Analyses).

Expected Outcomes: Improved exposure of programs to diverse audiences (pre-Phase II programs as baseline).

Table 11: Who Has Been Attending CML Sponsored Programs Disaggregated by Race/Ethnicity

	Pre-Phase II Programs (June-Dec. 2002)	Phase II Programs		
		Jan-Dec. 2003	Jan-May 2004	October-December 2004
				January-June 2005
Persons of Color	78.8%	76.9%	75.3%	76.6%
European American	21.2	23.1	24.7	23.4
(Total)	(260)	(770)	(243)	(47)

Note: See Appendix E for October-December 2004 program details. Programs prior to October 2004 have been described in previous Irvine reports.

Table 12: Reported Reasons for Attending Offered by Students

	Pre-Phase II Programs (June -December 2002)		Phase II Programs					
			January- December 2003		January-June 2004		September-December 2004	
	Student of Color	Euro. Amer.	Students of Color	Euro. Amer.	Students of Color	Euro. Amer.	Students of Color	Euro. Amer.
Reasons for attending:								
Class Requirement	5.7%	46.7%	12.4%	48.1%	17.3%	48.6%	18.8%	57.1%
Personal interest	94.3	53.3	87.6	51.9	82.7	51.4	81.3	42.9
(Total)	(159)	(30)	(418)	(79)	(127)	(37)	(32)	(7)

Note: Students who attended multiple sessions could be counted multiple times in the total.
See Appendix E for October-December 2004 program details. Programs prior to October 2004 have been described in previous Irvine reports.

Table 13: What Attendees Learned or Planned to Do with Lessons Learned in the Programs?

	Pre-Phase II Programs (June -December 2002)		Phase II Programs					
			January- December 2003		January-June 2004		September-December 2004	
	Persons of Color	European American	Persons of Color	European American	Persons of Color	European American	Persons of Color	European American
Improved understanding/ awareness	52.8%	68.4%	59.9%	56.6%	71.1%	67.6%	46.7%	27.3%
Use to Transform/ Change	47.2	31.6	40.1	43.4	28.9	32.4	53.3	72.7
(Total)	(123)	(38)	(322)	(36)	(83)	(34)	(30)	(11)

Note: See Appendix E for October-December 2004 program details. Programs prior to October 2004 have been described in previous Irvine reports.

Analyses

Note: The current analysis covers programs in the Fall 2004 quarter (September 20-December 3, 2004).

- Attendance of persons of color at the CML sponsored events was substantially higher than that of European American groups in the October-December period. But, there continues to be a slight increase in European American attendance (from 21% in Pre-Phase II period to 23.4% in the current report period). (Table 11)
- Students of color are disproportionately more likely to attend CML events out of personal interest (over 80%). European American students are roughly equally divided between those who attend for personal reasons versus those who attend because it is a class requirement. (Table 12)
- Compared to previous reporting periods, those who attend CML sponsored programs in the current period are more likely to report that the programs provided them with the tools to transform diversity climate versus improved their understanding and awareness of diversity issues (Table 13). Some examples of programs that contributed to this shift were: Rock to Vote and Prof. Ginwright's (California State-San Francisco) research presentation on "Youth, Social Justice and Community Change: New Directions in Policy & Research."

C. CHALLENGES/OBSTACLES AND LESSONS LEARNED

As of July 2004, Gerdenio "Sonny" Manuel, S.J. has been reassigned as Rector of the Santa Clara Jesuit Community and position of Vice-Provost for Multicultural Education eliminated. In order not to lose the significant diversity programs that he helped to develop, the CML has become a part of the Ethnic Studies Program and both are now housed under the College of Arts and Sciences. While this realignment has meant that Ethnic Studies has lost its designation as a university program, the realignment has provided more staffing support with the projected hiring of a new Associate Dean for Inclusive Excellence and Multicultural Competency who will spearhead diversity efforts in the College. These bold college programs, which will serve as pilots for broader university efforts, have more than made up for the loss of the previous university-wide positioning of CML. (See details of these developments in Appendix F.) The Provost has stated that the recent work of the College of Arts and Sciences is supported by the full university community and its work will help in deciding how best to proceed with diversity efforts in the other divisions and schools on campus.

Also, in November of 2004, University President, Paul Locatelli, S.J., invited the University community to a series of campus wide discussions to reflect on and revise, as appropriate, the University's strategic focus and educational programs, particularly as they focus on student learning and the community of teaching scholars. To this end, several members of the faculty and staff have drafted a series of thought papers related to the Future Directions of SCU and Achieving National Prominence as a Catholic, Jesuit University. One of the themes is "Diversity and Inclusive Excellence." (See Appendices G.1-3 for Fr. Locatelli's call for the discussion papers and the Inclusive Excellence discussion paper). These papers will become the focus of discussion for the Winter 2005 meeting of the University's Board of Trustees and for the entire university during the coming year.

D. INSTITUTION-WIDE DISSEMINATION AND LEARNING

The results of this research will be reported in the Winter Quarter newsletter of the Center for Multicultural Learning (CML) that is mailed to the CML Associates (about 150 faculty and staff) and all campus administrators. Additional copies are left at strategic locations on campus. We also plan to post the newsletters on the CML website.

The 2004 Summer Bridge Program received coverage in the Mercury News and Channel 7 ABC News on August 31, 2004 (See Appendix H for Mercury News report). The University's Director of Media Relations, Ms. Deepa Arora, facilitated the media coverage. Findings from the Bridge Program evaluation will be shared with CML's Advisory Board that includes faculty and staff from a wide variety of departments across campus. Report findings will be discussed by each of the appropriate partner committees of CML, for example ACCESS Council and the LEAD Program staff that are made up of staff, students, and faculty across the university community.

In her capacity as Director of the Center for Multicultural Learning, Dr. Fernandez has done a series of presentations across campus. Two examples are: "The Responsibility for Multicultural Education: An Ethics of Teaching and Learning," at the Ethics-At-Noon Series organized by SCU's Center for Ethics, April 27, 2004; and a presentation on campus diversity to the staff of the Human Resources Department.

In terms of the implementation of our formative evaluation process we have been able to involve a number of campus entities in the evaluation process, including students. For example, over the past year we have employed two undergraduate students, Emmanuel Landa and Jasmine Moore, as research assistants on this project. Jasmine also attended the annual Irvine assessment workshop in Ontario. Through this process of involvement, these stakeholders have become invested in knowing the outcomes of our findings and areas that need to be addressed to better reach our goals as an institution. We will continue to include students, staff, and faculty in our evaluation process in an attempt to better utilize the evaluation findings and also to institutionalize the research process.

E. PROGRESS TOWARD GOALS AND STRATEGIES TO BE REPORTED IN JUNE 2005:

- Build partnerships linking the Undergraduate Admissions Office with appropriate student led programs.
- Continued tracking of the academic progress and retention of the 2003 and 2004 Bridge and comparison students.
- Advance a multicultural curriculum that broadens the education of all students.
- Provide resources for faculty of color teaching and research to enhance Santa Clara's academic excellence; 2003-04 faculty retention analyses.
- Improve the campus climate and increase exposure to multiculturalism across the campus.

F. CAMPUS DIVERSITY INITIATIVE – FINANCIAL STATUS REPORT, July 1, 2004 – December 31, 2004

Budgeted Items	Amount Budgeted	Expenditures	Totals to Date	Total Remaining	% Remaining
Student Access Initiatives - \$15,900					
Youth Empowerment Program	\$3,900	\$0.00	\$18.32	\$3,881.68	99.53%
Noche Latina and SADIE Enhancement	\$12,000	\$1,286.70	\$2,187.84	\$9,812.16	81.77%
Student Success Initiatives - \$315,610					
Enriched Orientation & Family Engagement*	\$37,400	\$3,764.42	\$6,342.88	\$31,057.12	83.04%
Diversity Leadership Program**	\$197,500	\$46,971.94	\$98,856.48	\$98,643.52	49.95%
Faculty Advisor Development	\$9,000	\$68.66	\$1,562.34	\$7,437.66	82.64%
Diversity Outreach & Student Success Coordinator ***	\$71,710	\$7,651.97	\$13,766.11	\$57,943.89	80.80%
Faculty of Color Inclusion in Excellence - \$60,000					
Faculty of Color Support Project	\$60,000	\$2,638.78	\$22,348.21	\$37,651.79	62.75%
Curriculum Initiatives - \$108,000					
Open Grants	\$45,000	\$0.00	\$11,567.20	\$33,432.80	74.30%
Business School Curriculum Projects	\$45,000	\$0.00	\$0.00	\$45,000.00	100.00%
Unity House: Diversity & Civic Engagement	\$18,000	\$2,590.31	\$6,769.44	\$11,230.56	62.39%
Co-curricular & Inter-Group Initiatives - \$52,500					
Student Cultural Support Projects	\$21,000	\$2,000.00	\$8,197.38	\$12,802.62	60.96%
Diversity Speaker Series	\$15,000	\$2,159.45	\$10,985.35	\$4,014.65	26.76%
Women of Color Network Funds	\$3,000	\$440.05	\$1,498.94	\$1,501.06	50.04%
Associates Network	\$9,000	\$668.69	\$2,136.69	\$6,863.31	76.26%
Inter-Group Dialogues	\$4,500	\$0.00	\$651.43	\$3,848.57	85.52%
Assessment & Communication Plan - \$47,990					
Assessment Team Fees, Development	\$35,990	\$376.70	\$3,202.10	\$32,787.90	91.10%
Marketing/Communication	\$12,000	\$243.65	\$4,953.42	\$7,046.58	58.72%
Totals	\$600,000	\$70,861.32	\$195,044.13	\$404,955.87	67.49%

NOTES: The following are commonly referred to at Santa Clara University as the LEAD Programs (refer to Evaluation Report) :

* LEAD: First Generation College Student Orientation & Family Engagement

** LEAD: Summer Bridge Program

*** LEAD Programs Coordinator

G. References Cited

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- Hallett, M. A. & Rogers, R. (1994). The push for "truth in sentencing": Evaluating competing stakeholders constructions. *Evaluation and Program Planning*, 17(2), 187-196.
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APPENDIX A. CAMPUS WORKBOOK (See attached Excel document)

APPENDIX B.

Youth Empowerment Program
2004-2005

Youth Empowerment Leader Form

Name: _____ Phone number: _____

Email Address: _____

Year: _____ Expected graduation date: _____

High School: _____

City: _____ State: _____

Public _____ Private _____

Hours available _____

Do you drive? Yes _____ No _____

Would you be willing to drive to bay area high schools? Yes _____ No _____

Please limit total responses to 2 pages.

1. Would you be interested in returning to your high school and speaking to students?
2. What experiences would you like to gain from working with high school students?
3. How did you decide to go to college? Any major influences? Explain.
4. Was there someone available to help you in your college process? If so who and how did they help you?
5. What is your most favorite experience that you have had at Santa Clara University? What is your least favorite experience?
6. Have you had past experience in working with youth?

*Please complete and return the form to my box located in the MCC by 5:00p.m. Friday, January 14.

APPENDIX C.

STUDENT SUCCESS INITIATIVES

Leadership Excellence & Academic Development (LEAD) Programs

LEAD: First Generation College Student Orientation Program: This year we stream-lined the invitation process by including the invitation in the mailing that is sent out to accepted and deposited students. The Drahmman Center identified the first generation college students from their response in the college application. Only those students who were identified as first generation college students received both a Welcome packet on behalf of SCU and an invitation to the First Generation College Student Orientation. This demonstrates the benefit of having the LEAD Programs office housed in the area of student advising and where the New Student Orientations Programs Office is also housed. Attendance numbers remained about the same. 170 invitations were mailed out, and 30 students participated in the event, including their families we had over 120 people in attendance. Format of the event remained the same: a welcome by Santa Clara University President, Father Paul Locatelli, SJ; breakout session in Spanish, a main panel in English with SCU faculty and students who were/are first generation college students and concurrent financial aid consultations with translators available. SCU staff, faculty, and students participated by meeting and greeting students and their families during the welcome reception, as well as at the closing reception.

LEAD: Family Engagement Program: Multilingual newsletters were mailed in Winter and Spring quarter to the families of frosh first generation college students. The newsletters contained information regarding SCU resources, and how to support your college students. Newsletters were written in English, Spanish, Vietnamese and Tagalog.

In the Winter of 2004, we also had our first Family Lunch event. Families of first generation college students were invited to come onto the SCU campus to meet in a more intimate environment. SCU faculty, counselors from the Counseling Center, and Nedra Shunk, Director of the Drahmman Academic Advising and Learning Resources Center, were also present to provide guidance, and support. 8 students attended with their families, with 40 people in attendance.

LEAD: Summer Bridge Program 2004

The Summer 2004 Bridge Program contained a few new components in light of new collaborations throughout the university. In an effort to increase the number of incoming students of color into the Engineering School and to retain those students, the Bridge Program worked extensively with the Engineering School to create a component into the summer program. 10 out of the 30 accepted Bridge students, will be Engineering majors. Two faculty, Jeff Ota and Jorge Gonzalez-Cruz, conducted an Engineering Seminar working directly with the 10 Bridge/Engineering students. This seminar met every day during the program for one 1.5 hours a day. Part of the seminar was dedicated to introducing students to the field of engineering. The students were introduced to professionals in the field, met faculty from the three areas of engineering, and worked with In-Roads to begin talking them about internships. The other portion of the seminar was educational. Students created two teams for a hands-on project where at the end of the seminar they did a robot competition and presentation. The seminar also had two current SCU students assisting as peer educators to interact with them as peer mentors and role models.

While the Engineering students were in the Engineering Seminar, the other 20 Bridge students participated in a Vocation Seminar. In connection with the DISCOVER Project, funded by the Lily Endowment grant, two staff members helped to guide the students in daily reflection and presentations. The aim of the

Vocation seminar was to give students options in their journey in choosing majors and careers, as they reflected on their life experiences and goals. After the Engineering Presentations, the Vocation students also presented their book-making projects, and held their own readings.

This year, we have also partnered with Campus Ministry who conducted a one night spiritual retreat. The two campus ministers also worked with Bridge 2003 participants in discussing areas that Bridge students would find important in their journey through the program. The retreat discussed the need for spirituality in every day lives as a form of meditation and relieving stress. The retreat also touched on the topics discussed during the vocation seminar, such as balancing family responsibilities and learning from each other. Rather than a “religious” or “Catholic” retreat, this overnight experience served as an opportunity for team building.

There was also one addition to the academic courses for students. All Bridge students were enrolled in a “stretch program” of English 1: Composition and Rhetoric. This is a mandatory course for all first year students. Bridge students begin their English 1 course two weeks early. Like last year, two sections of the course were offered with 15 students each. The students will continue with the same professor (Professors Eileen Elrod and Sharon Merritt) and same cohort group through the fall quarter. The students then had the opportunity to choose between two courses for the two week Bridge period. The Engineering students and students in the sciences took a Chemistry course. This year, the Chemistry course was more focused as most students enrolled in this course would be most likely enrolled in Chemistry in the fall. The advantage to this was that students also were able to purchase the Chemistry text book early and begin using it and become familiar with it during the Bridge Chemistry course. The students not interested in the sciences were enrolled in a Women and Gender Studies course. In faculty and student evaluations of Bridge 2003 we realized that we needed a stronger course where students would be able to do a research project as well as continue to do more critical analysis of their readings. Students in the Women and Gender Studies course were introduced to the area of women’s studies, and conducted research in an area of their choice within the framework of women’s and gender studies. Students learned college level research and how to navigate the university library to conduct their research.

The President has continued to support and encourage our efforts.

NEW Components to the LEAD Programs:

LEAD: Student Advisory Board: The LEAD Programs began a student advisory board in the effort to further assist first generation college students and help maintain a strong connection with the Bridge students from both years. The LEAD Programs coordinator has met once with the Advisory Board and plans are underway for further LEAD events: quarterly reception for Bridge students; a Mentor/Mentee program for Bridge students; outreach with student clubs on campus as a means to reach first generation college students and students of color.

LEAD: Bridge/LEAD Seminar Course: In coordination with the University Advisors in the Drahmman Center, the Director of the Drahmman Center has approved a 1-2 unit course offered only to Bridge and LEAD students in Spring 2005. This course will encompass issues related to both first year and second year students: time management, study skills, study abroad, balancing family and school responsibilities, resume writing.

Reported by Rosa Guerra Sarabia for the Irvine Report

APPENDIX D. LEAD SEMINAR SYLLABUS

ASCI 24, "LEAD Seminar Spring 2005

Instructors:	Leslie Carson, University Advisor Learning Resources Coordinator	Laura Fujieda, University Advisor
Email:	lcarson@scu.edu	lfujieda@scu.edu
Phone:	408-554-4011	408-554-6914
Office:	Drahmann Center, Benson 214	Drahmann Center, Benson 214
Office Hours:	By appointment	By appointment

Course Description:

The goal of ASCI 24 is to address the unique needs and challenges of the first generation college students and the students of color. This course will assist students in making a successful transition to university life by developing the academic study strategies and personal self-management strategies essential for success at Santa Clara University.

Course Expectations:

- Attend class.
- Be prepared for discussion.
- Contribute to class discussions.
- Book and a notebook with notes must be brought to every class meeting.

Attendance (10% of the grade):

Weekly attendance is required. If there is an emergency, students must notify one of the instructors by phone or email before or shortly after class meets. The foundation of the course is group discussion and active participation in class. Regular attendance, therefore, is crucial to the collaborative work. In the unlikely event a class is missed it is the student's responsibility to stay caught up with course readings and assignments by seeking assistance from classmates and/or instructors. One unexcused absence during the quarter is allowed. As a learning community, a student's absence impacts both the students and the group. An "excused absence" means contacting the instructor at least 24 hours in advance and the instructor's approval of that absence, OR bringing in a doctor's note after the missed class(es). Merely telling the instructor about the absence does not automatically count as an "excused" absence. Attendance means not just being present in the room, but also arriving in a time fashion and being ready to discuss the readings.

Participation (15% of the grade):

This class is a discussion class, not a lecture class. Students should anticipate that the majority of the discussion will be generated by the students. Everyone is expected to participate in discussion in a thoughtful manner and to contribute positively to the community spirit in the classroom. This means that contributions should not merely be "personal opinion" but rather opinion as it is informed by the reading and discussion. Students' grades are determined by the quality and quantity of contributions.

Assignments (45% of the grade):

Final Project (30%of the grade):

Evaluation of Work:

Minimum to pass = successful completion of 70% of all the course components listed above.

Required Readings and Materials:

Course Outline:

<u>Week</u>	<u>Dates</u>	<u>Topics</u>	<u>Reading</u>	<u>Assignment</u>
1	March	Introduction: Overview, syllabus Requirements		
2	April	Assessment		
3	April	Goal Setting and Time Management		
4	April	Note-taking and Test-taking		
5	April	Choosing a Major		
6	May	Public Speaking		
7	May	Dealing with Stress and Anxiety		
8	May	Balanced Course Selection		
9	May	Final Project Presentations		
10	May/June	Celebrating Our Achievements Preparation for Finals Evaluations		

APPENDIX E. DESCRIPTION OF IRVINE FUNDED PROJECTS

A. Faculty of Color Support Initiative Projects

The CML Advisory Board has been responsible to review and make appropriate decisions on submitted grant proposals for the Faculty of Color Support Fund. The following projects have been approved and funded by this particular line item:

\$460, Jennifer Acosta, Center for Student Leadership

Project Title: Leadership Poster Series

Project Description: The Leadership Poster Series is a passive education program focused on encouraging student interest in leadership and diversity. The Center for Student Leadership uses recognizable faces of individuals to draw the attention of students to the information on the poster. The text for the poster highlights quotes and questions to ignite individual or group reflection, in addition to introducing students to the Center for Student Leadership. The Center for Student Leadership is looking to connect its leadership poster series to active and thematic campus educational programming. The grant funds have been used for the Winter Quarter 2005 poster to celebrate Black History Month at Santa Clara University. The image of actor and social activist Sidney Poitier is featured on the Winter Quarter 2005 poster.

\$1950, Aldo Billingslea, Department of Theater and Dance

Project Title: MLK, Jr. Night

Project Description: Martin Luther King, Jr. Night is designed to educate and enrich the community about African American culture and history. This year, MLK Night included several plays from George C. Wolfe's "The Colored Museum" that deal with issues African Americans face living in an American society.

Funding was applied to the costs of production and advertising. Aldo Billingslea oversaw the production of the evening.

B. Curriculum Development Projects

The Curriculum Development Council has organized and sponsored a campus-wide program called the Curriculum Development Series to encourage faculty and teaching staff to think, learn, and work on revising or creating a syllabus that is more inclusive both in content as well as approach. The Series will offer 3 speakers who will respectively address the importance of diversity in curriculum, scholarship, and pedagogical approaches to diversity and curriculum development. These sessions will be open to the entire campus. The Series will end with a two-day workshop in which the last two speakers will return to work with faculty and teaching staff on revising syllabi, developing new course syllabi, and other pedagogical issues. Faculty and teaching staff have been invited to submit a proposal for a curriculum development grant in which they will receive a stipend for \$1500 for curriculum development purposes if they attend all three speaker sessions and the final two-day workshop. The College of Arts & Sciences has decided to provide additional funding to help support the Series. We are hoping to have a cohort of 15-20.

Request for Proposals

The Curriculum Development Council (CDC) of the Center for Multicultural Learning (CML) is currently inviting proposals for a grant from faculty and staff who are interested in curriculum development in the area of diversity issues. The Curriculum Development Series and the Curriculum Development Series grants are funded through an Irvine Foundation grant; the grant guidelines stipulate that funds must be used to address race/ethnicity issues.

Award Information:

Up to 15 stipends for \$1500 each are available for Santa Clara faculty or staff who are interested in developing existing syllabi or a new course that includes a diversity issue/s. Award recipients will be expected to participate in all parts of the Curriculum Development Series:

1. Three meetings with visiting speakers tentatively scheduled for:
Wed, March 2, 330p-6p
Tue, April 5, 330p-6p
Wed, April 27, 330p-6p
2. Two-day summer workshop tentatively scheduled for:
Wed, June 15-Thurs, June 16, 9-4p, both days

Half the stipend (\$750) will be awarded at the end of the summer workshop with the remaining awarded when the revised syllabi are submitted at the beginning of the fall quarter. You can choose to have the stipend awarded as a salary payment (taxed) or a professional development expense allowance.

Purpose of the Curriculum Development Series (CDS):

One of the objectives of the Center for Multicultural Learning is to advance an academically rigorous multicultural curriculum that broadens the education of all students. As such, the CDS provides all faculty and staff an opportunity to enhance existing syllabi and/or develop a new course and coursework which includes or addresses diversity issues. The CDS also aims to foster the enhancement of faculty pedagogical approaches to teaching diversity issues.

Format:

The CDS consists of 3 visiting speakers who will address the areas of curriculum development, pedagogy, and diversity in education. Two of the speakers will return for a summer two-day workshop that will occur June 15-16. The summer workshop will be a two-day hands on experience in which you will be able to work with colleagues and the speakers in developing your syllabus or new course idea.

Eligibility:

All Santa Clara University full-time faculty and staff who teach or are interested in developing a course related to or addressing race/ethnicity diversity issues are eligible to apply. Applicants who are/would like to address issues related to race/ethnicity AND other dimensions of diversity (class, gender, sexual orientation, ability, religious affiliation, etc.) are also strongly encouraged to apply.

Requirements:

Please submit the following information in your application-

1. Name
2. Title
3. Department/Program
4. Statement of Interest

5. Either an existing syllabus that you would like to develop OR a description/ draft of a new course idea
6. An assessment plan to measure diversity learning outcomes

IMPORTANT- Please note that you must be available for all THREE visiting speakers AND the two-day summer workshop in order to receive the award.

Application Deadline:

Monday, January 31, 2005

Award notification date:

Friday, February 11, 2005

Further questions:

Please contact Dawn Lee with the Center for Multicultural Learning (551-7171 or dlee@scu.edu)

About the Center for Multicultural Learning:

The Center for Multicultural Learning (CML) is charged with the task of advancing multicultural education throughout the University, coordinating the multicultural organizational infrastructure in partnership with existing departments on campus, promoting a supportive environment for faculty, staff, and students of color, and enhancing the overall campus climate for diversity for all students, faculty, and staff. The Center seeks to cultivate a campus environment that supports diverse perspectives and dialogues among individuals from varied cultural backgrounds, social classes, religious traditions, sexual orientations, disability groups, and genders. CML offers curricular and co-curricular programs that enhance the diversity related learning opportunities available on our campus, highlighting, or recognizing differences among groups while asserting the essential unity of human experience and need. Inter-group dialogues are encouraged, not to eliminate difference, but to understand and appreciate the richness multiple cultures bring to campus. Broadly conceived and deliberately defined, CML programs create a culture and climate of diversity, encouraging and fostering an intentional multicultural campus community at Santa Clara University.

C. School of Business

The Curriculum Development Series includes outreach efforts to the School of Business.

D. Unity Residential Learning Community

Projects Funded

\$746.81, Dr. David Pinult, Religious Studies Department

Event/Project: Asian Art Museum Trip

As part of his Unity Affiliated course, South Asian Religious Traditions, Prof. Pinult took his class and Unity residents not enrolled in his class to the newly renovated Asian Art Museum in San Francisco.

\$375, Aldo Billingslea, Department of Theater and Dance

Project Title: Teatro Vision Field Trip and Speakers

Project Description: Aldo Billingslea's Multicultural Theater class (a Unity affiliated course) participated in an excursion to view a production of *Real Women Have Curves* by Josefina Lopez at Teatro Vision in San

Jose. The main objective of this project is to supplement a classroom-based education of multicultural theatre with a unique firsthand theatrical experience offered by a well-respected community focused theatre company such as Teatro Vision. The funds from this grant allowed for a visit with the director and actors during Mr. Billingslea's Multicultural Theatre class. It also provided subsidization for tickets that would make it affordable for the group to tour the Mexican Heritage Plaza Theatre prior to the performance and to see the show.

\$250, Dr. Jane Curry, Political Science Department

Event/Project: Visiting Scholar Doris Gödl, Ph.D.

As part of her Unity Affiliated course, Political Science II, Prof. Jane Curry brought to campus Doris Gödl. Prof Gödl discussed her most recent work which focuses on memory and gender in Slovenia, Croatia and Bosnia with particular attention to the survivors of the most recent conflict in the region.

\$218.50, Dr. Jane Curry, Political Science Department

Event/Project: Trip to see a production of the play "Pentecost"

As part of her Unity Affiliated course, Political Science II, Prof. Curry took her class and any interested Unity resident not enrolled in her course to see the play, "Pentecost," written by David Edgar. "Pentecost" is the story of a discovery of an ancient fresco behind the wall of an abandoned church. This fresco challenges western art history and the chapel's ownership, and a clash of cultures ensues as historians, clergymen, and politicians descend upon the building. The debate over art, humanity, religion, and capitalism intensifies when refugees crash into the church and take the group hostage.

E. Student Cultural Support Projects

The CML Staff has been responsible to review and make appropriate decisions on submitted grant proposals for Student Cultural Support Projects. The following projects have been approved and funded by this particular line item:

\$500, Latino Business Student Association

Project Title: 04-05 National Hispanic Business Association Leadership Conference

Project Description: Each year the National Hispanic business Association (NHBA) invites its chapter organizations from universities throughout the nation to gather for four days of learning and networking. The main purpose of the annual conference is to promote the welfare of Hispanic/Latino students who show promise of becoming leaders in the business world, as stated in NHBA's mission statement. The conference aims to educate and prepare Hispanic/Latino students for the challenges of being a person of color at the university level and in the workforce. Attendees receive preparation and motivational workshops to help them reach their full potential. Students are also given the opportunity to meet and network with professionals, recruiters, and students who have experience facing difficult challenges. The workshops are geared for all levels of undergraduate students and will help them plan and prepare for the remainder of their academic years, as well as their career. The 2004 conference took place in Austin, Texas, on Thursday, October 14 through Sunday, October 17, 2004. It is made up of four essential elements: academic planning, career planning, networking, and professional development. Funding was applied to the cost of conference registration.

\$500, MEChA-El Frente

Project Title: Raza Day Fall 2004

Project Description: MEChA-El Frente is a student-run organization in the Multicultural Center (MCC).

Some of our organization's main goals are to promote cultural awareness, higher education, and outreach to the community. Raza Day is an annual event that has been implemented to expose and encourage high school students to college life. In addition, Raza Day is a motivational day designed to highlight the varying aspects of our culture through rewarding activities. MEChA's hope was that these activities would instill pride and empower youth in their quest for higher education. Participants had the opportunity to interact with college students through workshops that focused on different career paths and social, cultural and political awareness. The 21st annual Raza Day was held on Saturday, November 6, 2004. Funding was applied to the cost of supplies and food.

\$500, Igwebuike

Project Title: AIDS Awareness Week

Project Description: AIDS Awareness Week is a week-long series of educational programs aimed at increasing awareness about the HIV/AIDS epidemic. Events that will occur during this week include a guest speaker from the Black Coalition on AIDS, an educational table where SCU students can pick up information on HIV/AIDS and AIDS awareness ribbons, and a discussion on student's perspectives on the how the epidemic has affected the African American community. Funding was applied to the cost of speakers for the week.

\$500, Igwebuike

Project Title: Martin Luther King, Jr. Night

Project Description: Martin Luther King, Jr. Night is designed to educate and enrich the audience about African American culture and history. By including various cultural groups, the production celebrates the "Dream" of Martin Luther King, Jr. This year, MLK Night included several plays from George C. Wolfe's "The Colored Museum" that deal with issues African Americans face living in an American society. Funding was applied to the costs of performers and speakers.

F. Advisor Development Council, Fall 2004

Council Co-Chairs: Professor Diane Jonte-Pace and Dr. Leslie Carson

In 2004 the Advisor Development Council experienced a change in structure and leadership. Dorothea French (English Department) served as interim Council co-chair during fall quarter while Diane Jonte-Pace was away on sabbatical. Leslie Carson, who replaced Erin Kimura as the new University Advisor and Learning Resources Coordinator in the Drahmman Center, came on board as Co-Chair at the beginning of fall quarter. Lisa Millora, Office of Student Life, Brett Solomon (Liberal Studies), Timothy Healy (Engineering), Shelby McIntyre (Business), and Gema Navarro (student) also joined the Council.

During the fall quarter, the Council concentrated its efforts on creating programs which would be beneficial and informative to faculty and would avoid the duplication of past events. Questions that emerged from this meeting: what do students want from their advisors? What did minority and first generation students expect from faculty advisors when they arrived at Santa Clara University? Have those expectations been met? To answer these questions, the Council discussed the idea of organizing focus groups with students. Another programming suggestion was that the Advisor Development Council would organize and facilitate its own advising training sessions which would be presented at departmental faculty meetings. These sessions would reach those faculty members who, for whatever reason, would not attend a campus-wide event.

After consultation with the Drahmman Center Advisor staff, a plan to begin researching the nature of effective faculty advising at Santa Clara University evolved. This plan would involve the creation of control and

treatment groups of students to understand their advising needs. It was proposed that Bridge Program students serve as a control group, as these students are encouraged to make regular contact with their faculty advisors. The treatment group would consist of students on academic probation, as they are frequently disconnected from campus life and have very limited contact with their faculty advisors. Nedra Shunk, Director of the Drahmman Center requested that the Drahmman Center play a participatory role in the focus group discussions.

Other significant events:

- Leslie Carson facilitated a discussion with faculty on the impact of stereotyping on teaching and learning. Participants read a recent article in *Educational Leadership* entitled, "The Threat of Stereotyping," by Joshua Aronson (2004). Leslie also shared her dissertation research on African American college student development and achievement (Carson, 2003).
- The Advisor Development Council is currently reading material that will help generate further discussion in upcoming Council meetings: (1) Torres, Vashti. (2003). Influences on ethnic identity development of Latino college students in the first two years of college, In *Journal of College Student Development*, v. 44, no.4, 532-547. (2) Hahs-Vaughn, Debbie (2004). The impact of parents' education level on college students: an analysis using the beginning post-secondary students longitudinal study 1990-92/94. In *Journal of College Student Development*, v, 45, no. 5, 483-500. (3) Littleton, Robert A. (2003). Community among African American students on small, predominantly white campuses: the unforeseen "minority within a minority" experience. In *NASPA Journal*, v. 40, no.4, 83-104. (4) Lundberg, Carol A. & Schreiner, Laurie A. (2004). Quality and frequency of faculty-student interaction as predictors of learning: an analysis by student race/ethnicity. In *Journal of College Student Development*, v. 45, no 5, 549-565.
- The Advisor Development Council and the Drahmman Center will begin to move toward organizing focus group discussions beginning in February 2005. Other upcoming events include: Co-sponsorship of Curriculum Development Council event in March 2005 addressing diversity in education; Investigation into the possibility of inviting Dr. Claude Steele to campus during academic year 2005-2006. Dr. Steele's research addresses stereotyping and multicultural education.

G. Diversity Speaker Series

Cross-Cultural Dialogues became part of the Diversity Speaker Series beginning Fall 2004 because of the overlapping nature of the efforts of the Diversity and Dialogue Council and the Cross-Cultural Dialogues. The Diversity and Dialogue Council, chaired by Tam Nguyen (Fall Quarter), approved funding for the following projects:

\$1500, Aldo Billingslea, Department of Theater and Dance

Project Title: Guest Lecturer: Jonathan Adams

Project Description: Jonathan Adams currently plays the role of Henry Walker on NBC's Emmy Award-winning show, *American Dreams*. Set in the turbulent 1960's, *American Dreams* follows the struggles of an Irish-Catholic family, the Pryors, who must learn to cope with the many drastic social, cultural and political transitions of the time. The goal was for Mr. Adams to speak to several classes, including Mr. Billingslea's Multicultural Theatre class, over a three-day period during the fall of 2004. The issues dealt with on *American Dreams* are important, not only to the students of Santa Clara and the Theatre and Communications Departments, but also to the community at large. Mr. Adams would speak to theatre and communication classes on the first day. The following evening, Mr. Adams would help lead a discussion to which the community at large will be invited.

Event/Project: Rock the Vote!

In response to the 2004 Presidential Election, the DDC hosted an educational gathering in collaboration with Associated Students and the Rock the Vote campaign on November 1st. Approximately 30-40 students attended to hear from speakers, voice their opinions and ask questions related to the election and voting process. Associated Students assisted by providing information about polling locations and organizing times for students to go vote together.

H. Women of Color Network

The Women of Color Network is a collaboration between the Program for the Study of Women and Gender and the Center for Multicultural Learning to create events and forums dealing with issues pertinent to women of color from SCU.

The Women of Color Network hosted its annual fall event, "The End of Summer Tea." This event was held on Wednesday, September 29 from 3:30-5:00pm in the Alumni Gardens. This is a casual occasion for women faculty, staff and students of color from throughout the university to network, share, and enjoy in our friendships. We had approximately 30 women attend at various points throughout the afternoon. It has become a good way of starting the academic year, and faculty and staff look forward to this event.

The WCN also maintains an email list group to which information is sent regarding issues, invitations pertaining to women of color (scholarship announcements, etc.)

APPENDIX F. COLLEGE OF ARTS AND SCIENCES DIVERSITY INITIATIVES

College of Arts and Sciences Action Plan for Diversity and Inclusive Excellence, 2004-05

In Fall 2004, a pilot program for "Achieving Inclusive Excellence: Creating a Diverse Learning and Working Community and a Welcoming Environment for all Students, Staff, and Faculty" was launched by the College of Arts and Sciences. The planning group, which included Center for Multicultural Learning (CML) staff, faculty, and students from across the college, assisted the College Dean's Office in developing an Action Plan for Diversity and Inclusive Excellence. The plan aims to establish diversity as essential to academic excellence, establish ongoing assessment of diversity, raise the level of multicultural competency in the College, and recruit and retain a diverse faculty, among other things. Among other activities and in order to put this plan in motion, the Dean's Office is hiring a new Associate Dean for Inclusive Excellence and Multicultural Competency. The current efforts of the College build on work that was funded through previous Irvine funded programs and, most recently, the efforts of CML.

Some examples of the planned programs include:

Campus Climate: Developing a racism awareness program for incoming students and on-going diversity awareness workshops for faculty and staff;

Faculty recruitment: All authorized 04-05 tenure stream faculty searches have been made open rank to attract a more diverse applicant pool; each department chair has been required to work closely with the Dean to ensure a diverse applicant pool for the 04-05 tenure stream searches; the Dean's Office in collaboration with Affirmative Action Office (AAO) and Office of Human Resources (HR), are working on developing a recruitment plan for non-tenure stream faculty hiring; a hiring workshop for department chairs and / or search committees with authorized academic year lecturer searches will be offered in the winter quarter. The Acting Dean of the College has set a goal to hire at least four African American faculty in the next year.

Faculty Retention: The Dean will reinstate the Arts and Sciences Diversity Council; the Senior Associate Dean will be responsible for the retention of faculty of color.

Staff Recruitment: The Associate Dean responsible for staff hiring will work with department chairs on increasing the diversity of applicant pools – specifically by providing funding for advertisements in venues that will reach a more diverse applicant pool. HR and AAO will be consulted to develop a list of such venues.

Curriculum Development and Program Review and Improvement: The Dean will work with the Director of Ethnic Studies and the Director of the Center for Multicultural Learning to develop a plan to deliberately integrate issues of diversity across the curriculum. Supplemental funding will be made available by the College for curriculum development workshops.

Communication: The College will support efforts to establish an informal, voluntary communication network (email list) and a formal, voluntary mentoring / coaching program.

These programs, based on their success, will serve as pilots for broader university efforts.

Email to Campus Community from Provost Dr. Denise Carmody

"Denise Carmody" <DCarmody@scu.edu> 1/7/2005 11:40:22 AM >>>

Colleagues, One of the goals of our Strategic Plan is to enrich our community of scholars by increasing diversity among faculty, staff, and students, "with special emphasis on members of historically under-represented ethnic groups" (1.C.4). We take this challenge seriously. Efforts to recruit and retain students of color are beginning to bear fruit. We need a similar effort to recruit and retain faculty and staff of color. I write to share with you an example of this effort.

Early in the last academic year and during the summer of 2004, the College of Arts & Sciences began a process of examining issues of diversity, especially in the area of faculty and staff. At the Dean's convocation, they established as a College priority cultivating a critical mass of African American faculty as a first step. Later in September 2004, with the support of the President, the College assembled a summit meeting involving the provost, as well as fifteen faculty, staff, and students to generate ideas about diversity issues particularly as related to African Americans. An academic year action plan was developed and implemented to address several immediate issues and provide a framework for establishing more long-term goals. (These goals will focus on staff recruitment and retention.) The College worked to understand in greater depth best practices around the country related to diversity. They consulted with constituencies on and off campus and sent a team to a conference on recruiting and retaining faculty of color. They learned that 1) efforts focused on diversity must be carefully planned and locally justified; and, 2) a campus climate that values inclusive excellence is essential.

Knowing that their efforts are supported by the University and College mission statements, the College developed an initiative that links a clear educational need (consistent with resource and enrollment planning), to an affirmative action plan that is rooted in legal means to achieve diversity and a commitment to equal opportunity. They then worked out specific goals and actions that are currently under both trial and discussion. The College realized that to do this well, with any hope of truly transforming the institution, required greater expertise as well as a concentrated, focused effort. By restructuring their organization, they established a new associate dean position. In addition, they initiated programs that, if successful, could be pilots for the larger University. This was done in collaboration with the provost. The College efforts will also enhance and inform the broader university conversation currently under way related to the President's Thought Papers, one of which is focused on diversity.

Building on the excellent work of the Center for Multicultural Learning, the Ethnic Studies Program, and the Program for the Study of Women and Gender, their primary goal is to transform the College into a welcoming, inclusive community. The College will work collaboratively with all University constituencies, particularly the Associate Vice Provost for Faculty Development, Assistant Vice President for Human Resources, Director of Affirmative Action, Vice Provost for Undergraduate Education, the Dean of Student Life, Center for Multicultural Learning, the Ethnic Studies Program, and the Program for the Study of Women and Gender.

The College invites and welcomes your ideas and participation. So do I. Denise

APPENDIX G.1. UNIVERSITY'S DIVERSITY AND INCLUSIVE EXCELLENCE DOCUMENT

“Future Directions: Achieving National Prominence as a Catholic, Jesuit University ”

From time to time, it is important for the University community to reflect on and revise, as appropriate, its strategic focus and educational programs, particularly when we assert that student learning is our central focus and that, in a community of scholars, teaching scholars are the curriculum and pedagogy. To this end, the President invited members of the faculty and staff to develop *brief* discussion papers. I person was asked to take the lead in drafting the papers, but also to consult with wide range of “reflectors” in the process.

The first paper will address questions related to the overarching mission of the University, its response to external trends, and the people or publics it serves. The second set of papers will discuss specific themes or trends that will affect graduate and undergraduate education and hence need to be considered for integration into a Santa Clara, Jesuit education. The third set will discuss enhancing the quality and distinctiveness of current academic areas such as the arts, humanities, sciences, and professional programs, as well as our student life programs, including the RLC program.

Overarching Thought Paper: The mission of Santa Clara as a Catholic, Jesuit university in a globalizing world. Some questions might be: what should Jesuit education – for students in both graduate professional program and undergraduate programs – be or look like for the 21st century globalizing world? What do graduate and undergraduate students need to become effective, ethical leaders and citizens of solidarity with “an educated awareness of society and culture” and to be inspired to contribute socially, morally, and generously, to the reality of this time, place and people? This initial thought paper draft will be no more than 4 pages, single spaced. Mark Ravizza, S.J. is taking the lead in drafting this paper. **Reflectors:** Hersh Shefrin, Cynthia Mertens, Kirk Hanson, Catherine Murphy, Charles Nolan, Ana Maria Pineda, Tom Plante, Susan Shea, Alex Zecevic.

Thematic and Area Thought Papers: Within the context of Santa Clara education, given our aim to educate “whole persons of solidarity for a globalizing world” and our vision to educate women and men of “competence, conscience, and compassion,” some guiding questions for these papers will include:

1. How would this theme/area add value to a Santa Clara education?
2. What are the major opportunities and challenges for this theme/area moving forward?

Thematic Papers: The following questions will guide the drafting of the seven papers listed below: How should this theme or trend be envisioned for renewal of a Santa Clara education? How should this theme or trend, within the context of all the other themes and areas, be integrated into the curriculum for both graduate and undergraduate students? These initial drafts will be 1 to 2 pages, single spaced.

1. International education/education for globalizing world.
Drafter: Michael Kevane **Reflectors:** Greg Baker, Luis Calero, S.J., Dennis Gordon, John Hawley, Nam Ling, Beth Van Schaack, George Westermarck.
2. Civic learning and educating for democracy – national and global
Drafter: Janet Flammang **Reflectors:** Elsa Chen, Eric Hanson, Steve Johnson, Jeanne Rosenberger, Tom Savage, Catherine Wolff.
3. Environment and ecological sustainability
Drafter: Ken Manaster **Reflectors:** Edwin Maurer, Leslie Gray, Amy Shachter, Joe Sugg

4. Technology

Drafter: Geoff Bowker **Reflectors:** Ron Danielson; Al Hammond (on sabbatical), Pedro Hernandez-Ramos, Terri Griffith, Kathleen Maxwell, Shelby McIntyre, Chris Kitts, Jim Koch, John Staudenmaier, S.J.

5. Ethics/Justice

Drafter: Paul Fitzgerald, S.J. **Reflectors:** June Carbone, David DeCosse; Dennis Moberg, Mike Meyer, Larry Nelson, Terry Shoup.

6. **Diversity/cultural competence/understanding**

Drafter: Marilyn Fernandez **Reflectors:** Aldo Billingslea,, Francisco Jimenez, Molly McDonald, Samiha Mourad, Barbara Moloney, Garret Okamoto, Lucy Ramos Sanchez, Jerry Shapiro, Reynaud Surrette, Stephanie Wildman.

7. Theology and culture

Drafter: Paul Crowley, S.J. **Reflectors:** Tom Beaudoin, Diane Dreher, Ron Hansen, Margarita Sandoval, Paul Soukup, S.J., William Spohn.

APPENDIX G.2.

Future Directions: Striving for National Distinction as a Catholic, Jesuit University Theme #6: Promoting Diversity/Cultural Competence/Understanding SCU, A Model For Inclusive Excellence (December 21, 2004)

Main Drafter: Marilyn Fernandez (Sociology); Reflectors: Allen Hammond (Law); Molly McDonald (Human Resources); Francisco Jimenez (Modern Languages and Ethnic Studies); Stephen Fugita (Ethnic Studies and Psychology); Fr. Paul Fitzgerald (Religious Studies and Associate Dean in College of A&S); Laura Nichols (Sociology); Center for Multicultural Learning staff; Samiha Mourad (School of Engineering); Sita Raman (History); Aldo Billingslea (Theater); Barbara Molony (History and Women & Gender Studies); Stephanie Wildman (Law); Cary Yang (Engineering); Garret Okamoto (Engineering); Jerry Shapiro and Lucy Ramos-Sanchez (CP&E and Education); Marie Brancati (A&S Dean's Office).

Diversity and Santa Clara University's mission

Commitment to diversity as a value added resource for educational excellence is an essential manifestation of the Jesuit "way of proceeding" outlined by Mark Ravizza, S.J. in his thought paper titled, "The Mission of Santa Clara as a Catholic, Jesuit University in a Globalizing World." If we are to educate our students to be "fully human" so that they are prepared to "promote the common good" in an increasingly pluralistic society, Santa Clara will have to more intentionally grapple with the "creative tension" in the intellectual and experiential dimensions of diversity, the rich cultural traditions and the marginality of historically underrepresented groups.

Diversity, an educational resource: Adding value to a Santa Clara education over the next five years
Commitment to diversity, defined in its race/ethnic dimension, is not a new idea at Santa Clara.¹ But, like many universities, we have focused more on compositional diversity than on "inclusive excellence" which treats diversity as a value-added resource. Research² indicates that compositional diversity, while necessary, is not sufficient if we are to succeed in our goal of educating all students for the needs of a global society. In fact, stopping at compositional diversity can be counterproductive in that it can foster divisiveness rather than community. Furthermore, the Supreme Court recently affirmed the constitutionality of diversity programs in higher education³. To educate SCU students to be of "competence, conscience, and compassion," as they prepare to be leaders in a diverse and globalizing world, diversity has to become an integral part of academic excellence. We will need to focus on curricular and interactional diversity in ways that provide students with collaborative learning opportunities where they encounter diversity and hone their critical thinking and problem solving skills. As students learn to dialogue across differences (diversity competence), they will develop a genuine appreciation for/acceptance of inclusive perspectives (diversity conscience, NOT tolerance) and be prepared for reasoned engagement in the realities of their diverse world (diversity compassion). Linking campus diversity to academic excellence serves the dual purpose of effectively integrating students, faculty, and staff of color into the academic community while educating all students to be "whole persons of solidarity" in a diverse world. Such embedding of diversity in our institutional structures and campus culture is in keeping with the American Association of Colleges and Universities recent call for "inclusive excellence," academic excellence for all students.

What are the major opportunities and challenges that "embedding diversity" faces moving forward?
Currently, SCU has several strong academic, co-curricular, and support programs that address diversity in its many dimensions. In addition to academic disciplines in the Social Sciences and Humanities (Sociology, Anthropology, Political Science, History, etc.), we have inter-disciplinary academic programs (such as Ethnic Studies, Women & Gender Studies, Asian Studies, Catholic Studies⁴) that offer students

opportunities to pursue rigorous academic study of diversity broadly defined. We have programs, such as the Drahmman Advising and Learning Resources Center, the Bridge Program for first generation college students (including engineering students), and the Multicultural Student Center, that support students in their academic success.

One of the biggest challenges at SCU is a lack of coordination among these many diversity related programs. It is also unclear to many whether there is university-wide buy in about the academic value of diversity. Attention to diversity might even be perceived as divisive and inhibiting community. If we are to thoughtfully address these challenges, we should have on-going campus wide discussions on the educational role of diversity. Another strategy to counter the divisive perceptions of diversity is to broaden our definition of diversity, in ways that highlight the intersectionality of race/ethnic, gender, class, religion, sexual orientation, within a framework of marginalization and justice.

How should this theme or trend be envisioned for renewal of a Santa Clara education?

If SCU is to model “Inclusive Excellence,” diversity will have to become more central to educational excellence. Rather than list diversity as one among many goals (Goal 2.B.4), in one of the three strategic initiatives, diversity should be elevated into SCU’s mission statement so that educating the whole person has diversity as a critical component. How would we successfully enact that mission? A renewed and expanded CML, say as an Institute for Inclusive Excellence, that is sufficiently and effectively resourced to integrate, articulate, and sustain our commitment to the intersectionality of the critical diversity dimensions is a starting point. Lest we run the risk of losing our focus on the traditional dimensions of under-representation in higher education, this Institute might focus on the race-class-gender intersectionalities within a marginalization-justice framework, and their manifestation across academic disciplines, political viewpoints, and religious traditions. This Institute is not meant to replace the standalone academic and support programs. Rather it will serve as a center for intellectual exchange, a clearinghouse of ideas, research and learning about diversity, justice, and educational excellence. Graduating the highest percentages of under-represented students in fields that need to be diversified (such as engineering, medicine, research, business, and law) should be at the center of the Institute’s mission. At the same time, recruitment and retention of faculty of color has to become a priority so that the Ethnic Studies program will be sufficiently resourced as a major and department. A companion major in Women & Gender Studies is also overdue.

Within the context of all the other themes and areas, how should the theme of Inclusive Excellence be integrated into the curriculum for both graduate and undergraduate students?

Gaining the intellectual tools for diversity competence should become a strategic learning outcome that is woven through the core curriculum of undergraduates and curriculum of graduate students. While this goal of “inclusive excellence” will require revisiting our curriculum and pedagogy, in the short run SCU should make the ethnic/gender studies requirement a university wide diversity requirement. In the final analysis, research, teaching, and learning about diversity in the context of justice will not “compromise the integrity of a university’s goals, but will set these goals higher” as Mark Ravizza, S.J. argued eloquently in his paper.

APPENDIX G.3.

Diversity at SCU circa 2004

Commitment to diversity, defined in its race/ethnic dimension, is not a new idea at Santa Clara. The value of diversity is explicitly mentioned in the University strategic plan. Goal 2.B.4. of our strategic initiative, Providing an Integrated Education, reads, “Realize more fully the learning opportunities represented by the diversity of the University community, our society, and the world.” The University’s statement of purpose (Appendix A of the Strategic Plan) states that we are dedicated to “a community enriched by men and women of diverse backgrounds, respectful of difference and enlivened by open dialogue, caring and just toward others, and committed to broad participation in achieving the common good.”

Over the last 15 years, SCU has sought and secured external grants to diversify the academic community. University Diversity Committees at Santa Clara have articulated and championed the role of diversity in higher education and Jesuit education in particular. Some diversity efforts are institutionalized. We have an Ethnic Studies minor and program. Ethnic studies (or women/gender studies) is a core requirement in the College of Arts and Sciences. The university regularly funds co-curricular programs for students of color. The Center for Multicultural Learning, initially funded with an Irvine Foundation grant, is charged with the task of advancing multicultural education throughout the University. And, we have grown in the compositional or numerical diversity of our undergraduate and graduate student body, although African American student enrollments continue to be low⁵. The Law School has received national recognition for its commitment to diversity. Some of this growth in SCU’s student diversity has certainly been intentional. But, our diversity has also been driven by the market place of higher education. According to the American Council on Education, students of color - traditionally a segment that under-enrolls in college - represent a growing proportion of college-aged students, with much of this growth happening in the Western states. While we cannot afford to be complacent about numerically diversifying our student body, we have been less intentional about the academic success of students of color and of using diversity as a resource for ALL students. Diversity of faculty and staff is also far from ideal⁶

Footnotes:

¹ See Appendix G.3 for the current status of diversity efforts at Santa Clara University.

² Select references: (1) Allport, Gordon, 1954/1979, *The Nature of Prejudice*, Cambridge, MA: Allison-Wesley; (2) American Council on Education (ACE) and American Association of University Professors (AAUP), 2000, *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*. Washington, D.C.: American Council on Education and American Association of University Professors; (3) American Council on Education (ACE), 2002b, *Minorities in Higher Education 2001-2002: Nineteenth Annual Status Report*; (4) American Educational Research Association (AERA), 2000, *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*. Report of the AERA panel on racial dynamics in colleges and universities. http://www.stanford.edu/~hakuta/racial_dynamics/Compelling1.pdf; (5) Astin, Alexander, 1993, *What Matters in College? Four Critical Years Revisited*, San Francisco: Jossey-Bass; (6) Ball, Howard, S.D. Berkowitz, and Mbulelo Mzamane, 1998, *Multicultural Education in Colleges and Universities: A Transdisciplinary Approach*, Lawrence Erlbaum Associates Publishers, New Jersey; (7) Bowen, William G. and Derek Bok, 1998, *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*, Princeton, NJ: Princeton University Press; (8) Gurin, P., Eric L. Dey, Sylvia Hurtado, and Gerald Gurin, 2002, Diversity and Higher Education: Theory and Impact on Educational Outcomes. @ *Harvard Educational Review* 72, 3, 330-366; (9) Humphreys, Debra, 1999, Campus Diversity and Student Self-Segregation: Separating the Myths from Facts. @ www.diversityweb.org; (10) Hurtado, Sylvia, Jefferey Milem, Alma Clayton-Pederson, and Walter Allen, 1998, Enhancing Campus Climates for

Racial/Ethnic Diversity: Educational Policy and Practice, @ *Review of Higher Education*, 21, 3, 279-302; (11) Milem, Jeffery, 2000, AThe Educational Benefits of Diversity: Evidence from Multiple Sectors, @ In *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*, Report of the AERA panel on racial dynamics in colleges and universities. http://www.stanford.edu/~hakuta/racial_dynamics/Compelling1.pdf; (12) Rossin, David and Terry Hyland, 2003, AGroup Work-based Learning within Higher Education: An Integral Ingredient for the Personal and Social Development of Students, @ *Mentoring & Tutoring: Partnership in Learning* 11, 2, 153-162; (13) Santa Clara University, 2002, Diversity at Santa Clara University: AN Institutional Overview of Trends, Challenges, and Prospects. (14) Vincent, Tinto, 1993, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2nd edition, Chicago: The University of Chicago Press.

³ GRUTTER v. BOLLINGER, U.S. 306 (2003).

⁴ Fr. Paul Fitzgerald, in his reflection on the value of diversity in the Roman Catholic tradition, suggests that “the three central mysteries of the Christian faith, Creation, Incarnation and Redemption, all require an attention to, and a reverence for, cultural diversity as an essential condition of humanity.”

⁵ The percent of ethnic minority undergraduate students at SCU has increased from 29.1% in 1991 to 37.1% in 2003. Corresponding proportions among graduate students range from 30.7% in 1991 to 43.2% in 2003.

⁶ As of Fall 2003, race/ethnic minority faculty represent fewer than 20% of all tenure/tenure track faculty. The Institutional Overview of Diversity at Santa Clara (2002) reported that as of 2002, the staff at Santa Clara looked fairly diverse but that diversity was found in pockets. The University facilities staff is made up primarily of Hispanic Americans. Another pocket of diversity is the staff that is at the middle management level or below. Overall, even though the full-time staff continued to be over 63 percent European American in 2002, over the four year period under consideration in the overview, the staff had become more diversified. In 2001-02, Hispanic Americans comprised 20 percent of the full-time staff, with Asian/Pacific Islander American comprising 11.4 percent of staff, and African Americans making up 5 percent of staff.

APPENDIX H. BRIDGE PROGRAM PRESS COVERAGE AND REPORTS

The Mercury News editorial page columnist Joe Rodriguez spent time on campus last week speaking to students in the summer bridge program. Thank you LEAD program staff for working with me to make this happen.

SCU helps solve mystery of college PROGRAM PREPARES FIRST-IN-FAMILY STUDENTS By Joe Rodriguez

As leaves wilt in late summer, the moving vans arrive and the rites of college begin anew. For now every student is top notch, summa cum laude. Then the academic rigors will set in as surely as the leaves will fall, and a good number of students who are the first in their families to attend college will go down, too.

Mayra Magana and Arturo Alvarez are determined not to be among them. Two and a half weeks before move-in day, they enrolled in the Summer Bridge program for first-generation college students at Santa Clara University. Most of the program's 30 students are Latino or Asian. Many attended low-performing high schools.

“What I like about the program,” Magana said, “is that it makes you feel welcome, like this is where you belong.”

That is no small accomplishment when you come from rural Watsonville, when your father had only a third-grade education -- and when you suddenly find yourself at an elite Jesuit university in the heart of Silicon Valley.

Alvarez, a top student at his San Jose high school, still felt he needed extra preparation.

“I was afraid,” he said. “Not afraid that I would not make it, but that it was going to be the biggest challenge of my life and I needed all the guidance I could get.”

About 4 million American college students can't lean on the experience of college-educated parents to help them choose classes and deal with the all-around, tougher demands of college. According to several studies, first-generation students are more likely to drop out than the sons and daughters of college grads.

The Bridge program started only last year, but its results are promising. Only one of last year's 30 students dropped out, for personal and not academic reasons. Bridge students earned higher grade-point-averages than other first-generation freshmen.

The program is an academic boot camp, but it provides a good deal more personal attention, counseling and team-building than most freshmen ever get. I sat in on a Bridge class taught by professor Eileen Elrod.

She had assigned them to critique an essay by Paulo Friere on the meaning of education. They had to read their essays aloud and discuss them in small groups. By the looks of their long faces, few had ever gone through such an exercise.

“I know,” Elrod said, “it makes you feel vulnerable because it's not something you're used to.”

I listened to Magana read her paper, a criticism of the high school emphasis on writing what teachers want to hear, as opposed to writing from original thought. Friere would have approved.

Tough assignments help acclimate first-generation students, but I learned later during lunch with some Bridge students that the program's personal intangibles help just as much or more.

Ashante Martin, a Bridge student raised by a single mother, said her confidence was growing because she was discovering "my own voice."

"It seems that everything we do in this program, everywhere we go, there's that emphasis on finding yourself, learning who you really are," she said. "That will help us get through this school."

Another Bridge student said, "We're bonding. We're helping each other get prepared."

I ran the bonding importance by the program's directors, who agreed the benefit was genuine, unintended and the biggest surprise so far.

"The way they call on each other," said Erin Kimura, a graduate student working on the program. "They've built quite a strong community for themselves."

Helping the students is only half of it. The program also helps their parents understand how much pressure the kids will be under, why final exam week is not a good time for family duty, and how to encourage them when they get down.

The Bridge program is funded by the Irvine Foundation and the university president's fund. I wish there were one on every campus, especially at public colleges that have abolished affirmative action or reduced their recruitment of students from the poorest high schools.

As too many colleges tighten the screws on minority admissions, it's good to see one go the extra mile to help students and families join the ranks of the college educated.

JOE RODRIGUEZ's columns appear Tuesday and Friday. Contact him at (408) 920-5767 or jrodriguez@mercurynews.com.

Deepa Arora
Media Relations
Santa Clara University
500 El Camino Real
Santa Clara
California 95053