

**Grantee:** Santa Clara University

**Award Date:** June 1, 1999

**Grant Number:** 99114

**Grant Amount:** \$830,000

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

**Grant Director:** Rev. Gerdenio Manuel, S.J.

**Telephone:** (408) 554-4366

**Report Period:** 6/1/99 – 12/5/99

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## I. PROGRAM SUMMARY

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

## II. GRANT OBJECTIVES

### A. Overall Goal

*Building Partnerships for Diversity* will:

- Promote, coordinate, and advance campus-wide multicultural initiatives embedded in the University's Strategic Plan.
- Promote a supportive environment for faculty, staff, and students of color and advance multicultural education through the development and consolidation of a Center for Multicultural Learning.

## **B. Specific Objectives**

By the year 2002 the University aims:

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

## **III. PLANNING AND MANAGEMENT**

### **A. Center for Multicultural Learning**

During this initial period, the Center for Multicultural Learning and the *Building Partnerships for Diversity* grant have steadily developed and consolidated a synergetic relationship. Originally, it was believed that the Center would slowly grow out of the grant activities but the reverse has been true. Thanks to the insight of director, Rev. Sonny Manuel, SJ and the support of University administrators, the Center was provided a physical location on campus and staffed with 5 Project Managers. Four of the Project Managers work in other University departments including the new Drahmann Academic Advising and Learning Resource Center, the Center for Student Leadership, and the Art and Art History Department. This unique sharing of personnel has afforded the Center for Multicultural Learning a broader impact base to effect change across the University. In addition to the Project Managers, there is one full time grant coordinator and four student assistants. This skeletal infrastructure has provided an exceptional platform for advancing the grant's major objectives.

## 1. Programmed Events, Activities and Publications

The Center for Multicultural Learning - while still in its start-up phase - has successfully carried out a series of activities and programmed events. Listed below are some of the more significant accomplishments:

- Diversity Training for 85 Resident Hall Advisors. The diversity training was the Center's first public presentation to a group of students and was highly evaluated by all the resident advisors who completed the training.
- Open House for Associates<sup>1</sup>
- Welcome Dinners for Latino, African-American and Asian/Pacific Islanders. These dinners afforded incoming students an orientation to multicultural programs and clubs across campus as well as an introduction to the Center and the Associate Network.
- Presentations to campus offices, departments and student organizations. These presentations publicized the existence of the new Center and the Open Grant possibilities for students, faculty and staff.
- Initial web site development with integrated Associate survey database. The Center now houses a server and is collaborating with Media Services to create an integrated, University-wide, diversity web site.
- Liaison role of project managers. Project managers are personally visiting each Associate and every student multicultural club. These personal interviews are proving to be very helpful in promoting collaborative partnerships across departmental boundaries.
- Creation of a small multicultural resource library.

A challenge in the area of operations has been creating a system and process for grant awards. A great deal of effort has been invested in creating a process that is fully integrated into the University's system while at the same time not creating a paperwork nightmare for those applying for grants. After several attempts with different formats, a five-page application form was adopted.<sup>2</sup> The application highlights the grant's eligibility requirements in a question format that helps the applicant present a clear image of the multicultural, institutional, and collaborative partnership components. Once reviewed and awarded, the application goes through the award and budgeting process that was developed with the help of the University Finance Office and the PeopleSoft Financial System Management Office.

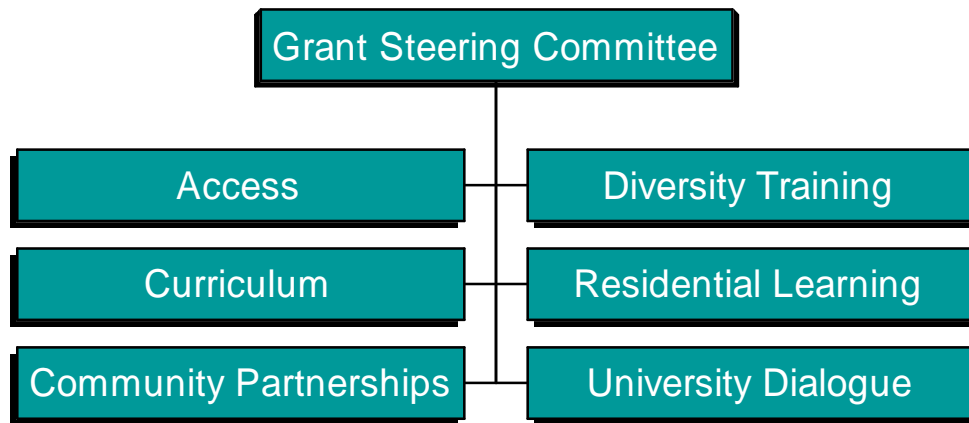
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<sup>1</sup> See description under Communication Highlights.

<sup>2</sup> The grant application form is located in Appendix F.

## B. Multicultural Coordinating Council and Grant Steering Committee

Another innovative adaptation of the original proposal has been the reorganization of the Grant Steering Committee. It was clear that a committee of five was insufficient to oversee the depth and breadth of the six major grant objectives. With the enthusiasm produced by the Associate Network<sup>3</sup> and the desire to hold fast to the strategy of collaborative partnerships as a means of institutional change, a more comprehensive and collaborative model of grant management was adopted. The new structure is comprised of Council Committees assembled around each of the six major objectives. Serving on the Council Committees and the Grant Steering Committee are students, faculty and staff from the Associate Network as well as Project Managers from the Center for Multicultural Learning. Following is the organization chart of the new structure:



The development of this Council Committee model has been a collaborative enterprise from its inception. The Council Committee model came out of a Provost Council meeting that was reviewing the progress of the *Building Partnerships for Diversity* grant and the Center for Multicultural Learning. It was unanimously decided that the integration of the Multicultural Coordinating Council (MCCC) into this new and expanded organizational structure would enhance the capability of the MCCC and combine strengths and resources for a sharper focus of the grant's objectives. The new organizational structure offers greater potential for an incisive institutional impact.

## C. External Evaluator

Dr. Gale Young, Professor of Communication and Co-director of the Study of Intercultural Relations from California State University Hayward, has been designated as the lead external evaluator. Professor Young was an ACE Fellow 1998-1999 and is familiar with the

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<sup>3</sup> Faculty, Students, and Staff who have been nominated and/or self-identified as stakeholders in the consolidation and coordination of multicultural affairs at Santa Clara University. See Associate list in Appendix B.

*Building Partnerships for Diversity* grant project. Currently, she is gathering her evaluation team and will make her first onsite visit December 1<sup>st</sup>, 1999.

#### IV. MAJOR GRANT COMPONENTS

##### A. Open Grants

This section briefly summarizes the open grant proposals submitted during the first interim report period, June 1, 1999 – December 5, 1999.

**Grant Title:** Summer Pastoral Ministries Lecture Series

**Director:** Prof. Ana-María Pineda

**Amount:** \$3,000

**Period:** June 1, 1999 – July 31, 1999

**Status:** Completed

**Description:** A summer session course offered to students and local community church leaders regarding pastoral ministry leadership strategies and techniques. Approximately seven courses were offered in the specific area of pastoral ministry to the Hispanic population. Academic credit was given to those registered students and leaders who completed the entire course lecture series

**Grant Title:** Latino Freshmen Pre-Medical Conference

**Director:** Prof. William Eisinger

**Amount:** \$1,350

**Period:** September 15, 1999 – September 18, 1999

**Status:** Completed

**Description:** The Latino Pre-Med. Conference provides Latino students with the proper introduction to university pre-medical requirements and makes them aware of the essential effort necessary to obtain their goals. This conference also provides them with a community of family consisting of other Latino pre-medical students, which become their support for the duration of their education. Upper division students lead the organization of the conference and serve as role models for the freshmen by sharing their attained knowledge and experience. Events for this conference consist of activities that are specifically geared to their interest in the sciences and enhance their academic study skills. They include presentations and lectures conducted by the Learning Center and SCU professors in the Biology and Chemistry departments. In addition, there is a luncheon with prominent Latino medical doctors who are willing to serve as mentors or remain available as contacts.

**Grant Title:** Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) Conference

**Director:** Prof. William Eisinger

**Amount:** \$4,650

**Period:** October 07, 1999 – October 10, 1999

**Status:** Active

**Description:** This proposal seeks funding for 15 Santa Clara University undergraduate students and one faculty member to attend the 1999 SACNAS Conference, which takes place from October 7-10 in Portland, Oregon. The undergraduate SCU students are all majoring in the sciences and/or seriously considering a career in medicine. The goals are to create an atmosphere where the students are introduced into the field of scientific research so they become interested in pursuing a career in the sciences. The basic mission that SACNAS strives to achieve is that of advancing underrepresented students into the sciences. Another objective that this conference aims to accomplish is building a support structure that includes the students, faculty and staff. This network can foster and prolong the vision that the conference instills in students.

At the conclusion of the conference the students will be required to complete a community service project. This project is meant to involve faculty and staff as well. This project involves forming a partnership with a local high school, Andrew Hill. This high school is a medical magnet that attracts many high school students interested in health related careers. In this manner, SCU students take what they have learned from SACNAS and bring it back to the community. In addition, the students are also expected to apply to a summer research program, graduate/post-baccalaureate, and or medical school. This helps the students directly accomplish their career goals in the field of science.

**Grant Title:** Black Panther Legacy Tour Community Learning Experience

**Director:** Prof. Shawn Ginwright

**Amount:** \$1,100

**Period:** November 19, 1999

**Status:** Completed

**Description:** This project explores the ways in which the Black Panther Party addressed social and community problems in Oakland, California during the 1960s and 70s. Specifically, this project provides a tour of the historic sites of the Black Panther Party and examines the context in which the organization emerged. On November 19<sup>th</sup>, 50 Santa Clara students along with students enrolled in the course Black Social Movements in the United States participated in this Oakland tour. Students are transported by a chartered bus from Santa Clara to the West Oakland Public Library where they begin the Black Panther Legacy Tour. The tour is hosted by David Hilliard -- a former leader in the party -- and provides a question/answer session and lunch.

**Grant Title:** Bailando Todos Juntos (Dancing All Together)

**Director:** Prof. Robert Bozina

**Amount:** \$4,000

**Period:** January 18, 2000 – February 3, 2000

**Status:** Active

**Description:** This project extends development of Santa Clara University's unique relationship with Cuba's Centro Nacional de Escuelas de Arte by inviting two faculty members from that institution to visit our campus between January 17 and February 3, 2000. Cuban faculty are Omar Copello ( professor of Afro-Cuban dance and percussion: Conservatorio Estafan Sales, Santiago de Cuba) and Borja Sanchez Jimenez (Asesora Nacional de Danza, Centro Nacional de Escuela de Arte, La Habana).

On campus, Cuban faculty will co-teach the core course: "Music of the Caribbean", (Performance Studies 059). Project co-directors (faculty/staff) are committed to arranging guest lectures and or discussions with Cuban faculty in the following departments: Art, Political Science, History / Ethnic Studies, Religious Studies, and Dance. Student co-directors have pledged to arrange sessions for the Multicultural Center (MCC), residents of Campisi Hall, and organize a trip to Gavilan College where Cubans will speak with the Latino community. Students will also be involved in organizing a special series of evening/afternoon dance/music workshops that will culminate in a Music at Noon performance February 2nd involving SCU students performing both music and dance with Cuban faculty.

**Grant Title:** Imágenes e Historias (Images and Histories: Chicana Altar-Inspired Art)

**Director:** Prof. Constance Cortez

**Amount:** \$13,500

**Period:** January 5, 2000 – August 20, 2000

**Status:** Under review

**Description:** Imágenes e Historias / Images and Histories -- Chicana Altar-Inspired Art opens in April 2000 at the de Saisset Museum at Santa Clara University. The exhibit presents two- and three-dimensional artwork, in a variety of media, which take as their inspiration the traditional Catholic altar. The objective of the show is not only to present the historical position and diversity of expression of contemporary Chicana art but also to clarify the visual language of this art to viewers from a variety of cultural backgrounds and geographic areas.

It is our belief that the de Saisset Museum can act as a bridge between the university and local communities. With this in mind, the museum will devote a gallery to the didactic aspect of the show and to local altar production. It is our hope to bring in members of the Native American, Asian American, Chicano, and African American populations to participate in the production of works that are reflective of regional issues and diversity. A two-quarter long class (Winter-Spring Quarter, 2000) on Chicano/a art history will be offered by the Art and Art History Department. In the Winter Quarter, students will lay the groundwork for the installation of the exhibit and receive direction in all aspects of museum education by in-house and regional curators. In the Spring Quarter of 2000, the show will be installed. Students and the instructor will interface with the Eastside Project and the students will act as guides for children (grades K-12) and other visitors to the gallery. The students will also run workshops for children designed to produce small-scale personal altars and papel picado (cut paper banners). In addition, the

students will help to coordinate outside speakers brought in for public lectures and help with the installation of local altars.

Imágenes e Historias is designed to bring together and coordinate the efforts of an academic department with two collaborative partners: the East Side Project and the de Saisset Museum. It is our hope to partner with the Mexican Heritage Corporation of San José and, by doing so, to establish the foundation for future local collaboration. On an institutional level, we also hope to include many of the student groups on campus. This will be done in two ways: first, by offering special docent-led tours of the exhibit and, second, by inviting students from groups to participate in the production of their own altar-inspired artworks which would be included in the gallery along with local works. This is the first joint project between the Art and Art History Department, the de Saisset Museum, and the East Side Project.

**Grant Title:** Connecting With Spirituality Through the Arts

**Director:** Prof. David Popalisky

**Amount:** \$4,000

**Period:** January 10, 2000 – February 22, 2000

**Status:** Under review

**Description:** The intention of the project, *Connecting With Spirituality Through the Arts*, is to bring three nationally recognized artists to Santa Clara University during the Winter and Spring quarters of 2000 for brief residencies. One of these artists would be Dr. Amalia Mesa-Bains, a Chicana artist, writer, educator and psychologist living in Monterey. Dr. Amalia's residency is designed to interface with and enhance the regular class material, the intention is to have the artist's activities open to the entire SCU community whenever appropriate including recent alumni. Spirituality as a conscious motivating force in the creative process would then be brought to the forefront for the students already studying the arts in these classes, in addition to promoting this awareness among the entire SCU and regional community.

These residencies will include class lectures, performances, open rehearsals, and interactive dialogues integrated into a number of scheduled classes in the Theatre and Dance and Art Departments and the Program for the Study of Women and Gender. In addition there will be talks, open forums, rehearsals, and performances open to the public promoted to both on-campus and San Jose community groups. The intention of this cross-disciplinary project is to build partnerships between diverse populations and perspectives within the university and with those community groups that share an interest in expanding notions of spirituality through the arts.

**Grant Title:** Amor Ministries Immersion Experience

**Director:** Catherine Wolff

**Amount:** \$6,000

**Period:** March 17, 2000 – May 20, 2000

**Status:** Under review

**Description:** Amor Ministries is a non-profit organization that services underprivileged families in Baja California, near the Tijuana boarder. We would like to offer a five-day immersion experience in which Santa Clara students would participate in an Amor Ministries building project. The collaborative partners in this grant proposal are the two main outreach programs on campus, Santa Clara Community Action Program (SCAAP) and Eastside Project.

We are working in conjunction with several interested student groups to offer an integrated experience linking this extra-curricular activity to curricular courses either in the Residential Learning Program or the Religious Studies Program.

**Grant Title:** African American Art History

**Director:** Richard Rodgers

**Amount:** \$11,000

**Period:** TBD

**Status:** Under review

**Description:** The purpose of the project is to develop and inaugurate an African-American Art History course for Santa Clara University students that will provide an additional multicultural dimension to the current art history offerings. The course will survey the historical background, artistic movements, and biographies of African-American artists from the Colonial period to the present.

**Grant Title:** Critical Writing on Multimedia Texts

**Director:** Timothy W. Shively

**Amount:** \$5000

**Period:** January 30, 2000 – January 29, 2001

**Status:** Under review

**Description:** To develop curriculum for Core Writing Courses that will facilitate our students' study of the ways in which race, gender, and class are represented in print and visual media. Through the application of computer based DVD technology, we intend to develop new pedagogical approaches to analysis, research, and interpretation of multimedia texts which will foster competence in academic discourse while reinforcing the importance of media literacy as it pertains to social and cultural difference.

## **B. Student-Community Grants**

This section briefly summarizes the Student-Community grants submitted during the first interim report period, June 1, 1999 – December 5, 1999.

**Title:** Latino MacArthur Fellows Lecture

**Date:** October 22, 1999

**Amount:** \$1,000

**Description:** A presentation by three Latino MacArthur Fellows: Joaquín Avila (voting rights attorney), Luis Alfaro (playwright), and Ruth Behar (cultural anthropologist). The event provides Latino and non-Latino students, faculty and staff of color with an opportunity to hear of the success stories and accomplishments of outstanding Latinos/as. In doing so, SCU provides a forum where Latino role models can provide insight into the challenges and opportunities that they have dealt with in their effort to be acknowledged as talented and contributing members of the U.S. society. In doing so, SCU hopes to increase awareness on campus of the importance of

entering into dialogue with diverse cultural communities in order to advance greater appreciation and understanding among diverse cultural communities on and off-campus.

**Title:** Celebración Día de los Muertos

**Date:** October 31, 1999

**Amount:** \$40.00

**Description:** Support for a *Flor y Canto* celebration held in the de Saisett museum and organized by the Latino student coalition, *Comunidad*.

**Title:** From Eastside San Jose to Santa Clara University and Back

**Date:** November 2, 1999

**Amount:** \$500.00

**Description:** A multicultural education initiative through personal storytelling. Enrique Flores, a junior sociology major, published a small autobiography and designed a distribution network geared towards at-risk youth support programs. Through distribution of the book and facilitated evening storytelling sessions, Enrique hopes to model and encourage a means of cultural sensitivity and appreciation through personal narratives.

**Title:** Multicultural Thanksgiving and Liturgy Celebration

**Date:** November 17, 1999

**Amount:** \$500.00

**Description:** A multicultural Thanksgiving celebration for students, parents, faculty and staff held in Unity House, a residential learning community. Festivities begin with a liturgical worship celebration and culminate in a plentiful dinner with a diverse array of cultural foods. Faculty and staff guest speakers will speak about the importance of Thanksgiving from a multicultural perspective.

### C. Communication Plan

During the initial start-up phase of the grant and the Center for Multicultural Learning, the main focus of the communication plan has been its first objective as stated in the grant proposal: “promotion and publication of the grant objectives so that faculty, staff, students and community members can participate in multicultural programming and the Open Grant opportunities.”

#### 1. Promotional Activities and publications during report period (chronological)

05/11/99 Center for Multicultural Learning (draft) description page used to recruit Associates.

05/25/99 Full page announcement in student newspaper, *The Santa Clara*, thanking

student, faculty and staff Associates for participating in the Associate Network.

- 06/02/99 Press release prepared by University Media Relations announcing grant award and multicultural education initiatives (<http://www.scu.edu/news/>)
- 06/04/99 *San Jose Mercury News* article covering students' vigil integrates grant objectives and establishment of Center for Multicultural Learning.
- 07/08/99 *SCU FYI*, front page article recapping students' vigil and grant objectives.
- 08/01/99 Begin personal interview process with each of the 166 Associates (ongoing).
- 08/01/99 Center for Multicultural Learning Project Managers begin contact and accompaniment of student multicultural clubs.
- 08/15/99 Article in *Santa Clara Magazine* (Aug. 1999) announcing grant award and establishment of Center for Multicultural Learning.
- 08/30/99 Center for Multicultural Learning informational sheet with mission statement published in new faculty orientation packets.
- 09/10/99 Creation of *Center for Multicultural Learning Home page* and electronic publication of Associate Survey.
- 09/14/99 Initial contract with University Marketing to create a Center for Multicultural Learning Logo.
- 09/20/99 Presentation of Center for Multicultural Learning and *Building Partnerships for Diversity* grant made to Provost Council.
- 09/21/99 Announcement of Open Grant opportunities sent to all Faculty and Staff via email and followed up by a hardcopy to every University department.
- 09/23/99 Final version and publication of Open Grant application form.
- 09/24/99 Center for Multicultural Learning Brochure published and disseminated across campus.
- 09/29/99 Presentation of Center for Multicultural Learning and *Building Partnerships for Diversity* grant made to Campus Ministry Staff.
- 10/01/99 Quarter page ad, announcing Open Grant opportunities run for entire month in student newspaper, *The Santa Clara*.
- 10/04/99 Final version and publication of Student-Community Partnership application forms integrated into Center for Student Leadership advising process.
- 10/04/99 Publication of Associate Network members and resource support provided by new Center for Multicultural Learning via email to all Faculty and Staff.
- 10/05/99 PowerPoint Presentation made to University Development Office regarding Open Grants and Center for Multicultural Learning multicultural programming initiatives.
- 10/19/99 Center for Multicultural Learning Open House for student, faculty and staff Associates. PowerPoint Presentation given in the DeSaisett museum

designed to show collaborative strategy of partnerships of Center for Multicultural Learning utilizing the *Building Partnerships for Diversity* grant.

- 11/04/99 Center for Multicultural Learning hosted Unity Residence Hall gathering to discuss the Center and the grant.
- 11/07/99 PowerPoint presentation given to Multicultural Center Programming Board (MCC PB).
- 11/11/99 PowerPoint Presentation given to Associated Student Body Senate and broadcast on University channel TV cable.

## 2. Communication Plan Activity Highlights

### a) *Associate Network*

An enormous amount of energy, planning, and collaborative brainstorming has led to the successful creation of an Associate Network. The Network is comprised of students, faculty and staff across the entire University who have either been nominated and/or self-identified as stakeholders in multicultural education. The Associate Network is a dynamic and fertile foundation for the collaborative partnerships that the grant and the Center hope to promote to advance multicultural education at Santa Clara University.

In this initial start-up period, the Associates of the network have been exceptionally active. The Project Managers from the Center for Multicultural Learning are personally interviewing each of the 166 Associates. This personal contact has been one of the most effective means of promoting the grant and publicizing the activities of the Center. At the end of each visit, the Associates are responding to an electronic survey - currently posted on the Center's web site - designed to gather pertinent multicultural resource information. One concrete piece of information is the availability of the Faculty and Staff Associates to mentor and advise students of color. The survey information will eventually become a searchable database of invaluable multicultural resources.

Students, faculty and staff of the network have joined together to form creative multicultural partnerships. Many of these partnerships have led to open grant requests and innovative ideas for future multicultural programming initiatives. The Associates also serve on the Council Committees that oversee each of the six major objectives of the *Building Partnerships for Diversity* grant. The Associate Network in general and the Council Committees in particular are helping the University consolidate, coordinate, and increase the effectiveness of multicultural programs through better coordination and sharper focusing of resources.

### b) *Open House*

On October 19, 1999, the Center for Multicultural Learning made its formal debut in the University community. The successful event gathered nearly 100 members of the University community including the University President, Provost and Vice-Provosts, as well as many department chairs and other administrators, students, faculty, and staff. The Provost, Rev.

Stephen Privett, S.J., opened the evening with a short discourse on the importance of multicultural education at Santa Clara University, and the challenge that the Center for Multicultural Learning faces in helping advance diversity for all students, faculty and staff.

The Center for Multicultural Learning staff followed Provost Stephen Privett, S.J., with a PowerPoint presentation that outlined the goals and objectives of the Center and the *Building Partnerships for Diversity* grant in the context of enhancing multicultural education for the entire University community. The presentation led to an informative question and answer session in which grant applications and other promotional materials were distributed.

The evening concluded with a social held at the Center for Multicultural Learning where students, faculty and staff mingled and listened to multicultural music provided by a group of students accompanied by a Faculty Associate. This event provided not only informational and promotional materials but perhaps more importantly the opportunity for interpersonal contact among Associates and other University members who normally do not have occasion to gather. The multicultural initiatives that the Center and the grant hope to promote through collaborative partnerships heavily rely on the interpersonal contact between University constituents. The transformative power of the partnership strategy resides in this interpersonal contact. After the Open House event, several new partnerships were formed and a number of Open Grant possibilities were created.

#### **D. Faculty and Staff Development**

Three initiatives have been completed in the area of faculty/staff development.

##### **1. Joint Staff Meeting**

A joint staff meeting between the Center for Multicultural Learning and the Drahmman Academic Advising and Learning Resources Center was held on October 18, 1999. Nearly 22 staff members along with three administrators gathered to assess ways in which the two Centers could collaborate in multicultural initiatives. Small group discussions led to possible collaborative projects regarding professional development. The two Centers agreed to form smaller committees to continue the dialogue and form concrete collaborative proposals.

##### **2. ACE Conference**

Four student Associates accompanied by two Center for Multicultural Learning project managers and a University Advisor from the Drahmman Center attended the American Council on Education Conference, *Educating All of One Nation, Diversity, Equity, and Democracy: Optimizing Our Future*. The four student Associates hold key positions within the multicultural makeup of the student body and are all members of the MCC: Javier Benavidez, student body president; Travis Walker, co-chair of MCC PB; Elias Portales, chair of Mecha and Xiomara Vielman, treasury.

The team of seven returned to campus energized and enthused. From their shared experience, an Open Grant project has emerged to host a national student conference on diversity here at Santa Clara University.

### 3. Access Conference

Marie-Arvi Bayani, who works in both the Center for Multicultural Learning and the Center for Student Leadership attended California State University, Long Beach Student Development in Higher Education Institute's conference, *Democratic Access: College Prepared Students and Student Prepared Colleges*. She returned with a very informative report given to the Center's staff.

## V. LIGHTS AND SHADOWS

### A. Strategy: Collaborative partnerships

The fundamental approach to advancing multicultural education proposed in the *Building Partnerships for Diversity* grant and adopted by the Center for Multicultural Learning is to create project-oriented, collaborative partnerships that will unite existing strengths and gradually develop the infrastructure for diversity for all students, faculty and staff at Santa Clara University. The collaborative partnering approach is a new way of doing business and presents various challenges for the university community.

#### 1. Partnerships within the University

##### a) *Multicultural Center (MCC)*

The day that Santa Clara University received the Irvine grant, the students of the Multicultural Center began a Vigil/Protest. The news articles in the appendices tell the story of events. It was clear to the Center for Multicultural Learning staff that part of what the vigil represented is the MCC students general feeling of uncertainty and even distrust of the move to consolidate and coordinate strengths across campus in the area of diversity. While the MCC students do not represent all students of color, they are a natural strength in the coordinated effort to advance multicultural learning. The Center for Multicultural Learning staff is making a concerted effort to build a positive relationship with the MCC leaders through personal contact and collaborative, project-oriented events. The staff feels that this fundamental relationship is key to the success of the grant and the Center.

##### b) *Faculty and Staff*

Engaging faculty and staff to build collaborative partnerships that promote multicultural education has been somewhat challenging. The main challenge involves re-orienting faculty and staff to a new role model of ownership in the area of multicultural learning and diversity. In the old model, it was always someone else's job to be concerned about diversity. Recognizing the

new model is one step, while becoming an active stakeholder and role model in the process is a giant leap. Many faculty and staff are stakeholders, as the Associate Network portrays, but there is still much work to be done.

## 2. Partnerships with the local community

As the Center for Multicultural Learning consolidates its identity and becomes a recognized Center on campus, the potential for off-campus partnerships increases. In this initial start-up period the Center is developing two off campus partnerships.

### *a) San Mateo County Latina Mother-Daughter Program*

The Center has been able to coordinate a series of events for the San Mateo County Latina Mother-Daughter Program. The events have taken place at Santa Clara University and have involved students, faculty and staff. The goal of the program is to introduce Latina mothers and their daughters to the variety of possibilities that a university education offers. While consolidating the relationships between mothers and daughters, this introductory program hopes to promote increased attendance of Latina woman in higher education institutions.

### *b) Mexican Heritage Corporation – La Plaza*

The recently opened Mexican Heritage Corporation in San Jose, is the largest cultural center in northern California. Currently, the Center for Multicultural Learning has engaged various University departments in exploring possible collaborative partnership with MHC. There are many exciting possibilities of partnering programs between the University and the Mexican Heritage Corporation. Some of the departments involved in this exploration are: Art and Art History, Liberal Studies, Learning Service Programs and Performing Arts Center. The Center is coordinating some of the Open Grant sponsored events directly with MHC.

## **B. Associate Network**

(cfr. Communication Highlights, section 2a, page 12)

## **C. Open House**

(cfr. Communication Highlights, section 2b, page 12)

## VI. FINANCIAL STATEMENT

### BUDGET

December 1, 1999

Budgeted Item	Amount Budgeted	Expenditures for the Period	Actual Totals to Date	Percent Remaining
<b>Grant Planning &amp; Management</b>				
MCCC & Center for Multicultural Education	\$178,000	\$14,208.73	\$14,208.73	92%
Grant Steering Committee	\$8,000	---	---	100%
Grant Evaluation	\$82,000	---	---	100%
<b>Major Grant Components</b>				
Open Grants	\$300,000	\$14,100	\$14,100	95.3%
Student-Community Partnership Fund	\$35,000	\$2,040	\$2,040	94.1%
Communication Plan	\$32,000	\$1,154.40	\$1,154.40	96.3%
Faculty Development	\$125,000	\$5,602.40	\$5,602.40	95.5%
<b>Special Projects of Center for Multicultural Learning</b>				
University Roundtables & Forums on Diverse Issues	\$45,000	---	---	100%
Multicultural Film Course & Series	\$15,000	---	---	100%
Culture and Climate Initiatives	\$10,000	---	---	100%
<b>TOTAL</b>	<b>\$830,000</b>	<b>\$37,105.53</b>	<b>\$37,105.53</b>	<b>95.5%</b>

<b>I.</b>	<b>PROGRAM SUMMARY</b>	<b>1</b>
<b>II.</b>	<b>GRANT OBJECTIVES</b>	<b>1</b>
	<b>A. OVERALL GOAL</b>	<b>1</b>
	<b>B. SPECIFIC OBJECTIVES</b>	<b>2</b>
<b>III.</b>	<b>PLANNING AND MANAGEMENT</b>	<b>2</b>
	<b>A. CENTER FOR MULTICULTURAL LEARNING</b>	<b>2</b>
	1. PROGRAMMED EVENTS, ACTIVITIES AND PUBLICATIONS	3
	<b>B. MULTICULTURAL COORDINATING COUNCIL AND GRANT STEERING COMMITTEE</b>	<b>4</b>
	<b>C. EXTERNAL EVALUATOR</b>	<b>4</b>
<b>IV.</b>	<b>MAJOR GRANT COMPONENTS</b>	<b>5</b>
	<b>A. OPEN GRANTS</b>	<b>5</b>
	<b>B. STUDENT-COMMUNITY GRANTS</b>	<b>9</b>
	<b>C. COMMUNICATION PLAN</b>	<b>10</b>
	1. PROMOTIONAL ACTIVITIES AND PUBLICATIONS DURING REPORT PERIOD (CHRONOLOGICAL)	10
	2. COMMUNICATION PLAN ACTIVITY HIGHLIGHTS	12
	a.) Associate Network	12
	b.) Open House	12
	<b>D. FACULTY AND STAFF DEVELOPMENT</b>	<b>13</b>
	1. JOINT STAFF MEETING	13
	2. ACE CONFERENCE	13
	3. ACCESS CONFERENCE	14
<b>V.</b>	<b>LIGHTS AND SHADOWS</b>	<b>14</b>
	<b>A. STRATEGY: COLLABORATIVE PARTNERSHIPS</b>	<b>14</b>
	1. PARTNERSHIPS WITHIN THE UNIVERSITY	14
	a.) Multicultural Center (MCC)	14
	b.) Faculty and Staff	14
	2. PARTNERSHIPS WITH THE LOCAL COMMUNITY	15
	a.) San Mateo County Latina Mother-Daughter Program	15
	b.) Mexican Heritage Corporation – La Plaza	15
	<b>B. ASSOCIATE NETWORK</b>	<b>15</b>
	<b>C. OPEN HOUSE</b>	<b>15</b>
<b>VI.</b>	<b>FINANCIAL STATEMENT</b>	<b>16</b>
<b>VII.</b>	<b>APPENDICES</b>	<b>17</b>

## **APPENDICES**

- A. Center for Multicultural Learning Information Sheet
- B. Associate Network Announcement and List
- C. Council Committee Membership List
- D. Open Grant Memo and Announcement
- E. Center for Multicultural Learning Brochure
- F. Grant Application Form
- G. Student-Community Partnerships Application Form
- H. News Articles:
  - SCU FYI
  - Santa Clara Magazine
  - San Jose Mercury News
  - The Santa Clara (student newspaper)



**FIRST INTERIM GRANT PROGRESS REPORT**

***BUILDING PARTNERSHIPS FOR DIVERSITY***

**SANTA CLARA UNIVERSITY**

**SUBMITTED TO**

**THE JAMES IRVINE FOUNDATION**

**December 5, 1999**