
PROGRAM SUMMARY

GRANTEE: Santa Clara University

AWARDED 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: Gerdenio Manuel, S.J.

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GRANT PERIOD: June 5, 2000 – December 5, 2000

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

GRANT OBJECTIVES

OVERALL GOAL

The *Building Partnerships for Diversity Grant* will:

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

SPECIFIC OBJECTIVES

By the year 2002, Santa Clara University aims:

1. 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.
2. To offer more academic courses that advance multicultural education for the University community and meet the needs of students of color.
3. To host University dialogues about the challenges and opportunities posed by an increasingly diverse community.
4. To support training in University offices, departments, and colleges on dealing sensitively with faculty, staff, and students of diverse backgrounds.
5. 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.
6. To double the number of community placements in which students work side-by-side with grassroots organizations to their mutual benefit.

PLANNING AND MANAGEMENT

CENTER FOR MULTICULTURAL LEARNING

The Center for Multicultural Learning (CML) continues to define its role in relation to the overall existing structures at the University. In a series of meetings over the summer months, the staff discussed issues ranging from the nature of the desired departmental collaborations, roles of staff in student lives, philosophy of leadership, and other questions relating to the Center's model of operation, the collaborative model of the Council Committee structures, the ideal model of mobilizing the Associates Network, and other pertinent information from the first year of operation.

Staffing continues to be a struggle for the Center. During the course of this reporting period, the Center's staff of eight part-time staff is equivalent to two and a half full-time employees, which makes it difficult to cover every possible angle of the work.¹ In spite of these limitations, the CML has been able to participate or initiate the following projects during this grant-reporting period:

Summer Multicultural Conference

Resources for Families and Communities (RFC), a Santa Clara County based non-profit agency that specializes in community development and support, held the second annual "Western Regional Diversity Conference" at Santa Clara University on Friday, August 25, 2000. Over the course of one day, an estimated 300 people enjoyed a total of 40 workshops, multicultural food, and performances.

Santa Clara County is quickly becoming one of the first communities in California to shift to a population in which no race or ethnic group holds a majority. This conference celebrated and addressed the diverse challenges and opportunities presented by this dramatic shift.

In addition to supporting the conference with in-kind donations of facilities - classrooms, theater space, and audio video equipment, several faculty and staff from various offices and departments across campus volunteered to facilitate workshops. Workshops were given by: Prof. Aldo Billingslea in Theater and Dance, Prof. Sara Garcia in Counseling Physiology & Education, Prof. Ramon Chacon in History, Prof. Steve Fujita in Ethnic Studies, Prof. Sunwolf in Communications, and William Garcia from the Admissions Office.

Resident Assistant Diversity Training

In an effort to fulfill CML's mission of not only broadcasting, but also helping individuals become knowledgeable on diversity issues, the Center took the opportunity to participate in the training of Resident Assistants (RA) for the University. The diversity training workshop involved a total of 57 RA's who have immediate access to approximately 2,097 resident students. A recent episode of a popular TV show was

¹ Appendix C9

used to illustrate the effect of racism, as well as, the need for respecting diversity among people. Issues were discussed in both small and large groups led by the CML staff. The CML is planning to do a follow up session in the Winter Quarter.

Welcome Weekend

On September 17th, the CML staff attended the Welcome Weekend Faire where offices throughout campus sent representatives to greet new incoming students. This was an opportunity for the CML to explain its mission and goals and to inform new students about multicultural grant possibilities. In addition, new students of color were invited to the Students of Color Welcome Dinner that was being held during the second week of school.

On September 18th, the CML assisted with the Welcome Weekend performances of True Colors. New incoming students watched five short vignettes performed by fellow students. These vignettes dealt with academic integrity, racism, eating disorders, acquaintance rape, substance abuse, and homophobia. After viewing the program, the students were divided into small groups and the CML staff assisted them in a reflection of the program and a discussion about how they might deal with such issues at SCU.

Parent Orientation: Leadership & Multicultural Education

Some members of the CML staff collaborated with the Center for Student Leadership to give a series of presentations entitled "Leadership and Multicultural Education" as part of the Parent Orientation Program. These multi-media presentations, which were presented to the visiting parents of incoming freshmen, enabled the two Centers to articulate their mission, objectives, and services.

New Students of Color Welcome Dinner

The CML held a dinner to welcome new students of color to the University. As in previous years, the dinner was held early in the school year and was an event for new students to get to know faculty, staff, and students. It was also an opportunity to acquaint themselves with the various outlets for cultural enrichment on campus.

In contrast to previous years, one large dinner was held rather than three separate dinners for African Americans, Latinos and Asians, respectively. This format reflects the values of community and the model of strength in unity. Thus one dinner program was hosted by the CML, members of the Associates Network, and student club representatives. Following the dinner festivities, the new students were then invited to join their fellow ethnic student organizations for dessert receptions at various venues on campus.

The theme for the evening, "Building Diverse Partnerships for Life & Leadership" honored the University's sesquicentennial celebrations. This new dinner format also communicated CML's charge and modeled a multicultural event where students can be culturally nourished as well as exposed to the other cultural outlets on campus that they would not have been encountered in the old model. The scope focused on Asians, African Americans and Latinos because the Center is charged to serve traditionally underrepresented populations.

The evening's speeches and performances were structured to present the variety of multicultural perspectives and outlets at Santa Clara University. In addition to a welcome by the Provost and an opening prayer by the President, speakers included a Latino student, an African American staff member/student, and an Asian faculty member. There were also cultural performances by *Son de Santa Clara*, a student and faculty member salsa band, the Santa Clara University Gospel Chorus, and Barkada, the Filipino student organization.

Staff Presentations

Marketing the Center's roles on campus and bringing awareness to its services continues to be a priority for the CML staff. Hence, the CML staff conducted several presentations on campus to the leaders of MEChA El Frente, the Welcome Dinner Planning Committee, the Ethnic Studies Program Advisory Board, and the Multicultural Center Programming Board.

Asian Pacific American Heritage Month Committee

The Asian Pacific American Heritage Month Committee is comprised of staff, faculty, and students from various departments on campus. The goal is to initiate collaboration with programs and departments on campus to foster programming for Asian Pacific American Heritage Month. The events to celebrate the month are planned for the 12th through the 19th May, 2001. Some of the events in the planning stages include:

- Performance by 'here and now', an Asian American theatre company
- Film series
- Guest speakers
- Musical guests coinciding with the Music At Noon program
- Multimedia classroom presentations
- Food and costume presentations
- Forum discussing gender relations among Asian Americans

Collaborative departments include the Music department, Multicultural Center, Asian Pacific Student Union, Chinese Student Association, Vietnamese Student Association, Barkada, Intandesh, Ethnic Studies Program, the Counseling Center, and Political Science Department.

Black History Month Committee

The Black History Month Planning Committee consists of representatives from the alumni, current students, faculty and staff. The goal is to initiate collaboration with programs and departments on campus as well as community organizations to foster programming for Black History Month.

Currently, the schedule of events for Black History Month includes:

- A gospel extravaganza
- Soul food dinner and potluck
- Movie nights
- Guest speakers
- Political and civic discussions

Collaborative departments include the Music department, Athletic department, Alumni Association, History department, English department, Igwebuike, Multicultural Center, Civil Society Institute, Economics Department, and Political Science department.

Second Annual Convening of the Associates

The Associates are faculty, staff, students, and administrators who have volunteered to work with the CML in its mission to advance multicultural education throughout the University, to promote a supportive environment for faculty, staff, and students of color, and to enhance the overall campus climate for diversity for all students, faculty, and staff.

The CML staff organized the Second Annual Convening of the Associates. This meeting offered an occasion for the Associates to learn more about their role as an associate, the various opportunities available to become involved, and updates on the CML's progress in its second year of operation.

Involvement Fair

A good portion of the Second Annual Convening of the Associates was reserved for the Associates Involvement Fair. At the Fair, ethnic student organization representatives were asked to present information and answer questions about their organizations and their needs. The goal was to inform the Associates on ways in which they can get more involved in the student population. Moreover, the Fair enabled the club representatives to inform the Associates about upcoming events, meeting times, and the club objectives. It was a first step in a continuing effort to bring together students, faculty and staff for whom multicultural education is a priority. Additionally, the event would be especially beneficial to clubs by giving them greater

exposure and more access to the Associates—an emerging resource here on campus.

First Generation Students Forum

The CML brought together a cross-section of first generation students for a forum. It began with an examination of the needs of students whose parents have never attended a four-year U.S. college/university. First generation students were asked to fill out a survey in order for the CML to better understand and meet their needs. It was then utilized in discussion to help the Focus Group target needs specific to these first generation students. As a result of the meeting, it was found that family was the center of many of their special needs. Parents of first generation students are not only often unable to advise them on what to expect at a university, but are also unable to grasp how university life can impact a student. It also became clear that the University was not sufficiently addressing these issues and that further discussion regarding how to better serve these students is of importance. A full report about the Forum with recommendations will be given to the CML Director, Fr. Sonny Manuel, S.J. before the end of the year.

Mother – Daughter Program

Santa Clara University, in conjunction with the County of San Mateo, sponsors an annual event that encourages young Latina women to attend college. The Mother-Daughter Program seeks to empower young women by raising the expectations of adolescent girls and their mothers. The program helps elementary and middle school students create their own hopes and visions for the future.

Over the course of a year, 60 young girls and their mothers make four visits to the University. The first visit is an open house where the girls and their mothers tour the University. During the second visit titled “Career Day”, mothers and daughters are treated to talks and demonstrations by Latinas in various professional fields and a workshop by the University’s Career Center. On the third visit, the daughters give presentations on service projects in which they participated over the year. They are also treated to a discussion on the importance of service learning by the University’s Eastside Project. The final visit of the year consists of tours of the residence halls, a presentation on the dangers of drugs and alcohol, and the graduation ceremony.

Master Web Calendar

The web calendar for the Center for Multicultural Learning is now fully linked to the University master web calendar. The CML web calendar receives a direct feed from the University database for all upcoming events.

Diversity Chat: Unity House

The CML was invited to participate in the first of a series of Diversity Chats scheduled at Unity House. Attended by students, faculty, and staff, the Diversity Chat provided an outlet for students to dialogue on diversity issues, especially as applied to the residential learning communities. The Diversity Chat series involves residents of Unity House and members of the other residential learning communities.

Leading in a Diverse Workforce Seminar

“Leading a Diverse Workforce Seminar” is one in a series of seminars that is part of a course offered by Santa Clara University’s Leavey School of Business. The course, Foundations of Leadership, is required for all school of Business freshmen. It is an introduction to the nature, forms, and objectives of the contemporary American business firm and its relations to the environment in which it operates.

The seminar, “Leadership Perspective IV: Leading and Managing a Diverse Workforce,” consisted of a panel of men and women from high technology companies and a non-profit organization. They discussed the various ways diversity, both cultural and physical, can be of benefit to the production and advancement of business. This particular seminar is one way Santa Clara Business School is incorporating diversity awareness into its curriculum.

Following the presentations the students were asked to answer one of the following questions:

As stated in the panel discussion, you should educate yourself to be a "citizen of the world". In other words, you need to "seek to understand others." As a future business leader, how will you go about educating yourself to be a "citizen of the world?" Describe 3-5 examples of things or experiences that you can do to increase your understanding of individuals who are different than you. Your description should include why you feel that the experiences you choose will assist you in understanding others. (A few examples might be: study abroad, take a course on a different culture, join a club on campus.)

OR

You have started your own company that has become an overnight success. Due to the success, the company's workforce is growing at a tremendous rate. You are interviewing an individual for one of your top leadership positions. Her question to you is: How does your company value and support a diverse workforce? As the CEO, how do you respond? Your response to her should include 3-5 specific examples of initiatives your company is taking. (The Solectron case study could assist in answering this question)

THE COUNCIL COMMITTEES²

Reorganization of Council Committee Structure

Over the course of the summer months, the CML staff conducted a series of evaluative discussions on the experiences during the first year of operation. Led by the Pancho Jimenez and Jennifer Acosta, the discussions led to the decision to reorganize the Council Committees and reshuffle the fiscal resources and personnel to more efficiently and effectively energize these councils.

The Council Committee Structure

In support of the *Building Partnerships for Diversity Grant*, CML designed a Council Committee (CC) structure to support the six objectives³ of the grant; namely, access, curriculum development, University dialogues, diversity training, residential education, and community partnerships. To institutionalize these six Grant objectives, the CML organized eight council committees consisting of members from across University departments, programs, colleges, and organizations. Each of the CC's were charged with one of part of the element of the six objectives and were empowered to find ways to institutionalize them. The following is an evaluative report on the effectiveness of the Council Committee structure in its first year.

Evaluation Process

Written evaluative surveys were sent to the CML staff and the Chairs of last year's CC's. The evaluative process for the CML staff consisted of a two tiered approach, in which the evaluative surveys were followed by a focus group meeting to further explore their experiences and recommendations. The CML staff completed the written survey and six out of seven participated in the focus group meeting. From the six CC Chairs (excluding CML staff), only three completed and returned the evaluative survey.

Findings: Overall, the CML staff identified both positive and negative aspects of the CC structure. It was felt the CC's could be effective in meeting the goals of the Grant and changing the landscape of the institution if certain recommendations were followed. The interest and energy of the Chairs to continue serving on the CC, inferred from both the survey response and non-response, were extremely low. While committee members were not surveyed, the Chairs and CML staff reported that faculty and staff member attendance was low, in addition to a number of resignations on several of the committees.

Emerging Themes: Through review and discussion of the written evaluative surveys and questions posed by the "Second Grant Interim Report," the following themes

² Appendix B

³ Grant Objectives, p.5.

were identified to assess the effectiveness of the CC's and to explore recommendations to improve their effectiveness.

- **Role:** What is the role and purpose of the CC's?
- **Time:** How often should the CC's meet during the year to be effective?
- **Leadership:** Who should lead the CC's?
- **Budget:** How should money be allocated to the CC's?
- **Membership:** Who and how many people should be on the CC's?
- **Accountability:** To whom do the CC's report?
- **Institutionalization:** What can the Center do now to ensure its work will continue after the life of the Grant?
- **Student participation:** How can the students be developed and assisted to analyze their role and the information they are receiving?
- **Communication between CC's:** What structures should be in place to ensure communication between the CC's?

Roles: Grant Steering Committee vs. Council Committees

From the CML staff focus group meeting and evaluative surveys, it is evident that a restructuring of the CC's and the Grant Steering Committees (GSC) is necessary. The recommendation is to limit the membership of the GSC to the Chairs of the CC's and three at-large appointments⁴. The GSC members would be responsible for communicating grant updates to their CC's and responsible for any communication from the CC's to the GSC. The GSC will also serve as the oversight arm of the CC's and hold them accountable to meeting their charge. The GSC will hold quarterly meetings, scheduled at the beginning of the year, to coincide with grants deadlines. Deadlines for grants need to be widely and frequently communicated to the University community.

Time Commitment

Although the time commitment was not overwhelming, both the Chairs and the CML staff questioned the effectiveness and efficiency of the CC's. On average, the CC's met three times per quarter. For some CC's this was sufficient time to plan and implement their missions; for others, this was not. With the understanding that each CC charge is different, it is recommended that each CC will be asked to meet 4-5 hours a quarter. This will ensure scheduled meetings and will allow for flexibility depending on initiatives and projects set forth by the respective CC.

⁴ Appendix C8

Leadership

A sense of vision and understanding of the Grant's goals seems to be lacking among the majority of the CC's. Discussion among the CML staff suggests this is due in part to the inconsistent committee leadership. To provide consistency, the staff recommends a faculty/staff member and CML staff member provide the leadership for every CC. This model gives the CML staff member authority to drive the CC if his or her co-chair misunderstands the CC's charge or is unable to perform his/her duties. The rationale behind using this model is to infuse the leadership with an administrative balance and provide a more integrated perspective to ensure the CC meets its objectives.

Budget

To promote the feelings of autonomy and ownership, it was recommended that grants originating in the CC should not be subjected to review by the GSC. The CC's should be allowed some fiscal and decision-making autonomy. Under this new structure, the CC's will be charged with using the money allocated to them⁵ to achieve the goals of the CC's. The specific use of the allocated budget will differ by CC.

The CC's will be responsible for generating a report to the GSC and the Grant Coordinator at the completion of the grant. The GSC will continue to review all external grant applications with the exception of the student grant applications. The CML staff will continue to perform this duty but will communicate all approved grants to the GSC. A rolling deadline from September to June will be allowed for student grants to accommodate student schedules.

Membership

It is the belief of the CML staff that the size and make up of the CC's was not conducive to implementation of CC's goals. It was determined that the CC's were too large and should ideally have five or seven members who would represent strategic areas on campus that are in place to address the specific mission of the CC's. Members should reflect the particular CC's goals and have a vested interest in those goals because of the connection to current job responsibilities, as well as, a personal interest.

In the evaluation from the Chairs, they also expressed dissatisfaction with CC's make-up, because they had no part in member selection and were confronted with various viewpoints from different committee members. By making the CC's smaller and ensuring that members have vested interest, the CC's should work more efficiently and effectively. It is predicted that retention among the members will be a problem in

⁵ This money consists of 20% of the total Grant and is already set aside in the budget.

the next year; so, a formal invitation to serve for another year will be necessary. The problem of retention, however, may be advantageous if changes in committee size and membership are to be made.

Accountability

It is believed that by giving the CC's a set budget without administrative constraints, they will be more apt to act. Furthermore, limiting the GSC membership to CC Chairs will facilitate communication between the CC's and the GSC. It will provide a forum for the Chairs to communicate and work together, which in turn may stimulate a greater interest and energy among faculty and staff appointed to serve on the CC's. By charging the GSC with the oversight of the CC's, the CC's are held accountable and will be more motivated to implement Grant initiatives.

Institutionalization

It is recommended that a concerted effort be made to integrate the CC's into established University structures. For example, the Community Partnerships Committee should be integrated into and have representation from the Eastside Project, the Bannan Institute for Jesuit Education, external communities, and the Sobrato Learning Complex – all of which have vested interest in the community partnerships model. Rather than have three entities working separately towards the same goal, a concerted effort should be made to work collaboratively. Thus, when the Grant funding ends the multicultural perspectives will be integrated into established structures.

Student Participation

One theme that emerged from the evaluative survey was the under-utilization of students. It was felt that the students were unable to work effectively within the CC structure and ineffective in rationalizing the information they received. Like faculty and staff appointments, it is recommended that leadership positions or areas of involvement should be the primary criteria for student appointments. For example, the students on the Access Council Committee should work in the Admissions Office or be members of the MCC Recruitment Program.

In an attempt to help students become more effective in their roles and to make their participation on a CC a learning experience, it is recommended that the CC Chairs take an active role in mentoring the students on the CC through regular meetings with them. It was also recommend that the CML, in coordination with Center for Student Leadership, develop and conduct a training session to teach students the skills necessary to function on a University committee.

Communication between Committees

The above recommendations reflect the concerns shared in both the evaluative surveys and the focus group meeting. This report attempts to provide recommendations to address questions raised in the "Second Grant Interim Report". It is clear that structural changes need to be made if the CC's are to successfully meet the goals of the Grant and eventually become part of the institutional landscape. The timing, communication, and delivery of these changes must be considered for these recommendations to have a significant and positive impact.

Council Committee Programming Updates

Over the course of the Fall Quarter, the CML staff focused on setting up an effective structure for the CC's. The challenge has been to secure the full participation of the Chairs and to ensure that all the members have full buy-in to the CC's goals and mission. To date, most of the CC's have scheduled their first meetings for the Winter quarter under the leadership of the new Chairs and supported by the Vice Chairs⁶. Following is a status report on each of the CC's:

Access Council⁷ - The Access Council Committee (ACC) is chaired by Sandra Hayes, the interim director of Admissions, with Latanya Johnson, staff-Project Manager as Vice Chair. Scheduled to hold its first meeting on December 4th, the ACC leadership has decided that this year's focus will be on increasing the number of students of color enrolled at the University. They are in the process of implementing an initiative focused on increasing the yield percentage of students of color.

University Dialogue Council⁸ - The University Dialogue Council (UDC) is chaired by Fr. Mark Ravizza, S.J., a faculty member of the Philosophy Department and the Bannan Institute for Jesuit Education, with Vidalino Raator, Associate Director of the CML, serving as Vice Chair. The members represent Campus Ministry, Multicultural Center, Theatre and Dance, School of Law, Residential Learning Community, Associated Students of Santa Clara University, Eastside Project, and the Sobrato Learning Complex. The UDC has already presented a forum to address the reality of life for gang members.⁹ They are also planning to bring Carl Upchurch to campus as the keynote speaker for the 150th Anniversary Celebration conference, which is sponsored by the Markkula Center for Ethics.

⁶ We have decided to keep the CML staff as Vice Chairs (rather than the reported idea of Co-Chair) to honor the organizational structures in other departments where a CML staff would serve along with an immediate supervisor on the same CC.

⁷ Appendix C1

⁸ Appendix C3

⁹ See grant description, p.36.

Curriculum Development Council¹⁰ – The Curriculum Development Committee (CDC) is chaired by Dr. Robert Senkewicz, Chairman for the University's Core Curriculum Committee, with Francisco Pancho Jimenez, Faculty-Project Manager serving as the Vice Chair. The hope is to infuse the CDC with the University's existing core curriculum committee and to include faculty participation. In order to focus on soliciting faculty outside the immediate committee to participate in a grant, the CDC is employing a two pronged approach: a) to make personal contacts with faculty to encourage them to write a grant, b) to solicit the chairs of specific departments to recommend faculty who would be appropriate to write a grant. The CDC arrived at this second approach after considerable discussion around the factors that might prevent someone from writing a grant. They anticipate that if someone is recommended and encouraged by their chair, that person is in turn more appropriate to do such work in terms of career path and can count on departmental support. They are also planning to have lunch with last year's curriculum grant recipients to learn from them and recruit them as mentors for new grant candidates. This mentor-mentee relationship should ease the tensions associated with writing a grant application.

Community Partnerships Council¹¹ - The Community Partnership Council (CPC) is chaired by Catherine Wolff, Director of the Eastside Project, with Rosemary Feerick, serving as the CML liaison. The CPC has been integrated into the already existing Advisory Board of the Eastside Project, the University's community-based learning program. This Board is made up of faculty, staff, students, and individuals from a variety of agencies serving the San Jose Community. The University departments involved include the Eastside Project, the Center for Multicultural Learning, the Bannan Institute, the Vice Provost Office, the School of Business, the Department of Modern Language and Literature, the Religious Studies Department, the Psychology Department, the Anthropology and Sociology Department, and the Art & Art History Department. Some of the community agencies represented on the Board include the East San Jose Law Center, John XXIII Neighborhood Center, the Diocese of San Jose, Downtown College Preparatory, and Estrella Family Services.

The CPC met in mid-November and intends to meet again in January. Two possible projects are currently under discussion. The first would involve a grant to enhance the student placements at the East San Jose Law Center, which provides free legal assistance to low income persons. The second would entail creating an inventory of university placements in the local community.

Residential Education Council¹² – The Residential Education Council (REC) has yet to be formalized while the leadership awaits approval from the Vice

¹⁰ Appendix C2

¹¹ Appendix C6

¹² Appendix C5

Provost office. Romando Nash, Resident Director of Unity House and CML Project Manager will definitely serve as the Vice Chair of the REC.

Advisor Development Council¹³ – The Advisor Development Council (ADC) is chaired by Elizabeth Dale, faculty member of the Theatre and Dance Department and a University Advisor at the Drahmman Advising and Learning Resources Center, with Laura Fujieda, CML Project Manager / University Advisor, serving as Vice Chair. This is a new CC, which is charged with ensuring that multiculturalism is part of the training and development of faculty advisors for students. Working closely with the Drahmman Center, the ADC hopes to expand on the charge of diversity training specifically for faculty advisors. The leadership of the ADC will be meeting with the Director of the Drahmman Center in mid December to discuss possible membership. Some of the members will also be participating in the Drahmman Center's Advisory Committee. The goal is to ensure that any concerns regarding advising needs move fluidly from those in need to the Center. The Advisor Development Council will meet for the first time in the Winter Quarter. The first item on the agenda will be to begin discussion about what venue would work best to train Santa Clara faculty advisors on diversity issues.

Diversity Training Council¹⁴ – The Diversity Training Council (DTC) is chaired by Charlie Ambelang, Human Resources, with Jennifer Acosta, Director of Leadership Programs at the Center for Student Leadership, serving as Vice Chair. Presently, the DTC is on hold until Jennifer returns from her maternity leave.

Grant Steering Committee¹⁵ – The Grant Steering Committee (GSC) continues to be chaired by Fr. Gerdenio Manuel, SJ, Director of the CML, with Vidalino Raator, Associate Director and Grant Coordinator, serving as Vice Chair. The GSC has been re-organized to better fit the needs of partnership and accountability. The membership is comprised of all the Chairs of the various CC's plus some strategically selected at-large members. The hope is that the GSC becomes more than a committee which decides on the Open Grants, but more importantly it will serve the purpose of overseeing the various objectives of the *Building Partnerships for Diversity Grant*. The GSC would, at the end of the 3-year life of the Grant, become the Advisory Board for the Center for Multicultural Learning with a real understanding of the scope of the work through the CC Chairs. The GSC has yet to formally convened to begin its work this year.

¹³ Appendix C7

¹⁴ Appendix C4

¹⁵ Appendix C8

MAJOR GRANT COMPONENTS

OPEN GRANTS - \$300,000

Open Grants: \$300,000

The Grant Steering Committee (GSC) has been allocated \$110,000 for this fiscal year to fund all Open Grants. The following projects are in varied stages of processing or implementation during the grant-reporting period of June 5, 2000 to December 5, 2000¹⁶.

Grant Title: Campus Visit by Dr. Michele Foster
Director: Melina Johnson (Student)
Department: Igwebuike
Date: 11/02/00
Amount: \$500
Status: Completed
Partnership: MCC, Liberal Studies, Eastside Future Teachers Project
Description: Dr. Foster, a linguistic anthropologist and professor of education at the Center for Educational Studies, Claremont Graduate School, and one of the foremost scholar on African American educational achievement presented two public lectures entitled, "Growing Up African American in Catholic Schools: Straddling Two Worlds" and "Ebonics and all that Jazz: Cutting Through the Politics of Linguistics, Education, and Race."

Grant Title: Raza Day 2000
Director: Aurora Soto (Student)
Department: MEChA El Frente
Date: 9/30/2000
Amount: \$500
Status: Completed
Partnership: Latinos in Business Student Association, Nu Alpha Kappa, Sigma Lambda Beta, Sigma Lambda Gamma, Chicanos and Latinos in Engineering and Sciences at Santa Clara University, Chicanos in Health Education, Admissions Office, Art Department, Ethnic Studies Program.
Description: Working closely with local high school counselors, the MEChA leaders brought high school Latina/o students on campus for a series of workshops, activities, and visitations with their counterpart from Santa Clara University. The goals

¹⁶ Grant projects are given the following status labels: **Completed, Active, In Progress**. Completed means the grant project has been accomplished. Active means the grant project is currently being or will be implemented. In Progress means the grant proposal is under review and no decision has been rendered by the Grant Steering Committee or its designates.

include reaching out to young aspiring Latinas/o students attending neighborhood high schools, demonstrating to them the richness of their culture, and stressing the importance of higher education. Raza Day 2000 focuses on creating an educational environment for these students and to highlight the importance of education for self and community empowerment.

Grant Title: Latino Pre-Medical Leadership Conference
Director: Dr. William Eisinger
Department: Biology
Date: 9/13/00 to 9/15/00
Amount: \$3,330.00
Status: Completed
Partnership: Chicanos in Health Education, Drahmann Learning & Advising Center, Chemistry Department

Description: The conference involves pre-med Latino students who have been accepted to Santa Clara University provides the proper introduction to University requirements, introduces the students to other Latino pre-medical students and faculty members who would be their mentors at Santa Clara University. The hope is to retain these minority students in an already difficult field of study and empower their success through the resources available.

Grant Title: SACNAS Conference
Director: Dr. William Eisinger
Department: Biology Department
Date: 10/12 to 10/15/00
Amount: \$8,230.00
Status: Completed
Partnership: Chicanos in Health Education, Drahmann Learning & Advising Center, Chemistry Department

Description: This annual national conference serves to motivate Latino students who are seeking a career in the sciences by providing them with the necessary skills and mentors. The proposal funds selected students from Latino Pre-Medical Leadership Conference at Santa Clara University and other deserving members of the Chicanos in Health Education student organization to attend this year's SACNAS Conference in Atlanta, Georgia accompanied by some of their mentor faculty members from the Biology Department.

Grant Title: Tijuana Thanksgiving Trip – Amor Ministries
Director: Mark Babula (student)
Department: Santa Clara Community Action Project
Date: 11/18 to 11/25/00
Amount: \$500.00
Status: Completed
Partnership: Eastside Project, Campus Ministry, Office of the Provost, Bannan Institute for Jesuit Education

Description: The project involves Santa Clara students working through the national program Amor Ministries to build houses for impoverished families in Mexico. The trip exposes students to the need and conditions present in the poor areas of Mexico. Participants learn team and group cooperation skills as well as experiencing the culture through their interactions and process of building a family home.

Grant Title: Black Panther Legacy Tour
Director: Dr. Shawn Ginwright
Department: Ethnic Studies Program
Date: 11/17/00
Amount: \$1,260.00
Status: Completed
Partnership: Multicultural Center member organizations
Description: The project provides a tour of the historic sites of the Black Panther Party in Oakland, CA as a way to examine the context in which the organization emerged. Hosted by David Hilliard, a former leader in the party, the tour involves students enrolled in the Black Social Movements in the United States, which is a course in the Ethnic Studies Program. The Program itself is committed to a vision that fosters social change and carries an obligation to the community and draws its inspiration from cross-cultural understandings and a reflective engagement with society.

Grant Title: Africa Week 2001
Director: Dr. Michael Kevane
Department: Economics
Date: 04/01/01 to 04/10/01
Amount: \$4,000.00
Status: In Progress (no decision rendered)
Partnership: Politics of African Development Class, Office of International Programs, Somali Community, Women and Gender Studies Program, Larry Nelson (Philosophy), Sita Raman (History), Catherine Montfort (French), Connie Cortez (Art History).
Description: The Africa Week 2001 seeks to raise student interest in the study of Sub-Saharan Africa. This proposal requests funding to bring to campus three prominent academics on issues of concern to Africans. The speakers will discuss issues of female circumcision and on-going civil wars on the continent. Students of color, and African-American students in particular, will have opportunities to engage in dialogue with African academics and researchers.

Grant Title: Carl Upchurch Project
Director: Aldo Billingslea
Department: University Dialogue Council
Date: February, 2000
Amount: \$10,000.00
Status: In Progress

Partnership: Bannan Institute for Jesuit Education, Markkula Center for Applied Ethics, African American Alumni Association, Department of Theatre and Dance, Liberal Studies Department, Division of Counseling Psychology & Education, Multicultural Center, Igwebuikwe, School of Law, Bay Area educators, Osborne School, James Ranch Holden Ranch, 150th Anniversary Celebration Committee

Description: The project entails bringing Carl Upchurch to Santa Clara for an entire week during the Santa Clara University Sesquicentennial Celebration. Highlights of Mr. Upchurch's visit to campus will include speaking engagement to celebrate Black History Month and participation in the central event for the African American Alumni Association Reunion. Mr. Upchurch will be featured in a keynote address at the "Moral Lives in a Moral Community: A Conference on Virtue and Character in Contemporary Life" conference sponsored by the Markkula Center for Applied Ethics. During this conference Mr. Upchurch will have numerous opportunities to engage with educators from regular and alternative schools in the community, as well as address the campus at large. His visit will serve to raise the consciousness of the Santa Clara family to the experiences of the poor, the incarcerated, and the under-served members of the greater community. It will demonstrate the level of commitment the University has to African Americans in particular, and to all under-represented community members.

Grant Title: Experiences of First Generation College Students

Director: Laura Nichols

Department: Anthropology / Sociology

Date: 04/01/01 to 04/01/02

Amount: \$4,700

Status: In Progress (no decision rendered yet)

Partnership: Drahmman Academic Advising and Learning Resource Center

Description: This project looks at how race and class influences the experience of first generation students at Santa Clara University. A diverse group of ten first generation students are each writing a chapter where they discuss the backgrounds and what led to their enrollment at Santa Clara University, their experience attending college, and their suggestions for other first generation students in adapting to college life. The ultimate goal of the project is to produce a book that would be useable in college classrooms and informative to university administrators, advisors, and students. The bulk of the requested funds are being used as stipend for student authors. The remaining funds are being used to make copies of the book as well as host a student forum on the experiences of first generation students.

Grant Title: My Bones a Grill of Fire: Poet Jimmy Santiago Baca Speaking and Reading at SCU.

Director: Claudia MonPere McIsaac

Department: English & Modern Languages

Date: 04/09/01

Amount: \$2,130

Status: In Progress (no decision rendered yet)

Partnership: MEChA El Frente, Mountain View High School

Description: Renowned poet Jimmy Santiago Baca will be reading from his poetry and memoir on April 9 at 4:00 p.m. in the Williman Room at Santa Clara University. There will be reception and book signing following the reading. The event is free and open to the public. Earlier in the day, Baca will be working with a small group of students in workshops and discussion groups.

Born in New Mexico of Chicano and Apache descent, Baca had a deeply troubled childhood involving parental abandonment and life on the streets. He taught himself to read and write in a maximum security prison in Arizona. Speaking of the power of language, he says, "It caught me up in the fiercest typhoon I have ever been in and from which I have never escaped." Baca founded Black Mesa Enterprises in the Southwest to provide young people a language-centered community as an alternative to violence.

Grant Title: Film Odyssey: Human Communities in Crisis
Director: Paul Fitzgerald, S.J.
Department: Religious Studies / University Dialogue Council
Date: 12/1/00 to 6/15/01
Amount: \$3,850
Status: In Progress (no decision rendered yet)
Partnership: Bannan Institute, Eastside Project, Philosophy Department, Catherine Montfort (Modern Languages), Micheal Meyer (Philosophy), Paul Crowley (Religious Studies), Micheal Kevane (Economics), Thomas Turley (History), Aldo Billingslea (Theater & Dance), Cynthia Baker (Religious Studies), Yahia Mahamdi (Communication), Micheal Whalen (Communication), Paul Shoukup (Communication), Ron Hansen (English), Steve Lee (Communication), Diane Jonte-Pace (Religious Studies) Juan Velasco (English / Modern Languages), Dudrun Tabbert-Jones (Modern Languages), Betina Rosenblatt (Modern Languages), Husne Jahan (English), Dan Ostrov (Mathematics), William Donnelly (Economics)
Description: We propose to offer a two unit Arts & Science undergraduate course entitled "Film Odyssey" which introduces students, faculty, and staff of the University to films from around the world. The students learn how films are made: the role of the director, the stages of production, the artistic choices involved in camera angles, shots, sequences, lighting, sound effects, etc. Students become familiar with, and begin to utilize, several major schools of film interpretation: feminist, cultural, ideological, psychoanalytic, structuralist and semiotic. By means of film, students gain access to a rich variety of cultures. Before each film is viewed, the guest presenter introduces the film and alerts students to principle themes and aspects of the culture portrayed. In the discussion following each film, students participate in a first collective interpretation of the film. By means of their written work, students deepen their own interpretation of three of the films screened, gaining thereby a more sophisticated understanding of cultures.

Grant Title: Research on the Maasai Culture: The Vulnerabilities of a Nomadic Pastoral Society in the Modern World
Director: Meredith Bliss Albert (Student)
Department: None

Date: September to December, 2000
Amount: \$500.00
Status: Active
Partnership: Dr. Charles Powers, Sociology Department, Bannan Institute, International Programs
Description: An independent student field education project with the School of Field Studies Wildlife Management Program in Nairobi. It involves interviewing occupants working in fields, as herders and villagers in a variety of positions. The findings will be compiled as a research paper to supplement an on-going research and submitted to the department of sociology at the University of Nairobi.

OTHER ACTIVE GRANTS – The following grant proposals were approved during the last grant reporting period, but implemented during this school year. They are also funded, for the most part, out of this fiscal year:

Grant Title: Undergraduate Advocacy Project
Director: Ms. Margaret Stevenson
Department: East San Jose Community Law Center
Date: 05/01/00 – 04/03/00
Amount: \$5,000.00
Status: Active
Partnership: Prof. Laurie Mason, Dr. George Westermark, Anthropology Department, Ethnic Studies Program, Communications Department, Modern Languages, Political Science, Sociology, SCCAP, Campus Ministry, East-side Projects.
Description: The overwhelming need of low-wage workers who seek assistance at the East San José Community Law Center, and the enthusiasm of students who are motivated to help, is a powerful combination for potential good. This project enables Santa Clara University students to serve that population with adequate structure and supervision from faculty and staff. Students have been and can continue to be effective advocates for individuals, work on reforms for the betterment of the larger group, and in the process discover in themselves the ability and reinforcing desire to incorporate work for social good into their future work and lives.

Grant Title: What's Your Story? Investigating Narrative Bridges of Multicultural Connectedness
Director: Ms. Elizabeth Dale
Department: Theatre & Dance
Date: 07/01/00 – 06/15/01
Amount: \$4,993.65
Status: Active
Partnership: Professor Sunwolf, Communications Department, Theatre Department
Description: A unique video project of narrative bridges of multicultural connectedness, in which a wide range of nontraditional voices from the Santa Clara University learning community are given an opportunity to tell their own powerful

stories. Faculty members Elizabeth Dale (Theatre and Dance Department and the Drahmann Advising and Learning Center) and Professor Sunwolf (Department of Communication) believe that storytelling is the engine, the expressive heart of human communication systems in all cultures. The search for community is enhanced by storytelling, as listeners and teller become for a moment “all one blood, but many minds.” As both the telling of stories and the listening to stories from different others expands our human capacity to become what we are not but might yet be, this story video provokes compassionate education, interpersonal persuasion, and community discussion, triggering each of us to consider various points in our evolving lives what we might say if we were asked, “What’s your story?” The project further encourages us all to ask this question and listen deeply to the tales we will be given.

Grant Title: Partners in Learning
Director: Mr. Neil Quinn
Department: Markkula Center for Applied Ethics
Date: 06/01/00 – 06/01/02
Amount: \$4,275.00
Status: In progress
Partnership: Helene LaFrance, Ann Beyer, Adult ESL Program, Buchser Middle School, English 104, Eastside Project, SCCAP, MEChA El Frente, Human Resources, Faculty/Staff volunteers
Description: A program sponsored by Action Community Teams (ACT), that provides English as a Second Language (ESL) instruction to lower income SCU staff and their family members who have the need to improve their English language speaking, reading and writing skills. Participants attend classes offered by the Adult ESL Program located at Buchser Middle School. Informal mentoring and tutoring is provided by volunteers from the Santa Clara University community.

Grant Title: The Integration of Hispanic & Native American Perspectives into the US Core Course
Director: Prof. Robert Senkewicz
Department: History Department
Date: 06/30/00 – 09/01/01
Amount: \$5,500.00¹⁷
Status: Active
Partnership: Faculty/Staff in Core Curriculum, Residential Learning Communities, Spanish Majors, American Studies Program
Description: This project aims to enhance the perspective and scope of the survey course on early United States history by including the experiences of Hispanics and Native Americans, especially from what is now the American South and Southwest into the course. Under this proposal, students are encouraged to rethink the early aspects of the US American experience. They will explicitly realize that area which is now the contiguous 48 states contained, during the period in which they generally think of the US as only a “British” colony, three distinct European

¹⁷ Funding for this project is equally shared by the College of Arts & Sciences and the *Building Partnerships for Diversity Grant*.

empires. The French and Spanish imperial systems offered different models of social organization, different ways of treating its own members, and different ways of relating to the indigenous population than the British system did. The students will be encouraged to think of the US in comparative terms, rather than in the exceptionalist and often triumphalist terms which they normally employ. They will come to understand that the land they currently refer to as "America" was from the beginning a multicultural land with competing value systems. The project thus brings multicultural education into the very heart of the university's educational offerings: its core curriculum.

Grant Title: California Cultures/American Visions: Adding Voices to the Core in the English Composition Course

Director: Dr. Kirk Glaser

Department: English Department

Date: 06/20/00 – 03/30/01

Amount: \$4,700.00¹⁸

Status: Active

Partnership: Core Composition Program (informally), Orradre Reference Staff

Description: Too often students say that they do not find themselves—their ethnic and cultural heritage—in Santa Clara University course readings. This grant provides for development of an English 2 course which enables students to assert their diverse identities and voices, made central by reading materials and research projects which explore and analyze California's diverse ethnic and cultural identities. By engaging students through texts which speak to their backgrounds, this course empowers them to produce original academic writing using multiple sources and voices, as well as to develop understanding and appreciation of diversity in California (and thereby the United States). Students present their writings in class as a central focus of study, creating a sense of self-worth in one's heritage as well as appreciation for other cultures. Their works are published to form an "ethnography" of the University's growing diversity of voices for future student audiences and instructors. This introduction to United States multicultural issues also prepares students to enter their American Studies core requirement with greater awareness of the ways historical, political, literary and other discourses address and silence this nation's diversity.

Grant Title: Local Religion Project

Director: Dr. Catherine Bell

Department: Religious Studies

Date: 09/20/00 – 06/15/01

Amount: \$3,602.00

Status: Active

¹⁸ Funding for this project is equally shared by the College of Arts & Sciences and the *Building Partnerships for Diversity Grant*.

Partnership: David Pinault, Michael Peters, Catherine Murphy, Gregory Sharkey, SJ, Cynthia Baker, History Department, Asian Studies Program, Bannan Institute, Religion Studies, Technology Committee

Description: A five-year project to improve relations with local religious communities. The initial stage of this project is to compile an effective database of information on local churches, temples, synagogues and other sites of worship so as to facilitate pedagogically useful field trips and to enable the University to serve as a type of clearinghouse for community information. Subsequent years will bring more emphasis on student research projects, a small conference bringing local religious leaders to campus, and a newsletter to disseminate information about the culturally diverse religious life of the Bay Area.

Grant Title: Using Life Writing to Enhance Multicultural Learning

Director: Dr. Jill Goodman

Department: English Department

Date: 07/01/00 – 03/01/01

Amount: \$6,900.00¹⁹

Status: Active

Partnership: Gail Gradowski, Claudia McIsaac, collaboration with Research Librarians

Description: By searching for, reviewing, and discussing recently published biographies of notable figures from marginalized populations and by reading and discussing new theoretical works on life writing and multiculturalism, two members of the English Department and one research librarian will work together to reshape their syllabi to enhance the multicultural learning taking place in a number of sections of Composition and Rhetoric II. Because it is required of nearly all of our students and because it is often the class in which they develop a close relationship with their professors and peers, freshman writing is an ideal place to begin an intellectual engagement with multicultural issues.

Grant Title: Enhancement of Diversity Issues in Theatre and Performance Studies

Director: Dr. Barbara Fraser

Department: Theatre & Dance

Date: 06/21/00 – 07/21/00 & 01/08/01 – 03/05/01

Amount: \$13,000.00²⁰

Status: Active

Partnership: Prof. Aldo Billingslea, Prof. Michael Zampelli, Dr. John Warriner

Description: This project involves four faculty members from the departments of Theatre and Dance and Performance Studies working together for

¹⁹ Funding for this project is equally shared by the College of Arts & Sciences and the *Building Partnerships for Diversity Grant*.

²⁰ Funding for this project is equally shared by the College of Arts & Sciences and the *Building Partnerships for Diversity Grant*.

one month this summer of 2000 and then meeting weekly throughout Winter Term 2001 on campus to share ideas, methods, and resources to integrate multicultural diversity into their courses. The four participants represent four of the areas of diversity (African American, Hispanic, Gay and Women's Studies) and teach theatre courses that fulfill requirements in the University's core curriculum. Taking the time to understand what and how each other teach allows them to offer suggestions, share experiences, and heighten awareness of the issues.

Grant Title: Intersections: Enhancing Multicultural Learning in Core Writing Classes

Director: Dr. Ann Brady

Department: English Department

Date: 07/01/00 – 03/30/01

Amount: \$15,520.70²¹

Status: Active

Partnership: Sherry Booth, Derede Arthur, Phyllis Brown, Susan Frisbie, Jonathan Hunt, Lita Kurth, Rob Michalski, Jill Gould

Description: Through readings, discussions, and presentations over the next three terms, nine English Department faculty members will collaboratively explore the intersections of multicultural theory, experience, and pedagogy. The participating faculty, all long committed to teaching with sensitivity to multicultural contexts, will develop from these theoretical investigations a set of concrete classroom practices, bibliographic resources, and syllabi revisions. These will benefit not only the group members, but the English Department as a whole with whom they will share their work along with nearly 400 students each year these nine faculty members teach.

Both of these projects resulted from a series of meetings that the Curriculum Council Committee set up with faculty and staff members of the College of Arts & Sciences to address multicultural education in the core curriculum.

²¹ Funding for this project is equally shared by the College of Arts & Sciences and the "Building Partnerships for Diversity Grant"

STUDENT- COMMUNITY PARTNERSHIPS FUND - \$35,000

Student – Community Partnerships Fund: \$35,000

The Community Partnerships Council (CPC) has been allocated \$12,500 this fiscal year “to double the number of community placements in which students work side-by-side with grassroots organizations to their mutual benefits.”

No grants were submitted from the CPC during this grant-reporting period.

COMMUNICATION PLAN - \$32,000

Communication Plan: \$32,000

The Access Council (AC) has been allocated \$6,000 this fiscal year “to increase the number of students, faculty, and staff of color” at Santa Clara University.

No grants were submitted from the Access Council during this grant-reporting period.

Another \$6,000 has been allocated this fiscal year to fund projects related to the publicity, marketing, and communication phases of the CML including the following:

- 1) **Web Design**²² – The Associate Director continues to be in charge of the web design and maintenance of the CML web site. Expenses for this projects includes web design software and other supplies necessary for the task.
- 2) **The CML Network** – A special edition of the official newsletter of the Center for Multicultural Learning was issued during the Welcome Weekend to bring awareness to the various services and projects of the Center.
- 3) **Master Calendar** – In the effort to centralize the web calendar of events, the CML web calendar is directly fed from the University Web Calendar.
- 4) **Flex Program** – Under the leadership of the Director, the CML continues to build its base of support through direct contact and relationships we built across University departments and student organizations. To help augment such contact opportunities, CML Project Manager have been allocated \$100 each on their Access Cards as money for taking Associates and student leaders to coffee or lunch appointments.
- 5) **Marketing** – Other marketing strategies were used to educate the Santa Clara community on the CML services and projects.

²² Visit CML's web site: www.scu.edu/cml

FACULTY AND STAFF DEVELOPMENT - \$125,000

Faculty: *Curriculum and Pedagogical Development* - \$50,000

The Curriculum Development Council (CDC) has been allocated \$20,000 this fiscal year “to offer more academic courses that advance multicultural education for the University community and meet the needs of students of color.”

No grants were submitted from the CDC during this grant –reporting period.

Faculty and Staff Development: *Advising* - \$25,000

The Advisor Development Council (ADC) has been allocated \$9,000 this fiscal year “to ensure that multiculturalism is part of the advisor development programs, such as on-campus workshops for new faculty, participation in regional conferences and institutes, and site visits to learn from other colleagues at other institutions.”

No grants were submitted from the ADC during this grant-reporting period.

Faculty and Staff Development: *Residential Education* - \$50,000

The Residential Education Council (REC) has been allocated \$21,000 this fiscal year “to work with Housing and Residence Life staff and faculty to incorporate features of the Unity House program into other learning communities.”

No grant proposals were submitted from the REC during this grant-reporting period.

SPECIAL PROJECTS OF THE CML - \$70,000

University Roundtables and Forums on Divisive Issues: \$45,000

The University Dialogue Council (UDC) has been allocated \$20,000 this fiscal year “to host University dialogues about the challenges and opportunities posed by an increasingly diverse community.”

The following projects are sponsored by the UDC during this grant-reporting period:

Grant Title: Carl Upchurch Project
Director: Aldo Billingslea
Department: University Dialogue Council
Date: February, 2000
Amount: \$10,000.00
Status: Active
Partnership: Bannan Institute for Jesuit Education, Markkula Center for Applied Ethics, African American Alumni Association, Department of Theatre and Dance, Liberal Studies Department, Division of Counseling Psychology & Education, Multicultural Center, Igwebuike, School of Law, Bay Area educators, Osborne School, James Ranch Holden Ranch, 150th Anniversary Celebration Committee
Description: The project entails bringing Carl Upchurch to Santa Clara for an entire week during the Santa Clara University Sesquicentennial Celebration. Highlights of Mr. Upchurch’s visit to campus will include speaking engagement to celebrate Black History Month and participation in the central event for the African American Alumni Association Reunion. Mr. Upchurch will be featured in a keynote address at the “Moral Lives in a Moral Community: A Conference on Virtue and Character in Contemporary Life” conference sponsored by the Markkula Center for Applied Ethics. During this conference Mr. Upchurch will have numerous opportunities to engage with educators from regular and alternative schools in the surrounding community, as well as address the campus community at large. His visit will serve to raise the consciousness of the Santa Clara family, to the experiences of the poor, the incarcerated, and the under-served members of the greater community. It will demonstrate the level of commitment the University has to African Americans in particular, and to all under-represented community members.

Grant Title: Film Odyssey: Human Communities in Crisis
Director: Paul Fitzgerald, S.J.
Department: Religious Studies / University Dialogue Council
Date: 12/1/00 to 6/15/01

Amount: \$3,850
Status: In Progress (no decision rendered yet)
Partnership: Bannan Institute, Eastside Project, Philosophy Department, Catherine Montfort (Modern Languages), Micheal Meyer (Philosophy), Paul Crowley (Religious Studies), Micheal Kevane (Economics), Thomas Turley (History), Aldo Billingslea (Theater & Dance), Cynthia Baker (Religious Studies), Yahia Mahamdi (Communication), Micheal Whalen (Communication), Paul Shoukup (Communication), Ron Hansen (English), Steve Lee (Communication), Diane Jonte-Pace (Religious Studies) Juan Velasco (English / Modern Languages), Dudrun Tabbert-Jones (Modern Languages), Betina Rosenblatt (Modern Languages), Husne Jahan (English), Dan Ostrov (Mathematics), William Donnelly (Economics)
Description: We propose to offer a two unit Arts & Science undergraduate course entitled "Film Odyssey" which introduces students, faculty, and staff of the University to films from around the world. The students learn how films are made: the role of the director, the stages of production, the artistic choices involved in camera angles, shots, sequences, lighting, sound effects, etc. Students become familiar with, and begin to utilize, several major schools of film interpretation: feminist, cultural, ideological, psychoanalytic, structuralist and semiotic. By means of film, students gain access to a rich variety of cultures. Before each film is viewed, the guest presenter introduces the film and alerts students to principle themes and aspects of the culture portrayed. In the discussion following each film, students participate in a first collective interpretation of the film. By means of their written work, students deepen their own interpretation of three of the films screened, gaining thereby a more sophisticated understanding of cultures.

Grant Title: Forum on the Reality of Life for Gangs in the Ghettos
Director: Fr. Mark Ravizza, SJ
Department: University Dialogue Council
Date: 11/13/00
Amount: \$1,500
Status: Completed
Partnership: Multicultural Center, Associated Students of Santa Clara University, Sobrato Residence and Learning Complex, Theatre and Dance Department, Greek Community.
Description: The forum enabled the University community to dialogue on the harsh reality and stereotypes facing life in the ghetto. This is in direct response to an off-campus "ghetto party" in which students dressed up in "ghetto outfit" thereby offending members of the school community who grew up in the "ghettos." It involved bringing to campus Fr. Greg Boyle, SJ, founder of the Homeboy Industries in Los Angeles and a former gang member Enrique Flores to speak and lead a forum on the subject. The evening forum brought together over 100 students, faculty, and staff to listen to the engaging presentations and dialogue on the subject.

Multicultural Film Course and Series: \$15,000

\$5,000 has been allocated this fiscal year to fund the Multicultural Film Course and Series projects. The course is normally taught in the Spring Quarter.

No other projects were submitted during this grant-reporting period.

Culture & Climate Initiatives: \$10,000

The Diversity Training Council (DTC) has been allocated \$4,000 this fiscal year “to support training in University offices, departments, and colleges on dealing sensitively with students of diverse backgrounds.”

No grants were submitted during this grant-reporting period.

HIGHLIGHTS & CHALLENGES

ORGANIZATIONAL STRUCTURE

One of CML's main accomplishments during this grant-reporting period is clarification of its organizational structure. In the new structure²³, the Project Managers serve as Vice Chairs of the various CC's to which they are assigned to ensure a balanced leadership of the CC's. The re-organization guarantees that the CC structure fits into the overall organization of the CML. Moreover, the new structure guarantees that the Grant Steering Committee's membership be comprised of the Chairs of the various CC's. As such, the Grant Steering Committee is directly connected with the CC's through the Chairs.

INSTITUTIONALIZATION OF PROGRAMS

The focus for this second year of the Grant has been to ensure that a structure is in place to enable a smooth institutionalization of the CML initiatives and infrastructures. The true success of CML's efforts toward institutionalization lies in stabilizing the CC structure. This includes personally contacting faculty, staff, and students who are believed to have a natural stake in participating in the various CC's.

STAFFING

With a total list of staff reaching eight people, one would think the CML might be overstaffed. On the contrary, staffing continues to be a challenge as all but the Associate Director are part-time. The combined time for the eight staff members total 2.5 FTE, which translates into the equivalence of two and a half full-time staff. CML has been operating for most of this grant-reporting period without one of the Project Managers who has been on maternity leave. Next month, the Center will lose another Project Manager who is leaving the University and another to a 6-month maternity leave of absence. The Center is hiring a new part-time staff member to cover for the loss of personnel.

²³ Appendix D

NEW PARTNERSHIPS WITHIN THE UNIVERSITY

Multicultural Center (MCC)

Since the last report, the CML has vastly improved credibility with the student-led Multicultural Center. Relationships have been built with the student leaders of the various organizations serving the historically underrepresented student populations. The Project Managers continue to serve as liaisons to these student organizations as a way of deliberately supporting the members in their academic careers at Santa Clara University.

This collaboration with the MCC organizations was apparent in the planning and implementation of the first New Students of Color Welcome Dinner²⁴ in which the new students were officially welcomed by the University officials, ethnic student representatives, and the CML staff.

Ethnic Studies Collaboration

Ethnic Studies Program and the CML hired Pauline Nguyen to serve as the Office Coordinator for both areas. The CML met with the Advisory Board of the Ethnic Studies Program to discuss other collaborative possibilities. The CML Director encouraged a more proactive collaboration between the two areas beginning with relocating the two areas closer together and hiring a shared Office Coordinator. The collaboration is built upon respect for each other. It was mutually agreed to have another planning meeting to find ways to connect programs by CML with the course offerings by the Ethnic Studies Program.

Unity House Collaboration

The joint appointment of Romando Nash, the Resident Director (RD) of McLaughlin/Walsh Unity House, as a Project Manager at CML has solidified a closer collaboration. Unity House, a 105 occupancy residence hall, evolves around the concept that it is an interactive community which is committed to promoting diversity among its residents. Unity House creates an inclusive learning atmosphere and is sensitive to maintaining an open, supportive, and responsive diverse environment. The CML hopes to build further on the roads that have been laid and has plans for further collaborative efforts in the future.

Sobrato Residential Learning Complex Collaboration

The newest residential complex at Santa Clara, housing over 400 selected student leaders and working closely with the Bannan Institute for Jesuit Education and the Eastside Project, has social justice as its theme. A proactive collaboration is being

²⁴ Welcome Dinner, p.8.

sought through the University Dialogue Council and the Community Partnerships Council between Sobrato and the CML. Fr. Mark Ravizza, SJ, who chairs the UDC also serves as the faculty-in-residence at Sobrato. Through the UDC and other personal contacts with residents, the CML hopes to solidify a collaboration with the Sobrato Residential Learning Complex.

Eastside Project Collaboration²⁵

The Eastside Project is Santa Clara University's primary vehicle for community-based learning. Drawing from 15 years of contacts in the San Jose community, Eastside Project creates partnerships for active engagement, service, and research, serving as a catalyst for a unique cooperation between scholars and community members. These partnerships educate students and the University as a whole, in the realities of the lives of the marginalized and the poor. Eastside Project seeks to unite and transform both the University and community in a common effort to respond compassionately and self-critically to those most in need.

The partnership with the Eastside Project occurs in three areas: 1) the appointment of the Director, Catherine Wolff, as the Chair of the Community Partnerships Council, 2) the integration of the Community Partnerships Council into the Eastside Project Advisory Board, and 3) appointment of Rosemary Feerick as an intern for both areas.

THE CHALLENGES OF DIVERSITY

Diversity & Multiculturalism

The challenge of differentiating between multicultural issues and other issues of diversity continues to be a challenge for the Center. The CML continues to adhere to the limited issues of strictly multicultural programming as defined by the *Building Partnerships for Diversity Grant*. The Grant intends to fund multicultural initiatives with issues related to "historically underrepresented people." As such, it centers on only one area of diversity, i.e., ethnicity, as opposed to all the other equally important issues of diversity. As CML continues to actively advocate for diversity, it is unable to fund the equally important projects related to the larger issues of diversity.

The CML continues to adhere to the original focus of the *Building Partnerships for Diversity Grant* which is to support programs closely tied to issues of ethnicity as opposed to all the other equally important areas of diversity including gays/lesbians/bi-sexuals, gender issues, disabilities, etc.

²⁵ The Eastside Project is an office at Santa Clara University that was founded in 1986 to establish partnerships between the University and the surrounding community. It facilitates the placement of University students in community-based learning environments including agencies, schools, and parishes.

ASSOCIATES NETWORK

In the first year, it was necessary for the newly created CML to build a network of colleagues (Associates) who wanted to be proactively involved with various elements of the CML charge. A database grew to over 150 faculty, staff, and students through the use of surveys and personal contacts. The challenge this second year is to find innovative ways to mobilize and energize this Network. In order to broker relationships between the Associates and the student organizations for which they want to help support, CML invited the Associates to the Second Annual Convening of the Associates and also invited representatives from the ethnic student organizations to participate in the Involvement Fair. The goal was to proactively connect the various student organizations with the Associates and for the student leaders to meet these faculty and staff who wish to support them.

GRANT EVALUATION

Pending the new procedure for systematic grant evaluation, the CML plans to utilize the approved list of grant evaluators provided by the James Irvine Foundation.

CHANGES ON BUDGET ALLOCATION

Upon approval from the James Irvine Foundation²⁶ the CML has allocated funds to the various Council Committees that have been charged to implement the objectives of the *Building Partnerships for Diversity Grant*.²⁷ The goal was to empower these council committees to fulfill their missions with the least amount of bureaucracy. ✨

²⁶ Refer to letter requesting Grant structural changes, August 14, 2000 and official letter of approval from James Irvine Foundation dated September 18, 2000.

²⁷ Grant Objectives, p. 5.

FINANCIAL STATEMENT

3-YEAR PROJECTED BUDGET (1999 – 2003)

BUDGET CATEGORY	1999-2000	2001-2002	2002-2003	TOTAL
Grant Planning & Management				
MCCC & Center for Multicultural Learning ²⁸	\$58,350.00	\$62,350.00	\$57,300.00	\$178,000.00
Grant Steering Committee	\$3,000.00	\$2,650.00	\$2,350.00	\$8,000.00
Grant Evaluation (external & internal)	\$22,500.00	\$29,000.00	\$30,500.00	\$82,000.00
Major Grant Components				
Open Grants	\$95,000.00	\$110,000.00	\$95,000.00	\$300,000.00
Student-Community Partnership Fund ²⁹	\$11,500.00	\$12,500.00	\$11,000.00	\$35,000.00
Communication Plan ³⁰	\$10,000.00	\$12,000.00	\$10,000.00	\$32,000.00
<i>Faculty Development</i>				
Curriculum & Pedagogical Development ³¹	\$18,500.00	\$20,000.00	\$11,500.00	\$50,000.00
Advising ³²	\$7,500.00	\$9,000.00	\$8,500.00	\$25,000.00
Residential Education ³³	\$19,000.00	\$21,000.00	\$10,000.00	\$50,000.00
Special Projects of CML				
University Roundtables & Forums on Divisive Issues ³⁴	\$13,500.00	\$20,000.00	\$11,500.00	\$45,000.00
Multicultural Film Course & Series	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Culture and Climate Initiatives ³⁵	\$3,000.00	\$4,000.00	\$3,000.00	\$10,000.00
GRANT TOTAL				\$830,000.00

²⁸ Staff salaries, supplies, etc.

²⁹ Community Partnerships Council programming expenses

³⁰ Equally divided between Access Council programming needs and the communication projects

³¹ Curriculum Development Council programming expenses

³² Advisor Development Council programming expenses

³³ Residential Learning Council programming expenses

³⁴ University Dialogue Council programming expenses

³⁵ Diversity Training Council programming expenses

EXPENDITURE – as of December 5, 2000

Budgeted Item	Amount Budgeted	Expenditures for the Period	Actual Totals to Date	Percent Remaining
Grant Planning & Management				
MCCC & Center for Multicultural Education	\$178,000	\$34,986.84	\$74,194.84	42%
Grant Steering Committee	\$8,000	\$0	\$396	95%
Grant Evaluation	\$82,000	\$0	\$380	99.5%
Major Grant Components				
Open Grants	\$300,000	\$28,483	\$135,770	55%
Student-Community Partnership Fund	\$35,000	\$1,500	\$12,126	65%
Communication Plan	\$32,000	\$1,305	\$2,555	92%
Faculty Development	\$125,000	\$0	\$34,123	72.7%
Special Projects of Center for Multicultural Learning				
University Roundtables & Forums on Diverse Issues	\$ 45,000	\$6,384.91	\$11,257.91	75%
Multicultural Film Course & Series	\$ 15,000	\$0	\$3,575	76.2%
Culture and Climate Initiatives	\$ 10,000	\$500	\$1,500	85%
TOTAL	\$830,000	\$73,159.75	\$314,050.66	62%

APPENDICES

Appendix A. Testimonial from Student on UDC Forum

Appendix B. CML Organizational Structure

Appendix B. Proposed Council Committee Membership