

DIVERSITY/CULTURAL COMPETENCE/UNDERSTANDING A MODEL FOR INCLUSIVE EXCELLENCE

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Diversity and Santa Clara University's Mission

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

Diversity, an Educational Resource: Adding Value to a Santa Clara Education over the Next Five Years

Commitment to diversity, defined in its race/ethnic dimension, is not a new idea at Santa Clara.¹ But, like many universities, we have focused more on compositional diversity than on “inclusive excellence” which treats diversity as a value-added resource. Research² indicates that compositional diversity, while necessary, is not sufficient if we are to succeed in our goal of educating all students for the needs of a global society. In fact, stopping at compositional diversity can be counterproductive in that it can foster divisiveness rather than community. Furthermore, the Supreme Court recently affirmed the constitutionality of diversity programs in

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

² Select references: (1) Allport, Gordon, 1954/1979, *The Nature of Prejudice*, Cambridge, MA: Allison-Wesley; (2) American Council on Education (ACE) and American Association of University Professors (AAUP), 2000, *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*. Washington, D.C.: American Council on Education and American Association of University Professors; (3) American Council on Education (ACE), 2002b, *Minorities in Higher Education 2001-2002: Nineteenth Annual Status Report*; (4) American Educational Research Association (AERA), 2000, *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*. Report of the AERA panel on racial dynamics in colleges and universities. http://www.stanford.edu/~hakuta/racial_dynamics/Compelling1.pdf; (5) Astin, Alexander, 1993, *What Matters in College? Four Critical Years Revisited*, San Francisco: Jossey-Bass; (6) Ball, Howard, S.D. Berkowitz, and Mbulelo Mzamane, 1998, *Multicultural Education in Colleges and Universities: A Transdisciplinary Approach*, Lawrence Erlbaum Associates Publishers, New Jersey; (7) Bowen, William G. and Derek Bok, 1998, *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*, Princeton, NJ: Princeton University Press; (8) Gurin, P., Eric L. Dey, Sylvia Hurtado, and Gerald Gurin, 2002, *Diversity and Higher Education: Theory and Impact on Educational Outcomes*. @ *Harvard Educational Review* 72, 3, 330-366; (9) Humphreys, Debra, 1999, *Campus Diversity and Student Self-Segregation: Separating the Myths from Facts*. @ www.diversityweb.org; (10) Hurtado, Sylvia, Jefferey Milem, Alma Clayton-Pederson, and Walter Allen, 1998, *Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice*. @ *Review of Higher Education*, 21, 3, 279-302; (11) Milem, Jeffery, 2000, *The Educational Benefits of Diversity: Evidence from Multiple Sectors*. @ In *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*, Report of the AERA panel on racial dynamics in colleges and universities. http://www.stanford.edu/~hakuta/racial_dynamics/Compelling1.pdf; (12) Rossin, David and Terry Hyland, 2003, *Group Work-based Learning within Higher Education: An Integral Ingredient for the Personal and Social Development of Students*. @ *Mentoring & Tutoring: Partnership in Learning* 11, 2, 153-162; (13) Santa Clara University, 2002, *Diversity at Santa Clara University: AN Institutional Overview of Trends, Challenges, and Prospects*. (14) Vincent, Tinto, 1993, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2nd edition, Chicago: The University of Chicago Press.

higher education³. To educate SCU students to be of “competence, conscience, and compassion,” as they prepare to be leaders in a diverse and globalizing world, diversity has to become an integral part of academic excellence.

We will need to focus on curricular and interactional diversity in ways that provide students with collaborative learning opportunities where they encounter diversity and hone their critical thinking and problem solving skills. As students learn to dialogue across differences (diversity competence), they will develop a genuine appreciation for/acceptance of inclusive perspectives (diversity conscience, NOT tolerance) and be prepared for reasoned engagement in the realities of their diverse world (diversity compassion). Linking campus diversity to academic excellence serves the dual purpose of effectively integrating students, faculty, and staff of color into the academic community while educating all students to be “whole persons of solidarity” in a diverse world. Such embedding of diversity in our institutional structures and campus culture is in keeping with the American Association of Colleges and Universities recent call for “inclusive excellence,” academic excellence for all students.

What are the Major Opportunities and Challenges that “Embedding Diversity” Faces Moving Forward?

Currently, SCU has several strong academic, co-curricular, and support programs that address diversity in its many dimensions. In addition to academic disciplines in the Social Sciences and Humanities (Sociology, Anthropology, Political Science, History, etc.), we have interdisciplinary academic programs (such as Ethnic Studies, Women & Gender Studies, Asian Studies, Catholic Studies⁴) that offer students opportunities to pursue rigorous academic study of diversity broadly defined. We have programs, such as the Drahmman Advising and Learning Resources Center, the Bridge Program for first generation college students (including engineering students), and the Multicultural Student Center, that support students in their academic success.

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

How Should This Theme or Trend be Envisioned for Renewal of a Santa Clara Education?

If SCU is to model “Inclusive Excellence,” diversity will have to become more central to educational excellence. Rather than list diversity as one among many goals (Goal 2.B.4), in one

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

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

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

Within the Context of All the Other Themes and Areas, How Should the Theme of Inclusive Excellence be Integrated into the Curriculum for Both Graduate and Undergraduate Students?

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

Reflectors

Aldo Billingslea, Marie Brancati, Paul Fitzgerald, S.J., Stephen Fugita, Allen Hammond, Francisco Jimenez, Molly McDonald, Barbara Molony, Samiha Mourad, Laura Nichols, Garret Okamoto, Sita Raman, Lucy Ramos-Sanchez, Jerry Shapiro, Cary Yang, Stephanie Wildman

APPENDIX A

Diversity at SCU circa 2004

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

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

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

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