

**ACS Diversity Mini-Grants  
Final Report  
Tracing Chicanismo: History, Community, and Impact  
Held at Trinity University, April 14, 2007**

**Final reports are due within 30 days of the end of the grant period of May 30, 2007. Due date is June 30, 2007 and should be e- mailed to [mwhite@colleges.org](mailto:mwhite@colleges.org) and mailed to ACS Diversity Initiative, 1975 Century Blvd., suite 10, Atlanta, GA 30345. Fax: 404-636-9558.**

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Name of project/event. Clearly indicate whether this report is for

- **Diversity Mini-Grants for Student Led Collaboration with Faculty/Staff**  
Ethnicity Workshop: Tracing Chicanismo—History, Community, and Impact

Date of Project April 14, 2007

Amount Awarded \$2,500

1. Original Goals and objectives—to attract approximately 40 student and faculty participants to explore the Chicano movement with a set of distinguished scholars and student leaders who would serve as panelists, moderators, and facilitators. The workshop was to expose students and faculty in a condensed and engaging manner to key ideas and personal experiences emanating from the Chicano movement. Workshop participants were asked to share experiences, debate ideas, and plan future activities through lecture/presentation, panel discussion, and small group breakout sessions. The idea of the workshop was to address the problem of historical amnesia and misunderstanding among the student population at Trinity University regarding the issues and contributions of Chicano movement of the 1960s and 1970s
2. If goals/objectives changed during the course of the project, please state the revised goals/objectives. Goals of the workshop did not really change, but the logistics of it did. We were unable to confirm the national figures from the Chicano Movement due to time and budgetary constraints. Some of these figures are now demanding large honoraria, and we were not able to meet their expectations. We substituted their participation with that of local Chicanos who played key roles in the Movement.
3. In what ways were the goals/objectives met? Please give examples. Even though we were not able to staff our panels with national figures, our local participants were able to fulfill the goals and objectives of the workshop. Objectives were met

- with panelists giving brief presentations followed by lengthy question, answer, and discussion sessions. The sessions continued informally during meals and breaks, which student participants said were valuable to them. The topics of the three panels were changed from the original proposal. **Original proposal:** 1. Ethnic autobiographies; 2. Keynote—a panoramic view of the Chicano movement; 3. the role of campus activism. **Actual panels:** 1. arts and culture, 2. Chicana/o alumni from Trinity speak out, and 3. social and political issues then and now. Panelists included musician Juan Tejeda, retired arts administrator Pedro Rodriguez, poet Carmen Tafolla, former state senator and state board of education member Joe Bernal, professor Rodolfo Rosales, and public finance administrator Lydia Ortiz. Each panel was balanced by contributions and reactions from Trinity students Analicia Sotelo, Sarah Castro, Valerie Torrez, Jaime Rivera, and Aaron Sanchez. A final breakout session was conducted in order to brainstorm ideas for continued programming in the following academic year. The brainstorming session resulted in the identification of three concrete proposals to continue in the coming academic year (details in next steps section).
4. Describe the evaluation/assessment process used. Summarize the results of this process? Include any instruments used to evaluate/assess your project. Evaluation took place in four ways: 1. attendance count, 2. breakout planning session results, 3. evaluation forms, and 4. sample of attendees in focus group reflections.

**Attendance.** The original goal was to attract a total of 40 faculty and students to the workshop. This goal was reached, however the 40 attendees did not stay for the entire workshop. Attendance figures of faculty, students, and community members were as follows: session 1—30, session 2—25, session 3—19. Some of the attendees overlapped. The number of unique individuals attending numbered around 45.

**Breakout planning.** The original proposal was to break into three groups to plan subsequent campus events. The three groups were supposed to be thematic: arts/culture, politics/social activism, and education. By the end of the workshop, our numbers had dwindled to about 15 participants and the group voted to have one large breakout group. The group met for one hour; the first 30 minutes were spent brainstorming ideas. This period resulted in 18 programming suggestions. The second 30 minutes were spent selecting four concrete proposals, developing some general outlines of how to proceed, and enlisting volunteers to follow up on the suggestions. The four proposals included: a) an outreach program to provide programming to high school students about the Chicano movement; b) the establishment of a Chicano alumni association at Trinity; c) an ad hoc committee to work with the Office of Admissions to increase Chicana/o recruitment; and d) the development of “Flor y Canto” (literature and music) programs inviting community artists to campus in the fall. Each of the four proposals has designated individuals to act as principal leaders of the projects.

**Evaluation forms** (separate attachment). A single-page, double-sided evaluation form was returned by 24 participants. Side one asked participants to rate their level of interest, knowledge, and attitudes about

the Chicano Movement before the workshop began. The results indicated that the workshop attracted participants who already possessed a high interest level in the topic. Knowledge of the Movement and issues was lower, however, with half of the participants describing themselves as possessing moderate to low levels of knowledge. In terms of attitudes, almost all participants felt either neutral or positive about the term “Chicano” and the Chicano Movement. Side two of the evaluation form asked respondents to rank their interest, knowledge, and feelings about the Chicano Movement as more, less, or the same after the workshop. Two-thirds of respondents said that their interest and knowledge of the Chicano Movement, increased, that their feelings were more positive, and that their sense of relevance of the Chicano Movement was higher. The remaining respondents said that their knowledge, interest, and feelings were about the same after the workshop as they were before.

**Focus group reflections** (notes/transcript attached). One week following the workshop, a total of 14 students attended a focus group where they were asked to comment on favorite aspects of the event, things they would have liked to be changed, and things that were ineffective or negative. The themes that resonated with participants regarding their favorite aspects were: a) the relaxed, informal, and conversational atmosphere was important to participants who are often intimidated by scholarly presentations; b) the diversity and debate between panelists (which became heated at one point) was enjoyed by participants, even by those who generally dislike conflict; c) the range of accomplishments of Trinity Chicana/o alumni was valued and unexpected by our students. The aspects of the workshop that they would have like to have changed included: a) more visual and audio examples to accompany the panel on the arts and culture, and b) better advance publicity on the workshop. Finally, the ineffective or negative aspects of the workshop centered on the lack of participation of Latino students, especially members of a group called Latino Exchange. The leaders of Latino Exchange were included in the pre-planning of the workshop, but they did not actually attend. The focus group exposed resentments and animosity between U.S. born Latinos and the leadership of Latino Exchange, which is dominated by non-U.S. born Latinos (i.e. largely international students from Mexico and South and Central America). Students at the workshop were disappointed and “ashamed” at the lack of participation of Latino Exchange members.

5. If you were to redesign your project, what would you do differently and why? (What are the “lessons learned?”) The major flaw of the workshop regarded timing. First, we did not allow enough time to schedule the workshop and properly publicize it. Second, we held it late in the semester when we were competing for the attention of students who were deep into final papers, exams, and projects. This sort of event would be better held within the first 8 weeks of the semester in order to ensure greater participation.
6. How have you shared the results with ACS colleagues and beyond ACS? We have not shared the results with ACS colleagues. Our participants as panelists and

audience members included faculty members from two San Antonio universities who may continue to be involved with the issues and projects identified in the workshop.

7. What are the next steps (follow-up) in your project? The brainstorming group has designated leaders for the four projects that were identified in the breakout session of the workshop. The group has requested a Blackboard site be set up in order to facilitate discussion and planning in the fall semester. Two of the proposals stemming from the workshop have already begun to take form. The director of alumni affairs at Trinity has been contacted and has agreed to create a reception for Latina/o alumni during the alumni weekend event scheduled for October 2007. The office of admissions has already been contacted regarding the concerns raised during the brainstorming session about the need to recruit U.S.-born Latina/os and about the animosities existing between the U.S. and non-U.S. Latina/o students. Finally, the university will be holding a “Difficult Dialogues” programming workshop from May 15-18 that is funded by the Ford Foundation and is focused on diversity issues. The workshop will involve 18 members drawn equally from students, staff, and faculty. Two students and two faculty who attended the Chicanismo workshop will be participating in the Difficult Dialogues workshop, as well.
8. A complete financial statement, showing original budget (the breakdown of the amount awarded) and expenditures.

<b>ORIGINAL BUDGET</b>	
Transportation and lodging of speakers	1,800.00
Food	700.00
Publicity	In kind
Rooms and equipment	In kind
Clerical support	In kind
Local transportation	In kind
<b>TOTAL REQUEST</b>	<b>2,500.00</b>

<b>REVISED BUDGET</b>	
Food	583.23
Printing of programs	22.00
Honoraria (approved in lieu of transportation and lodging)	1,500.00
Focus group session pizza	67.96
Publicity	In kind
Rooms and equipment	In kind
Clerical support	In kind
Local transportation	In kind
<b>TOTAL SPENT</b>	<b>2,173.19</b>
<b>BALANCE FORWARD—AMT RETURNED TO ACS</b>	<b>326.81</b>

9. Please include a summary of your work that may be included on the ACS Diversity website.

Trinity University hosted a workshop in spring 2007 aimed at resuscitating the memory of the Chicano Movement that climaxed in the 1960s and 1970s. Titled "Tracing Chicanismo: History, Community, Impact," the day workshop attracted about 45 students, faculty, and community members. The workshop included three sessions that focused on the arts and culture, society and politics, and Chicana/o alumni from Trinity University. The workshop kicked off with a panel exploring the role of the arts and culture on the Chicano Movement, as well as the impact of the movement on the arts and culture. Panelists included Tejano music expert and accordion player Juan Tejada, retired director of San Antonio's Guadalupe Cultural Arts Center Pedro Rodriguez, and poet Carmen Tafolla. The panel exploring social and political issues affected by the Chicano Movement included University of Texas at San Antonio professor of political science Rodolfo Rosales, Trinity professor of Modern Languages and Literatures Rita Urquijo-Ruiz, and former Texas senator and board of education member Joe Bernal. Finally, a panel of Trinity alumni included Rosales and Bernal, and public finance counselor Lydia Ortiz. Each panel was accompanied by commentaries and responses of Trinity students including Analicia Sotelo, Sarah Castro, Valerie Torrez, Jaime Rivera, and Aaron Sanchez. Following the panel presentations, a breakout session identified four projects that workshop participants agreed to pursue in the coming year. The projects will focus on enhancing recruitment of Chicana/o applicants to Trinity, forming a Chicana/o alumni group, developing an outreach program to local high schools, and creating a "Flor y Canto" series that will bring Chicana/o writers and artists to campus for regular presentations of their work. The Chicanismo workshop was led by student Aaron Sanchez (History, 2007) and faculty members Robert Huesca (Communication) and Arturo Madrid (Modern Languages and Literatures).

Email your report to [mwhite@colleges.org](mailto:mwhite@colleges.org) and send your report to  
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