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<http://www.csuci.edu/ira/index.htm>

Application
Instructionally Related Activities Funds Request
2011-2012 Academic Year
DEADLINE: Fall and Academic Year 3/31/11
Spring 2012 deadline is 10/31/11

Applications must first be sent to the appropriate program chair. Chairs will then recommend and route them to the Dean's Office for review and authorization. The Dean's Office will then forward them to the IRA Committee for consideration.

Activity Title:

Project Sponsor/Staff (Name/Phone): Center for Multicultural Engagement/ Julia Balén/Tacey Burnham

Activity/Event Date(s): Spring 2012

Date Funding Needed By: January 2012

***Please Note that for Fall Requests the earliest that you will be notified of funding availability will be early June 2011 and for Spring Requests early January 2012.*

Please check if any of the following apply to your IRA:

- | | |
|---|---|
| <input type="checkbox"/> Equipment Purchase | <input type="checkbox"/> Field Trip |
| <input checked="" type="checkbox"/> X Event | <input type="checkbox"/> Participant data collection for public dissemination, i.e. interviews/surveys that result is a journal/poster session/newsletter |
| <input type="checkbox"/> IT Requirements | <input type="checkbox"/> Risk Management Consultation |
| <input type="checkbox"/> International Travel | <input type="checkbox"/> Late Submission |
| <input type="checkbox"/> Space/OPC Requirements | |
| <input type="checkbox"/> Infrastructure/Remodel | |
| <input type="checkbox"/> Other _____ | |

Previously Funded: X YES NO Yes, Request # 393

*If previously funded, please attach copy of IRA Report

Does your proposal require IRB (Institutional Review Board) approval: Yes No

Assessment submitted for previously Funded Activity: YES N/A

Academic Program or Center Name and **Budget Code:** ~~6504~~ 828

Date of Submission: October 31, 2011

Amount Requested: \$2700.00
(Should match item 2. E. on page 4)

Estimated Number of Students Participating: 75

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Conditions and Considerations

Equipment Purchase-If requesting large equipment, Project Sponsor must show proof of correspondence with OPC Administration. In addition, all other purchases must follow Procurement Guidelines.

Events-For a large event, consultation with the events coordinator is recommended.

Participant Data Collection for Public Dissemination-If Project Sponsor proposes to conduct research with human participants then it may be subject to IRB (Institutional Review Board for the Protection of Human Subjects) review. It is the Project Sponsor's responsibility to inquire with the IRB prior to IRA application submission to determine if the project is exempt from IRB review so that funding is not delayed. Please indicate on the cover page if your project is exempt from IRB review.

Field Trip-If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

IT Requirements-Requires proof of correspondence and approval from IT Administration

International Travel-Requires International Travel application be submitted to Center for International Affairs.

Risk Management Consultation-Requires proof of correspondence with Risk Management.

Space/OPC Requirements, Infrastructure/Remodel-Requires proof of correspondence with OPC Administration .

Late Submission - Requires explanation for emergency funding.

Fiscal Management: Project Sponsor's program will be responsible for all costs incurred over and above what is funded through the IRA award and will be responsible for seeing that any revenue that is intended to offset the amount of the IRA award is transferred accordingly.

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Requirements and Signatures

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.

The IRA proposal is being put forward by the Centers for Multicultural and Civic Engagement for a series of two events in conjunction with our Intro to LGBT Studies class (ENGL/GEND 433) and in response to the many suicides by (and locally murder of) presumably gay youth related to bullying of different sorts, but especially around issues of gender/sexuality. It is building on a very successful summit held last year and this funding will help sustain this important project.

The first event will take place in February--a panel discussion of local religious leaders on religion, sexuality, and bullying. Given that so often kids who bully those they perceive to be outside of the sex/gender norms use religious language to bolster their right to bully, this panel will explore what local religious leaders are doing or might do to change this. The campus community will be invited to the discussion.

The second event will be another anti-bullying summit that follows up on the very successful summit from spring 2010 that invites local religious, social service, and educational leaders to campus to participate in a community discussion on how to address the bullying, suicides, and violence due to social attitudes toward gender/sex differences. (See attached report from last year's event.) Following up on the community request to more fully document the cost of NOT doing anything about bullying, students will research, analyze, and report on selected aspects that build on research done by students this past spring. We will again hire professional facilitators. This will be open to selected community leaders interested in making a change and the university community.

2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled cr

Intro to LGBT Studies class (ENGL/GEND 433)

3. **Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note a report will be due at the end of the semester.**

For both events we will ask participants to either fill out a survey, or do a closing focus group discussion (as we did at the end of the summit last year) that lets us know what they found most important about the event. In addition, students in the class will be expected to integrate the experiences through analysis with what they have learned in the class.

4. **Activity Budget.** Please enclose a complete detailed budget of the entire Activity **bold** specific items of requested IRA funding. (Page 4)
5. **Sources of Activity Support.** Please list the other sources of funding, and additional support for the activity.
N/A
7. **Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations detailed on page 2.

| | |
|-------------------|----------|
| Julia Balén | 10/30/11 |
| Renny Christopher | Date |
| Karen Carey | 10-31-11 |
| | Date |
| | 11/7/11 |
| | Date |

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ACTIVITY BUDGET FOR 2011-2012

1. Operating Expense Budget

| | | |
|-------------|----------------------------------|----------|
| A. Supplies | Facilitators pads, markers, etc. | \$100.00 |
|-------------|----------------------------------|----------|

| | | |
|--------------------------------------|---|-------------------------|
| B. Vendor Printing | Professional printing (using Big Shots, Kinkos, etc.) of invitations, flyers and posters | <u>\$200.00</u> |
| C. In-State Travel | _____ | |
| D. Out-of-State Travel | _____ | |
| E. Equipment Rental | _____ | |
| F. Equipment Purchase | _____ | |
| G. Contracts/Independent Contractors | _____ | |
| H. Honorarium | Panel Discussion | <u>\$300.00</u> |
| | Facilitators: \$700.00 X 2 (summit) + \$300 (religious panel) | <u>\$1700.00</u> |
| I. OPC Chargeback | 2 events set-up | <u>\$400.00</u> |
| J. Copier Chargeback | printing of materials related to events that do not go to professional printing] | <u>\$100.00</u> |
| K. Other (Please Specify) | _____ | |
| TOTAL Expenses | | <u>\$2700.00</u> |

2. Revenue

| | | |
|--|-------|----------------|
| A. Course Fees | _____ | |
| B. Ticket Sales | _____ | |
| C. Out of Pocket Student Fees (exclusive of course fees) | _____ | |
| D. Additional Sources of funding (Please specify And indicate source) | _____ | |
| Total Revenue | | <u>\$00.00</u> |

E. **Total Requested from IRA** **\$2700.00**

F. **Total Requested from IRA** **\$2700.00**

Notes from the CSUCI Anti-Bullying Summit, April 2011

Ideas for the Future

- **Call Julia to get students involved ASAP- info to parents**
- Figure out which program works—(Research shows Olweus)
- Don't let best be enemy of the good-get started somewhere
- Interrupt bullying in our own homes- communities adopt a bully?
- Keep conversation going
- How do we sustain positivity?
- Email list- area focus
- **Quantify \$ if failing to change look at how we do metrics-share this info**
- **Education costs less than incarceration**
- **Each faith community find voice for supporting these values**
- Culture where golden rule is cool
- Value education for all it teaches not just about money
- **Increased conversation (like today)**
- Support systems for kids at school
- **Effective partnerships between community faith and schools**
- In every school: peace, justice, loving
- Sustainable- \$\$
- Teach kids conflict resolution in curriculum
- Start training at birth with parents
- School is where kids want to go
(BF ones we plan to follow up on this year.)

Partnerships

- Peace Builders (Julie Morris)
- Museum of Tolerance (Rabbi Lotker)
- Power to define self (Ferial Masry)
- Lesson One (Sharon Colleti- pledge for success-stories for success-elementary)
- Connect for Respect (Kim Dawson-PTA)
- Bullies2buddies.com
- Safe School Ambassadors (Randy McLeland-Oak Park)
- Peer Program- outside/in program-not classroom intrusive
- Let's Get Real (Dana Lomax- how to be an ally in kids terms)
- Operationrespect.org

Instructionally Related Activities
Report Form

| SPONSOR | DEPARTMENT |
|-------------|--------------|
| Julia Balén | English, CME |

| ACTIVITY TITLE | DATE (S) OF ACTIVITY |
|---|---------------------------------|
| Ian MacKinnon performance Anti-bullying Summit | March 9, 2010 April 15, 2010 |

PLEASE EXPLAIN (1) DESCRIPTION OF ACTIVITY; (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S); AND (3) WHAT YOU LEARNED FROM THE PROCESS.

Ian MacKinnon performance: “Gay Hist-orgy”

(1) DESCRIPTION OF ACTIVITY

IAN MACKINNON PERFORMED HIS ONE-PERSON SHOW THAT OFFERED A REVISIONIST HISTORY TO RE-INSTATE GAY PERSEPECTIVES. ABOUT 45 STUDENTS ATTENDED FROM BOTH THE INTRO TO LGBT STUDIES AND A VARIETY OF PAMU COURSES. IT PROVED A VERY ENGAGING PERFORMANCE THAT WAS A GREAT WAY TO START OFF THE SEMESTER, INSPIRING ALL KINDS OF QUESTIONS AND DISCUSSION THAT CONTINUED THROUGHOUT THE SEMESTER.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE

IT WAS A GREAT OPPORTUNITY FOR STUDENTS TO HEAR DIRECTLY FROM A GAY ACTIVIST/ARTIST VIA HIS LIVELY AND COLORFUL REVISIONIST HISTORY THAT CHALLENGED STUDENTS’ UNDERSTANDING OF HISTORY AND HOW THE HISTORY OF THOSE WHO ARE OPPRESSED TENDS TO BE ERASED.

(3) WHAT YOU LEARNED FROM THE PROCESS.

IAN MACKINNON IS A HIGH ENERGY PERFORMER WHO ELICITED SOME GOOD DISCUSSION.

Anti-Bullying Summit

1. DESCRIPTION OF ACTIVITY

STUDENTS RESEARCHED AND DEVELOPED FIVE PRESENTATIONS ON DEFINED ASPECTS OF BULLYING. THEY PRESENTED THEIR WORK TO COMMUNITY EDUCATION AND RELIGIOUS LEADERS AT A 5-HOUR THOUGHTFULLY FACILITATED SUMMIT IN APRIL 2010. SEE ATTACHED NOTES FROM THE MEETING AND PPT SLIDES FROM THE SAGE PRESENTATION.

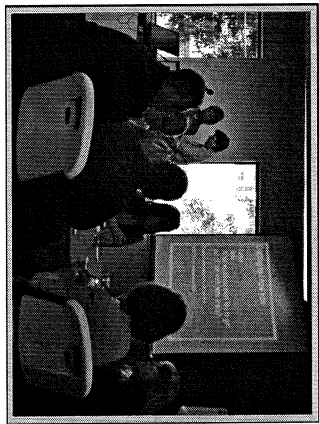
2. HOW DID THE ACTIVITY RELATE TO A COURSE

THIS TIED IN DIRECTLY WITH THE ISSUES STUDENTS WERE STUDYING THROUGHOUT THE COURSE, BUT DID SO IN A HANDS-ON WAY THAT ALLOWED STUDENTS AN OPPORTUNITY TO BE OF SERVICE TO COMMUNITY LEADERS. STUDENTS THEN REFLECTED ON THEIR WORK AT TWO CONFERENCES: THE SOCIAL JUSTICE CONFERENCE AND THE SAGE CONFERENCE.

3. WHAT YOU LEARNED FROM THE PROCESS.

MORE WAYS THAT FUTURE CLASSES MIGHT BE OF HELP TO THE COMMUNITY IN CONTINUING RESEARCH AND DISCUSSION ON THIS TOPIC (SEE NOTES ATTACHED).

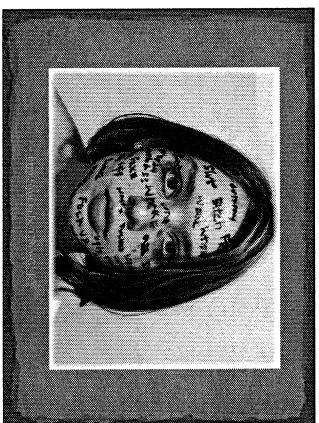
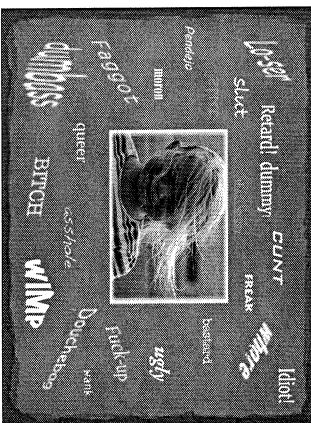
Anti-bullying Summit



- ### Anti-Bullying Summit Ground Rules
- Focus on how to stop bullying
 - Listen actively
 - Respect others when they are talking
 - Speak from your own experience
 - Ask clarifying questions to make sure
 - Refrain from personal attacks or attacks on any group of people—direct or implied
 - Participate to the fullest of our ability
 - Be conscious of body language and nonverbal responses
 - Step up and step back
 - Attend to both self care and group care
 - Refrain from judging anyone who needs to step out either for a few minutes or for the remainder of the meeting.




- ### Some Hopes for Summit
- Create a more proactive community
 - Learn what we can do to stop bullying
 - Figure out how to be more involved
 - Listen & learn more about these issues
 - Create safe learning environments




Ty Field—11 years old—Perkins, OK
Suicide 5/13/10




Billy Lucas—15 years old
Greenough, IN
Suicide 9/9/10

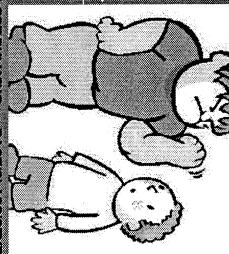


Scott Walsh—17 years old
Eureka, CA
Suicide Sept. 2010



BOYS CALLED "GAY" EXPERIENCE MORE "PSYCHOLOGICAL DISTRESS" COMPARED TO OTHERS WHO SUFFER OTHER FORMS OF BULLYING

Source: Susan M. Turner, School Psychology Review




LGBT vs. RACE/CLASS BULLYING


Bullies attacking LGBT students are *more physically violent*. Bullies don't want to appear "gay"

Source: Susan M. Turner, School Psychology Review


Rochelle Hamilton: A survivor's story



Phoebe Prince, South Hadley, MA
Suicide 1/4/10



Jamie Nabozny: A survivor's story




WHAT IS BULLYING?

- Verbal taunts/threats
- Property damage/theft
- Written messages
- Rumor spreading
- Social exclusion
- Cyber-bullying
- Sexual harassment

- VERBAL
- PHYSICAL
- RELATIONAL

Greg Congdon: A survivor's story



What Happens to the Victims?

Suffer from Depression in Adulthood
School Truancy
Increased Risk in Suicidal Ideation

Source: Susan M. Turner, School Psychology Review

INCIDENCE AVERAGES

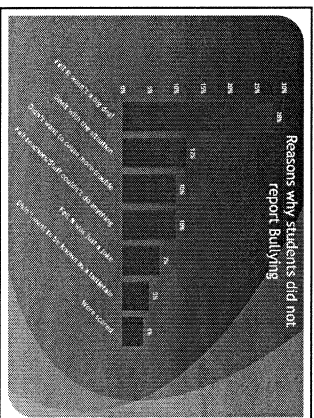
- 1 in 3 students have been bullied
- 23% of elementary school children say they are bullied 1-3 times a month
- 10-15% of youth claim to have been bullied on a regular basis
- 23% of teens report that they have been verbally or physically harassed or assaulted
- 10% of middle/high school students have had a hate term used against them

Most bullying occurs at school

- 44% of middle schools reported bullying problems
- 20% of elementary & high schools
- Increases during elementary school, peaks in middle school, lowers slightly in high school
- Students in grades 8-11 reported that sexual harassment could occur anywhere in school, but mostly in the classroom, hallways, gym, or play area

TARGETS

- Students with few friends, few social skills
- Those considered outsiders or "different"
- Students with ADD or ADHD are more likely to be both bullies & targets
- Latino/a students more likely than white or black students to experience race-based harassment



REASONS FOR TARGETTING

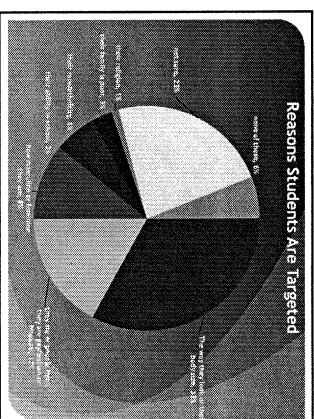
perceived or actual traits:

- physical appearance & clothing
- gender or sexual orientation
- race/ethnicity
- physical ability
- intellectual ability
- family's income level
- family's religion

LGBT HATE

- 8 in 10 LGBT students have been harassed in school
- 1 in 5 assaulted at school
- 1 in 3 LGBT youths have attempted suicide, 4 times higher than the rate for other youths
- 19% of boys have been called "gay" by their peers
- 7 in 10 students frequently hear "gay" used as an insult to mean stupid, weak, or "uncool"
- Openly LGBT students report more bullying & harassment
- Many are targeted because they are perceived to be gay

*Gay/bi/lesbian/queer
people are only in
vibes, not in
the school. They
are trying to
make sexual
orientation
something to
be afraid of
in schools.
It's not a
difference
that makes
a difference.
Bystander: Passionate
against bullying
how can we help
(stop) the bully in
a productive way*



"Bullying is just a kid thing...they'll grow out of it"

NOT!

- Bullying declines slightly in high school, **BUT criminal incidents increase**
- rape, assault with/without a weapon, robbery/theft, vandalism
- 60% of male bullies = criminal conviction by age 24
- 1 in 4 of student school shootings, shooter acted out of anger/revenge for being bullied, harassed, or ostracized in school

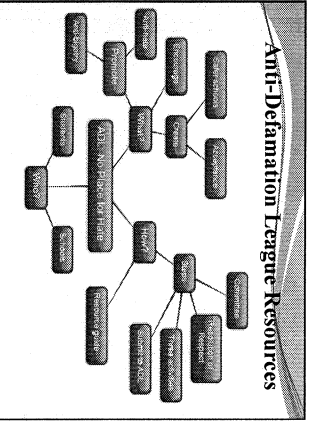
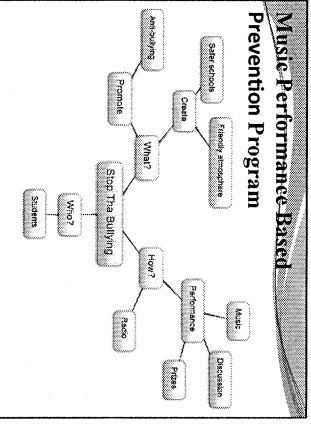
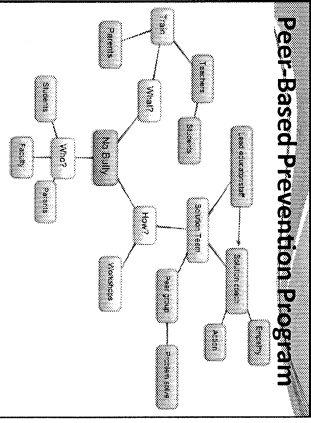
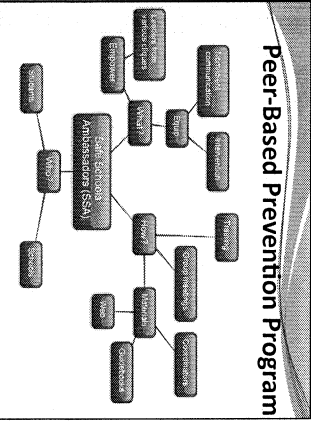
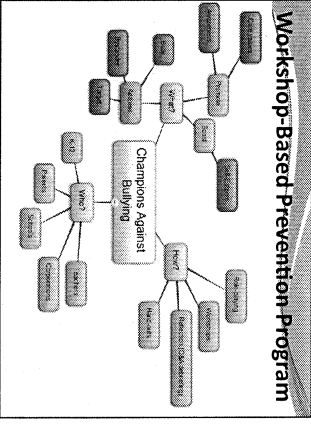
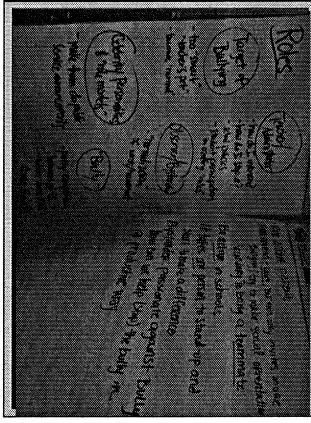
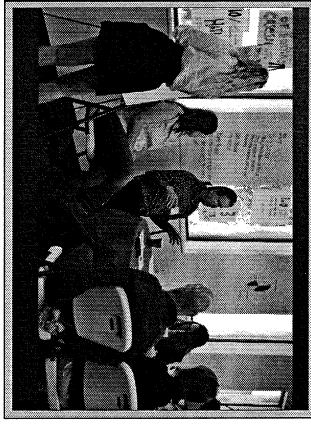
Diffusion of Responsibility

"The more bystanders there are during an emergency, the less likely it is that any one bystander will intervene to provide aid."

Bystanders Make a Difference!

'BYSTANDER BEHAVIOR MODERATES A CHILDS' VULNERABILITY TO VICTIMIZATION.'

Researcher, Social-Values and Culture: The Role of Student Leaders and Empowered Bystanders, 'Victims of Bullying: A Longitudinal Study' Columbia University of Chicago, School Development, Volume 20, Number 4, 2009, pp 449-471 (23 pages)



Ineffective Strategies

- Peer-facilitated programs
 - Ex: Peer mediation
 - Lead to increased victimization
- Grouping bullies together
 - Reinforces aggressive behavior
- Brief assemblies
- One-day awareness events
- Zero-tolerance policies

Brookline, Catherine E. and Marjorie Tabor E. "Effective Strategies in Combating Bullying." School Violence Center for the Prevention of Youth Violence (2011). 43-59. Web. 8 Apr. 2011.

What works: TIER 1

❖ Multi-component prevention approaches

- Three-tiered public health model

Brookline, Catherine E. and Marjorie Tabor E. "Effective Strategies in Combating Bullying." School Violence Center for the Prevention of Youth Violence (2011). 43-59. Web. 8 Apr. 2011.

What works: TIER 1

Set of activities affecting all students

- Example
 - Lessons on social-emotional skill development
 - In class bullying discussions
 - Teaching communication and strategies for responding to bullying

What works: TIER 2

Selected interventions for a targeted subgroup of "at-risk" students.

Example:

- Social skills training for small groups of at-risk students.

What works: TIER 3

Interventions for students showing early signs of problem behaviors.

Examples:

- Intensive support programs for students identified as "bully" or "victim"
- Support for families

What works: Activities

School-wide prevention activities that

- Address school climate
- Involve all school staff
- Supervise "hot spots"
- Collect data via student surveys

Five Critical Steps

- Organize conferences between administrators and teachers
- Encourage parent-teacher meetings
- Improve playground supervision.
- Encourage classroom discussions.
- Talks with identified bullies, victims and parents.

Wells, A. "School and Family Violence: A Social-ecological Perspective for the Prevention and Treatment of Bullying." School Violence Center for the Prevention of Youth Violence (2011). 11-13. Web. 8 Apr. 2011.

ROLES WE PLAY

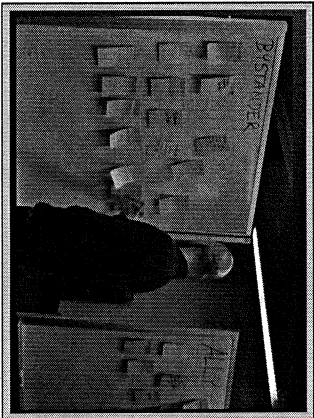
TARGET
I'll try to
find a job
myself, that
will make it
worse

ALLIES

I can find someone to solve this

RESPONDERS

WHAT IS A BULLY?
CRICKET? WHO?
D. I. JAMES?
CAME ON ME!
SPEAKERS WANT THE
JOB???



Lunch Discussion

What is the future you want to create?

What supports would you need?

Who would you call on for support?

What might your role be as a community leader?

- Some Ideas for the Future**
1. Invite students to present to parents
 2. Keep conversation going: Email list, more meetings/summits
 3. Interrupt bullying in our own homes- communities adopt a bully?
 4. Quantify the cost of bullying in absences, lost potential: Education costs less than incarceration
 5. Each faith community receives for supporting these values
 6. Culture where golden rule is cool
 7. Support systems for kids at school
 8. Effective partnerships between communities of faith and schools

- STUDENT RESEARCHERS**
- Arellano, Christina
 - Bath, Christina
 - Camacho, Danielle
 - Castilla, Valerie
 - Gardner, Susan
 - Gonzalez, Inna
 - Hoesbolder, Rose Marie
 - Lamarr, Ivy
 - Madera, Soledad
 - Mooney, Casey
 - Murphy, Jessica
 - Navarrete, Elizabeth
 - Peterson, Lynsaw
 - Pineda, Magdalena
 - Pintero, Kathleen
 - Reed, Karen
 - Ruiz, Jonathan
 - Sorenson, Marissa
 - Vargas, Gabriela
 - Velez, Rachel

The only way
we will stop bullying
is together.