



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

**Application**  
**Instructionally Related Activities Funds Request**  
**2012-2013 Academic Year**  
**DEADLINE: Fall and Academic Year 3/31/12**  
**Spring 2013 deadline is 10/31/12**

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: Anti-Bullying Project**

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:**

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

Previously Funded: X YES      Request # 393 460

\*If previously funded, please attach copy of IRA Report—SEE ATTACHED

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

Assessment submitted for previously Funded Activity: YES

Academic Program or Center Name and **Budget Code:** GD901-828

Date of Submission: October 31, 2011

Amount Requested: \$2900.00  
(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) to address the issue of bullying. While the idea for this project was in response to the many suicides (and locally murder) of presumably gay/transgender youth related to bullying, we bully and are bullied around a wide range of issues. This project allows students to explore these issues and how they are related in more depth.

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 and local community will be invited to the discussion.

The second event will be the third in a series of anti-bullying summits that follows up on the very successful summits from spring 2011 & 12. We invite local religious, social service, and educational leaders to campus to participate in a community discussion on how to address bullying, suicides, and violence generally as well as specifically due to social attitudes toward gender/sex differences. (See attached reports from past events.) Following up on the community partners' request from last spring's summit to address cyber-bullying, students will research, analyze, and report on selected aspects that build on research done by students in 2011 & 12. We will again hire professional facilitators. This will be open to selected community leaders interested in making a change and the university community. The hope this year is to expand the size of the summit to at least 40 community participants with the help of a "Communication Ambassador" from the Communication Capstone class.

In addition, we will be partnering with the Performing Arts Program on the Tim Miller visit, the Thresholds Project (see "Thresholds" IRA Proposal), and plan to have dancers, who this semester are developing a dance based on an anti-bullying workshop Julia Balén did with them in September, perform at and participate in the summit.

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 credit courses. Please list all classes that relate to the program proposed.

Directly related: Intro to LGBT Studies class (ENGL/GEND 433)

Sample of related classes:

Comm 210 - Interpersonal Communication

Comm 220 - Small Group Communication

Comm 320 - Persuasion & Argumentation

Comm 321 - Multicultural Conversations

Comm 340 - Conflict Mediation

Comm 499 - Capstone

ENGL 349 - Multicultural Literature

ENGL/HIST 430 Tradition & Transformation: Literature, History & Cultural Change

HIST 415 Society and Radicalism

PAMU - Modern dance

POLS 306 The Politics of Race and Ethnicity

POLS 305 Gender and Politics

SOC/EDUC/ENGL 322 Sociology of Popular Culture

SOC 360 Race, Ethnicity and Power

SOC 410 Sociology of Gender and Sexuality

UNIV 100 - University Life and College Success for Transfer Students

UNIV 150 - First Year Seminar

UNIV 300 -University Life and College Success for Transfer Students

Co-Curricular Participation:

Spectrum members will also be directly invited to participate

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 before leaving, 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. In both of the last two years students also had the opportunity to assess their experience of the project publically at both the SAGE Forum and the Social Justice Conference.

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.  
In the past two years we have garnered outside donations to help with food at the summits. We hope to do the same this year.
7. **Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations detailed on page 2.

Signatures and Dates

Julia Baten

\_\_\_\_\_  
10/3/12  
Date

Brad Monsma

\_\_\_\_\_  
10/31/12  
Date

Renny Christopher

\_\_\_\_\_  
10-31-12  
Date

Karen Carey

\_\_\_\_\_  
11/5/12

**Application**  
**Instructionally Related Activities Funds Request**  
**2011-2012 Academic Year**

**ACTIVITY BUDGET FOR 2011-2012**

1. Operating Expense Budget

A. Supplies	Facilitators pads, markers, etc.	\$200.00
B. Vendor Printing	Professional printing (using Big Shots, Kinkos, etc.) of invitations, flyers and posters	\$200.00
C. In-State Travel	_____	
D. Out-of-State Travel	_____	
E. Equipment Rental	_____	
F. Equipment Purchase	_____	
G. Contracts/Independent Contractors	_____	
H. Honorarium	Facilitators: \$700.00 X 2 (summit) + \$400 (religious panel)	\$1800.00
I. OPC Chargeback	2 events set-up	\$400.00
J. Copier Chargeback	printing of materials related to events that do not go to professional printing]	\$100.00
K. Other (Please Specify)	_____	
TOTAL Expenses		<b>\$2900.00</b>

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)	community donations for food	
Total Revenue		\$00.00
<b>E. Total Requested from IRA</b>		<b>\$2900.00</b>

# Anti-Bullying Summit Evaluation: April 20, 2012

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## 1. What were the high points of the summit for you?

- a. Activities, presentations, circle tables.
- b. Presentations (+ power points) by students, the energy, passion and behind the scenes work that went into it, the circle activity, the table conversations.
- c. Seeing the commitment and sincerity in preventing and stopping bullying. It's amazing, just absolutely amazing.
- d. The star exercise. It was jarring to watch the person next to me rip off points representing friends, family, hopes, and life.
- e. The activity in the start. Not having a high mathematical intelligence-the number-money cost of bullying was beyond me, but the activity really brought it home.
- f. Watching and listening to the amazing students and seeing their passion for this Anti-Bullying Movement. They have so much wisdom and will make changes in our world!
- g. Student presentations/ coming out stars! Having members from all different viewpoints come together on one main idea.
- h. Great information, good presentations. Great group activities. Student presentation and dialogs.
- i. I really enjoy the "coming out star" exercise, as well as hearing opinions from different members of the community.
- j. The group discussions. Oddly enough. I thought this would be my least favorite of the afternoon. I enjoyed the varying points of view and ideas that came about.
- k. Star activity. The "warm" environment. Discussions.
- l. Having the opportunity to build off of last year's summit. Getting the chance to talk about this issue with various community leaders.
- m. I thought it was excellent...so appreciative to be part of it.
- n. The "coming out" star circle was very powerful. It gave us a tangible view of how a certain minority must cope with such a difficult subject.
- o. Student presentations. Group discussions.
- p. Small group dialogues and student PowerPoint presentations.
- q. Sharing ideas, listening to the high "costs" of bullying.
- r. Wrap – up was very fertile with ideas.
- s. 1. Data shared by student's presentations 2. Students presentations themselves (so good) 3. Network 4. Commitments 5. Stories
- t. –
- u. 1. Able to have a discourse in a safe space! ☺ 2. Access to information, resources that will be used to encourage schools (teachers- administration) to address bullying and perhaps initiate teacher trainings. 3. Star activity was amazing, gave me a greater insight/ knowledge at how one feels as a LGBTQIA student feels and

made me realize the important role that CBO's play in supporting our youth and dividing services!!

- v. Coming out star activity was powerful.

**2. What are the two most important things you learned?**

- a. I am responsible for doing something "Right Now" to help these stats of bullying. I love the way we could plug into the website and gather info.
- b. This is a BIG problem, bullying – embedded in our culture. It can be untoggle and improved by passionate and prolonged, intentional actions.
- c. Teachers don't necessarily know how to handle bullying. Even open religious entities are caught in a cross fire between what is perceived and what is reality.
- d. Impact - money and social. Bystander issues.
- e. The correlation between being bullied and substance abuse, depression, etc. some bullied kids go on to bully others.
- f. Only Two? 1. The statistics were staggering 2. That Bullying is so rampart 3. Even more destructive than I thought.
- g. There are others out in the community who want this information and are willing to do work to stop Bullying. This is an important topic. Bullying is a serious problem in our society!
- h. Programs on how to prevent Bullying. Program designed to school in Ventura County by behavioral health.
- i. I learned how to go about making a change and what's out there now that needs to be spread through communities to increase awareness.
- j. The reinforcement of gender norms is strongly enforced in schools. School districts all vary in regards to how they handle the issue of "bullying".
- k. People from all backgrounds can come together and resolve an issue, regardless of back grounds.
- l. The monetary cost of bullying. Substance abuse related to involvement in bullying.
- m. I knew there was a link between gay people and depression, but was more profound than I thought. Like most substance abuse.
- n. That community leaders are hungry for knowledge and action now and that they'll do anything and pull all of their resources together to make it a reality.
- o. The role of bystanders. The importance of implementing systemic protocols in preventing bullying (as educational leaders).
- p. Cost to society including suits. Data on truancy and dropout rates.
- q. "Costs"
- r. If you speak up, you volunteer! We have a big problem, but a lot of interest in fixing it.
- s. Data, cost of not doing nothing.



- t. Sorry came late due to another conference that just ended.
- u. Statistics were unbelievable, programs that school officials can implement on their campuses: it costs more to incarcerate youth than address bullying!!
- v. Costs on so many levels; the cost of bullying has an enormous impact; insight gained/empathy towards others.

### 3. What suggestions do you have for the next summit?

- a. I will bring our principal and others that I know that could benefit...will you ok a few more??
- b. 1. Flyers to have to pass out 2.Larger room 3. Facebook page and twitter out for Anti-Bullying 4. More advance notice.
- c. Split up "groups" – maybe number or color coordinate tables and randomly assign tables at the start.
- d. Continue with the move toward building a future where Bullying is never socially accepted.
- e. Focus on cyber-bullying; it's a huge part of the overall problem.
- f. Let us know sooner. Can we bring others with us?
- g. More interactive activities. Role playing activities?
- h. How can we enforce school officials to be aware of bullying and prevention and intervention?
- i. The next summit should maybe have more statistics on different aspects of bullying.
- j. Discuss cyber-bullying. Compare statistics/information from prior year's summit. Ally "training" → modifying ally behaviors.
- k. More practice with the students.
- l. Address cyber bullying. Look into various ways to bring positive role models into the lives of bullies.
- m. Cyber bullying is a good idea how schools and society influence hetero normative behavior. Early education towards bullying, understanding differences. Incorporate in early education curriculum.
- n. Cyber bullying or how hetero normative/ gender roles perpetuate bullying.
- o. Focus on cyber-bullying.
- p. 1. What are some tools that bystanders can use to interrupt and prevent bullying (people want to know what they can do about) Bystander to → Ally 2. CAUSAL factors of bullying – link to research.
- q. More notice to attend this summit! More leaders.
- r. Cyber bullying.
- s. 1. Develop a collective action plan for the anti-bullying program 2. Effective model 3. Inviting students to present at schools

- t. Other than the email I received, I did not hear about this conference anywhere else. Maybe it could be presented at individual cities at their city council meeting. They are likely to have it recorded on TV and you would get these into item to many in the county on TV.
- u. Tools, ways to combat bullying (curriculum).
- v. Something about cyber-bullying information, about impact of various programs – “success stories” of what is being accomplished in combating bullying.

**4. Are there any questions or concerns you have?**

- a. I would love to audit some of your classes ...to be back in school after 30 years a teacher; what be a treat!
- b. I want to follow through with my intentions.
- c. –
- d. –
- e. –
- f. –
- g. What other groups in the community can we reach out to?! Everyone needs to know this information. ☺ Boys and Girls Club? YMCA? Others?
- h. Web page on resources of service providers and parents.
- i. –
- j. –
- k. –
- l. –
- m. –
- n. Where do we go from here? What’s next?
- o. No
- p. –
- q. –
- r. Can we all just get along?
- s. Can you send all of the information shared by students?
- t. Any way conference could be done in afternoon?
- u. No
- v. Not enough is being done.

**5. Comments:**

- a. You are AMAZING ...Thank you so very much ...What a gift to us.
- b. Great facilitation, Nellie’s ability to field questions and restate participants’ points is very helpful. The hard work of Julia, Cynthia and students was noted and appreciated. I believe we can each and all make a difference. Great food.

- c. It was clear that there is a large interest in learning about the exact programs available. Maybe break them down in a handout for next year's summit and for future reference.
- d. Great food, great energy and student presentations were EXCELLENT!
- e. Student presentations were great! They did a fantastic job.
- f. An excellent and really well run day. Thanks so much for the opportunity to participate! The students and staff were more than informative and welcoming.
- g. –
- h. –
- i. Overall, great experience. Very helpful, gained an abundance of knowledge and optimism.
- j. Create more activities next year. This was a fantastic experience. I really enjoyed the guests, the food, and the discussions that were shared. I will remember this event forever, and hope to be a part of it again next year. 😊
- k. Awesome job.
- l. It seems to have been more productive than last year's summit. Discussions seemed to run much deeper.
- m. Facebook page idea is an excellent way to keep the conversation going. Thank you!
- n. This summit was really inspiring and I hope that it influences everyone to be proactive in the community to stop this problem as quickly and effectively as possible.
- o. Well done! Hard work and research evident.
- p. Great job – thank you for the invitation.
- q. Good Job. Good cross section of the community.
- r. –
- s. Thank you.
- t. Great job!
- u. Thank you! 😊
- v. Excellent student presentations.

**Instructionally Related Activities  
Report Form**

SPONSOR	DEPARTMENT
Julia Balén	English & CME

ACTIVITY TITLE	DATE (S) OF ACTIVITY
Religious Leaders Panel Discussion Anti-bullying Summit	FEB 27, 2012 APR 20, 2012

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

**Religious Leaders Panel Discussion**

**(1) DESCRIPTION OF ACTIVITY**

FIVE LOCAL FAITH LEADERS LEAD BY JULIE MORRIS OF THE ABUNDANT TABLE MINISTRY CAME TOGETHER TO DISCUSS WHAT THE ROLE OF THEIR CONGRGATIONS MIGHT BE IN ENDING BULLYING.

**(2) HOW DID THE ACTIVITY RELATE TO A COURSE**

IT WAS A GREAT OPPORTUNITY FOR STUDENTS TO HEAR DIRECTLY FROM A VARIETY OF RELIGIOUS LEADERS—LUTHERAN, CATHOLIC, EPISCOPAL, BUDDHIST—ON THEIR FAITH TRADITION’S TAKE ON LGBT ISSUES AND RESPONSIBILITY FOR ENDING BULLYING.

**(3) WHAT YOU LEARNED FROM THE PROCESS.**

STUDENTS EXPRESSED SURPRISE AT THE OPENNESS OF THE DISCUSSION AND THE WILLINGNESS OF FAITH LEADERS TO TAKE LEADERSHIP IN ADDRESSING THE ISSUE OF BULLYING.

**Anti-Bullying Summit**

**1. DESCRIPTION OF ACTIVITY**

STUDENTS RESEARCHED AND DEVELOPED FIVE PRESENTATIONS ON THE COSTS OF BULLYING. THEY PRESENTED THEIR WORK TO COMMUNITY EDUCATION AND RELIGIOUS LEADERS AT A 5-HOUR THOUGHTFULLY FACILITATED SUMMIT ON APRIL 20, 2012. SEE ATTACHED NOTES FROM THE MEETING AND PPT SLIDES FROM THE SAGE PRESENTATION. THIS YEAR TWO STUDENTS WHO PRESENTED AT LAST YEAR’S SUMMIT CAME AND PRESENTED AN OVERVIEW OF THAT SUMMIT TO KICK OFF THIS YEAR’S SUMMIT AND PARTICIPATED THROUGHOUT THE SUMMIT.

**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 RESEARCH FORUM.

**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. THIS YEAR WE ADDRESSED THE REQUESTS OF PARTICIPANTS FROM LAST YEAR'S SUMMIT—THE COSTS OF BULLYING—AND PARTICIPANTS THIS YEAR GAVE US ANOTHER LIST OF ITEMS TO RESEARCH FOR CONSIDERATION THAT INCLUDE CYBERBULLYING. PARTICIPANTS AND STUDENTS FEEL POWERFULLY ABOUT THIS ISSUE AND ARE WANT TO KEEP THE CONVERSATION GOING IN OUR COMMUNITY—INCLUDING ON FACEBOOK. (SEE NOTES ATTACHED).