



CENTER FOR
MULTICULTURAL
ENGAGEMENT

**5 Year
Strategic Plan**

Submitted July 2008 by
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With the CME Advisory Committee:
Frank Barajas, Kyle Boone, Marie Francois, Kristen LaBonte,
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MULTICULTURALISM—A WORKING DEFINITION

Multiculturalism at CSUCI means respectfully coexisting with people of different abilities, identities, and/or practices (including ethnic, racial, gender, sexual, national, and/or (non)religious) in an environment of intellectual curiosity, self-reflection, and civic engagement.

VISION

The CSUCI community is one in which every member intentionally acknowledges, values, and engages diversity in a pluralistic environment of mutually respectful intellectual curiosity and freedom.

MISSION

The mission of the CME is to create and sustain a campus climate in and out of the classroom that values and promotes all forms of diversity. The center challenges students, staff, and faculty to commit to diversity as a source of renewal and vitality that empowers them to change the culture and the world through civic action.

VALUE

The CME promotes working toward a just, pluralistic society to end all forms of oppression so that all people engage with mutually egalitarian respect.

EXECUTIVE SUMMARY

In the short two years of the Center for Multicultural Engagement's existence a great deal has been accomplished. This document reviews these accomplishments in light of the goals set for the CME and makes recommendations about how we might better meet these goals over the next five years. Primary to the ability to meet these goals is staff stability and funding. While a number of the recommendations might be accomplished under the current state of resources, many call for additional resources. Given the current state of the state's budget, a search for additional resources is likely to be one of the CME's primary tasks in the following years.

CURRENT CONTEXT

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • CSUCI mission, state laws, CSU mission • Support for mission from Administration • Faculty and staff dedicated to the mission and vision • Partnerships with other mission centers • Academic Affairs/Student Affairs partnership • CME Committee • The Bracero Oral History Project • Current partnerships (The Smithsonian, CAUSE, Centro Mujer, Café on A, Ventura County Women’s Forum/ Ventura County Commission on Women, Arts for Action, CLU’s CEJ website, Port Hueneme H.S., Ventura County Rainbow Alliance) • Vibrant Multicultural and Women’s & Gender Student Center (MWGSC) • Small grants for faculty integrating multicultural perspectives into courses • UNIV 110 integrating mission elements • Safe I & II trainings • “Academy” development of mission-infused courses • Student Affairs increased stability 	<ul style="list-style-type: none"> • Limited funding, time, resources • Local, national, and global histories/contexts of oppression and violence • Limited critical awareness within larger community • Limited critical awareness within student body • Low participation students • Short history of CME in University system • Mission Center website not easy to find when searching, not very informative
OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Partnerships with local schools and universities, community organizations • Community College partnerships • High School partnerships • Student engagement • Osher students- offering help/partnerships • Informative websites • Collaboration with New Provost • Brown Bag lunch/forums to create community awareness • More comprehensive multi-cultural/SAFE trainings 	<ul style="list-style-type: none"> • Righteous ignorance, fear, and hatred • General budget crisis • Local media participation • Time and commitment of faculty/staff and students given variety of economic and other pressures

<p>GOALS These are the goals developed by the original planning committee.</p>	<p>OBJECTIVES-CURRENT: In the first two years of the CME’s existence the campus has made substantial initial progress toward meeting the center’s goals—some under the direction of the CME, some through collaborative efforts, and some independent of the center. CME-related efforts to meet each goal are summarized below and documented in the appendix.</p>	<p>RECOMMENDATIONS: Below are the committee’s recommendations for meeting the CME goals in addition to what is currently underway. Many are dependent upon finding additional resources.</p>
<p>1. Articulate the nature of multiculturalism</p>	<p>The Center offers a working definition of multiculturalism and continues the discussion in a number of ways across the curriculum, in Student Affairs, and through staff trainings. In terms of curriculum, this has been articulated, for example, in the development of the Chicana/o Studies major and in courses whose syllabi development and/or revisions have been supported by stipends from the center. In Student Affairs this has been an ongoing discussion through many venues from housing events and RA training to MWGSC events. In addition, the SAFE on Campus trainings for faculty staff, and student leaders has grown to include a second training. (See appendix for all related materials.)</p>	<ul style="list-style-type: none"> a. Make the working definition more public on the website, in all materials for the CME and MWGSC, and at all related events b. Offer a web space for ongoing discussion of what multiculturalism means c. Continue offering opportunities such as speakers and forums for open discussion of what multiculturalism means on campus and in the community
<p>2. Document its importance for CSUCI</p>	<p>While the importance of multicultural perspectives is evident in the CSUCI mission, the CME is working to document both the need for greater multicultural perspectives and the value of such perspectives to our students, faculty, and staff. Such documentation is in its infancy. Items such as reports from students, faculty, and staff about problems they have faced; student opinions gathered in a number of forae; the development of an attitudes survey instrument in collaboration with the President’s Commission on Human Relations, Diversity, and Equity are the steps taken so far to meet this goal.</p>	<ul style="list-style-type: none"> a. Establish the nature of the ongoing need for increased multicultural perspectives through attitudinal assessment—making use of the IR office as well as less formal means like opinion boards to evaluate the campus climate b. Assess the value of increasing such perspectives through formal and informal means

<p>3. Promote and support efforts to incorporate multicultural perspectives across the curriculum.</p>	<p>The CME has taken a four-pronged approach to meeting this goal: 1) offering small stipends to faculty who wish to develop or increase multicultural perspectives in new or revised syllabi; 2) collaborating with the other centers on the university level to infuse courses like UNIV 110 and future “Academy” courses with the mission elements and; 3) developing majors that increase multicultural perspectives—such as Chicana/o Studies and, eventually, Freedom and Justice Studies; 4) connecting the MWGSC and its events with appropriate faculty and courses being offered so that more students benefit from speakers and events and so that class materials are enriched by MWGSC events.</p>	<ul style="list-style-type: none"> a. Expand support for faculty development through larger and more focused stipends for course development b. Continue work with other Mission Centers to develop mission-infused capstones and continuity through curriculum c. Work with the Curriculum and General Education committees to evaluate curriculum protocols for encouraging and supporting the increase of multicultural perspectives across the curriculum
<p>4. Act as a resource for multicultural scholarship and pedagogy for faculty, students and staff/administration</p>	<p>There are a number of ways the CME has worked to meet this goal (see appendix for details on each):</p> <ul style="list-style-type: none"> a. Hiring a Mission Centers support staff person b. Collaborative projects such as the Bracero Oral History Project c. Stipends for syllabus development d. Institutional membership in multicultural organizations e. Purchasing books and videos for the CME library f. Sponsoring forums, speakers, and events g. Enlisting library support for materials, space, and tech support h. SAFE on Campus training (with President’s Commission on Human Relations, Equity, and Diversity) 	<ul style="list-style-type: none"> a. Increase staff support for the mission centers to at least one full-time position b. Hire staff to research additional support c. Increase faculty development support d. Research additional funding opportunities (need staff to do this) e. Collaborate with President’s Commission on Human Relations, Equity, and Diversity to develop broader diversity training f. Develop a Multicultural Visiting Scholar program, either with internal or extramural funding, or a combination thereof, perhaps in conjunction with other Mission-based Centers.

<p>5. Maintain a communication network for the exchange of scholarly and pedagogical information on multicultural study among faculty and administrators in undergraduate and graduate education</p>	<p>The CME has begun to develop such exchanges in some project-specific ways, such as the Bracero Oral History Project, and through stipend support for syllabi development, forums, and events, but this is an area that calls for greater resources in order to develop in a more substantial and university-wide fashion. While there has been some partnering with math and sciences in terms of grant development, much more needs to develop in</p>	<ul style="list-style-type: none"> a. Partner with Faculty Development to create ongoing communication networks to exchange scholarly and pedagogical information on multicultural study b. Research additional research partnership opportunities for faculty/student participation c. Develop a Multicultural Visiting Scholar program, either with internal or extramural funding, or a combination thereof, perhaps in conjunction with other Mission-based Centers
<p>6. Enhance research and teaching in multicultural study by promoting the development of multicultural theory, methodology, and curricular design</p>	<p>While the CME has begun to develop support for this goal in efforts noted above, this is an area that calls for greater resources for faculty development in order to realistically develop.</p>	<p>See #5 above.</p>

<p>7. Encourage students and faculty to engage in multicultural study including those that focus on how diverse communities build sustaining cultures that model alternatives to prejudices and how individuals create and maintain authority and integrity in atmospheres of discrimination</p>	<p>One important piece of work in this area has been the development of the Bracero Project (in collaboration with the Smithsonian, the CCE, the Library, and the History program, as well as the new Chicana/o Studies program beginning this fall), which offers opportunities for students, faculty, and staff to develop a greater understanding of this historical period and how it affects who we are as a county now. Faculty and students across disciplines have been invited to participate as part of their coursework or individually in collecting the stories of all who ever participated in the US/Mexico Bracero Program. Our library will archive these materials for future generations of students and scholars to analyze in this vein.</p> <p>Another effort in this area is the Student Mission Awards, which offers a small award for students whose research exemplifies the development of multicultural perspectives.</p> <p>The emphasis of much of the programming offered by the MWGSC also supports meeting this goal.</p>	<p>See #5 above.</p>
<p>8. Provide facilities and support for multicultural courses</p>	<p>Hiring a ½-time staff person as the Mission Centers’ administrative assistant was an important move in this direction. It has made everything from ordering appropriate materials for events to organizing things like workshops for UNIV 110, or offering stipends for faculty developing syllabi more possible.</p> <p>The library has also been supportive in a number of ways from ordering related books, journals, and movies, to space for meetings and other events.</p> <p>The MWGSC supports multicultural courses through its library and collaboration with faculty on events.</p>	<p>Find funding for and hire full-time center staff support</p>

<p>9. Become a broad-based professional home for reflective multiculturalists</p>	<p>While this has begun to develop in project specific ways (mostly noted already), through help with work like grant development, informally through the hiring process, and through events this is an area that calls for greater resources in order to fulfill this goal.</p>	<ul style="list-style-type: none"> a. Develop grants to support reflection and research. b. Create more opportunities and “safe places” for reflections to be shared—community conversations c. Develop a Multicultural Visiting Scholar program, either with internal or extramural funding, or a combination thereof, perhaps in conjunction with other Mission-based Centers
<p>10. Support, promote and maintain the Multicultural & Woman's & Gender Student Center (MWGSC) and thereby support students' efforts to promote justice on our campus, in society at large, and in their personal lives.</p>	<p>Hiring a permanent full-time staff member to direct the MWGSC has greatly enhanced the support, promotion, and maintenance of this goal and the advisory board's support of her work further enhances collaborations.</p>	<ul style="list-style-type: none"> a. Increase funding of the MWGSC, whether through institutional or extramural means b. Increase staff support c. Develop website more d. Increase faculty participation/collaborations

ADDITIONAL RECOMMENDATIONS:

Review the goals in relationship to the mission and vision and revise as needed.

ASSESSMENT PLAN:

Each fall (beginning in Fall 2009) the Advisory Committee will appoint a task force to assess progress on two of the above goals. The task force will report to the committee early the following spring semester so that the Advisory Committee is able to address any recommendations in a timely fashion.

TIMELINE FOR CME 2008-2013

2008-2009

ONGOING	PLAN/IMPLEMENT
Continue Bracero Oral History Project Offer faculty course/syllabus development stipends Continue UNIV 110 development & implementation Work with Curriculum and GE Committees to create continuity of development of mission elements throughout curriculum Offer Student Awards Continue SAFE I & II trainings MWGSC events & curricular collaborations Partnership with CLU on events Partner with President’s Commission on climate assessment	Expand web-presence beyond Provost’s site and make more interactive Work to integrate discussion of definition throughout materials & events Assess and plan for best ways to document the value of multicultural perspectives Negotiate for more staff support and space Partner with Faculty Development to increase opportunities for faculty Expand diversity training efforts Draft Freedom and Justice Studies long form Research funding opportunities through advancement and grants Develop proposal for Multicultural Visiting Scholars program

2009-2010

ONGOING	PLAN/IMPLEMENT
<p>Continue Bracero Oral History Project Offer faculty course/syllabus development stipends Continue UNIV 110 development & implementation Work with Curriculum and GE Committees to create continuity of development of mission elements throughout curriculum Offer Student Awards Continue SAFE I & II trainings MWGSC events & curricular collaborations Partnership with CLU on events Maintain and further develop interactive web presence Continue working definition discussions Continue to negotiate for more staff support and space as needed Partner with Faculty Development to increase opportunities for faculty Continue researching funding opportunities through advancement and grants</p>	<p>Assess goals in relationship to mission and refine goal list Assign task force two goals to assess for progress Develop & implement plans in response to task force recommendations Work on partnerships with other local colleges and universities Apply for grants as appropriate and possible Implement Multicultural Visiting Scholars program by running national/international search</p>

2010-2011

ONGOING	PLAN/IMPLEMENT
<p>Continue Bracero Oral History Project Offer faculty course/syllabus development stipends Continue UNIV 110 development & implementation Work with Curriculum and GE Committees to create continuity of development of mission elements throughout curriculum Offer Student Awards Continue SAFE I & II trainings MWGSC events & curricular collaborations Partnership with CLU on events Maintain and further develop interactive web presence Continue working definition discussions Continue to negotiate for more staff support and space as needed Partner with Faculty Development to increase opportunities for faculty Continue researching funding opportunities through advancement and grants</p>	<p>Assign task force two goals to assess for progress Develop & implement plans in response to task force recommendations Implement Freedom and Justice Studies major (pending all approvals) Apply for grants as appropriate and possible Initiate Multicultural Visiting Scholars program with a one or two year appointment.</p>

2011-2012

ONGOING	PLAN/IMPLEMENT
<p>Offer faculty course/syllabus development stipends Continue UNIV 110 development & implementation Work with Curriculum and GE Committees to create continuity of development of mission elements throughout curriculum Offer Student Awards Continue SAFE I & II trainings MWGSC events & curricular collaborations Partnership with CLU on events Maintain and further develop interactive web presence Continue working definition discussions Continue to negotiate for more staff support and space as needed Partner with Faculty Development to increase opportunities for faculty Multicultural Visiting Scholars program Continue researching funding opportunities through advancement and grants (Continue Bracero Oral History Project depending on interest/support)</p>	<p>Assign task force two goals to assess for progress Develop & implement plans in response to task force recommendations Apply for grants as appropriate and possible</p>

2012-2013

ONGOING	PLAN/IMPLEMENT
<p>Offer faculty course/syllabus development stipends Continue UNIV 110 development & implementation Work with Curriculum and GE Committees to create continuity of development of mission elements throughout curriculum Offer Student Awards Continue SAFE I & II trainings MWGSC events & curricular collaborations Partnership with CLU on events Maintain and further develop interactive web presence Continue working definition discussions Continue to negotiate for more staff support and space as needed Partner with Faculty Development to increase opportunities for faculty Continue researching funding opportunities through advancement and grants Multicultural Visiting Scholars program (Continue Bracero Oral History Project depending on interest/support)</p>	<p>Assign task force two goals to assess for progress Develop & implement plans in response to task force recommendations Apply for grants as appropriate and possible Develop Strategic Plan for next 5 years—2012-2019</p>

**APPENDIX
TABLE OF CONTENTS**

- 1) Strategic Planning Process Documents:
 - i) Imagining a campus that has met the CME goals
 - ii) CME Issues Chart of CSUCI
- 2) Bracero Oral History Project
 - i) Courses, faculty, and students involved
- 3) Forums, speakers, and events sponsored
- 4) MWGSC Annual Report
- 5) Stipends for syllabus development awarded
- 6) Student Awards List
- 7) SAFE on Campus I & II
 - i) List of graduates
- 8) Institutional membership in multicultural organizations
- 9) Books and videos in the CME library

Strategic Planning Process Documents:

i) Imagining a campus that has met the CME goals

“What would a campus that has fulfilled our mission look/feel/be like?”

- Respect
- Open environment for discussion of new ideas
- Free from judgment
- Opportunity for dialog with physical safety and intellectual freedom
- Freedom to be oneself
- Intellectual humility- safety to say I don't know
- Feel valued, accepted, secure (balance between feeling secure and being able to speak freely)
- Acknowledgement and awareness of diversity and difference
- Trust- that any idea or discussion is o.k.
- Everyone would take a SAFE or DIVERSITY class and that would be a GIVEN or simply a PART of the campus CULTURE.
- Diversity would be comprehensive and a given at every level; recruit, hire, enroll, student, alumni, staff, faculty
- Recruit out in the community
- This would be a reason why people come here- a part of the University's branding- inclusive of all of the mission elements
- Curriculum- integrating all learning and teaching styles (diversity)
- The 4 centers become endowed like on other campuses
- Model University in a mission driven campus
- Campus would have a Free Speech Area
- Events infused with diversity beyond identity

Bracero Oral History Project**Participation****2007-2008 Courses**

Modern Latin American History
 Historian's Craft
 Spanish Translation
 Library - Oral History
 MEChA Club volunteers

Faculty Member

Marie Francois
 Frank Barajas
 Steven Clark
 Evelyn Taylor

2007-08**Student Participants**

Pearl Chesser
 Eduardo Reyes
 Brenda Garcia
 Jenny Mota
 Adriana Rodriguez
 Jazmin Diaz
 Adelaide Simmon
 Alejandra Lujan
 Cathy Magorien
 Danny Stein
 Mario Govea
 Jose Medina
 Isabel Pelajio
 Mayra Perez
 Jesus Cisneros
 Vicky Andrade
 Yadira Melgoza
 Lourdes Tlaxcuapan
 Christina Cabral
 Lindsay Huysentruyt
 Jamie Williams
 Julie Manakas
 Terra Palewicz
 Lamberto Viramontes
 Raul Razo
 Susan Zamudio
 Adnan Gomez
 Beatriz Zizumbo

Course

Latin History
 Latin History
 Latin History
 Mecha
 Mecha
 Mecha
 Historian Craft
 Historian Craft
 Historian Craft
 Historian Craft
 Historian Craft
 SPAN 320
 SPAN 320
 SPAN 320
 SPAN 320
 SPAN 320
 SPAN 320
 SPAN 320
 Historian's Craft
 Historian's Craft
 Historian's Craft
 Library
 Library
 Historian's Craft
 Volunteer
 Volunteer
 USC
 Volunteer
 Volunteer

2008-2009 Courses

Spanish Capstone
 Narratives of the Working Class
 Chicano Service Learning and Civic Engagement

Faculty Member

Terry Ballman
 Renny Christopher
 Jose Alamillo

Teaching Multicultural Perspectives Stipend Recipients 2008-2009

- **Dennis Downey** –
Sociology 340 – Social Movements Spring 2008
- **Christi Teranishi** –
UNIV 392- Ethnic Cultural Identity Development Summer 2009
- **Rainer Buschmann** -
18th Century Political Worlds – Seminar
- **Andrea Grove** -
Political Science 426- The Politics of Developing Countries Fall 2008
- **Stacey Anderson** –
English 105: Composition & Rhetoric
- **Mary Adler**
English Education

Teaching Multicultural Perspectives Stipend Recipients 2007-2008

- **Joseph Moreno** –
Chicano Studies
- **Luda Popenhagen** –
Performing Arts
- **Mary Adler & Trudy Milburn** -
English/Communication

Outstanding Multicultural Perspectives Award Winners

Plaque and \$50 Cove bookstore gift card

- **2006 Evelyn Lelonek**
- **2007 Brian McAleney**
- **2008 Fahimeh Fakour**

SAFE on Campus I & II

ii) List of participants

Spring 04	Fall 04: 9/23	Spring 05: 4/28	Summer 05: 7/28	Fall 05: 11/17
Gutierrez, Robert; Rodriguez, Lisette; Ballman, Terry; Kilpatrick, Jacque Coville, Joanne; Lucas, Theodore; Moss, Kirsten; Kirklin, Leah; Bennett, Colleen; Mosinskis, Peter; Aloisio, Simone; Mayberry, Bob; Yudelson, John; Sweetland, Jane; LaFrenz, Lisa; Peterson, Tara; O'Toole, Jennifer; Shonka, Michellyn; Downes, Kathy; Banuelos, Raudel;	President Rush Marty de los Cobos Chanda Cunningham Cathy Strauch Jeff Cowgill, Public Safety Therese Eyeran, Assistant to the President Julie Clode, Admissions Terri Goldstein, DSS Anna Pavin, HR Diana Enos, HR Liz King, Art Bud Darling, OPC Janice Jones Rosario Cuevas, Academic Affairs Vonnie Krekos, Faith Leaders & Domestic Violence Project Patti Pulido, Administrative Coordinator Sarah Toner, Assistant Resident Director Carolyn Cahn, Student Health Center Lorene Di Stefano Martina Melendez	1. Leah Alvarado 2. Mitchel Sloan 4. Sherie Frame 5. Lori MacDonald 6. Maria Tauber 7. Cindy Eaves 9. Traci Franks 10. Lillian Castaneda 13. Greg Sawyer 14. Bud Darling 16. Joanna Dacanay 17. Connie Kelly 18. Diane Nissen 19. Ana Duran 20. Damon Blue 21. Ed Lebioda 22. Nancy Hill 23. Brittney Crocker 24. Venessa Pelton 25. Linda Tran 26. Marla Musgrove 27. Marissa Allen	Marti de la O, Advancement Melissa Remotti, President's Office Shannon Ordonez, Advising Gina Farrar, A&R Bonnie Lanthier, ORSP Meghan Ciuffetelli, SPB Judy Garthwaite Kimberly Gardner, Biology tech Rachel Tafoya, student affairs Toni Rice, Student Affairs. Tania Garcia, Advancement Socheat Seng, Credential program Melissa Frazier, Recruitment Tia Clarke, President's Office Lisa Breckenridge Mike Shuler, public safety Jihan Ehan, Recruitment Barbara Duffin, Advising Christina Brooks, RA	Anneka Busse Paul Rivera Kathleen Klompian Claudia Reder Jennifer O'Brien Shannon Soczek George Morten Kathy Musashi JoAnne Stuermer, HR Tracey Dunn, Public Safety Nick Pencoff GSA Officers: Talia McKnight Kyra Strickland Brian McAleny Dita Cindy Warne

Spring 06: 4/12	Fall 06: 11/13	Spring 07: 4/25	Fall 07: 12/10	Spring 08: 3/25	Spring 08: 4/7
Adame, Kristi Bastone, Jacinta Correia, Manuel Doll, Caroline Edinger Sonia Engle, Rachel Gomez, Eva Hartung, Beth Jones, Janice Kristen LaBonte Morris, Julie Ramos-Cotton, Silvia Rizzoli, Janet Torres, Tina Traversa, Barbara Smith, Kellen Wei, Diane	Elise Martinet, MWGSC Alex, GSA Marisa Thigpen, CIA Jamie Hofman, Student Affairs Sheryl Dickstein, MD, Health Center Nathan Avery, Recreation and Leisure Services	Kristen Brooks Catherine Burriss Jeff Savage Mike Morriss John Reid Clifton Justice Monica Rivas Kaia Tollefson Wendy Olson Deanne Allison Pilar Pacheco	Train the Trainers I Lisa Racine Leah Alvarado Billy Wagner Claudia Reder Catherine Burriss Tracy Dunn Pilar Pacheco Tania Garcia Clifton Justice	SAFE II Training Sarah Hawkins Tania Garcia Judy Garthwaite Pilar Pacheco Janice Jones Melissa Frazier Jane Sweetland Deanne Ellison JoAnn Stuermer Sherie Frame *Leah Alvarado *Diana Enos *Monica Rivas *Ana Duran	SAFE I Training Sara Alcala Jennifer Chapman Janson Chapman Steven Cosgrove Linda Covarrubias Maria Delaluz Ria Fidler Chiara Lamb Tracie Matthews Michael Morris Damien Peña Sue Saunders Sarah Sentilles Dawn Smith Eric Suliga Eric Toshalis

Institutional membership in multicultural organizations

CME Book List 2007-2008

Breaking the Code of Good Intentions: Everyday Forms of Whiteness (paperback) by Melanie E. L. Bush

Light in Their Eyes: Creating Multicultural Learning Communities (paperback) by Sonia Nieto

Multicultural Education: Issues and Perspectives (paperback) by James A. Banks, Cherry A. Banks, Cherry A. Banks

Privilege, Power, and Difference (paperback) by Allan G Johnson

Race in the College Classroom: Pedagogy and Politics (paperback) by Bonnie Tusmith, Maureen T. Reddy

Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States (paperback) by Eduardo Bonilla-Silva

Readings for Diversity and Social Justice: An Anthology on Racism, Sexism, Anti-Semitism, Heterosexism, Classism, and Ableism (paperback) by Adams ed et al. (Editor)

Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artifacts (paperback) by David J. Hess

Teaching for Diversity and Social Justice, Second Edition (paperback) by Marianne Adams, Lee Anne Bell, Pat Griffin

Uprooting Racism: How White People Can Work for Racial Justice (paperback) by Paul Kivel

Whitewashing Race: The Myth of a Color-Blind Society (paperback) by Michael K. Brown, Martin Carnoy, Elliott Currie, Troy Duster, David B. Oppenheimer, Marjorie M. Schultz, David Wellman