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| **centers-logoCenter for**  **Multicultural**  **Engagement** | **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. |
| **2010-2011 Report**  **Submitted by Julia Balén**  CME Advisory Committee  ***Julia Balén, Faculty Director and***  ***Damien Peña, Student Affairs Director***  ***With the CME Advisory Committee:***  ***José Alamillo***  ***Jennifer Chapman***  ***Christina Cabral***  ***Marie Francois***  ***Janice Jones***  ***Kristen LaBonte***  ***Kirsten Moss***  ***Pilar Pacheco***  ***Christine Thompson*** | **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**  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.  **Values**  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 spite of continuing budget constraints, a great deal has been accomplished again this year, including some work which goes beyond the tasks set in the CME’s 2008-2013 Strategic Plan. Through creative collaboration across campus and in the community the center has moved to address issues as they arise in the larger culture and on our campus. Prime examples of such interventions include the anti-bullying summit and the launch of our civility campaign. In addition, the profoundly moving culmination of the partnership with the Smithsonian in collaboration with the CCE on the Bracero Oral History Project—the Fall 2010 *Bittersweet Harvest: The Bracero Program, 1942-1964* exhibition and speaker series with over 400 people attending the opening ceremonies—make evident the importance of our long-range planning and the success of our campus/community collaborations.

This document reviews the CME’s accomplishments and challenges, and makes recommendations about how we might continue to meet, or need to revise, our goals in light of our economic realities. Primary to the ability to complete the tasks planned to meet our goals is support for leadership, staff stability, and funding. While many of the original recommendations have been or will be accomplished under the current state of resources, many call for additional resources. Given the state of the state’s budget, a search for additional resources will continue to be one of the CME’s important additional tasks in the following years. Because the strategic plan was set in more hopeful times, there is an obvious need to scale back while continuing to look for other funding options.

**Original Strategic Plan Tasks for CME** 2010-2011

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| Ongoing | Plan/Implement |
| 1. Continue Bracero Oral History Project 2. Offer faculty course/syllabus development stipends 3. Continue UNIV 110 development & implementation 4. Work with Curriculum and GE Committees to create continuity of development of mission elements throughout curriculum 5. Offer Student Awards 6. Continue SAFE I & II trainings 7. MWGSC events & curricular collaborations 8. Partnership with CLU on events 9. Maintain and further develop interactive web presence 10. Continue working definition discussions 11. Continue to negotiate for more staff support and space as needed 12. Partner with Faculty Development to increase opportunities for faculty 13. Continue researching funding opportunities through advancement and grants | 1. Assign task force two goals to assess for progress 2. Develop & implement plans in response to task force recommendations 3. Implement Freedom and Justice Studies major (pending all approvals) 4. Apply for grants as appropriate and possible 5. Initiate Multicultural Visiting Scholars program with a one or two year appointment. |

**OVERVIEW**

Ongoing Tasks

The CME campus and community collaborations are growing in impact and the center is increasingly being perceived as a creative campus resource rather than as the effort of a few individuals. Indeed, Patty Cormier of the Physical Master Planning team commented at least twice in her visits that the place where collaboration was most evident was in the work of the CME. We have managed to advance most of our ongoing goals in spite of budget constraints. The Bracero Project continues to be an important one for community outreach and developing long-term relationships based on documenting local history. The success of the exhibition events has inspired a scholarship fund for the descendants of farmworkers. We have done some excellent work with STEM faculty to bring greater understanding of the importance of multicultural perspectives to the STEM disciplines. Work with the GE Task Force and now the ISLAS grant development of the UNIV 150 course brings us closer to a GE program that more effectively engages multicultural perspectives. We continue to search for grants and funding, but the reality is that funding opportunities are very limited. Similarly, our partnering with more colleges and universities has been constrained by both workload and funding issues at all local institutions.

Planning and Implementation

The tasks set for planning and implementation in the original strategic plan assumed growth and development instead of constraint and budget cuts. Given the economic realities, the items listed for planning and implementation such as the development of Freedom and Justice Studies and a Multicultural Visiting Scholars program have been temporarily slowed or placed on hold. But we are proud to report that in spite of challenging budget and workload issues, we have creatively responded to current events and community needs. with creative initiatives including the anti-bullying summit and the civility campaign

**NEW INITIATIVES**

Two new initiatives grew out of current national events that resonate locally: the Anti-bullying Summit and the Civility Campaign. We are dedicated to focused work in these areas for at least two more years.

**Civility Campaign**

In response to recent bullying events and increasing incidents of student disrespect on campus, Student Life worked with CME to develop a poster campaign on civility called the Sticks and Stones Campaign. Forty full color posters were placed around campus and student leaders were solicited to participate. We expect to expand this campaign into discussions and activities for 2011-12.

**Anti-bullying Summit**

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| Bullying is violently affecting many students in our schools – some via murder, some via suicide. Many more drop out early and fail to aspire for, much less reach, their potential because their schools and communities are not safe. Bullying can take many forms, but there are some forms that tend to be pervasive and about which many educators seem uncomfortable – especially those surrounding gender and sexuality. In the interest of developing locally workable solutions to the problem of bullying based upon research and best practices, Julia Balén gained IRA funding and community support to organize a day-long summit of local education and religious leaders to think creatively together about how we might best make our community a safe space for all children. Students from her Intro to LGBT Studies class studied bullying in all forms from a variety of angles, including studies on best practices, and developed presentations that offered the material for discussion at this facilitated community discussion. Perhaps the most telling comment of the entire event was a request by a local PTA member for the students to take their “show on the road.” Indeed, several students from the class presented at both the Social Justice Conference and the SAGE Research Forum on this project with a few discussing the possibilities for work in this area. (See appendix for community partners.) |  |

**2010-11 ACCOMPLISHMENTS WITH RECOMMENDATIONS FOR THE FUTURE**

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|  | **Tasks** | **Accomplishments** | **Future Plans/Recommendations** |
| 1 | Continue Bracero Oral History Project | Hosted the Smithsonian’s *Bittersweet Harvest: The Bracero Program, 1942 – 1964* along with our own local exhibition 08/21/2010 – 10/31/2010.  Worked with VC Museum to host the local bracero exhibit, Ventura County Bracero during César Chávez Day 2011.  Worked with the Santa Paula Farm Museum to plan for an exhibit in 2012.  This project is a collaborative initiative of the Center for Community Engagement, the Center for Multicultural Engagement, and Chicana/o Studies program in partnership with the Smithsonian. The project has allowed for cross division collaboration and produced multiple educational opportunities for our students. For example, the project has been a service-learning project for Chicana/o Studies, Spanish, Library, and Art programs. Students have presented about the project at the 2009 CSU Community Based Research Conference, where they were awarded a Blue Ribbon. Art students graphically translated research, collected by Chicana/o Studies students to create a local bracero exhibit.  To date the Bracero Project has:   * Held 2 town hall meetings (Oxnard and Santa Paula) * Interviewed 50 former Braceros (31 of these interviews have been sent to University of Texas at El Paso to be transcribed and put on the Smithsonian’s website, braceroarchive.org)   José Alamillo has continued to lead this project in conjunction with continued support from the CME and CCE. Spanish Capstone and Chicana/o Studies students have participated in conducting 32 interviews. In addition, we have collected a number of Bracero artifacts, thanks to José’s work. In preparation for the 2010-2011 exhibition of Bracero-related art, stories, and artifacts, an art capstone project was based upon developing a dynamic design to advertise the local exhibition.  In preparation for the exhibition students in Chicana/o Studies and Spanish courses lent their skills and expertise to help prepare for the exhibit opening by creating CI’s own exhibit titled, *Braceros of Ventura County*. Students created a historical timeline of the Bracero Program and a local area map of bracero labor camps during the 1942-1964 time period, transcribed existing oral histories from Spanish to English, and interviewed some of the remaining Bracero interviewees. Some of these students will also sat on the exhibit planning committee.  Students in Spanish Capstone 499 used their expertise in Spanish to transcribe, from Spanish to English, some of the remaining oral histories. Their work contributed to the local exhibit and a “virtual museum” being created to document the students’ work on this project.  Students in Spanish 420: Advanced Spanish Translation and Chicana/o Studies used their expertise in Spanish to transcribe, from Spanish to English, some of the remaining oral histories and were also trained to be docents and bilingual gallery facilitators for the coming national exhibit. Their work contributed to the local exhibit and a “virtual museum” being created to document the students’ work on this project.  Students in Chicana/o Studies Capstone 499 and Art 323: Communication Design and Packaging worked together to design the local exhibit, students designed a historical timeline of the Bracero Program, and developed exhibition materials based on textual and visual images collected from the interviewees. These designs were featured in exhibition posters, promotional materials, as part of actual didactic displays, and were also made available as brochures/handouts for those who attend the exhibition.  CI alum student, Camille Chandler, was tasked with providing the voice over for the self-guided tours. Camille recorded the tour script in English and Spanish. These self-guided tours were transferred onto iPods and used by over 300 campus and community members.  Chicana/o Studies professor, Jose Alamillo and his students partnered with local documentary filmmaker, George Sandoval to produce a 15 minute DVD documentary on the Piru Bracero Labor Camp. This documentary became a part of the local exhibit which visitors could view in the exhibition hall.  The exhibition created great community interest: over **400** campus and community members attended the opening event, **300** used the iPods for self-guided tours, **25** student led docent tours were given to **600** community members (including elementary and high school students, League of Women Voters, CI students, and Latino business people), hundreds more signed/left comments in the comment books, and a over **700** campus and community member attended the 9 events related to the exhibition. We have been able to share the exhibition with well over 2000 campus and community members. (See Appendix for list of related events.)  It should be noted that in part due to this project the CI Library was chosen as repository for the Irene and Jorge Garcia Chicano/a Studies Collection. | Continue to develop the library archive and organize events around the local exhibition. |
| 2 | Offer faculty course/syllabus development stipends | Fall 2010 we held a workshop inviting all past award recipients together to present and discuss their work and to kick off request for proposals 2010-11 awards. This call produced some inspiring discussion about the value of multicultural perspectives across the curriculum, especially from STEM faculty who had participated in the Spring 2009 set of workshops. The call for proposals—especially those that partnered across disciplines—produced some of the most interesting projects to date. (See appendix for list and project descriptions.) A article based on this initiative co-authored by participants has been submitted to the *Electronic Journal of Literacy Through Science* for publication. |  |
| 3 | Continue UNIV 110 development & implementation | With the ISLAS grant we are moving to revamp GE to integrate multicultural perspectives at every level. We have begun developing a course based on best practices for retaining underserved students that combines the best of UNIV 100 and UNIV 110--UNIV150—which will be piloted 2011-12. | Continue to working with ISLAS in developing new GE with integration of multicultural perspectives at every level. |
| 4 | Work with Curriculum and GE Committees … throughout curriculum | See #3 above. | Continue to refine and implement as funding allows. |
| 5 | Offer Student Awards | Offered four general Mission Center Awards. | Continue to offer awards without remuneration. |
| 6 | Continue SAFE I & II workshops | Due to the very limited hiring of the past few years, for 2010-11 we offered a combined SAFE I & II to a group of ??? participants. | Continue offering in combined form and possibly rotate with workshops/conversations on issues of race, class, ethnicity, abilities, and/or religious practices. |
| 7 | MWGSC events & curricular collaborations | 41 events and programs with 6 faculty collaborations; 1 Guest presentation (See attached Excel sheet for listing.) | Continue as schedules and funding allow. |
| 8 | Partnership with CLU on events | The economy has clearly affected the abilities of both institutions to offer programming and to stay in touch, though we have continued to collaborate, especially around the Ventura County Women’s Forum held in April held at CI which Marie once again co-chaired. | Continuing partnering where possible. |
| 9 | Expand web-presence | Our website, <http://www.csuci.edu/cme>, offers information on the range of CME work from events, programs, and awards to community partnerships, Advisory Committee meetings, and awards. Tacey Burnham has continued to update and the committee continued to work to make the site more interactive. | Continue to make the site more complete and interactive in terms of events information and ongoing discussion of key CME issues. |
| 10 | Continue discussion of definition throughout materials & events | The working definition of multiculturalism has been successfully integrated in a number of places/events on campus. In addition to its prominent place on the center’s website, it is reflected in the Chicano/Chicana Studies materials and has been used in promoting that program and the university as a whole. It also played a part in the History Program’s addition of African/AA History courses and the broadening of gender issues in all of their classes. In Student Affairs, the definition is on the MWGSC website, has been included in the Student Guidebook, and in diversity training for Student Leaders on campus. Over the past three years we have developed ongoing discussions about the importance of multicultural perspectives throughout the STEM disciplines—offering workshops and grants to support very innovative teaching and research in this area. This year we expanded this discussion in new ways through the development of the GE rubrics in the ISLAS development of the UNIV 150 as well as through the Anti-bullying Summit and the civility campaign. | Continue expanding dissemination of the center’s mission and offering opportunities for discussing diversity. |
| 11 | Negotiate for more staff support and space | This year has been another challenging one given the budget situation. For the CME, which has worked hard to leverage Student Affairs support, the loss of funding in Student Affairs has definitely limited the center’s ability to create as dynamic a presence on campus. Indeed, we are very proud of all that we have accomplished this year in spite of these conditions and are working to for more creative ways to do the work sustainably. While we still could use more staff support, we also need more support for programming. | Realign goals to current funding situation and seek ways to gain the financial support necessary to the mission. |

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| 12 | Partner with Faculty Development to increase opportunities for faculty | While we did not directly partner with Faculty Development, this year we partnered with ISLAS to offer cross-divisional diversity training and train the trainer workshops with Monica Marcel, as well as webinars on teaching underprepared students. | Continue to research funding and collaborate to offer opportunities. |
| 13 | Research funding opportunities through advancement and grants | While the CME has not been directly involved in grant writing for the center as there are not such grants offered, we have had input in and have supported the development of a number of grants that would benefit the university including the HSI, FIPSE, and VISTA grants, student support services, EOP, and have worked through the Bracero Project to garner scholarship funding for students. | Continue to research opportunities and follow through as possible. |
| 14 | Assess goals in relationship to mission and refine goal list | The committee discussed this in pieces, though we found the climate survey results not as helpful in our deliberations as we might have liked. With the refinement and repeat of that survey this year, we are hoping to gain better evidence to guide the choices we make In the meantime, our event assessments suggest that the programming we offer is effective, though we still need to work on getting the word out more broadly and are working on our own networking to patch holes in the university systems that hamper advertising events and opportunities. | Keep working on getting the word out more efficiently for events and awards. |
| 15 | Assign task force two goals to assess for progress | This year we are still in the process of assessing goals 3 and 4. In relationship to these goals, we are very proud that the work done with STEM faculty development has blossomed into several research projects and our process itself is the subject of a paper that has been submitted to the *Electronic Journal of Literacy Through Science* for publication and we have been discussing our work in this area with the Chancellor’s office. | Continue to review and revise planning accordingly. |
| 16 | Develop & implement plans in response to task force recommendations | The assessment of goals 1 and 2 of the Strategic Plan last year called primarily for greater funding. While institutionalized funding for the CME is not likely to materialize in the current budget climate, we were able to negotiate and win support from diverse sources for specific projects. The Provost’s Office offered money to support the CME STEM faculty development project; Julia Balén garnered IRA funding as well as community funding for the Anti-bullying Summit; and the ISLAS grant has served to ? | Continue creative efforts and collaborations to support initiatives. |
| 17 | Work on partnerships with other local colleges and universities | Our most notable partnership was with CLU and the Women’s Forum to develop the fourth in a series based upon the issues of importance delineated at the Beijing International Women’s Conference. Through ISLAS we are also developing partnerships with local community colleges to share the work we are doing rethinking GE. | Continue as able. |
| 18 | Apply for grants as appropriate and possible | We have researched grants, however funding for centers such as ours is extremely limited. In light of this fact, we have creatively worked with others on grants that will serve the goals of the center while also serving other university initiatives, such as ISLAS, VISTA, and community support for specific projects like the Anti-bullying summit. | Continue researching this. |
| 19 | Implement Multicultural Visiting Scholars program | On hold. | Continue on hold until funding becomes available. |

**CONTINUING TASKS BEYOND THE STRATEGIC PLAN**

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| Assess and plan for best ways to document the value of multicultural perspectives | In addition to the ongoing forms of assessment listed below, the CME performed the second of its self-assessments on two of the center’s goals.   * Campus climate partnership with President’s Commission (see above.) * Student Assistant reflections in the MWGSC * Assessments for every event this year with the MWGSC * The MWGSC end of the year survey * Pre and Post test for all diversity training programs * Post event focus groups with student participants * End of the Year one-on-one meetings with students   We have been working to build a campus culture of attention to diversity and self-reflection. | Continue to partner with President’s Commission ad others on campus to develop more efficient and effective assessment tools for students, faculty, & staff. |

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| Partner with President’s Commission on climate assessment | Reviewing the results of climate survey and focus groups we have found little evidence to support changing what we are already doing, though we look forward to the results from this next year’s fine-tuning of this instrument. | Continue to work with Commission on assessing climate as funding allows. |
| Expand diversity training efforts | Kirsten Moss-Frye now conducts diversity training for 8 separate Student Leader groups on campus as well as in-class presentations of cultural sensitivity activities and group discussions.  Get report from SA | Continue to look at ways to reach staff and faculty on a greater variety of diversity issues as funding allows. |
| Draft Freedom and Justice Studies long form | Still on hold due to change in academic plan based on budget cuts, but have continued discussions with faculty about putting together the minor in spite of cuts. | Assess possibilities for going forward with minor in 2012. |

**Appendix**

**Forums, speakers, and events sponsored**

**Bracero Project Events:**

1) **Event:** **Exhibition Unveiling: Bittersweet Harvest: The Bracero Program, 1942-1964**

**Date:** Wednesday, September 8, 2010

**Time:** 7:00-8:30PM

**Location:** John Spoor Broome Library, Room 1320

Over 400 campus and community members celebrated the unveiling of the Smithsonian National Museum of American History exhibition: Bittersweet Harvest: The Bracero Program, 1942-1964 and CSU Channel Island's: The Braceros of Ventura County exhibition. We shared and this celebration with and recognized former braceros and their families who have participated in the Bracero Program.

President Richard Rush welcomed everyone and was presented with Certificates of Recognition from the following dignitaries and cities:

1. Congresswoman Lois Capps (Carla Castilla will be attending)
2. Governor  Schwarzenegger  (sent a letter)
3. Speaker John Perez
4. Senator  Fran Pavley ( Kara Seward will be attending)
5. Assemblywoman Julia Brownley
6. Assemblyman Pedro Nava (Cynthia Torres will be attending)
7. Assemblyman Cameron Smyth (Jarrod Degonia will be attending)
8. Ventura County Board of Supervisors
9. City of Camarillo
10. City of Oxnard
11. City of Port Hueneme ( Maricela Morales will be attending)
12. City of Santa Paula (Gabino Aguirre will be attending)
13. City of Simi Valley
14. City of Ventura

The event was free and open to the public. A reception of food, refreshments, and music followed. This event was made possible by generous funding from Pacific Oaks Federal Credit Union.

2) **Event: An Evening with Dolores Huerta**

**Date:** Thursday, September 16, 2010

**Time:** 6:00-7:30PM

**Location:** Malibu Hall 100

Over 100 people came out to hear former United Farm Workers Vice President, Dolores Huerta, who continues to work tirelessly developing leaders, advocating for working poor, women and children speak about the Bracero Program. This event was made possible by generous funding from California Faculty Association and MEChA.

3) **Event:** **Spoken Word Workshop with HBO Def Poet and Chicano spoken word artist Paul Flores**

**Date:** Friday, September 24, 2010

**Time:** 5:00-6:30PM

**Location:** Student Union

CI students learned from nationally recognized spoken word poet Paul Flores as he led a workshop for those who wanted to learn more about performance poetry, hip hop activism and using their own words to create social change and impact. That evening Paul MCed a Poetry Slam where CI students performed their poetry, rap and stories.

5) **Event:** **Documentary Screening: "Harvest of Loneliness: The Bracero Program"**

**Date:** Thursday, September 30, 2010

**Time:** 6:00-8:00PM

**Location:** Aliso Hall 150

Over 100 campus and community member came out to view the screening of the new documentary, *Harvest of Loneliness: The Bracero Program*, directed by Gilbert Gonzalez and Vivian Price. Hidden within the historical accounts of minorities, workers, and immigrants in American society is the story of the millions of Mexico’s men and women who experienced the temporary contract worker program known as the Bracero Program. Harvest centers on the voices of ex-braceros speaking of their experiences and addresses what to expect from a new temporary contract worker program. The film focused on the wives and families who were left behind as an untold number of villages were virtually emptied of men. There was a Question & Answer with the filmmakers after the movie.

6) **Event: The History and Legacy of the Bracero Program with Dr. Matthew Garcia**

**Date:** Thursday, October 7, 2010

**Time:** 6:00-7:30PM

**Location:** Broome Library, Room 1320

Over 70 people attended Dr. Matthew Garcia presentation, *The History and Legacy of the Bracero Program*. Dr. Garcia is Associate Professor of American Civilization, Ethnic Studies and History at Brown University. He is the author of A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970. In his current project, The California South: Race, Labor and Justice on the California Border, 1900-1980, he explores the formation of agricultural empires in the California desert and the exploitation of natural resources and Mexican labor which made it possible. Dr. Garcia spoke about the history and legacy of the Bracero program and how this relates to the ongoing debate about immigration reform.

7) **Event:** **Migrant Family Day**

**Date:** Saturday, October 9, 2010

**Location:** CSU Channel Islands campus

CSU Channel Islands partnered with Oxnard Union High School, Migrant Education to host a Migrant Family Day. Over 225 families and high school youth came to campus, received docent led tours of the Bittersweet Harvest exhibition by CI students and attended workshops on How to Get to and Pay for College.

8) **Event: President's Circle Evening**

**Date:** Wednesday, October 14, 2010

**Time:** 6-7:30

**Location:** Exhibition Hall

Members of the President's Circle attended a special viewing of the Bittersweet Harvest exhibition. CI students shared their experiences of participating in the Bracero Oral History Project and the importance of having the exhibition on our campus. These students were grandsons and daughters of ex-braceros.

9) **Event: Closing Ceremony: Honoring Braceros of Ventura County**

**Date:** Thursday, October 28, 2010

**Time:** 6:00-7:30PM

**Location:** Broome Library, Room 1320

The event was opened by President Richard Rush and attended by ex-braceros, faculty students and the community. The event focused on ex-braceros, some who are members of the“ Alianza de Exbraceros Del Norte, 1942-1964” who are fighting to reclaim 10% of their wages taken from their paychecks during their participation in the bracero program.

Approximately 1100 campus and community members attended the 9 events.

**MWGSC sponsored events/programs**

[See attached Excel sheet.](file:///H:\CME\Yearly%20Reports\2010-11%20MWGSC%20events.xls)

**Faculty Participants in Multiculturalism in Teaching Science and Math**

Seven faculty members proposed and received funding for following projects:

**Interdisciplinary partnership projects:**

Cindy Wyels with the help of Kathryn Leonard, Hortensia Soto-Johnson and Kaia Tollefson proposed a research project designed for the purpose of discovering the effects (if any) on students’ perceptions of themselves and others as mathematicians/ developing mathematicians due to their participation in a multicultural training exercise (funded in summer 2010 by CME) as part of the CSUCI Mathematics REU. This project, while small, has potentially significant implications for the Mathematics Program and STEM Programs in general. It may provide a model for exploring the effects of interventions now under discussion in drafting an HSI-STEM proposal to increase the number and percentage of underrepresented minorities in the STEM fields at Channel Islands.

Nitika Parmar and Christy Teranishi Martinez built upon an activity (previously funded by a CME grant) which involves the analysis of peoples’ perception of stem cells and stem cell technology from a multicultural perspective. This activity involved the distribution of a questionnaire on stem cells in a course entitled BIOL 401 (Biotechnology and Recombinant DNA Techniques) taught by Parmar. The activity was initiated in spring 2010 whereby each student in this class (total of 11 students) was required to distribute the questionnaire to at least 30 different individuals that they interact with (such as parents, friends, doctors, etc.). The students came from a variety of different cultures including American, East-Indian, Mexican and Iranian heritage. Dr. Parmar proposed continuing this project as an interdisciplinary collaboration between herself and Psychologist, Dr. Christy Teranishi Martinez who jointly performed a comprehensive analysis to provide an assessment of the impact of culture, gender, and race on how the public reacts to issues related to stem cells such as the use of embryonic stem cells and human cloning.

**Individual Faculty Projects:**

Blake Gillespie modified the course syllabus for his ‘History of Science: Non-western Origins’ class, which takes 6 modern scientific disciplines and deconstructs public perceptions of their development by exploring their trans-cultural roots. He proposed to deepen the multicultural connection of the course with the goal of making direct contact with multicultural theory by linking the course’s trans-historical perspective to issues of social justice and inclusion in a science-driven culture context. He will capitalize on the platform the course creates for deconstruction of cherished social structures to help students identify similar biases in our current culture.

Physicist Brian Rasnow developed and prepared curriculum to teach PHYS 448 with a focus on STEM-related issues affecting the 4 billion people living on <$2/day. These people have reaped few rewards from breakthroughs in science and technology. They constitute the largest untapped market for businesses to develop and offer them highly needed products and services. This course will survey unmet needs of the poor and focus on how the fields of science, technology, engineering, math, (STEM) and innovative design, can be applied to help meet those critical needs. It is an introduction to the technical principles for product development for the developing world.

**Student Awards List**

Jessica Cortez

Kailynn Greeley

José Tlaxcuapan

Jean Remonida

**Institutional membership in organizations**

National Association of Multicultural Education

National Association of Chicano/Chicana Studies

**SAFE Training Participants**

Frank Barajas

Ashley Cordero

Marie Francios

Daryl Franzetti

Kelley Fuller

Marilee Rust

Debra Salem-Drake

Adrianne Sarreal

Frank Sovich

**Anti-Bullying Community Partnerships**

[See attached excel sheet](file:///H:\CME\Yearly%20Reports\Community%20Partners%20Anti-Bullying%20Project.xls)