

10 Years – 10 Milestones

University of California, San Diego Cross-Cultural Center



Honoring our Past, Celebrating our Present, and Envisioning our Future
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<https://ccc.ucsd.edu>

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Our Vision at the Cross-Cultural Center is to empower UCSD to recognize, challenge and take proactive approaches to diversity for the campus and the San Diego Community (adopted February 2003). This vision echoes the voices of students, staff, faculty and community who, a decade ago, called for the establishment of a Cross-Cultural Center, “We envision a UCSD Cross-Cultural Center as a resource center which would strengthen and create new bonds between communities at UCSD and those outside UCSD. The faculty, staff and students need a place to make their University experiences useful within their diverse communities. Such a resource center would supplement the body of knowledge that the students and faculty accumulate through their studies. This knowledge is complemented by the daily interaction between students and staff, which enhances student’s capacities to become better leaders in their communities. In this way, the University and its members would be partially fulfilling UCSD’s commitment as a public institution.” (Letter to Chancellor Atkinson, January 1994)

Acknowledgements

Our deepest thanks to those who fought to see the Cross-Cultural Center (CCC) open its doors in 1995, from the history of activists to the administrative support. To our students who have been instrumental to spreading the word of the CCC through organizations, leadership conferences, outreach, and internship programs we are forever grateful. The day in and day out support from the staff and co-sponsoring departments helps the Center gain momentum and grow. We cannot imagine this space without the active support by alumni who continue to return to the CCC, lend their expertise in various arenas, give tours for their K-12 classes, and bless us with creativity, art, and dynamism. To the faculty who invest their thoughts, classroom assignments, and support to the CCC, there are no words to express our gratitude for helping us create a holistic academic setting.

Our passion for social justice, equal opportunity, and access funnels our work in our personal and professional lives. Thank you to all those who continue to share with us new ways of thinking, help us ultimately challenge existing notions of “tradition” and “diversity,” and contribute to our abilities to promote social change.

To our activist-poet sisters who have moved on to the spirit world, Angela Boyce and Joy de la Cruz, your love is forever infused in the spirit of the CCC, you keep our Center’s heart beating.

Introduction

As the Cross-Cultural Center celebrates our ten-year anniversary, it seems fitting to look back over this last decade with a critical and philosophical eye. This report depicts ten milestones, and answers organizational questions that we continue to keep in mind as we envision the next ten years. Key questions we hope to answer include:

- How has the Center impacted campus climate and community development both internal and external to campus?
- How does our way of working (organizational, management, leadership) facilitate transformational ways of connecting within and across campus?
- How have our programs set a tone/space for innovative ways of being at UCSD?
- How do the ten milestones inform our process as we envision the next phase of Center development?

The successful ten-year Anniversary Celebration held on May 26, 2005 is symbolic for our past accomplishments, present innovation, and future possibilities. It has come to our attention through inquiring minds on campus, that the work of the Cross-Cultural Center has often been misunderstood. We have heard comments from community members that the CCC is successful in student, staff, faculty, alumni, and community retention, empowerment, and support, though people are still perplexed at how we maintain and cultivate this way of working at UCSD. Using our anniversary theme “*Cultivating Community*,” the rest of this report will lay out ten milestones we have achieved over the last ten years and speak to our practices. We welcome thoughts, comments and feedback.

Milestone 1: Campus-wide Impact

“Seeing all the people who come through the Center, so many organizations, departments, groups - that’s community” (SDSU Research project April, 2004)

Cultivating community through shared experiences has been the heart of the Cross-Cultural Center’s philosophy over the last ten years. No one year has been the same. Each year at the Cross-Cultural Center (CCC) has been dynamic in the way of operating budget, available resources, institutional policies, leadership, modifications to the physical structure, and changes in CCC’s infrastructure such as staffing. Moreover, in the last decade, we have continued to plan and program while maintaining familiar relationships with campus groups and in creating new connections on and beyond campus. Our experimentation with pilot programs continue to improve yearly, thanks to the insights and feedback our staff and constituents provide. The heartfelt love and supportive energy communicated to us and keenly felt during our ten-year anniversary celebration reminds us that the work we do is appreciated. It has also reinforced the message that there is a vital need for the CCC and campus to continue the work in creating a comfortable learning environment.

Annual Figures

- Over 40 registered affiliate users including students, staff, faculty, and community groups
- Over 80 co-sponsored programs and events with community, department, and student organizations
- Facility host for three academic departmental classes per quarter and three summer institutes
- Seven to ten (average) daily activities ranging from classes, speakers, art installations, films
- 245 staff hours spent in hosting trainings, networking, and outreach



Untitled (2004) by alumna, Olympia Gomez
Presented at UCSD César E. Chávez Celebration Event

Milestone 2: Community Outreach



Webster Elementary School 4th Grade Student Visit
Initiated by UCSD alumnus, Eleanor Castillo

Community outreach is an organic process for the Center. Each year we connect across traditional lines and barriers to create a synergy of ideas and events. These include areas of outreach, collaborative programs and partnerships with departments, student, faculty, staff, alumni groups, and community-based organizations. We stress that the Center is open to everyone with the hope that the work we do in and beyond the space enhances community life and education. The Cross-Cultural Center Impact Grid, displayed on the following page, clearly shows the reach of the CCC and the value added back to the University (Figure 1). The way we consciously generate interest in the Center to alumni and the San Diego community creates linkages back to campus that are non-traditional and effective.

External Community Partners and Volunteer Activities 1995-2005 (Partial list)

Voz Alta of San Diego, artist collective
Malcolm X Library
San Diego Asian Film Festival
Community Housing Works
Center for Policy Initiatives
San Diego Libraries
California Council of Cultural Centers in Higher Education
San Diego Martin Luther King Jr. Parade
Union of Pan Asian Communities
Aja Photo Project and Exhibition
San Diego Foundation
Women's Caucus for Art
Women's History Museum
Southwest Voters Project
K-12 school visits (San Diego Unified School District, Statewide City Schools)

University of California, San Diego Cross-Cultural Center Campus and Community Impact Grid

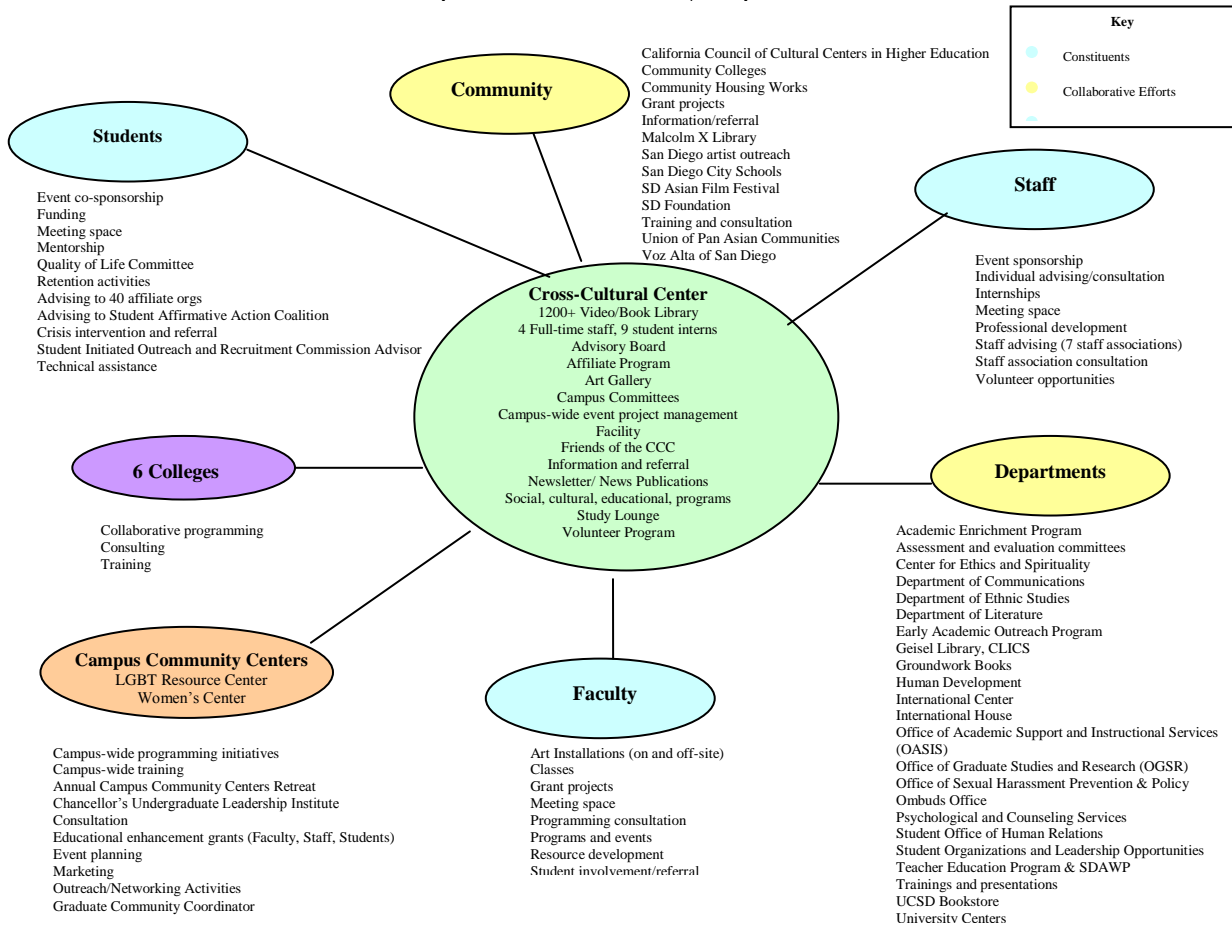


Fig. 1 Campus and Community Impact Grid
For a full size version see Appendix 1.

The Campus and Community Impact Grid was originally drafted in 1996. Since that time our community constituency has doubled. New initiatives include: collaborations with the Campus Community Centers, increased co-sponsorships with the San Diego Community, and national presentations/consultations, to name a few. Our mission of outreaching to students (graduate/undergraduate), staff, faculty, alumni, and the San Diego community is achieved through intentionally partnering with various groups for all of our activities.

Milestone 3: Campus Community Centers



First Annual Joint Program: Community Centers' Dinner and Dialogue
April 7, 2005, 5:00 pm – 7:00 pm

The Community Center collaboration with the Women's Center and the Lesbian/Gay/Bi-sexual/Transgender Resource Center extends well beyond simply programming together. Currently the staffs of the three Centers envision our work together growing in the future. The dynamic that exists within this group is reflective of our social justice lifestyle and pedagogy. We hope that this interaction will set an example for the broader UCSD community. In spring 2005 we had our first joint Community Centers dinner where we brought together groups across the three constituencies. The attendants were delighted about the dialogue and interaction that occurred during the evening. This experience opened a new window of opportunity to explore new relationships, collaborations, events, and ways of being with each other.



Chancellor's Undergraduate Diversity Leadership Institute 2003-2004

We have also extended the vision through the creation of the Chancellor's Undergraduate Diversity Leadership Institute (CUDLI) and the Community Graduate Student Internship Program. CUDLI, piloted in 2003-04, offers first and second year students a year-long, experiential program designed around the *Social Change Model of Leadership* (Higher Education Research Institute, UCLA) and Curriculum Design by Adams, Bell and Griffin, *Teaching for Diversity and Social Justice* (1997). Students culminate their experience with the institute by creating a social justice project of their design to better campus and community life. Also, our Community Graduate Student Internship, piloted in 2004-05 has shaped a new course of our work with graduate students and helped extend the reach of the Centers to this vital campus population. Campus Community Centers' Events and Programs:

- Chancellors Undergraduate Diversity Leadership Institute
- Campus Community Center Graduate Internship
- Joint Dinner and Dialogue cross-constituent program
- Campus-wide diversity training modules for students, staff, departments, and Medical School
- Joint Intern Staff Training Retreat
- Presentations at National Conference on Race and Ethnicity (NCORE) on our centers' model

Milestone 4: Programs and Events



Connecting Worlds: Uniting UCSD Community with Volunteer-based –
Youth-centered Programs in Support of East African Refugee Youth
November 17, 2005, 5:00 pm – 7:00 pm

Ten years of events and programs at the CCC can be compared to San Diego sunsets. Every program has new flavor, co-sponsors, and energy. Each sunset has a different level of intensity with dynamic colors. Each quarter, without fail, the center will have identified four to six programs that we initiate through our student interns within the Center. In addition to the creativity, time, and effort spent in planning these dynamic programs, we have approximately 30 additional programs per quarter. Each year we ramp up the level of events because of our extended network of community partners. Because of our relationships with these critical people, our programs have gotten better in attendance, innovation, and collaboration. Our underlying philosophy is that all programs are built through and by the community and this is ultimately our strength and unique to UCSD's campus programming efforts.

List of Highlighted Programs 1995-2005 (Partial list)

Brown v. Board of Education of Topeka Kansas: Sister's Dialogue

Chicano Park Muralist Salvador Torres

Smithsonian Traveling Exhibit "Saynday Was Coming Along"

Homosexuality in Public Life Conference

Jessica Hagedorn- Pilipina Playwright and Poet (UC Regents Lecture)

Fred Korematsu (Medal of Freedom winner)

Multicultural Freedom Seder

Sherman Alexie Lecture

"I hope you don't mind me asking, but..." an evening with Kip Fulbeck (author/educator/activist, 1999, 2002)

Vestiges of War: the Philippine-American War and the Aftermath of an Imperial Dream 1899-1999 (Luis Francia)

Haunani- Kay Trask: Helen Edison Lecture (intern initiated)

Political and Societal Crisis In Sri Lanka (undergraduate student initiated)

Connecting Worlds: Uniting UCSD Community with Volunteer based, Youth Centers Programs in Support of East African Refugee Youth (10 year Anniversary Program)

Where Global Connection and Local Action Meet (10 year Anniversary Program)

Senorita Extraviada, Missing Young Women of Juarez Mexico (10 year Anniversary Program)

Milestone 5: Model Programs/Case Studies

Because of our success with programming and collaboration across a wide spectrum of campus and community organizations, the Center has been involved with innovative programs to help build campus community. What all of the programs hold in common is the willingness to break new ground and take risk outside the normal campus ways of planning. Below are just a few programs that we see as new ways of working and being around building campus climate.

- California Council of Cultural Centers in Higher Education (CaCCCHE) is a statewide collaborative effort across 2-4 year public and private universities cultural centers. Each year the 50 member regional institutions put on a statewide theme initiative. Past themes have been “Re-presenting Women: Empowering Women of Color through Film” (2000-01), “A Question of Power” (2001-02), “Moving toward Peace, Working for Justice,” (2002-03), “Re-Affirming Action,” (2003-04) and “A Declaration of Progressive Values,” (2004-05).
- Diversity Ad-Hoc Committee and Diversity Summit (2002-03) consisted of representatives from all campus units including the Medical Center, the Associated Students and the Graduate Student Association. Our charge was to plan annual events for the campus. Members of the committee engaged in several initiatives to help inform what best type of activities to plan. We hosted a series of constituent roundtable discussions for staff, faculty, students, the medical center, SIO, and the community. We also brought Thomas Allen and Associates, a UCLA based consultant group that works in diversity and higher education to the campus. The Diversity Summit had over 500 participants and consisted of a lecture and small group work.
- Cesar Chavez Planning Committee, appointed through the Chancellor’s Office is an annual committee that reviews and plans programs to honor the legacy of Cesar Chavez. This unique committee functions as a collective from across campus and the San Diego community. Each member brings and plans specific programs to their areas while also helping choose and facilitate the campus-wide planned events. In years past the committee has also worked to get the visiting artist or lecturer into the local community setting up school visits, readings, etc.

In each case above, the programs happen through collaborative means. The Cross-Cultural Center sits as an equal partner in the design and implementation of the efforts and it helps to garner resources and connect other groups and individuals to continually expand efforts.



California Council of Cultural Centers in Higher Education

<http://www.caccche.org>

Milestone 6: Transformational Leadership: The Staff

The staff embodies the nature and essence of what the CCC manifests: understanding, love, and struggle. Ultimately, it is how the staff chooses to relate to one another that sets the tone for equal partnership and our own definition of productivity. Relative to this work space is our ability to communicate with each other using a learned socially conscious dialect. Daily we exercise new ideas, collaborations, and possibilities of our shared space. We lead through mutual reciprocity, relationships with each other, and understanding possibilities to create new systems. Our acknowledgement of ambiguity and process is what helps us maintain focus and clarity. It is in our recognition of imperfection that allows us to better relate our whole selves.

A central core value to our staff development philosophy is to encourage full time staff to attend various conferences, trainings, and programs. Below are a handful of events in which we participate in:

- San Diego State University, Community-Based Block Masters Program
- California Council of Cultural Centers in Higher Education (CaCCCHE)
- National Conference on Race and Ethnicity in Higher Education (NCORE)
- Stop the Hate: Train the Trainer Conference
- Rockwood Leadership Program: Art of Leadership
- Campus Community Centers Meetings and Retreats

In spring 2004 we were privileged to be chosen as a research site by San Diego State University Education Master's students Irvin Harrison, Ann Hawthorne and Traci Howard. During a research process known as *Appreciative Inquiry*, full-time staff and student interns were asked a series of questions about our work. The following are the appreciative inquiry questions:

1. Think back through your career in the Cross-Cultural Center. Locate a moment that was a high point, when you felt most effective and engaged. Describe how you felt, and what made the situation possible.
2. Without being humble, describe what you value most about your self, your work, the Cross-Cultural Center.
3. Think of a person within the department that you admire for his/her integrity. Think of a specific incident, a time and place where you saw this person demonstrate high integrity. Describe the circumstances and the consequences.
4. Think of a time when something you did or said within this department created a positive outcome. Describe the circumstances and the consequences.
5. Describe a time when you were a part of or observed an extraordinary display of cooperation between diverse organizations or groups.
6. Describe a time when you were part of a team that had a high level of trust and respect among the members. How was the trust and respect communicated? What made it possible to establish trust in that group?
7. How would you describe the culture of the Cross-Cultural Center? Feel free to use single word descriptions or a comprehensive description.
8. Describe your three concrete wishes for the future of the Cross-Cultural Center.

We found this process truly meaningful because it describes our practices within an educational research framework and it focuses on an organization's success rather than failure in the context of higher education.

Questions number two and seven speak specifically to the concepts of transformational leadership that we see as unique and relevant to the work of the CCC:

Without being humble, describe what you value most about your self, your work, the Cross Cultural Center:

- Bringing true self to work
- Positive relationships among the CCC staff
- Equality amongst staff members and students
- Learning and Teaching
- Faith and Spirituality

How would you describe the culture of the Cross Cultural Center? Feel free to use single word descriptions or a comprehensive description:

- "High Tolerance for Ambiguity"
- A living room
- Community

The research findings suggest that staff's ways of working and being in the space is the cornerstone of transformational leadership.

"At the CCC it's very grass roots and we focus more on [cultivating] those around us to create the programs they feel the community needs. I have seen the difference [it makes when] students and staff and the community at large have a real investment in the issues."



Sharing Wisdom: Stories from Edwina, Nancy and Juan
May 19, 2005, 5:00 pm – 7:00 pm

Milestone 7: Transformational Leadership: The Students

“My year as a CCC intern has been... wonderful, hard scary, fun, memorable, stressful, peace, relieving, a learning experience, full of growth, a time of healing.” Lorelei Bingamon



Esmeralda Varela and Lorelei Bingamon
Student Intern Retreat Fall 2004

Internships at the CCC are rooted in transformational leadership, modeled after our staff group process. For ten years students have sought internships at the CCC generally with the understanding of the potential for transformation and development. For many of these interns the process is often self-reflective, conscientious, and whirlwind-like. However, the marker point for their personal change does not usually occur until about mid-winter quarter. After reviewing evaluations and reports from past interns, several themes continue to occur as a result of being in the year-long leadership program. These include: intense evaluations of self with respect to love, confidence, and healing. Through resistance, struggle, and simply *being*, the students go through their own process of understanding themselves by dealing vigorously with ambiguity. These narratives suggest that being a CCC intern incorporates all of who they are as a person: their passions, inspirations, and core.

“In reality, learning to function effectively and positively within the diversity that is inherent in any and all settings that include people is a skill that takes about a lifetime to learn and perfect. For students to be able to begin this process for themselves and those around them within the CCC is not only cutting edge, but intrinsic to the maintenance of the university. Students in this space are given the tools to recognize how people work and do not work well with one another and more importantly, why this happens. No matter what a student goes on to do in life, this skill will take them far.” Denise Pacheco

“This year at the CCC has definitely been an interesting one for myself. I feel that I have experienced a lot of change within myself and even within the Cross itself; but, the thing is that spaces never change. We do. So I know that I have done through a couple of journeys myself and am still walking. I can really say that I’ve been fortunate enough to have been able to walk with such a strong and dynamic team of interns and staff (read: STRONG WOMEN) who all have, in their own way, helped me along this path.” Arash Haile

“I remember several days in which I was multi-tasking: answering questions, taking messages, and giving tours to people I never seen before... I was like wow, how did I do all that. Then when the fellow interns ask me where is this Noel? How do we do this Noel? I felt prepared... After all this ‘madness’ and craziness, I am like now I know what Edwina meant the first day she said, ‘You will be like the backbone of the CCC.’ Luckily, my back did not start aching.” Noel Salunga

“Working with Edwina, Charlene, Nancy, and Jen Dabu... who gave amazing advice and kept me grounded during my struggle to work in a ‘collective.’” Joy de la Cruz

Milestone 8: Model Intern Leadership Program

“This year, the final of my college career, has been a challenging joy. So many things have come to pass, I have worked, booked rooms, managed the front desk, put on a successful program, and excelled academically, and I have found love, friendship, and a new paradigm for my life.” Lauren McKown



Community Mural Project by Delia Pacheco (2001-02)

The heart of our transformational mentorship practice lies in opportunities created for our interns to frame a blank canvas with which they place their own passion and vision through the self-initiated project. Over the past ten years, over 30 such projects have taken place. The drive of our students has taken them from national conferences as presenters, to production through a DVD project, and back again to a community art show and community murals. We have found that giving students the tools they need to be successful connects them to their purpose and lets them know that they can accomplish any goal imaginable.

In 2000 an intern initiated a program idea to learn and be a part of training peers on diversity issues. Since its inception the program has averaged 30 trainings and workshops per year. The Diversity Peer Education program has also garnered national attention with two student lead presentations at the National Conference on Race and Ethnicity in Higher Education (NCORE 2000, 2001). The demand for diversity workshops has never been more consistent or pervasive. This trajectory is two-fold. First, departments and organizations who have requested the DPE services are often surprised at the depth and breath of the workshop’s content and skills of the facilitators. Often the facilitators are over-committed with handfuls of workshops per quarter; thus we become a consulting base for requests that we cannot meet. Secondly, it is the scope and training of the facilitators that creates a dynamic Diversity Peer Educator team. The interns of this program go through an intensive annual process separate from the rest of the intern group. In this dynamic, the students learn through an experiential process and they become facilitators through reflection, analysis, and coaching. Below is a partial list of completed self initiated projects:

- *(In)Visibility: Recognizing Women & Work* by Ethel Regis (2001-02)
- *In La'Kech 'Zine* by Lizelle Festejo (2001-02)
- *UC- wide Women of Color Conference* by Joy de la Cruz (2001-02)
- *CCC DVD Project* by Mari-Chris Dar and Denise Pacheco (2002-03)
- *Up with Hip Hop Series* by Jay Perez (2002-03)
- *Art A/Venue* by Dianne Que (2002-03)
- *Celebrations of the Me/We 'Zine* by Amanda Wilson and Cathlene Yapyuco (2003-04)
- *MasterPeace Theater: An Evening of Multicultural Performances* by Ernesto Martinez (2003-04)
- *Huanani-Kay Trask Lecture* by Persephone Hooper (2003-04)
- *Party in Chicano Park* by Arash Haile (2004-05)
- *Hearing Her Story: An Evening with Women Faculty* by Lauren Mckown (2004-05)

Milestone 9: Internal Dynamics: The Home

One key element to the success of the center is the direct relationship with the space and how people feel on campus. Over the years we have heard comments such as, “the Cross feels warm and welcoming,” as a response to their initial reactions walking into the space, unlike many places on campus. This is accomplished through an intentional strategy to create a homey environment. The art, color, and furnishings are all used to create a sense of welcome and connectivity. Likewise, our affiliate program marks direct relationship-building with over 40 groups who use the site. The open door policy goes beyond the regular pale. Many students confide deep seated issues and conflicts over family, classes, careers, relationships, etc... As a front line office for these types of discussions, we set the stage to refer students to other campus departments in a way that is comfortable and caring. In some instances students have informally created supportive groups, often through the simple act of exchanging stories, insights and information. The Center tries to reinforce the sometimes lack of connection students feel to campus as a function of our leadership development philosophy.

Troubling Trend

We juxtapose our CCC student leadership program to an increasingly troubling trend we see with some of our recent graduates who frequent the Center. Year after year, we form deep relationships with a plethora of smart, savvy students who unfortunately have low self-confidence, minimal perceptions of their transferable skills, and a lack self-love. After years of observation, the CCC staff has become more aware about the well-being of these students. Through individual and group dialogue we find that these same students, who are integrated into the campus and are clearly the most visible leaders at the end of the day, are leaving the University with extreme doubt about their futures and skills.

Because the Center is a welcoming space for students to come and vent their frustrations, familial issues, and life circumstances, the staff supports the students through informal counseling and guidance. Many of our work hours are spent counseling students who are deeply affected by eating disorders, familial obligations, and self-abuse because they feel comfortable sharing themselves with us in this environment. We refer and encourage students to seek professional counseling both on and off campus based upon need. Integral to our model of caring for the whole student is an underlying philosophy of supporting a student’s personal well-being for her/him to achieve academic and educational success. We understand in our work with first-generation, low-income students and with primarily students of color, that their specific needs are not adequately addressed by the institution at large.

With trained counselors and administrators, the Cross-Cultural Center is a hub for student empowerment, inter-personal relationships, and success. We have initiated several new programs to help alleviate some of the tensions we observe. From stress relief gatherings to group counseling forums we try to vary the activities to meet the needs of our students. An example of programs that have been successful include a senior mixer (held the last two years) where we share with the students practical as well as motivational words about what lies ahead in the work and graduate student world during Spring quarter. As a part of this event, we encourage students to get involved with the Career Services Department and have given feedback on the job hunt and resume process.

Milestone 10: Diversity and UCSD: Climate Implications for the Cross-Cultural Center

It has become apparent over the years, that not everyone knows or agrees with the Center's purpose and that there continues to be different perceptions of the value of diversity and how it is implemented on campus. We see this in the lived experiences of our students as noted in the trends section and the lack of connection many students, staff and faculty have with the campus at-large. We have found that the message we try to impart about fostering social awareness and equity in voice is not always received in the same manner by all campus members. Thus, one of the challenges we continue to face has been the perception of current campus climate and the multiple functions of the Cross-Cultural Center from varying points of view.

The comments expressed from our 1999 campus climate survey of staff, students, and faculty, touch upon personal views on diversity, agency, perceived inclusiveness, and marginalization on campus:

[I] agree with the goals of the CCC. However, I feel "cross-culturalization" occurs quite naturally already within the university community and that a separate CCC is somewhat artificial. Tolerance and appreciation of other cultures should be a by-product of a university environment. If a separate "safe space" is really needed something more fundamental is wrong. (staff)

On the other hand, some have expressed their feelings on the valuable impact of the Center in their quality of life at UCSD:

The CCC is one of the few campus spaces that take issues of race and ethnicity seriously in terms of both the academic life and climate on campus and in communities outside UCSD. The CCC needs all of the support UCSD can give it and more. (faculty)

CCC has enriched my experience here at UCSD immensely. Every college campus should have such a facility that fosters such learning and interaction amongst diverse groups. (student)

I came to a college that is very far from my home and family. The CCC was a safe place, where I could voice my opinion and other people listened. Without the CCC, I probably would have left UCSD. (student)

Addressing this apparent lack of a cohesive, if not inclusive, vision of campus climate and diversity is the touchstone of the Center's continued work and impact on campus. Working with the other two campus community centers, we hope to impact the dialogues and changes needed to make UCSD a truly inclusive campus. This charge is varied and complex and like our vision it will require difficult dialogues and new structures of working. On the other end of the process we can envision a campus that embodies the Principles of Community where all have a place of belonging to the extent they wish to participate and be heard.

Next Steps: Envisioning Our Future

The next ten years promise to hold even more excitement as we continue our trajectory of collaborative programming and outreach and move into our permanent location at the Price Center. Through the implementation of our strategic plan and program, we are in direct line with campus growth initiatives and priorities. Our more visible location offers a new dynamic opportunity for engaging even more campus and community members to diversity related programs and activities. With the last ten years as a benchmark, we are uniquely poised to take a more visible role in diversity efforts on the campus. Working toward the Center's Vision to "*empower UCSD to recognize, challenge and take proactive approaches to diversity for the campus and the San Diego Community,*" we will be linked to the campus growth trajectory and can build national leadership on inclusive excellence and diversity.

Strategic Plan Goals 2003-04 through 2008-09

- A) **Community development:** To provide a network of services and opportunities that support historically underrepresented students, staff and faculty in their academic, professional and personal development. To participate and consult on areas and activities that will improve quality of life, campus climate, community and retention for all members of the UCSD community.
- B) **Programming:** To provide a network of programs and services, using the FACE-IT model, that motivate and educate students, staff and faculty on issues of diversity and multiculturalism and that inspires them to become self aware, culturally conscious and to be active members of the UCSD and San Diego community.
- C) **Academic Enrichment:** Development a network of programs and services that link departments, students, staff, faculty and the San Diego community in new learning initiatives and dialogues.
- D) **Administrative:** Provide structure and opportunities for staff and students to interact and benefit from working, volunteering or attending events and activities at the Cross-Cultural Center. Provide support, training and resources to staff and student interns for their continued personal development.
- E) **Facility/ Site:** Insure that the development of the permanent site for the CCC maintains the context and climate of the current site while also expanding and re-thinking through approaches to re-configure new space to meet current and future developmental needs. Interim plans for campus growth in relation to facility usage
- F) **Development/ Fundraising:** Provide revenue streams so that CCC staff, affiliate groups, campus and San Diego community can implement new initiatives and innovative programs and services that help build campus climate and retention.

FUNDRAISING / DEVELOPMENT ACTIVITIES (2005-2010)

I. COMMUNITY DEVELOPMENT

Expand the Diversity Peer Education Program

- Increase Student Internships
- Increase Full-time Staff
- Increase frequency of San Diego trainings and presentations

Expand "Beyond La Jolla" Community Outreach

- Implement Faculty/Academic Component
- Offer volunteer opportunities

II. ACADEMIC ENRICHMENT

Develop campus-wide Diversity & Social Justice Journal

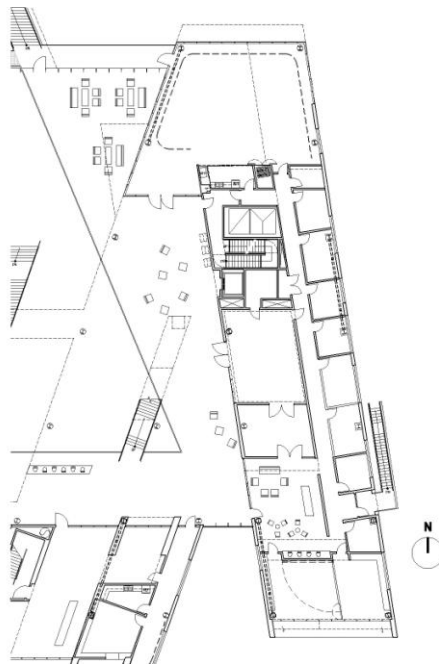
- Coordinate departmental partnerships and contributions
- Solicit students, staff, and faculty call for papers
- Publish and compile student papers/research

III. PROGRAMS

- Joy de la Cruz, Art, Community, Culture, Activism Internship (2005)
- Artist-in-Residence for San Diego Artist
- UCSD Student Art Grants
- Naming of the CCC Gallery

IV. FACILITY

- Move to 6600 sq ft. site in the Price Center Expansion (2008)



Cross-Cultural Center rendering, Price Center Expansion (2008)

Appendix 1