



**University of California San Diego
Cross-Cultural Center
2009-2010
Annual Report**

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CONTENTS

- ACKNOWLEDGMENTS..... 4
- CROSS-CULTURAL CENTER Report Introduction and..... 5
- EXECUTIVE SUMMARY 5
 - Strengths..... 5
 - Opportunities..... 5
 - Aspirations 6
 - Results..... 6
- Community Development..... 7
 - Diversity Education Program and Services 7
 - Staff Workshops and Facilitations 8
 - Diversity Peer Education Program 9
 - Student Internship Program 11
 - Intern Self-Initiated Projects 12
- Overview of Center PROGRAMMING 2009-2010 12
 - “Jardin” Art Reception*..... 14
 - Resist and Exist*..... 14
 - Program Counts 15
 - Program list 15
 - ArtSpace 17
- Specific community and constituent programs 19
 - Graduate Student Collaboration and Engagement..... 19
 - Staff Collaboration and Engagement 21
- Academic Enrichment 23
 - Faculty Collaboration and Engagement 23
 - Faculty Alumni Artist in Residence (FAAR)..... 24
- Administrative/ Facility 25
 - Affiliates 25
 - Student Affiliate Organizations 26
 - Facility Use Data..... 27
 - Marketing and Outreach..... 29
- ASSESSMENT AND EVALUATION..... 29





Assessment highlights..... 29

 Survey Data 30

 2010 Survey Assessing the Past 10 Years of Interns 33

Development and Fundraising 37

 Alumni Programs..... 37

 CCC advisory board 37

Next Steps 37





ACKNOWLEDGMENTS

The Cross-Cultural Center, at its heart, is a campus based organization grounded in community building and work. None of this happens without the passion, energy, and drive of the student and staff who work within the community. 2009-10 was particularly trying given the events of Winter and Spring. To our interns for all your dedication to the Center and to making UCSD a better place, thank you. For the staff of the Center your commitment to supporting the community, going above and beyond expectations, and always striving for Center and campus change your work and dedication is at the heart of what the CCC symbolizes. Thank each and every one of you, particularly Melanie who was with us a short time, for your work.

CROSS- CUTLURAL CENTER INTERN STAFF

Maureen Abugan	Marketing/ Newsletter Operations Intern
Josue Castellon	Programming Intern
Diana Cervera	Programming Intern
Adam Crayne	Diversity Peer Educator
Samuel Jung	Joy de la Cruz Art and Activist Intern
Leslie Quintanilla	Diversity Peer Educator
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Mindy Tran	Affiliate/Operations Intern
Jaicele Wallace	Diversity Peer Educator

CROSS-CULTURAL CENTER STAFF

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Special Acknowledgements

Rebekah Harrold	Chancellors Business Office
Melanie Natividad	Facilities and Operations (Interim)





CROSS-CULTURAL CENTER REPORT INTRODUCTION AND EXECUTIVE SUMMARY

Good work has been done yet there is so much left to do!

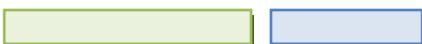
The above statement symbolizes the struggle and joy that characterized the campus and Cross-Cultural Center year. 2009-2010 proved to be a challenging year for climate and community building and exciting for the anniversary of the Center. The Center celebrated 15 years of community building on campus in the midst of historic tensions and calls for institutional and structural change that students brought who had experienced racially, sexist themed incidents. This juxtaposition underscores the need for all departments and offices, including the CCC, to examine current practices and policies to make sure we are keeping relevant and current to the changing needs of students. This examination needs to commence on two levels. First, the CCC was founded on supporting the needs of historically underrepresented students, staff, and faculty. Are we, to the best of our ability meeting this element of our mission? What programs, events, and assessments can we point to that indicate this? Secondly, the CCC is charged with creating a learning environment in which the entire campus community feels welcome. Events of Winter and Spring 2009 showed that as a campus we have a long way to go. At the Cross-Cultural Center we strive to create this environment and atmosphere, but what is our role in facilitating this dialogue on a campus-wide, institutional level? How have resources and capacity impacted our ability to play a more visible, sustainable role in these areas? As will be seen in the remainder of this report, the Center has grown exponentially in these past 15 years. In 2009-2010 we were able to develop new partnerships and new levels of infrastructure. But as the beginning quote says good work has been done but there is so much left to do.

STRENGTHS

2009-2010 brought many campus tensions to the fore and shined a national spotlight on climate and structural issues on the Campus. Fore grounded by the Black Student Union and MEChA, inclusive of members from SAAC, NASA, APSA, MSA, QPOC, KP, Kamalayan Collective, along with many other student organizations, faculty, departments, and community groups came together in response to racist and sexist speech, and incidents on the campus. The actions, misinformation, and misunderstanding of campus members who felt they were unaffected or that the incidents were based on an individual few, underscored the need for new strategies and ways of talking about diversity and social justice on a campus wide level. The Cross-Cultural Center was in a unique position during this time. As a place of support and safety, many students and staff impacted by the events utilized the space for community support and emotional validation. Campus meetings, organizing sessions, and other events took place at the CCC as a key place for which this level and type of activism was built.

OPPORTUNITIES

The 15 year anniversary and a re-examination of our role in supporting and developing campus climate are areas that the Center must take a more visible and active role. Given our current staffing and budgetary constraints this will be a challenge. Already, CCC staff is being called to offer a more consultative role with





faculty, staff, and student diversity initiatives on campus. The Center’s role within the Chancellors Diversity Office is also under review. As the campus explores structural ways to infuse diversity and social justice efforts the Center is poised to help in the process.

ASPIRATIONS

Throughout this summary, increases in our work with faculty areas and graduate students are key highlights. Even given the campus climate events the Center was able to grow our Diversity Education Program and bring critical speakers and events to campus. As the Center goes forward with campus climate efforts the Center hopes to play a strategic and significant role in fulfilling our mission of support for historically underrepresented and underserved communities and creating learning environments for which the entire campus feels welcome. This will be accomplished through an explicit plan for community engagement including alumni development, more explicit planning with faculty and academic departments, directed community and student outreach, staff engagement, and explicit retention activities particularly involving transfer students.

RESULTS

While events like those of Winter and Spring will happen again, it is with hope that the more involvement the Center has in supporting students, staff, faculty and the departments that the impacts may be lessened. The Center will continue to examine events, policies, and practices to keep current with community needs as well as make adjustments to its work when necessary. As an office that has been working toward diversity these past fifteen years and a campus entering its 50 anniversary, all members of the community will live up to UCSD’s guiding principles of community.





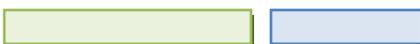
COMMUNITY DEVELOPMENT

The Cross-Cultural Center was founded on the fundamental belief of community support and development. The Center's mission is to support the social, cultural, intellectual, and academic work of students, staff, and faculty from historically underrepresented groups. While fulfilling this fundamental mission the Center is also charged with helping to create a university environment of dialogue and engagement. We strive to meet this mandate in a number of ways including events and programs designed to bring different communities together, an internship program that provides leadership and community outreach, training to all constituent levels, academic support activities, advising and consulting to internal and external communities, and a physical site and structure to house and develop said services, events, and activities.

Our last fifteen years has seen significant growth in all these areas. For the 2009-2010 year given campus climate dynamics the staff of the Center are re-doubling our efforts in community development. Below is information concerning our largest community development areas diversity education, the student internship program, events and activities, and outreach.

DIVERSITY EDUCATION PROGRAM AND SERVICES

Over the past fifteen years the Cross-Cultural Center has had two strands of social justice and diversity training: full-time staff activities and presentations as well as diversity peer education program. In 2009-10 the Center combined these two areas in to what is now our Diversity Education Program and Services. Full time staff continue to be involved in campus wide programming and presentations particularly in this year of campus climate unrest. Key highlights include a joint weeklong training program co-facilitated with the Women's Center, the LGBT Resource Center, and the Division of Student Affairs. Our Diversity Peer Educators' (DPE's) continue to expand our reach into undergraduate communities offering an average of 10 to 12 trainings per quarter.





STAFF WORKSHOPS AND FACILITATIONS

Workshop/ Training Title	Date	Group Type
Building Communities of Social Justice Practice Institute (BCSJP)**	July 6-10, 2009	Student Affairs Professional Staffs
Summer Bridge and STEP Communications Training	July 21, 2009	OASIS Student and Professional Staff
Dimensions of Cultural Teaching Assistant Workshop	August 21, 2009	Thurgood Marshall Writing Program
CSU San Marcos Staff and Intern Workshop **	November 4, 2009	CSUSM Community Centers Professional Staff and Interns
CSUSM Education Affirming Diversity Class	Winter and Spring 2010	Teacher Education Class CSUSM
10 Myths about Social Justice Webinar Facilitation **	February 2, 2010	Human Resources Education Program
Academic Advisor Subject Matter Expert Training **	February 18, 2010	Human Resources Education Program
Muir College Facilitation Dialogue Against Hate **	February 23, 2010	Muir Residential Life
Campus Town Hall Facilitation **	February, 24, 2010	Campus wide
Black Staff Association and Ujima Staff Dialogue on Winter Incidents	February 26, 2010	All Staff Invited
Critical Gender Studies Town Hall*	March 2, 2010	Faculty, Staff, and Student Dialogue
NASPA Workshops (Cultural Centers: Where are Heading & BCSJP a Model Program **	March 8-12, 2010	National Conference for Student Personnel Administrators
Real Pain? Real Action? Diversity at UC San Diego Retrospective	May 4, 2010	Student Affairs All Staff Meeting

** Joint with Campus Community Center





DIVERSITY PEER EDUCATION PROGRAM

The Cross-Cultural Centers continues to work across diverse campus constituents such as student organizations, campus departments, residential life, and leadership programs central to UCSD and within the six colleges. The Diversity Peer Education program is a component of DEP, Diversity Education Program, focusing on aspects of social justice training, leadership development, identity formation and resources, targeting, though not limited to, the student community. New this year with the Diversity Peer Program was the beginning of a partnership with Student Legal Services and the Sexual Assault Resource Center in efforts to cross-promote resources and raise educational awareness.



DIVERSITY PEER EDUCATOR WORKSHOPS 2009-2010

FALL 2009	9/21/09	Student Health Advocates Group I
	9/22/09	Student Health Advocates Group II
	10/12/09	Passport to Leadership/Center for Student Involvement
	10/14/09	Revelle College Residents
	10/21/09	Express to Success
	10/28/09	Passport to Leadership/Center for Student Involvement
	11/03/09	Express to Success
	11/09/09	Alcohol and Community
	12/01/09	Chancellor Scholars Recipients
WINTER 2009	1/08/09	Social Change Fair
	1/14/09	What Happened to the UC System (and what did UCSD have to do with it)?"
	1/16/09	All Peers Educators Meeting Mixer
	1/21/09	Thurgood Marshall College Leadership Challenge
	1/21/09	CCC Affiliates Workshop
	1/23/09	Muslim Student Association High School Conference
	1/26/09	Passport to Leadership
	1/27/09	Cross-Cultural Center All Staff
	1/28/09	Thurgood Marshall College Leadership Challenge
	1/30/10	Kaibigang Pilipino High School Conference
	2/10/10	Thurgood Marshall College Residents
	2/13/10	MEChA High School Conference
	2/13/10	Black Student Union High School Conference
	2/20/10	Excel IFC/Greek Conference
3/09/10	Revelle College	
SPRING 2010	4/09/10	SIAPs Overnight
	4/09/10	SIAPs Overnight outreach
	4/12/10	Warren Week Program
	4/14/10	Passport to Leadership
	4/20/10	Student Health Advocates
	4/22/10	Thurgood Marshall College Orientation Leaders
	4/28/10	Sister Talks
	4/28/10	Principles of Community
	4/28/10	Muir Orientation Leaders Tour
	5/16/10	Intern Transition Dinner Activity
	5/27/10	Kevin Nadal presentation



STUDENT INTERNSHIP PROGRAM

This year's interns have had the biggest challenge collectively and individually due to the racist, heterosexist, sexist, and anti-Semitic activities that occurred this academic year. They all have stated that they benefitted from their internship and at the same time they were most challenged when their activism and work commitments coincided. After reviewing their evaluations it was apparent that the internship had multiple positive impacts personally and professionally.

Many expressed the importance of having a Cross-Cultural Center at UCSD, especially within our campus climate context. Some interns said that they would have transferred out had they not had the CCC and staff support. They felt that their internship experience contributed to defining and solidifying their personal values and ethics, while enhancing their leadership abilities. One intern stated, "I feel that the CCC is a place of community, love, support, friendship, and family. If there was any place that I could go to on campus and feel loved and supported, it would be the CCC." Many interns felt that during their internship they had a special opportunity to express their feelings, deal with their own anger, accept their multiple oppressed identities, and learn how to practice self care.

The interns learned many professional skills that they recognized could be utilized after graduation in the workforce. Some of the major skills acquired during the internship was time management, organization, planning, working as a team, communication, prioritization, inter/intrapersonal skills, and critical thinking. For this year in particular, the CCC staff have found that creating developmental outcomes for the internship program really helped create a structure within the program that enabled this kind of learning and skill acquirement.

Quotes: What the CCC has meant for me?

I have had the privilege with working with the most amazing staff (CCC) at this university. Nowhere else on this campus, or even outside of the university, will I ever have one-on-ones, do programs that I want, and get paid for my self-development. This internship is once in a lifetime.

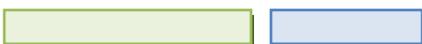
Being an intern has been such a privilege and honor for me. I honestly don't think I would have been able to find so much support and meaning at the Cross if it hadn't been for this internship.

... immeasurable growth and maturing that was able to happen because of all of the support and care around me/for me.

One-on-ones are NEEDED. I felt validated, and not as alone.

They [fellow interns] taught me how to live in a world that doesn't want me to live.

... has really had a huge impact on my life! If it weren't for the CCC, I am not sure if I would have "come out" to my family and friends. I felt unconditional love and support.





INTERN SELF-INITIATED PROJECTS

Self-initiated projects provide an opportunity for student interns to explore areas they feel passionate about. It has been described by interns as a very unique opportunity to find passion within them. Through this process they discover their inner most concentrated drive towards learning, action, and change that impact them directly and those they care about most. These projects contribute to their holistic development, especially in wellness and social identity.

Interns	Self Initiated Project
Adam Crayne	Event: That Sh!t Aint Funny: Minority Comedians and a Stage of Protest
Diana Cervera	Project: Documentary- What is a Chicana? Event: Chicana Punch
Jaicele Wallace	Event: Addressing Homophobia in the Black Community Workshop (BSU gbm)
Josue Castellon	Project: Remembering Our Stories- Activism at UCSD Through the 90's (research and booklet)
Leslie Quintanilla	Event: Contemporary World Student Movements
Maureen Abugan	Project: Book narrative creation Event: My Cheeks are My Mabanglo
Mindy Tran	Event: All You Need Is Self-Love (part 1 and part 2)
Sam Jung	Project: Creation of a student queer Korean organization, zine of collective voices, visual and written art gallery Event: Resist and Exist
Sarah Shim	Project and event in collaboration with Sam

OVERVIEW OF CENTER PROGRAMMING 2009-2010

It is apparent that despite the occurrences of Winter quarter, programming at the CCC was not disrupted. Programs already in place supported the needs of CCC users during a time of despair. They enhanced intellectual knowledge when people were particularly eager to learn as well as provide emotional healing. Approximately 27 programs a year establishes a baseline of which the new space functions. Intern staff programs vary depending on whether interns choose projects or programs to carry out their self-initiated projects. There was also an increase in the number of co-sponsorships (23) with other departments.

Some of the program series to be noted are the Breather Series, Faculty Author Artist In-Residence (FAAR), Social Justice LENS (SJL; Leadership, Educational engagement, Networking and Service in Community) and art receptions. Our Breather Series have become very popular. It is appealing to both consistent and new CCC users. The outlet to connect with the artist and creative side of oneself and be social with others provides a balance between activism and intellection.

The FAAR and SJL programs are two new series this year. Efforts to combine academia, intellection, and social justice were successful through these programs. "Bilal's Stand", a Social Justice LENS film was based on a true story, Bilal, a Detroit high school senior, who is forced to decide whether to work at his family's long-owned taxi stand or to take a chance at social mobility. This Black History Month program was well





attended by staff and students. “We Are Americans: Undocumented Students Pursuing the American Dream”, presented by Dr. William Perez, a Faculty Author Art In-Residence and Cesar Chavez Celebration program introduced a book that highlighted the stories and struggles in attaining higher education for AB540 and undocumented students. This program strengthened the importance of serving the needs of these students on campus. An additional presentation and round-table talk was given to approximately 30 staff and students who are passionate about identifying and meeting the needs of AB540 and undocumented students’ struggles.

One of the highlights from this past year was the frequent use of the art gallery. Many art exhibits rotated amongst faculty, staff, students, and community. An art exhibit and reception to be highlighted was that of Susanna Cervantes’ art work “Jardin” (“Garden”). Her pieces were inspired by floral patterns, nature, and her Mexican culture. Susanna talked about her art work as a form of relaxation, hobby, and business. She demonstrated how to make traditional Mexican-culture flowers out of crepe paper and explained the artistic medium for her work. Her art work is vibrant, engaging, and nostalgic. This reception was interactive and well attended.

A well received program co-sponsored with OASIS was “An Evening with Chicano Artist: Lalo Alcaraz”. Lalo is a nationally syndicated comic strip artist/author/talk show host and UC Berkley alum. He is a very well known artist in the Chicano/Chicana and activist community. He talked about how he started his career as an artist, what inspired him, and how he connects with his community. This program was also a fundraiser for AB540 students. Another successful co-sponsored program was with the Counseling and Psychology Services (CAPS) Department, “Pilipino American Psychology”, with Dr. Kevin Nadal. This program was a part of the Asian and Pacific Islander American Heritage Celebration. Over 50 faculty, staff, and students attended. Dr. Nadal focused on the cultural and social expectations that parents have on their Pilipino American children. He explained how students navigate the tension of social and family pressures in higher education.

This year’s intern self-initiated programs were powerful. One in particular that stands out is “Resist and Exist”, a reclamation of Queer Korean voices. Students used the opportunity to create a program based on their passions to empower themselves and those around them who identify with a common narrative of struggle and strength. This program included an art reception, spoken word, poetry, performance, affirmations, community building, faculty presentations, and home-made Korean food. Chingusai, a Queer Korean student organization was formed pre-program. It provided a safe space for Queer Koreans to share stories and understand their intersectional identities. In addition, a zine was created that included the voices of Chingusai members at UCSD, San Diego, and the greater community. This zine is now being used as an inspiration to be heard and a resource to community organizations outside of the San Diego.

This year’s programs provided a good balance of topics and interests within the capacity and any limitations we may have (i.e. space, funding, staff resources). It is however, apparent that we are well supported by our community users. Attendance, informal and survey feedback has shown that we are needed and appreciated. The CCC is at programmatic capacity. We are at a point after being adjusted and adapted to this space in the Price Center that we should focus on strengthening our programs and partnerships as opposed to creating more programs.





PROGRAM EVENT PHOTOS



Breather Series: We Bake It, You Decorate It



"Jardin" Art Reception



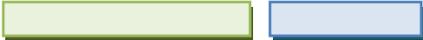
RESIST AND EXIST



*WHAT HAPPENED TO THE UC SYSTEM
(WHAT DID UCSD HAVE TO DO WITH IT)?*

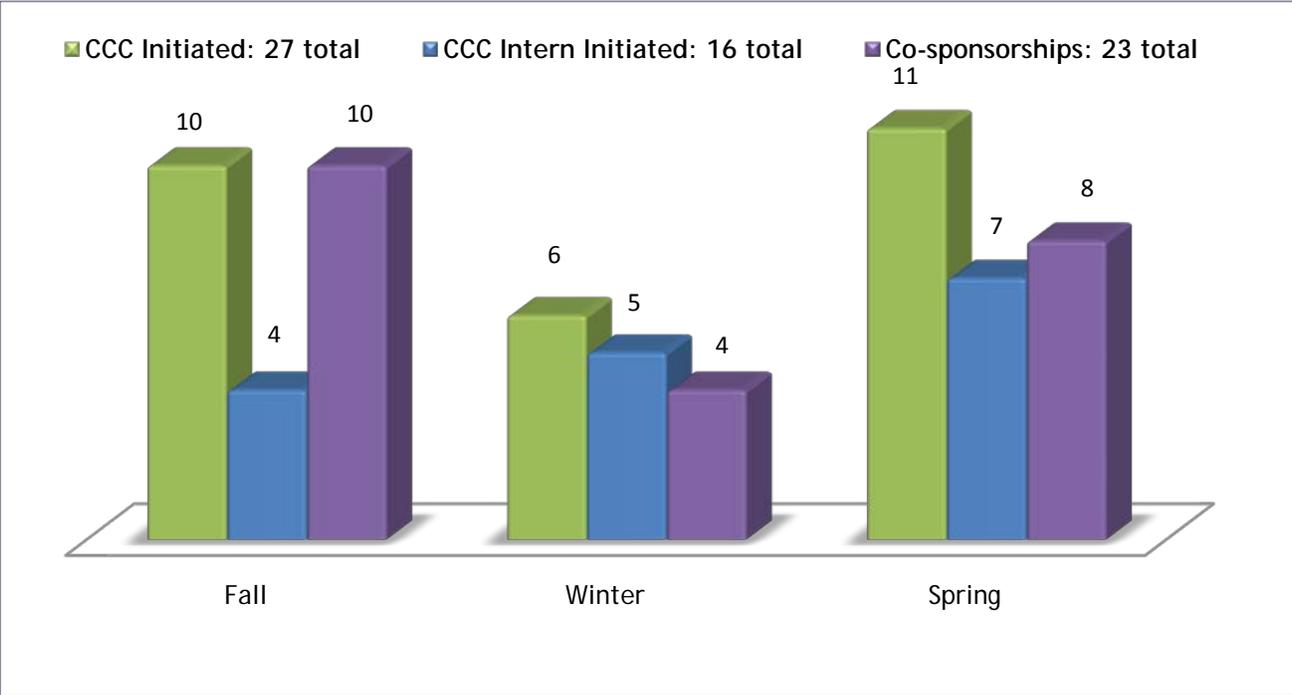


Breather Series: Honoring 15 Years: Mural Creation





PROGRAM COUNTS



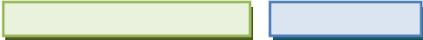
PROGRAM LIST

CCC INITIATED	9/21/09	Block Party
	10/20/09	"Drumbeat for Mother Earth" presentation and dialogue with Traci Brynne Voyles and Tere Cesena (SJL)
	10/22/10	"The Invention of Hugo Cabret" with Brian Selznik (FAAR)
	10/22/09	Affiliate Mixer
	10/24/09	Family Day Open House- Coffee Community and Conversation at the CCC
	10/27/09	Return to Center: Alumni Roots Project Featuring Delia Pacheco
	10/27/09	ENOSH Street Art Reception (FAAR)
	10/29/09	"Spooky Mo: Horror Stories" book release with Dr. Marivi Blanco's (FAAR)
	12/3/09	Breather Series: Boxing
	12/7/09	Stress-Less Study Jam
	1/14/10	What Happened to the UC System (what did UCSD have to do with it)? with Dr. Jorge Mariscal (SJL)
	2/4/10	Bilal's Stand, a Sultan Sharrief Film (SJL)
	2/4/10	School to Prison Pipeline: How are Students Being Excluded form Higher Education and Primed for Incarceration?, with Dr. Jorge Mariscal (SJL)





	2/24/10	"Introducing Bert Williams: Burnt Cork, Broadway, & the Story of America's First Black Star," with Dr. Camille Forbes (FAAR)
	3/2/10	Art Exhibit by Debra Odom (FAAR)
	3/11/10	Breather Series: Boxing
	3/14/10	Stress-Less Study Jam
	4/10/10	Admit Day Reception and Open House
	4/15/10	The Other Pipeline: Tracking Working Class Youth into the Military, with Dr. Jorge Mariscal (SJL)
	4/22/10	Dr. William Perez/AB540 Task Force Luncheon
	4/22/10	"We Are Americans: Undocumented Students Pursuing the American Dream", with Dr. William Perez (FAAR)
	4/27/10	"Jardin" Art Reception and Show with Susanna Cervantes (FAAR)
	5/6/10	State of Asian America
	5/8/10	Transfer Admit Day Open House- Coffee Community and Conversation at the CCC
	5/20/10	15 th Annual All People's Ceremony and Celebration
	6/3/10	Breather Series: Play, Nap, and Snack Time
	6/7/10	Stress-Less Study Jam
	CCC INTERN	11/05/09
11/17/09		Breather Series: We Bake It, You Decorate It
11/20/09		Words, Sound, Power
11/24/09		Palabras Revolucionarias
1/9/10		An Introduction to Son Jarocho
1/25/10		Addressing Homophobia in the Black Community
2/11/10		All You Need is [Self] Love
2/17/10		Breather Series: Spring Time Pottery Painting
2/25/10		All You Need is [Self] Love
4/7/10		That Sh!t Aint Funny: Minority Comedians and a Stage of Protest
4/14/10		Breather Series: Honoring 15 Years: Mural Creation
4/21/10		Contemporary World Student Movements
4/30/10		Chicana Punch
5/6/10		Resist and Exist
5/10/10		Remembering Our Stories Activism@UCSD Through the 1990's
5/11/10	My Cheeks are My Mabanglo	
SPONSORSHIPS	9/23/09	In Da House
	9/25/09	First Friday Open House
	10/7/09	Love and Forgiveness Series
	10/13/09	Love and Forgiveness Series
	10/21/09	Love and Forgiveness Series
	10/23/09	James Luna Presentation- Cal Native American Day program
	11/04/09	Love and Forgiveness Series





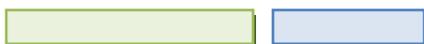
11/10/09	Grad Student Lounge and Happy Hour
11/18/09	Love and Forgiveness Series
12/2/09	Love and Forgiveness Series
1/28/10	The Policy of Aesthetics
1/30/10	Flags, Feathers, and Lies film (SJL)
2/10/10	Umalali: The Garifuna Women's Project
3/6/10	Comienza Con Un Sueno
4/5/10	"Another University is Possible" Book Release
4/29/10	An Evening with Chicano Artist: Lalo Alcaraz
5/3/10	Chef Larry Cooking Demonstration
5/12/10	Iron Chef
5/13/10	Angela Davis
5/18/10	Computing Social Networking
5/27/10	"Pilipino American Psychology", with Dr. Kevin Nadal
6/3/10	Graduating Senior Activist Recognition Ceremony

Note: This graph is a list of all CCC programs to include: self-initiated programs, SJL series, breather series, faar programs, heritage and awareness month programs, general and signature CCC programs, and co-sponsored programs. The graphs to follow list some of these programs under specific programming themed sections within this report.

ARTSPACE

One of the most exciting developments of the year was the new Cross-Cultural Center ArtSpace. This is a multi-purpose room used for meetings, programming, and gallery space. Visual art programming and gallery shows were among the most popular activities sponsored by the CCC. The community was incredibly excited about the new space and quickly became a central component of what we offer to the campus.

In contrast to most other art on campus, the Cross-Cultural Center ArtSpace focuses on using art as a way to learn and dialogue about issues of social justice. The ArtSpace was able to host and curate art work by students, staff, faculty and community members for a minimum duration of one week. There has been a wide range of various forms of art including murals, comics, paintings, design, film, music, dance, poetry, stories, sculpture, photography, and electronic media.



Gallery Shows 2009-2010

Run Dates	Title	Theme	Student/Staff/ Faculty/Community
October 1 – October 31, 2010	Enosh Street Art*	Reclaiming graffiti as a legitimate art form and remembering community through a live art performance.	Community
November 1 – November 30, 2010	Remembering October 7 th Protest*	A photo exhibit depicting the October 7 th protest rally that occurred at UCSD against the UC fee increase.	Student
February 10, 2010	100% Hapa	Examining multiethnic/racial identities through portraits & testimonials. What it means to identify outside of constructed categories.	Student
February 11 & 25, 2010	All You Need is (Self) Love	Exploring the topic of self-love, expression, and wellness. Individuals were able to create hand-made journals & learn how to journal.	Student
February 22 - March 12, 2010	Debra Odom Exhibit*	Showcasing artwork by UCSD staff member Debra Odom whose work coincided with African American History Month.	Staff
February 26, 2010	Afro-Mexican Struggle	A photographic exhibit followed by a lecture depicting the efforts by the African-American & Mexican communities as they strive for social justice.	Faculty
April 5 – April 19, 2010	Susanna Cervantes*	Community member who showcased her art collection, which dealt with Mexican culture, floral patterns, and nature. Titled “Jardin”.	Community/Staff
April 19 – August 31, 2010	Dr. Boatema Boateng*	A quilt display created by a UCSD faculty member depicting Oseola McCarty.	Faculty



April 21, 2001	The Myth of Europe: Whiteness [?] & Transnationalism	Photographic journal capturing activism & protests in Italy including the Italian student movement and Migrant Rights movement.	Student/Faculty
April 30, 2010	Chicana Punch!	Film screening, photography, zines, and performances inspired by the Chicana women at UCSD and their efforts to be represented in the University and in the public imagination.	Student
May 6, 2010	Resist & Exist	A reclamation of queer Korean voices and the celebration of the resistance and existence through art, zines, and spoken word performances.	Student
May 11, 2010	my cheeks are mabanglo	Explores the powerful journey of self reflection through the written word. Expression through film, spoken word, and publication.	Student

* part of the Faculty, Author, & Artist in Residence (FAAR) Program

SPECIFIC COMMUNITY AND CONSTITUENT PROGRAMS

Staff and student interns work closely with key communities and partners to create a synergistic approach to building community, educational events and activities for the university and surrounding community. Specifically, the Center develops constituent opportunities and activities for direct engagement. This engagement is often cross-constituent in nature to build networks and community among various groups.

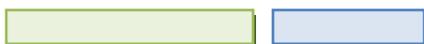
GRADUATE STUDENT COLLABORATION AND ENGAGEMENT

One of the challenges this year in outreaching to graduate students was the discontinuation of funding for the Campus Community Centers Graduate Student Community Coordinator; pooling resources together while navigating organizational restructuring, the Cross-Cultural Center was able to restructure our graduate outreach to specific activities and site use. A key highlight for the year was a group of over sixty graduate students who came together to support students directly impacted by the Winter and Spring campus events. These graduate students held open office hours and helped students in writing, test preparation, and other academic issues that arose from the campus events.





Program	Date	Activity
Community Centers Graduate Student Orientation Workshop	9/16/2009	Presentation
Graduate Student Open House	9/17/2009	Introduction
Bienvenida Networking Reception	9/24/2009	Networking
Graduate Student Office Hours	Year Long	Academic
Graduate Student Mixer	10/13/2009	Mixer
<i>Drumbeat for Mother Earth</i> Presentation and Dialogue Traci Brynne Voyles, Tere Cesena Social Justice LENS Program	10/20/2009	SJ LENS Film
Graduate Student Salsa Night	10/22/2009	Program
Raza Graduate Student Association Graduate Student Mixer	11/10/2009	Mixer
Robert Castro, Cauleen Smith, Jorge <i>Mariscal: Politics of Aesthetics</i>	1/28/2010	Presentation
Greg Toya, Doctoral Candidate	Winter	Research
Angela Kong, Doctoral Candidate	Winter	Research
Graduate Student Writing Tutorial Sessions	Wi-Sp	Tutorial
Anthony Yoo-Shoon Kim, Angela Kong, Jose Diaz, State of Asian America	5/6/2010	Research Presentation
Iron Chef Cooking Competition	5/12	Program
Mirna Castillo: All People's Recognition Ceremony Art Project	May 2010	Visual Arts
Justin Zullo: All People's Recognition Ceremony Presentation	May 2010	Musical Presentation
Jose Fuste: All People's Recognition Ceremony Film Project	May 2010	Interview
Justin Zullo: All People's Recognition Ceremony Film Project	May 2010	Interview





Bienvenida



Musical ensemble



Ethnic Studies reception

Engagement with our graduate student community occurs individually as well as collectively; for example, this year an increased number of graduate students sought out the Cross-Cultural Center as a resource for research support, supportive base for thesis defense, program participation, academic presentations, and office hours. The Center continues to collaborate with the Office of Graduate Studies in developing a programming and networking structure for graduate student interactions.

STAFF COLLABORATION AND ENGAGEMENT

Wellness was a common theme within programs targeting our staff community. A new wellness program called the “Love Series”, facilitated by Dr. Crystal Green, was cosponsored with members of the Staff Associations and the Faculty and Staff Assistance Program. The workshop featured film, readings, and topics related to interpersonal dynamics. Our Breather/Wellness series also introduced boxing, held twice this year, as well as a Tai Chi program sponsored by the Pan Asian Staff Association.



Debra Odom Art Reception



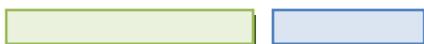
LGBTRC Resource Fair



Dr. Kevin Nadal presentation



Program	Date	Activity Type
PASA Planning Retreat Meeting	9/13	Meeting
SSSP Communication Professional Development	9/16	Workshop
Ethnic Studies, CILAS Staff Program Planning	10/6	Planning Meeting
BSA, PASA, C/LSA Diversity Luncheon Planning	10/13	Planning Meeting
BSA, PASA, C/LSA Staff Associations Diversity Luncheon	10/20	Staff Climate Reception
Sam Solomon Passport to Leadership Meeting	10/28	Marketing
Dr. Crystal Green: Love Series	Fall	Workshops
Student Legal Services and CCC Program Planning	11/09	Planning Meeting
Office of Graduate Studies Programming Dialogue	11/10	Planning Meeting
BSA, PASA, C/LSA Program Assessment	11/19	Assessment
Breather Series	12/03	Workshop
International Center Velez Scholarship Meeting	12/04	Scholarship Committee
Staff Associations Breakfast	12/16	Community Program
Debra Odom Art Display	2/22-3/12	Reception and Exhibit
Breather Series: Boxing	3/11	Workshop
Tai Chi Participatory Workshop	4/29	Workshop
Chef Larry Cooking Demonstration	5/3	Workshop
Iron Chef Cooking Competition	5/12	Workshop
Computing Social Networking, Annie Flager	5/18	Workshop
Enhancing Career Effectiveness	5/25	Workshop
Dr. Kevin Nadal, Counseling and Psychological Services	5/27	Program





ACADEMIC ENRICHMENT

One of the most exciting areas of growth and development particularly in the 2009-2010 was our engagement with faculty and academic programs. As mentioned above the Center has worked to link graduate and undergraduate students for mentoring and course work development. The use of the Center as a key site for Teaching Assistant office hours has brought many new students into the space. Also, the Center has increased our campus wide academic program offerings in the development of our Social Justice LENS series this year, which featured a look at *Pipeline* issues (school, prison, military, etc). Faculty continues to be an integral part of the CCC's offerings including office hours, classes, and campus wide presentations. A key highlight this year was working with a cross-disciplinary faculty group to host the 199 Crisis in Education Class Spring quarter. Over 50 students participated in this course that combined research, self initiated projects, and lectures across disciplines regarding the current state of education in California.

FACULTY COLLABORATION AND ENGAGEMENT

Increased activity among faculty was particularly evident throughout this year concerning budgetary implications for education, retention of faculty, staff, and students, as well as campus social climate. Winter and Fall quarter in particular, highlighted a concentration of faculty to student interactions.

Program	Date	Activity Type
Ethnic Studies New Faculty Reception	10/01	Reception
Prof. Marivi Blanco: <i>Spooky Mo</i>	10/29	Social Justice LENS Program Book Launch
Prof. Jorge Mariscal: <i>What Happened to the UC System and What Did UCSD Have to Do with It?</i>	1/14	Social Justice LENS Program
Prof. Robert Castro, Cauleen Smith, Jorge Mariscal: <i>Politics of Aesthetics</i>	1/28	Graduate Student Presentation
Bilal's Stand Black History Month	2/04	Social Justice LENS Program Film
Prof. Dennis Childs: <i>School to Prison Pipeline</i>	2/04	Social Justice LENS Program
Ethnic Studies Townhall Meeting	3/01	Campus Climate
Critical Gender Studies Townhall Meeting	3/02	Campus Climate
Asian American Townhall Meeting	3/02	Campus Climate



Prof. Jody Blanco Meeting	3/17	Campus Climate
Dr. Boatema Art Display	4/19-8/21	Art Exhibition
ES 199 Crisis in Education Class (var. Faculty)	Spring	Class
Dr. Dina Maramba	Spring	Research
Prof. Ed Abeyta: UCSD Summer Extension Curriculum	6/11	Social Justice Education
Prof. Todd Owen: UCSD Extension TESL Consultation	6/29	Workshop
Faculty Office Hours	Year Long	Academic



Faculty, student, staff meeting



Iron Chef Competition



Faculty and community forum

FACULTY, ALUMNI, & ARTIST IN RESIDENCE (FAAR)

The Faculty, Author, & Artist in Residence (FAAR) Program expanded its traditional outreach from just on campus professors to community members, lecturers, and graduate students. Many of our Artist (see reference in Gallery/ArtSpace exhibits) came from the community and were not affiliated with UCSD. This year, two professors presented their newly written books along with a lecturer. A featured book release that the Cross-Cultural Center co-sponsored was “Another University is Possible.” It documented the situation that happened at UCSD during the Winter quarter and was a work between departments, faculty, staff, graduate students, undergraduate students, and community members.





QUARTER	Book Title	AUTHOR
Fall	“Spooky Mo: Horror Stories”	Marivi Soliven Blanco, Lecturer – UCSD Literature
Winter	"Introducing Bert Williams: Burnt Cork, Broadway, & the Story of America's First Black Star"	Camille Forbes Professor – UCSD Literature
Spring	“We Are Americans: Undocumented Students Pursuing the American Dream”	William Perez Professor - Claremont Graduate University
Spring	“Another University is Possible”	UCSD - History Dept, Literature Dept, Visual Arts Dept

ADMINISTRATIVE/ FACILITY

AFFILIATES

This year, our Affiliates Program grew to 29 Affiliates and 8 Pre-Affiliates. As an affiliate of the CCC, student organizations are expected to build community with us through joint programming, co-sponsorships, trainings, and workshops. The CCC offers student organizations a space for their meetings and events, as well as funding for their endeavors. As a requirement of all Affiliates and Pre-Affiliates, the organizations must send at least two representatives to our bi-quarterly workshop aimed to educate the individuals on diversity and social justice issues, leadership and work styles, and how to build community with other student organizations in hope that they will return to their board and share their experiences in the workshops. Our biggest program with the student organizations is our annual mixer where the leaders of the organizations are able to come together and meet each other.

The CCC Departmental Affiliates became highly involved in the usage of our space and co-sponsored events. The CCC’s relationship with academic departments such as Ethnic Studies, Literature, Critical Gender Studies, African American Studies Minor, Chican@/Latin@ Arts and Humanities, Visual Arts, and History became apparent during the Winter quarter. Many professors held their office hours, as well as had their classes in the Center.



STUDENT AFFILIATE ORGANIZATIONS

Art Collective	Student Organization	Affiliate
Asian & Pacific-Islander Student Alliance (APSA)	Student Organization	Affiliate
Black Student Union (BSU)	Student Organization	Affiliate
Cambodian Student Association	Student Organization	Affiliate
Catholic Community at UCSD	Student Organization	Affiliate
Central Americans Raising Awareness in Solidarity (CARAS)	Student Organization	Affiliate
Chicanos/Latinos for Community Medicine (CCM)	Student Organization	Affiliate
Chingusai	Student Organization	Affiliate
Collectiva Chicana	Student Organization	Affiliate
Coalition for Educational Justice	Student Organization	Affiliate
Coalition of South-Asian Peoples	Student Organization	Affiliate
Ethnic Studies Collective	Student Organization	Affiliate
KaBayanihan	Student Organization	Affiliate
Kaibigang Pilipino (KP)	Student Organization	Affiliate
Kamalayan Kollektive	Student Organization	Affiliate
Mixed Student Union (MSU)	Student Organization	Affiliate
Movimiento Estudiantil Chicana y Chicano de Aztlan (MEChA)	Student Organization	Affiliate
Migrant Rights Awareness (MiRA)	Student Organization	Affiliate
National Society of Black Engineers	Student Organization	Affiliate
Native American Student Alliance (NASA)	Student Organization	Affiliate
Nikkei Student Union	Student Organization	Affiliate
Pilipino Undergraduate Society for Health (PUSH)	Student Organization	Affiliate
Queer People of Color (QPOC)	Student Organization	Affiliate
Southeast Asian Collective (SEAC)	Student Organization	Affiliate
Students for Justice in Palestine	Student Organization	Affiliate
Intervarsity Christian Fellowship - Student of Color Bible Study (SOC)	Student Organization	Affiliate
Students with Disabilities Coalition (SDC)	Student Organization	Affiliate
Student-Worker Collective	Student Organization	Affiliate
African Student Alliance (ASA)	Student Organization	Pre-Affiliate
Amnesty International, UCSD	Student Organization	Pre-Affiliate
Forward!	Student Organization	Pre-Affiliate
Hmong Student Association of SD	Student Organization	Pre-Affiliate
ISA Magazine	Student Organization	Pre-Affiliate
Sustainability Resource Collective	Student Organization	Pre-Affiliate
Union Salvadorena de Estudiantes Universitarios (USEU)	Student Organization	Pre-Affiliate
Youth for Christ (YFC)	Student Organization	Pre-Affiliate

FACILITY USE DATA

One of our key accomplishments during the 2009-10 year was the installation and use of the new *Event Management System (EMS)*. Partnering with departments such as University Centers, the Music Department, and the Student Services Center we are now able to collect more detailed data and information about the CCC's events, programs, and facility usage. During our first year using the program we have been excited to see the breadth and depth of activity. Going forward for 2010-11 the Center will be instituting more data collection activities including the ability for staff to track work efforts that do not show up in typical reporting structures (1 on 1's, consulting, committee time, networking, outreach, and other staff activities not currently captured). The chart below shows typical activities of the Center as well as highlights in each of the main subject areas. The CCC has captured this information in terms of total hours and estimated attendance. Given that events and programs can be one time or year-long recording usage in hours gives a better picture of actual facility usage.

Types	Hours	Attendance	Note
Advising	725	2251	Two main departments used the Center for their office hours & group advising – Ethnic Studies and Literature – totaling 5 faculty. During the mid to later part of Winter quarter, over 70 graduate student instructors, teaching assistants, and other graduate students held office hours and writing workshops in the Center to aid students who were involved with the situation on campus. Approximately 7 other faculties used the Center for ad-hoc advising.
Board/Planning Meeting	1467	12092	Staff and student organizations met in the Center to plan their events and programming. The CCC became a key space in holding meetings for the Heritage Celebrations that happened on campus and was utilized mainly by two staff organizations – the Pan-Asian Staff Association and the Native American Faculty & Staff.
Class	538	10945	Over 10 classes from Ethnic Studies and Literature Departments utilized our space to hold their lectures and finals presentations. Express to Success, a division of the Center for Student Involvement, had their classes in the Center every week throughout the academic year.
Conference	106	695	Student organizations working with the Student Promoted Access Center for Education & Services (SPACES) held workshops in the Center for their high school conferences. Exact numbers differ from the actual attendance of the conference and was not captured in our reservation system (ie – Kaibigang Pilipino's High School Conference had an attendance of over 500 students, but only registered 200 as being in the Center)



Department Event	109	1620	California Cultures in Comparative Perspective Program, Critical Gender Studies, Ethnic Studies, and Literature Departments had symposiums in the Center for their speakers and graduate students.
General Meeting	1013	15488	Affiliated student organizations like Kaibigang Pilipino (KP), Movimiento Estudiantil Chican@ de Aztlan (MEChA) , and the Muslim Student Association (MSA) held General Body Meetings that at times had more than 100 students per meeting.
Lecture	175	2350	These events included departments, student organizations, and CCC co-sponsored speakers that were held in the Center and open to the general public. This included a presentation from activist and UCSC professor Angela Davis and Holocaust survivor Hedy Epstein.
Presentation	261	3865	The Social Justice LENS & FAAR Program captured different presentations ranging from art exhibits, book readings, film discussions, and cultural presentations.
Student Event	234	3023	Programs that student organizations held in the Center ranged from a work party that occurred prior to their events to community luncheons and gatherings. The Student-Worker Collective worked with Movimiento Estudiantil Chican@ de Aztlan (MEChA), Kamalayan Kollektive, and Sustainability Resource Collective to hold community gatherings with many of the custodial staff on campus, in particular those who worked in the Price Center.
Training/Workshop	582	4820	The Diversity Peer Educators worked with the Center for Student Involvement to hold workshops in the Center.
Other	198	3925	Other events included tours that happened with student initiated outreach efforts, room reservations used for pre-event storage and preparations, and programming that departments or organizations felt did not meet their own personal description of the pre-arranged categories for CCC event types.
Total	5404	62838	





MARKETING AND OUTREACH

Another key area of Center outreach is our marketing efforts. The Cross-Cultural Center has increasingly been focusing on using various media marketing tools and internet-driven technology as a way to boost the Center’s visibility. New developments include a Cross-Cultural Center Tumblr account where we post up-to-the-minute news, information on upcoming events, and upload articles to invite feedback from readers called the “Thought Spot”. The Thought Spot is a space where we invite the entire community to reflect and provide thoughts on topics that we at the Cross-Cultural Center are currently thinking and talking about. The CCC has a Vimeo account where we upload videos that community members have created on topics surrounding social justice. The CCC electronic newsletter (E-News) has received a fresh makeover in order to communicate content information more effectively and also keeping track of the “Click-through Statistics” to see what sort of information is popular among our readers. The E-News is pivotal for our other marketing tool because it connects our recipients to our Tumblr, Twitter, and web site, which increases the activity of each of the marketing tools. In addition, the Cross-Cultural Center re-launched its website after undergoing a total renovation. The site is now more user friendly, has a more streamline navigation, and interfaces with other links and information much smoother. These tools enable community members to stay up-to-date and in community with the CCC at the click of a mouse. Given the results from the CCC annual assessment indicating that the community finds out about CCC programs and events most often through on-line mechanisms, these tools will continue to become more important in marketing efforts.

Tool	Recipient/Subscribers	Annual Impressions
E-Newsletter	2,710	130,080
Website	Open	Est. 150,000
Tumblr	Est. 2,710	Est. 130,000
Twitter	Est. 2,710	Est. 130,000
Print Newsletter	460	1,380
Flyers & Calendars	500	5,000
Total		546,460

ASSESSMENT AND EVALUATION

ASSESSMENT HIGHLIGHTS

Assessments of the Center’s impact on respondents clearly shows that the CCC helps student, faculty, and staff navigate UC San Diego as well as helps to create a “home away from home” for many of our users. Below you will see key findings from the 2009-10 CCC assessment. Our goal for the survey was 450 respondents. Our numbers came in much lower given the campus wide events of Winter quarter. Even when reflecting this impact to the survey you can see from the numbers a good mix of community members who completed the survey. Our highest number of survey respondents matches our percentage

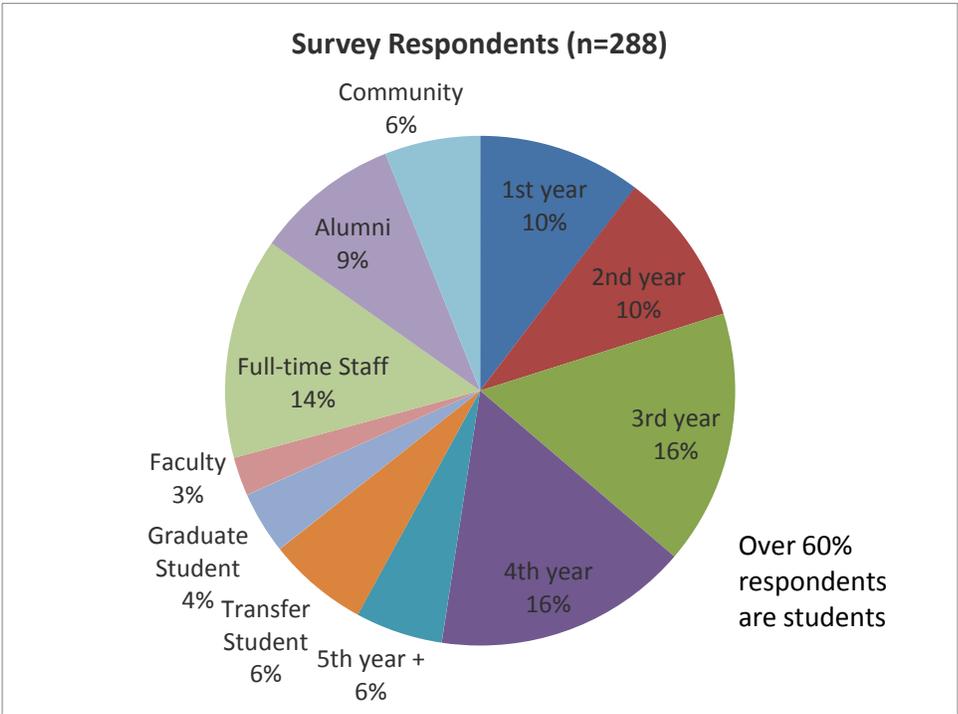




of users with students being the highest number of respondents and users. Respondent groups with more disaggregation include the alumni and staff respondents.

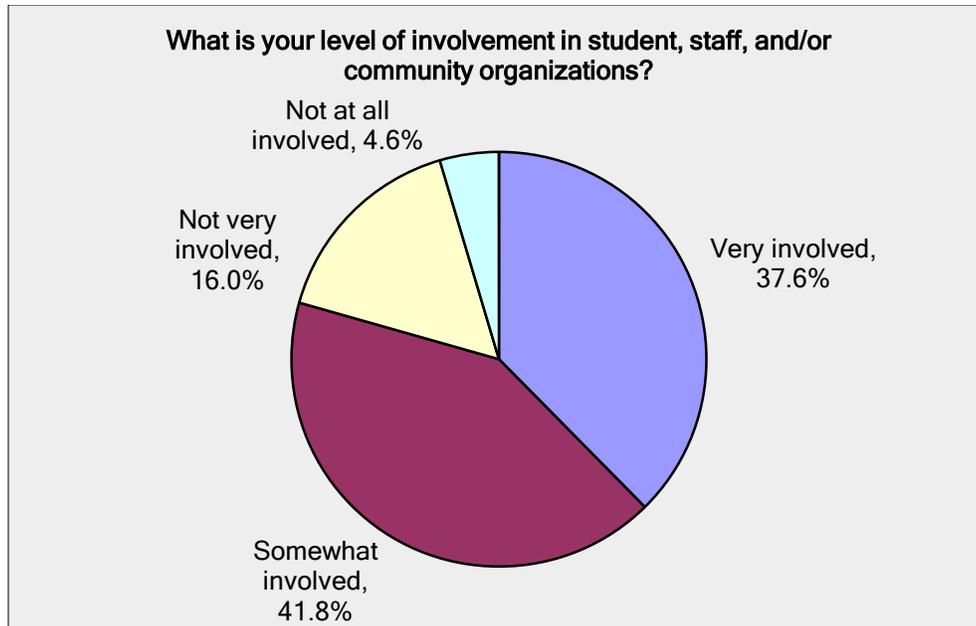
SURVEY DATA

The CCC demographic information highlights the depth of users touched by the Centers programs and outreach efforts. Of particular note are the majority of students who participated in the survey being the highest respondents. Also, almost 15% of respondents are alumni and/or community members. Going forward the Center hopes to develop particular surveys and outreach efforts to understand more clearly the needs and opportunities involving alumni and community. These projects might include mentor connections, more community organization linkages, etc.



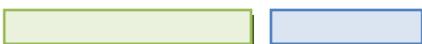
Since starting our assessment efforts the Center has been interested in respondents’ active engagement with the program as well as active engagement with the campus and community. As shown, a high percentage of our survey respondents characterized themselves as active/highly active. These observations fit with the staff notation of how the CCC space is used for and by the community (see *Usage Chart*). Members of the community often share that the CCC is a catalytic space where they come together and plan for system and university change, community education, and cross community dialogue and organizing.

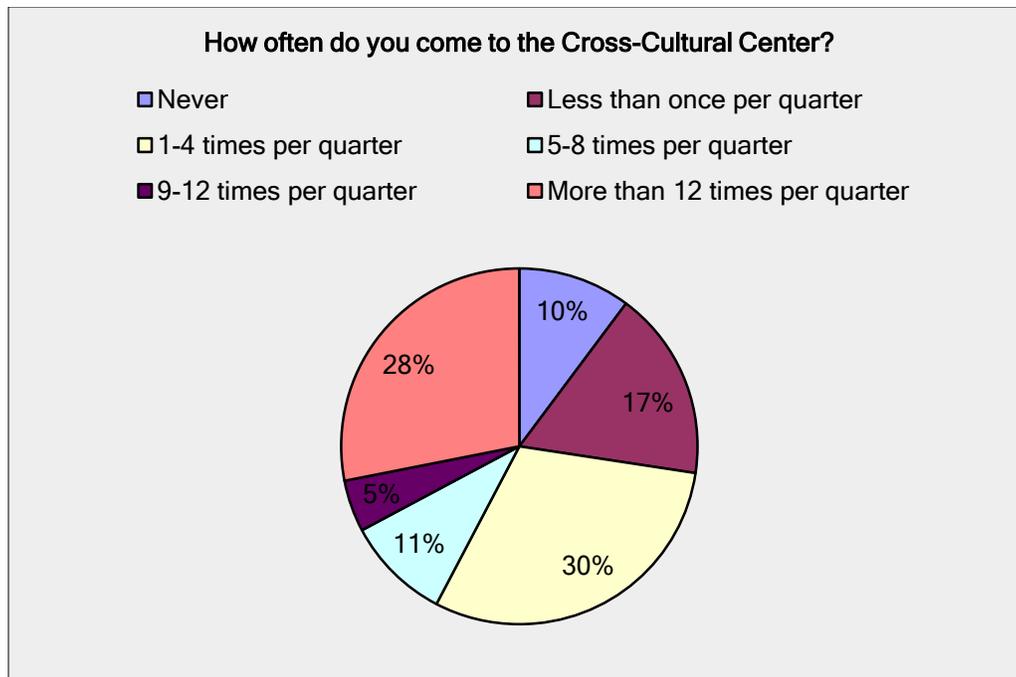




This understanding of the multiple internal and external uses for the CCC translates into how often respondents use the specific site. We see survey respondents use distributions as either coming by a few times per quarter and more than 2 or 3 times a week. This fits with the demographic distribution information gathered from the survey. The CCC has a good mix between cause and direct use of the site.

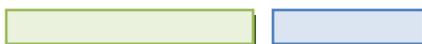
Respondents indicated their reasons for using the space. The **Top 6** reasons included: **1) Event Attendance, 2) Student Organizations, 3) Group Meetings, 4) Hang out with friends, 5) Study and 6) Get information and resources.** The CCC was also interested in what brought respondents to the Center for the **first time**. These reasons include: **1) Student Organizations, 2) Events, and 3) Campus Program (Summer Bridge, STEP, etc).** This information is very consistent with staff observations. It's clear that our role and relationship with CCC affiliates and the events and activities we put on are a keen draw to community members. Future areas of investigation might include an outcomes assessment of individual programs and outreach efforts.

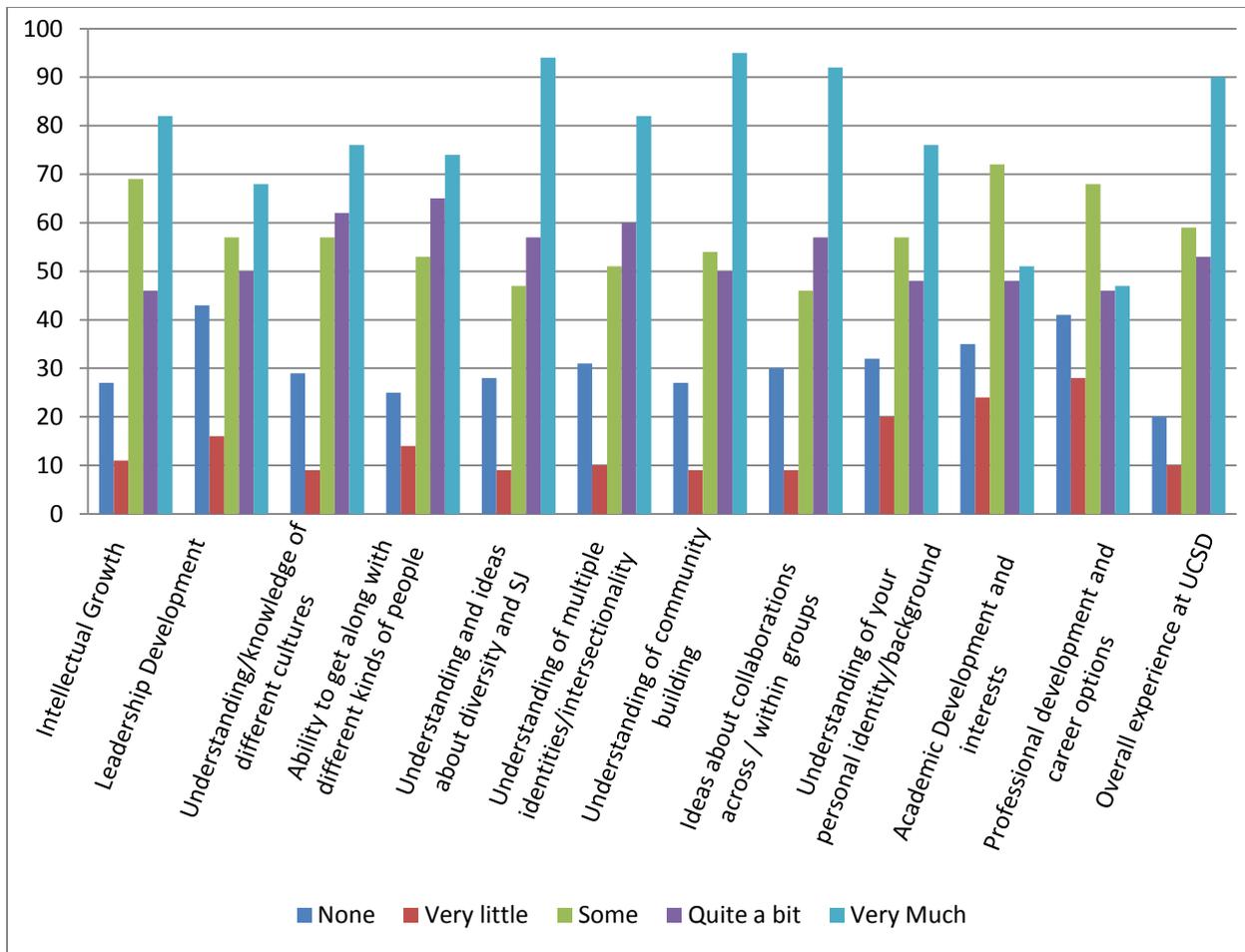




Other information that the survey strives to understand is the personal impact Center programs, events and services have on individual users. Using a 1999 assessment rubric co-written with the Office of Student Research and Information, survey questions gleam subjective information about connections with the Center on intellectual growth, leadership, understanding of key concepts espoused by the CCC (diversity, social justice, etc), connecting with communities different then ones' own, and overall campus experiences. On every indicator survey respondents give the CCC high marks (see Chart below). A few quotes from the survey speak directly to this point.

The CCC is one of the only spaces on campus that I feel safe and accepted. My time at the CCC has invariably been the factor that has helped me succeed at UCSD. The relationships that I have formed with staff, faculty, students, and community members through the Cross have made San Diego my home away from home.





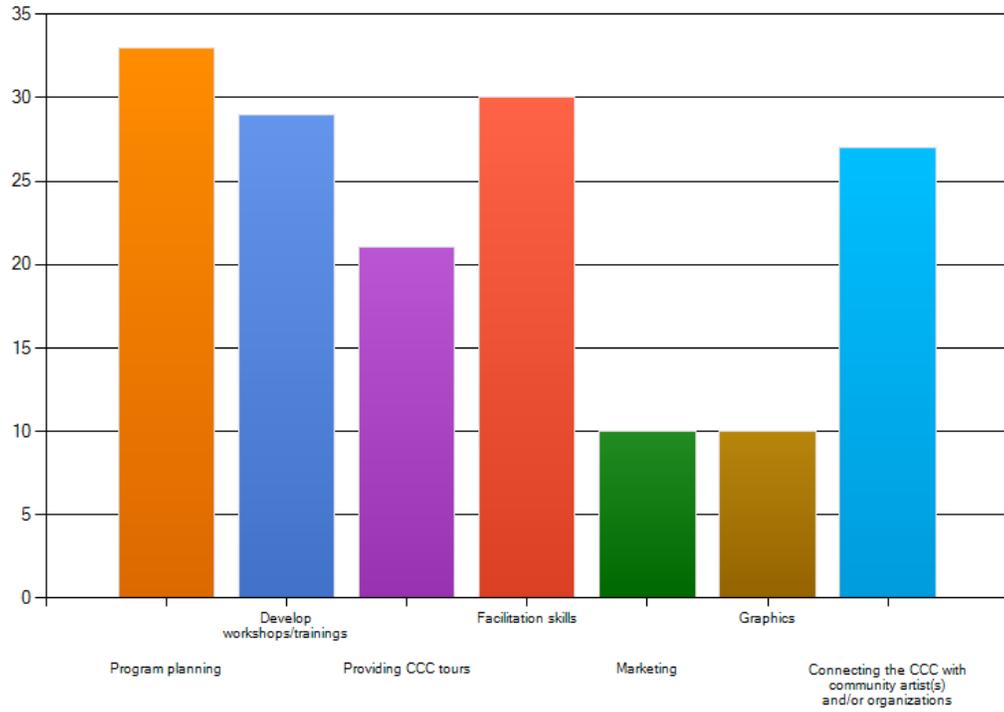
2010 SURVEY ASSESSING THE PAST 10 YEARS OF INTERNS

The CCC launched a second survey in 2010 which catered to the last 10 years of interns. The survey went out to 101 UCSD alumni, CCC interns. The survey was created out of the paraprofessional and personal development intentional goals that are interwoven throughout their internship experience.

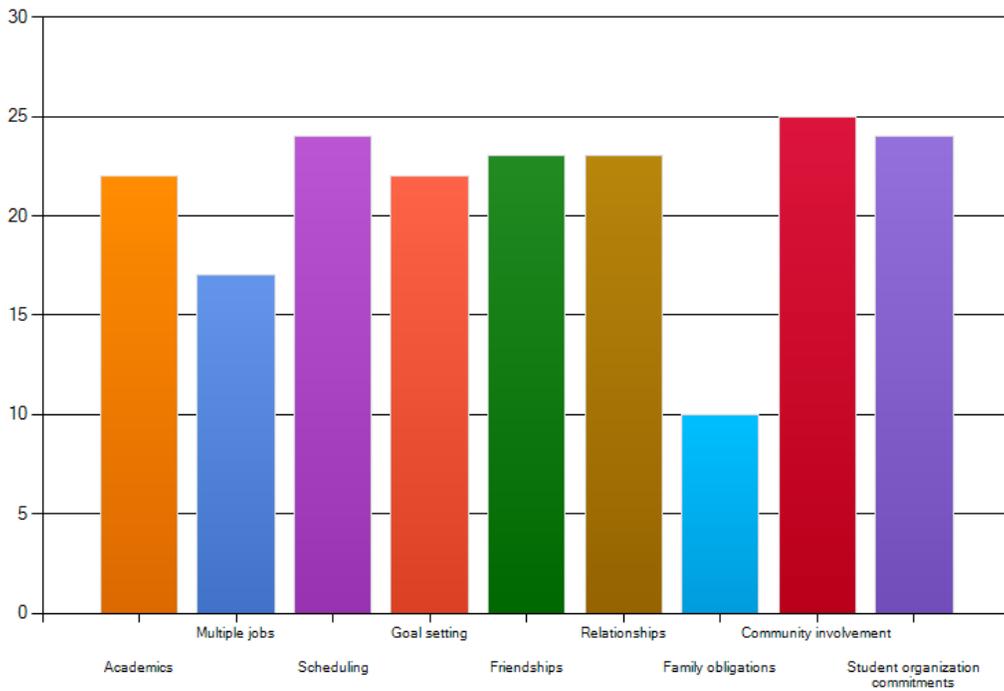
Paraprofessional goals include: public speaking, lead/facilitate discussions, accessing one’s strengths and areas of improvement, job specific duties, time management, problem solving, etc. Personal development goals include: expressing one’s feelings, balancing various aspects of their lives, understanding one’s history, establishing values and passions, creating meaningful relationships, identity, value self and others, etc. Graph A depicts the various job-related skills that they learned during their internship, many of which they are still using today in their life and career. Graph B depicts the various aspects of their lives during their internship experience in which the CCC helped them balance.



As an intern I learned the following job-related skills (Please check all that apply)



Being an intern helped me balance various aspects of my life (Please check all that apply)

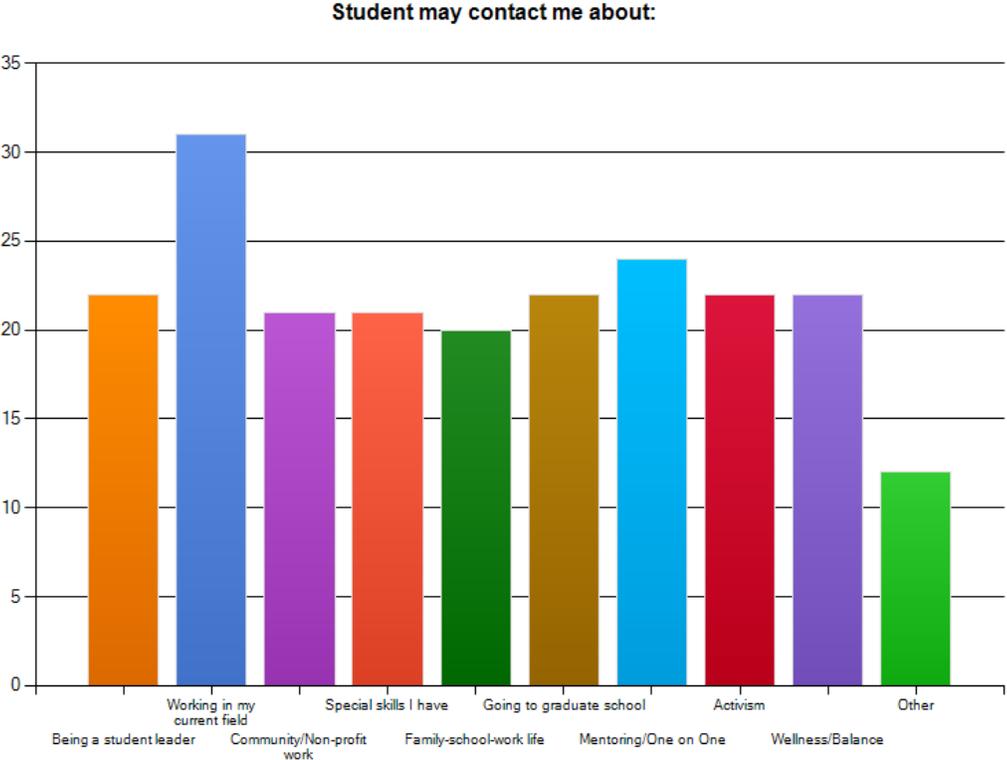




Of the free-write responses many students referenced a sense of belonging and feeling connected to UCSD through the CCC. Some strongly expressed that if it wasn't for their internship experience they would have dropped out; the CCC helped them stay in school. Many expressed that their internship experience completed their education at UCSD, created a holistic experience during their undergraduate career, and provided them with a more positive outlook of UCSD-one in which gave them a home and an attachment to the university. They continue to utilize and appreciate the skills and values that they learned. Of the interns surveyed, they moved on to either graduate school, became involved with serving their community, and/or obtained a career in areas such as teaching, students affairs, administration, and non-profit organizations.

Eighty-four percent welcome the opportunity to act as a mentor for current interns or the UCSD student community. Seventy-two percent of the interns would be willing or eager to come back to the CCC to give presentations. Graph C depicts what they would be interested in presenting on or speak about.

Graph C:



The following are a few of many comments made by interns:

“Being an intern at the CCC helped me to become the person I am today—much more grounded in my personal identity and proud to continue working toward socio-economic justice professionally and personally”





“In addition to concepts of social justice, diversity and privilege the Cross taught me balance, self-love, self-care, the importance of community, the value of diverse interactions, the necessity of checking in with people on a regular basis, the importance of creativity in community organizing”

“Being a CCC intern was one of the most memorable and meaningful experiences of my life.”

“I have committed to a life of serving the community and growing the leadership in marginalized communities. CCC has instilled these values and the praxis.”

“This internship was part of completely changing my life career plan. It taught me to follow my heart and to do things that make me happy. It allowed me to become conscious of the world, and to really believe that I can help change it.”

“I feel that my profession is a long life Cross Cultural center. I take it everywhere I go.”

“Offered and gave me a true quality education instead of just a degree. It pushed me to see my own beauty, greatness and light. I stepped into myself. It gave me what I thought a university education was supposed to give: knowledge, wisdom, strength, grace, leadership development and insight into how to live a life that is sustainable and honors oneself and others.”

We plan to re-launch the survey or a similar version of the survey in two years for those who did not respond to this survey and to follow up on the progress of those who did. We only sent one reminder to fill out the survey, which impacted the response rate. One aspect that the survey did not capture was intellectual knowledge and growth. A few questions were direct at capturing this growth, particularly around understanding privilege and social justice. The internship program is now being infused with curriculum around intersectionality for credit through the university. Other areas that we did not cover within the survey, related to the developmental outcomes set forth for the internship program, were accountability and ethics.

Overall the responses were overwhelmingly positive and consistent with the verbal feedback we receive when interns reflect on their experience, especially after they graduate. Even without the survey previous interns continually check in with us about their progress in what they call the “real world.” Even as the internship continues to develop and transform, the survey results have shown that the CCC internship program has a positive impact on these students and empowers them to create social change where ever they go.



DEVELOPMENT AND FUNDRAISING

ALUMNI PROGRAMS

I love the cross-cultural center. I graduated ucsc in 2005, and even now that i am in san francisco, anytime i go back to UCSD, the cross-cultural center is the only place i visit (and sometimes OASIS).

One of the key CCC components that continue to remain un-developed is our Alumni community engagement. This year the CCC attempted to do specific alumni programming and were moderately successful in connecting alumni back with campus. We were successful with two events, one highlighting a current Alumni charter school project and the other a former alumni/staff book research project. The Alumni connection back to the Center continues to be a high priority. Time and resources seem to be the main detractors. Going forward as planning for the 20 year anniversary in 2015 alumni engagement with students, staff, and faculty will be our highest priority.

CCC ADVISORY BOARD

This year we launched a series of six crucial conversations with campus colleagues around future steps for Center projects, programs, and services. Some of the areas (highlighted above) include a direct alumni program approach including: enhancing our networking and outreach to community groups, as well as specific training and consultant work development with campus departments and units. The 2010-15 strategic plans are currently underway. The advisory group's conversation process worked very well within the structures and time commitments for the CCC. Our goal will be to continue this process with quarterly check-ins and presentation to key constituents.

NEXT STEPS

As can be seen from this report the Cross-Cultural Center had a busy 2009-2010 academic year. As we move forward in planning and considering our 20th anniversary in 2014-15 what will our milestones be? During the 2010-11 year the Center will be continuing our efforts at alumni outreach and development, as well as setting our strategic planning structure in place. We will also be examining our role in campus wide diversity structural and strategic efforts. As the campus develops new initiatives for diversity engagement it is hoped that the Center can play a part in this process. Staff of the Center is very interested in your thoughts, comments, and feedback concerning this report. Please feel free to send feedback to CCCenter@ucsd.edu

Thank you