



UC San Diego Cross-Cultural Center

Annual Report 2011-2012

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Acknowledgments

The Cross-Cultural Center's creativity, viability, and visibility is only possible through the energy, support, hard work, and creativity of individuals, staff, departments, and the community members who everyday make the Center a home environment for all. CCC staff gives specific thanks and acknowledgement to interns and staff who have set a high bar for support and excellence during the 2011-12 academic year.

Our student intern staff continues to be the community glue and energy that grounds the Center. They help us ask questions about advocacy, justice, and community. Thank you so much for your work, dedication, and passion. The Center continues to enjoy community and organizational growth directly because of your work.

Meryem Kamil	Amado Berrios
Anthony del Real	Kristina Cruz
Steven Leung	Jeannette Perez
Irwin Simpelo	Gail Gutierrez
Grant White	Miles Clark (Preuss)
Erika Chavez (Preuss)	Kelly Kovacic (Preuss)

Thank you also to Dr. Fatima El-Tayeb who served as our Faculty-in-Residence during the academic year. Your commitment to community, interest in student growth, and academic work set a wonderful stage for work with the REVOLVE Leadership Conference. You helped the CCC connect the students in new ways about the links between activism, theory, and social justice practice.

And finally 2011-12 marked the retirements of key supporters who have supported the Center from the very beginning until today. These individuals, often unsung, have been instrumental to the growth and development of the Center.

Thank you Chancellor Mary Anne Fox for your support both publically and by tangible means. Your tenure as Chancellor marked a wonderful partnership as well as growth and visibility for the Center. Dr. Sandra Daley, the Center benefited greatly from your leadership particularly in areas of assessment and evaluation. Your work to expand and prepare the campus for the new Vice Chancellor for Equity and Inclusion set a bar for growth that will impact the campus and community at large for years to come.

Mrs. Artie Evertz, the Cross-Cultural Center would not be as well established and connected to the broader work of social justice without your support as our fiscal manager. You helped us develop systems and structures that to this day are models for other departments. You also were a key leader and inspiration in our early work with the National Conference on Race and Ethnicity (NCORE), Leadership Alliance of San Diego, and our work with the UCSD Staff Associations. Thank you so much for your trust in the work of the CCC as well as your championing and steadfast support of UC San Diego diversity efforts.

Finally, acknowledgments and thanks to Lourdes Felix who retired from UC San Diego after over 30 years of community dedication and service. Lou was involved in diversity efforts before there was a Cross-Cultural Center and continued to support and help the CCC team throughout her years at UCSD. Thank you for sharing your time and talent with the community

Executive Summary

Much of our work at the Cross-Cultural Center is viewed through a prism linking community engagement, theoretical frameworks, and the belief that social justice and diversity must be engaged and lived through day-to-day interactions. We know that people must be willing and able to negotiate historical and complex social relations, power structures, and a continued resistance to the status quo for personal and institutional change to occur. This mission requires the Center to focus on internal transformation, how to impact larger institutional structures, and influence campus climate enhancement. The ultimate goal and work of the Center is to enhance the personal and professional growth of all students, staff, faculty, and most particularly individuals from underrepresented and underserved communities. This work is accomplished through a network of educational, outreach, training, leadership, and infrastructure practices and policies that link community building to best practices in the field of diversity and social justice. Founded in 1995 the Center continues to change and grow each year in direct relations to the change and growth of UC San Diego. Going forward with the establishment of the Vice Chancellor for Equity and Inclusion, the Center will continue this trajectory.

Defining Community Engagement

In many ways, spaces like the Cross-Cultural Center have their genesis in student protest and struggle against institutional norms and practices that subtly and overtly communicate a sense of marginalization particularly for communities of color and other underserved groups. Yasso, Smith, Ceja, and Solórzano (2009) show that for particular students the creation of *counter spaces*, like the Cross-Cultural Center, create a sense of empowerment. This empowerment may often seem oppositional to institutions and counterintuitive to community building. We have seen that *counter spaces*, like the CCC, in truth build student leadership practices and skills while simultaneously helping universities understand and change policies and practices that impact students differentially. This tension space creates both institutional accountability mechanisms and students' sense of validation and voice (Rendon, 2000, Welch, 2009). Having this core concept as our key grounding, the CCC strives to have our location, programs, and practices both support student voice and at the same time help UC San Diego create mechanisms for growth and change in our diversity efforts. We create bonding opportunities for communities within the institutional setting. We also build bridges across campus to individuals, groups, and departments who want to be supportive of diversity efforts but may lack the skills or knowledge base to do so.

Survey Respondent

The CCC is an amazing place that both encourages and fosters growth of the individual as well as the community. For me it has been an open space which I come to learn, teach, communicate, and relax. I have yet to find another space on campus which serves half as many functions

Theoretical Grounding

Along with examining and defining community engagement in relation to the work of the Cross-Cultural Center, we also connect our work to pedagogical frames to better understand how community engagement plays out across many groups with different historical and contemporary needs. Three key concepts set the framework for all Center programs, services, and practices including: *social justice* (Adams, Bell, & Griffin, 2007), *intersectionality* (Crenshaw, 2008), and *institutional belonging* (Rendon,

1994; Tinto, 2005). Adams, Bell, and Griffin (2007) ground social justice work in higher education from the definition that states;

- Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
- We envision a society in which individuals are both self-determining (able to develop their full capacities), and interdependent (capable of interacting democratically with others).
- Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.

Within this framework the CCC recognizes that physical and psychological safety and security play out at different levels and are not the same for all individuals. Our goal through CCC programs and services is to build individual and collective capacity to take risk, share openly, and from these experiences create a more equitable and welcoming campus climate.

Our second key theoretical grounding, *intersectionality*, examines how institutional structures and historical experiences of underrepresented and underserved communities impact our relationships to each other and on an institution level. None of us come to diversity and social justice work from a neutral/objective position. Every individual is implicated and impacted by structures and systems that have historical and contemporary consequences on how access and quality of life play out with vastly different outcomes for different communities. These differences and commonalities must be un-earthed if we are to work together to make change and to create institutions that value all individuals' talents.

This is where our third and final theoretical grounding comes into play. Rendon (1994) and Tinto (2005) speak explicitly to the ways that underrepresented and underserved students feel 'belonging' on an institutional level. They speak of validation from administrators, visibility in the curriculum, peers, as well as the places they feel connected and empowered, as key markers for student success. In 1995, the Cross-Cultural Center was founded to help UC San Diego meet and address these goals. To this end the CCC embarks on educational programs and outreach activities aimed at naming and telling stories of community and struggle for change and growth at all levels.



Annual Report Overview

Given the above background, theoretical definitions, and naming the work of the Center, the remainder of the 2011-12 annual report focuses on the praxis of Cross-Cultural Center work. First, we examine how the above definitions and theoretical groundings impact the Center's day to day work in educational, outreach, and training events and programs. The next section of the report reviews the Center's role in Leadership and Services practices. The Center articulates our leadership mission and

values through our internship program and our campus-wide leadership mandate with students, groups, and the community at large through a network of events, activities, and modes of constituent advising structures. Finally, we examine how the resources and services are interwoven through our educational and leadership activities. The CCC's work is interconnected and intersectional at all levels. Our hope is that through constantly reflecting and reframing our work and role on campus we can become an even more interconnected and valuable resource for campus climate and institutional change.

Education

Our education, training, and outreach program philosophy is grounded in the appreciation for: social equity, leadership development, and diverse representations of groups, histories, and cultures. This grounding particularly addresses ways institutional structures such as schools, family, and media, for example, transfer messages projected on our identities or affiliations. These socialized perceptions can have psychological, social, developmental, or physical effect on our overall well-being. Within this framework, work at the CCC is to increase understanding of the interconnecting identities and sociopolitical infrastructures that impact the quality of lives for communities to include: access to educational, cultural, health, or economic resources. Applying a social justice lens, our education, training, and outreach programs include goals to: increase educational awareness, connect persons to resources, engage community, create a supportive space for dialogue and social awareness, and to challenge traditional notions of diversity. Our programs seek to include undergraduate and graduate students, staff, faculty, and community members.

Survey Respondent

The people in the CCC have definitely helped me understand who I am in the context of myself, my family, community, and in the US

Social Justice LENS: Leadership, Educational Engagement, Networking, & Service in Community



SJL Rudy Guevarra

The Social Justice L.E.N.S. Program (SJL), an educational program featuring films, campus, and community speakers, aims to create social awareness of topics relating to social inequities, access to resources, while engaging audiences in learning and critical thinking. Program participants benefit from hearing different perspectives within a framework that locates and names power, privilege, and position across identities and through institutional systems. In doing so, participants are exposed to an expanded awareness of social disparities and ways in which communities differentially navigate challenges and access to resources. The overall objective is to raise social consciousness, empower audiences with knowledge and intellectual exchanges, and to identify ways to exercise individual and group agency.

Collaboration with Academic Internship Program and Critical Gender Studies

Since the start of the Center's Internship Program, staff has been interested in linking the leadership development components of the intern experience to academic development in diversity and social justice theories. In 2011-12 we were able to make this possible through a joint program with the Campus Community Centers, Academic Internship Program (AIP), and Critical Gender Studies (CGS). Student interns of the Cross-Cultural Center, The Women's Center, and Lesbian Gay Bisexual Transgender Resource Center participate in the Academic Internship Program, an educational curriculum exploring social justice theory, contemporary articles, application, and praxis. Through facilitated group dialogues, students reflect and exchange insights, including experiential knowledge addressing identity development, appreciation for, and navigation of, the interconnections of identities to systems of privilege. Students discuss their findings in a final paper that connects their academic learning to community-based engagement.

Educational Programs at a Glance

Fall

- Donna Miscolta: When the De La Cruz Family Danced
- CANADAY Older Than America Film Screening

Winter

- Sisters of Selma Film Screening
- Womyn of Color in the Academy
- Kevin Nadal: LGBT Matters and Forensic Psychology

Spring

- In The Light of Reverence Film Screening
- Dr. Rudy Guevarra: Hermanongs & the UFW
- Dr. Albert Lin: Findings on the Forbidden Tomb of Genghis Khan

Faculty Engagement

Faculty collaboration with the Cross-Cultural Center occurs in myriad ways including: outreach to San Diego community, hosting events and speakers, teaching courses on site, and holding office hours at the Center. In 2010-11 the Center re-launched faculty specific programming and services to have a year around faculty engagement process. Our FAAR Program, Faculty Author and Artist in Residence, highlights the work of UC San Diego's professors through book presentations, research findings and, or artistic exhibitions. This year, Professor Fatima El Tayeb of the Ethnic Studies Department collaborated with the Cross-Cultural Center as our second featured Faculty in residence. Professor El Tayeb was the



Women of Color in the Academy

featured keynote speaker of the Cross-Cultural Center Affiliates REVOLVE Conference, a day-long conference for, and organized with, the UCSD student community. Professor El-Tayeb's collaboration with our Center includes utilizing our space for academic courses, drawing in new and returning students to the Cross-Cultural Center, as well as presenting on a panel for the Women of Color in the Academy program, an interpersonal conversation highlighting journeys to academic and research interests of Women in the sciences and humanities.

Our Faculty in Residence program is one area of faculty engagement within the CCC. During 2011-12 the Cross-Cultural Center hosted and sponsored a number of activities geared at bringing students, staff, faculty, and the community together to discussion issues of social justice, equity, and inclusion.

Staff Engagement

Additionally, the Cross-Cultural Center partners with the Campus Community Centers, colleges, and departments particularly targeting staff for social networking, professional, and educational development through the UCSD Staff Associations and well as through campus departments. For example, the Cross-Cultural Center, working with the staff associations hosted its Annual Staff Associations Diversity Luncheon in Fall 2011. The event's main goal is to connect undergraduate students, staff, and faculty, around a community/academic topic. The keynote this year was Dr. Jim Lin, a tireless support of the CCC. Dr. Lin gave a historical account of the first Asian-American class taught at UC San Diego and the founding of the Ethnic Studies Department at UCSD.

Graduate Student Engagement

The Cross-Cultural Center continues to outreach to graduate students in a number of ways. At the CCC graduate students have been involved in defense hosting, networking, teaching, presenting, and research support. In addition, departments consult with the Cross-Cultural Center to create educational programs that draw from the collective experiences of graduate students, undergraduate students, faculty, and full-time staff. This year, for instance, Student Promoted Access Center for Education and Service (SPACES), provided a presentation forum called *The State of Asia America* in which graduate students, alumni, staff, and faculty presented the experience and politics of Asian American Identity and higher education.

Survey Respondent

Since teaching assistants play such a prominent role in students' academic experience, it would be great if there were some pedagogy/teaching workshops organized around strategies for getting students to engage with critical issues, dealing with student push back, working critical issues into non-critical classes, etc. Even just creating a space where TA's who are invested in these issues could share their experiences and talk about their frustrations would be helpful: it would be nice to have a teaching workshop that wasn't driven by professionalization

As a key highlight, the Cross-Cultural Center hosted a visit from the HBCU Morehouse College, organized through the Office of Graduate Studies. Morehouse College students connected with UCSD graduate students, who provided personalized tours and presentations in departments of interest. The Cross-Cultural Center also cosponsored several other graduate student specific programs.



Morehouse Visit



Black Graduate Student Mixer

- Office of Graduate Studies Orientation and Welcome with Campus Community Centers
- *UCSD: Making Opportunities for the Next 50 Years*, Office of Graduate Studies Diversity Dinner
- *Paths to PhDs in Psychology* Panel Informational Workshop
- Office of Graduate Studies Morehouse College Visit
- Black Graduate Student Association Mixer

Plans are currently underway to expand our educational structure involving the Graduate Student Community. For example, the Cross-Cultural is implementing a new program called *Graduate Works in Progress*, a venue for UC San Diego graduate students to showcase their research findings in the company of other graduate students, undergraduate students, staff, faculty, and members of the community. This type of engagement provides a rich opportunity for the campus community to hear latest findings on areas of studies across multiple disciplines relating to social justice and community work.

Training

In keeping with our mission statement and the CCC's work to help improve campus climate, the CCC develops and engages in critical work in professional development on many levels within the campus. Our trainings use a variety of techniques and learning outcomes that tie directly back to our core approach of social justice and intersectionality, which we believe are key to improving group dynamics and campus climate. CCC staff is involved in a host of campus-wide efforts to increase staff capacity to understand how their background and identities impact their interactions with others. Some examples of professional development that Center staff have lead and participated in for 2011-12 include collaborations with the Cultural Competence Management Program (CCMP), Building Communities for Social Justice Practice 5-Day Institute, and a host of trainings and consultations with individuals and departments.



Diversity Peer Educators 2011-2012

Diversity Peer Education Program

Along with our campus wide training, the Diversity Peer Education Program is an integral component of the overall education program of the CCC. Comprised of four undergraduate students, these interns are trained in academic theoretical frameworks of social identity formation, leadership development, facilitation skills, communication and work styles, and learning theories. By mid-winter quarter and spring quarter, these peer educators are organizing, implementing, and facilitating workshops completely on their own.

As a team, the Diversity Peer Education Program works with several campus departments and units, such as the residential life community on campus, Center for Student Involvement, and with leadership programs offered at the colleges. The peer educators work with campus units to discuss scope of workshop, such as audience needs, with opportunities to customize content and framing of dialogue. This year we organized 30 workshops ranging from film discussions, the impact of social perceptions across identities, and effective communication skills. Below is a list of the workshops for 2011-2012.

DPE Workshops and Presentations 2011-2012

Total: 30

Fall Quarter	Group
September 19, 2011	Warren College Transfer Students
October 10, 2011	Center for Student Involvement
October 13, 2011	Cross-Cultural Center Affiliates Luncheon
October 19, 2011	Communicate UCSD!
October 20, 2011	Social Justice L.E.N.S. <i>Older than America</i> , Film Presentation
October 24, 2011	Kaibigang Pilipino
October 25, 2011	Revelle College
October 26, 2011	6 th College Multicultural Living and Learning
October 27, 2011	Center for Student Involvement
November 5, 2011	Asian Pacific Islander Student Alliance High School Conference
November 9, 2011	Diversity Peer Educators Presents Workshop
November 15, 2011	Communicate UCSD!
November 17, 2011	Cross-Cultural Center Affiliates Dinner
November 19, 2011	Muslim Student Association High School Conference

Winter Quarter	Group
January 12, 2012	Cross-Cultural Center REVOLVE Conference
January 24, 2012	Multicultural Coexistence Organization
February 1, 2012	Communicate UCSD!
February 4, 2012	Kaibigang Pilipino High School Conference
February 9, 2012	The Zone Cultural Connection and Engagement
February 12, 2012	Excel Leadership Conference
February 18, 2012	BSU and NASA High School Conferences
February 24, 2012	Communicate UCSD
February 26, 2012	Keshet Film Screening

Spring Quarter	Group
April 4, 2012	TRiO Student Visit
April 13, 2012	Sustainability Workshop
April 13, 2012	Peace Seder with Hillel
April 25, 2012	Peer to Peer Mixer, Career Services
April 26, 2012	Thurgood Marshall College Orientation Leaders
May 3, 2012	Student Health Advocates
May 17, 2012	UCSD Extension English Language Program

The Diversity Peer Education Program was successful in reaching across diverse groups of undergraduate students who design programs on a variety of topics. They also worked with elementary school-age children and visited with campus and community-based groups. Due to the varied schedules of training requests from campus units, competing programs, schedules, and priorities for all involved, we observed that the addition of at least two Peer Educators would help mitigate staff shortages and declining training request.

Going forward, the name of the Peer Educator team will change to the Social Justice Educators to accurately reflect the philosophy of training from a structural-oriented framework grounded in a social justice context of interpersonal relations across multiple identities.

National Conference on Race and Ethnicity New York, New York 2012

Vandy Bailey, Michelle Strange, Victor Betts, Nancy Magpusao, and Kandi Custodio Tan of the Lesbian Gay Bisexual Transgender Resource Center, Cross-Cultural Center, and Women’s Center collaborated to present a workshop, Allyship: The Politics of Inclusion and Wellness Matters at the *National Conference on Race and Ethnicity* (NCORE). This workshop focused on the intersections and interconnections of identities as they relate power, position, and privilege and as these in turn impact allyship.



NCORE Presentation

The workshop received favorable feedback from participants and generated interesting and provocative discussion questions for all involved. Some of these topics concern the politics and practices of reporting structures, competition and cooperation with campus resources, strategies for collaborations, as well as collectively revisiting mission statements with the intentions of energizing and empowering a group encapsulating the process of ownership and accountability.

Full-time Staff Training

On an internal level, Cross-Cultural Center full-time staff participates in professional development and enrichment through several modes. Three notable programs this year were: 1) The Bystander Intervention Training facilitated by Sexual Assault Resource Center (SARC), an interactive program in which participants are empowered to respond to a number of uncomfortable situations, 2) Building Communities for Social Justice Practicum, a program based on academic readings, self-awareness, and being in dialogue with community, and 3) participation at the National Conference on Race and Ethnicity

Type	Frequency	Explanation
Consultation	97	Impacting over 132 on and off campus groups and individuals, from conflict resolution, to subject matter expert, professional development and career advice
Networking	132	Attending events and activities promoting the CCC and UC San Diego
Outreach	62	Saw over 2,000 individuals through our outreach efforts which included tours and trainings to the Center
Staff lead workshops/trainings	18	Over 460 staff participated in CCC lead workshops on topics ranging from communication to diversity and social justice
Committees	123	Staff continue to lend support and expertise on a variety of campus wide committees
Campus community Center training/workshops	49	Over 525 individuals involved ranging from Resident Assistants, to staff professional development

(NCORE), a week-long conference featuring scholars, administrators, and educators that speak on the impact of race and ethnicity.

Going forward, the Cross-Cultural Center will round out training opportunities especially for staff and graduate students by implementing two new programs: Student Training and Research (STAR), which features the academic, community, and research works of campus staff and Works in Progress (WIP), a

graduate-student focused, providing a venue for campus graduate students to present their current findings and practice presentation skills.

Outreach

One key way to build and sustain campus climate is to have more individuals and communities engage in dialogue and work on social justice and inclusion. Individuals have shared feeling hesitant to come to a program or the Center because they are not sure how they will be received. One way the CCC mitigates this tension is through direct outreach. The Cross-Cultural Center engages in tabling and networking opportunities for new incoming students to campus, during orientations, and welcome week for student organizations and departments. Throughout the year, our Center receives visit and workshop requests from elementary, middle, and high school programs. These requests are predominately based on referrals, personal connection, or through an on-going relationship with SPACES. While structures are in place for recurring partnerships to outreach to incoming students, efforts to outreach to other community members and staff community have yet to be broadened and focused.

Another way the Center engages in outreach efforts is our involvement on campus-wide committees. For 2011-12 the Cross-Cultural Center staff participated in over 60 outreach activities ranging from search committees for campus departments, participation in campus-wide educational awareness program, and event planning for cultural heritage months.

Additionally, the Cross-Cultural Center staff consulted with campus constituents in areas of programming, curriculum for leadership, course content, personal conflicts, and organizational development. Off campus, the Cross-Cultural Center provided consultation and referrals to community-based individuals and groups on topics of cultural values, identity, social justice workshops, essay and literary advising, and diversity training. For example, the Cross-Cultural Center staff consulted with high school teachers on a workshop addressing communication and diversity, as well as attorneys needing cultural context for clients. For a full list of staff involvement in outreach for the 2011-12 academic year see appendix.

Survey Respondent

I feel less validated because I appear white. People do not acknowledge my experiences. I don't feel like I have a voice in the space. I also don't feel comfortable expressing my queer identity in the space due to the hetero-normative folks that I have encountered at the Cross-Cultural Center

Future Program Implementation

As the VC- EDI Office becomes established, new programs that enhance our equity and inclusion training will be at the top of the Center's planning list. A long term vision will be to pilot a signature leadership and social justice series for undergraduate students. We would need to be build a solid infrastructure process and mechanism to run what we anticipate would be a yearlong program. We are also using our 2011-12 assessment to meet concerns and needs identified by the community.

Leadership and Services

Since the Center's inception, building leadership and creating opportunities for historically underrepresented and underserved students to gain critical skills and social justice knowledge has been the bedrock of our mission and work. Much of this leadership and service has been through the explicit



TRiO High school visit

development of our internship program, but has also expanded to include direct work with student organizations. The CCC provides programming and events that build skills, leadership capacity, and wellness for affiliate student organizations and departments. In the executive summary of this document we noted the use of an intersectional community building process that holds both the tension and the opportunity to accomplish this goal. We actualize this goal through our leadership, programs, and services. We are always geared towards looking at how we are impacting our key constituents and at the same time invite new people into the conversation about equity and inclusion.

Internship Program

Over the years, the recurring reflection amongst all interns is that this internship has been the most impactful, life changing, and significant experience in their college career. Interns have changed their majors, career paths, and level of involvement in student organizations as well as with communities outside of UCSD. We have learned through personal narratives and assessment data that this internship program contributes to academic persistence, reinforces resiliency when balancing all aspects of life, and fosters a sense of belonging on campus.

Our internship program is our most solid and long standing program. It has developed over the years through intern feedback (post internship program), adapting learning from student affairs research, and implementing developmental learning outcomes. Developmental outcomes have been pivotal in developing our interns into leaders. This initially happens during our intern retreat and training throughout September, where they begin to establish close relationships as a team, understand Myers Briggs temperament styles, build a learning foundation in social justice, and adapt the value of the CCC's philosophy, values, and mission statement as it relates to the campus. This growth continues throughout the year with an intentional infrastructure. They fill out a developmental outcomes inventory that allows them to self assess skills such as time management, accountability, communication, ethics, social justice knowledge, facilitation, ability to self-assess, valuing strength of others/self, establish meaningful relationships, amongst many others. This assessment is complimented with thorough meetings with the Assistant Director to discuss their self-assigned ratings in their survey, establishing quarter goals and an "Expectations" contract whereby interns agree to certain terms set by the CCC staff.

We have 9 interns (four Diversity Peer Educators, two Program Assistants, one Newsletter and Marketing Coordinator, one Joy de la Cruz Art and Activism Intern, and one Affiliates and Outreach Coordinator).

In addition to carrying out the mission of the CCC, they are our heart line to the community we serve. They inform us of student organization climate; issues within organizations, across organizations, and what organizations are collectively and/or individually involved in. Interns cater their particular roles in



CCC Intern Retreat 2011

the Center to meet the needs of the vast and diverse communities who use the space. In doing so, interns further develop into leaders because they understand the importance of building community through education, art exploration, wellness programs, providing education through facilitating workshops, and keeping our users connected to the CCC through our Affiliates Program and marketing via the Common Ground Newsletter.

The most memorable and rewarding highlight from the internship as voiced through all past interns is the Self-Initiated Project (SIP), whereby each intern is able to explore their passion by creating a project or program. This process is very powerful in that it allows for educating self and others, creativity, autonomy, flexibility, challenging oneself, while receiving resources, support, and guidance from the full time staff when needed. A highlight from last year’s Joy De La Cruz Art and Activism intern was a tri-fold of programs focusing on creative arts through various mediums, such as Gail Gutierrez’ (Joy De la Cruz Art and Activism Intern), “The Decolonized Eye: Filipino American Art and Performance” Book Launch by Professor Sarita Echavez See. Professor Eschavez See showed via PowerPoint various non-representational abstract and a vanguard visual art created by Filipino/Filipina artists. She asked questions like, “How do we think about Filipino/Filipina identity formation when the art is nonrepresentational?” These artists subjectively depicted their art with no Filipino/Filipina bodies, yet were able to show aesthetics of migrations, histories of empires, and colonization. Below is a full list of the intern cohort’s Self-Initiated Projects and Programs.

Intern Self-Initiated Projects	
Amado Berrios	Project: “Untold Stories” collection of immigration stories zine
Anthony del Real	Event: 5/10/12: “ WERQin’ It: Chubby Queers of Color”
Gail Gutierrez	Events: 5/25/12 Book Launch- Sarita Echavez See 5/31/12 "Naked Spaces: Living is Round" film screening 6/7/12 VIS198 Art Reception (SIP)
Grant White	Project: spring quarter-long radio show “Kreative Instruction”
Irwin Simpelo	Project: “House Cleaning”-CCC web-site renovation
Jeannette Perez	Project: “Borderline” collection of personal narratives
Kristina Cruz	Event: 2/29/12 “Love and Lumpia”- dating in the Filipino-American Community
Meryem Kamil	Project: Journal of personal identity as a Pakistani in diaspora
Steven Leung	Project: “Cries of the Tiger Son” Tumblr - Exploration of Identity

Preuss Internships

The Cross-Cultural Center has partnered with The Preuss School to host three high school seniors for the academic year over the past four years. The internship provides Preuss high school student skill sets on customer service, programming logistics, and social justice education. The students also develop practical skills and knowledge. Interns are given the opportunity to work the front desk of the Center, network with student, staff, and faculty of the university, and participate in critical readings and dialogues on social justice issues. The interns are also asked to develop a personal initiated project (PIP). Here they are asked to research an idea and develop a workshop, presentation, or paper about what they have learned. The Preuss Intern projects for 2011-12 include:

Erika Chavez – “Creating a Chicana Space at Preuss” (dialogue)

Kelly Kovacic – “AB540 Resources for Preuss” (pamphlet)

Miles Clark – “Mixed Statements: Stories of Mixed Students at Preuss” (video)

Affiliate Program

One of the most important ways the Center builds leadership skills and social justice knowledge is through our affiliate program. Implemented in 2006, the program allows CCC staff to build explicit and direct relationships with the over 39 student organizations, groups and departments that partner with the Center, as well as make extensive use of the physical site. This is accomplished through leadership and social justice workshops, student organizational informal advising, the work we do in conflict resolutions, as well as the support we give to organizations as we work together and with the campus administration. This year's Affiliates Program has 39 groups and organizations expanding from last year's high of 29. In 2011-12 the CCC also co-sponsored different student events and help newly affiliated organizations coordinate some of their events. A highlight co-sponsored event was a partnership with Keshet, UCSD's Queer Jewish student organization. For the first time, UCSD hosted a four day *Queer Jewish Film Festival* in the winter quarter in which a film was shown per day followed by discussions with community members that were led by the CCC's Diversity Peer Educators (DPEs).

Survey Respondent

In this space through film screenings/events/talks I have begun discussion with people, internal dialogue within myself that has continued outside of the space.

Filtering into so many other parts of my life. It is because of the mission of the space and some of its affiliates that I have begun much of my self-reflection. I honestly attribute much of my spiritual, intellection and emotional growth to the CCC

The largest leadership community program sponsored by the Center is our annual affiliate leadership conference. Grant White, the 2011-12 CCC Affiliates and Outreach Intern, coordinated this year's conference entitled – "REVOLVE." Nearly a hundred participants attended. Majority of the affiliated



Prof. El-Tayeb at REVOLVE Conference

organizations became part of the conference ranging from organizing a workshop and/or attending them. The range of workshops covered topics on social justice, community building, and wellness. From workshops on sexism and homophobia in student organizations, transphobia in the gay and lesbian community, to wellness workshops such as yoga and poetry writing, affiliated members of various organizations came together to diversify and critique popular notions of social justice (for a full list of 2011-12 Affiliate Program sponsorships see Appendix).

Partnerships

The Center also is in partnership with other departments. Working with the Student Promoted Access Center for Education and Services (SPACES), the Center provides space for affiliated organizations to host workshops and classes for their members, access and outreach programs for high school students, and retention programs for their communities. The Center is also the host for seven student organizations that are affiliated with both the CCC and SPACES for their annual high school conferences. Working with the Admissions Office and Student Affairs Division, the CCC and SPACES host the annual Overnight Programs geared toward underrepresented and underserved communities. The Office of Academic Support and Instructional Services (OASIS) works with the CCC for their annual Summer Bridge

and Summer Transitional Enrichment Program to welcome incoming first year and transfer students to the UCSD community.

Programs and Events

Programs/events are our most visible and wide-spread service we offer to the community. All of our programs are intentional and align with our programmatic philosophy: **PLACES** (Promoting respectful dialogue, Leadership, Affirmation of identities, Community building, Empowerment, Social Justice). Through providing supplemental education to students, opportunities for faculty to educate others while enhancing their leadership, and staff engagement, we offer a well-rounded series of programs that cater to the needs of the community.



Baby Pumpkin Painting

Our signature series through a social justice lens includes: Block Party (networking and involvement opportunities with student organizations and providing departmental resources), Beyond La Jolla (off campus experience for students focusing on the arts and education), Affiliate programs (leadership, collaboration, education, identity development, and networking for student organizations), Activist Graduating Senior Mixer (career resources, and honoring academic success/persistence/resiliency), awareness/heritage month programs (education, leadership, and community building), Breather (wellness, balance, community building, acquiring new users, and de-stressing), and Finals Week Stress-Less (wellness and supplemental academic support).

A wellness program highlight was our Breather Series: Yoga, facilitated by a previous Affiliates intern, Mindy Tran, who is now a certified yoga instructor in the San Diego community and at UCSD's RIMAC Fit Well program. It was frequently offered because it was the most popular wellness program this year for staff and 1st and 2nd year students. The most impressive aspect of this program, as well as many of our Breather Series programs, was the number of new users it attracted. Art-centric Breather Series draws in the most participants.



Breather Series: Yoga



So Much Aloha, Not Enough to Matter

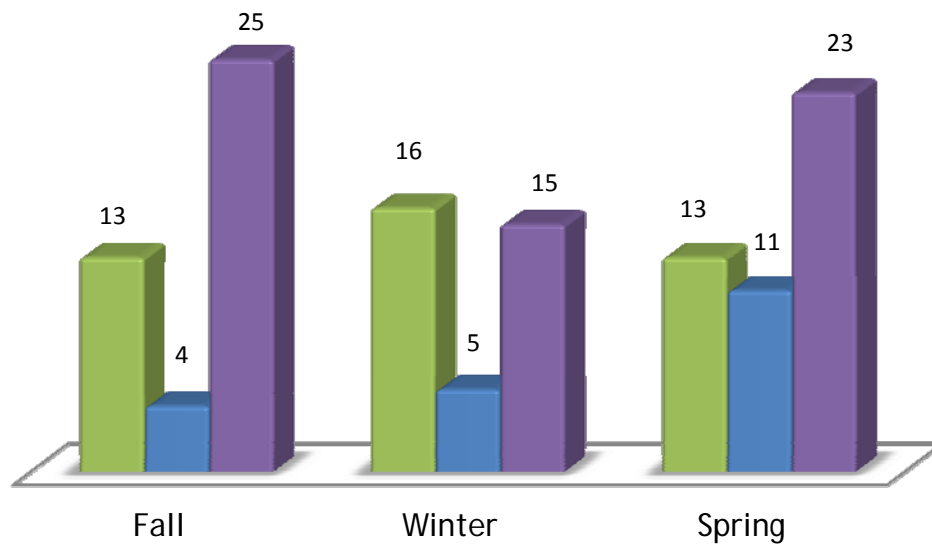
Participation in the Breather Series supports students' sense of belonging.

An educational-based program highlight was "So Much Aloha, Not Enough to Matter- The (in)Visibility of Pacific Islander Students in Higher Education." This program was co-sponsored with another department on campus, Student Support Services Program (SSSP) and was facilitated by an alumnus of UCSD, Alisa Tulua. It addressed the struggles of Pacific Islander students in the university and how the Pacific Islander cultures are institutionally visible, but Pacific Islander

students/people are invisible. Collaborative programs are valuable because they generate larger audiences and interest as well as provide leadership opportunities for staff and alumni to share their knowledge and utilize skill sets they may not typically use in their jobs. In addition, education-based programs supplements students' academic experience by creating more well-rounded and knowledgeable leaders. It allows students to explore areas that they may not be able to through their UCSD academic major(s)/minor(s) and contributes to their level of involvement with student organizations, staff, and faculty.

When comparing program numbers from 2009-2010, the Cross-Cultural Center's initiated and co-sponsored programs increase significantly. Center initiated and intern programs increased from 52 (09-10) to 62 (10-11) programs. Co-sponsored programs increased from 24 (09-10) to 63 (10-11). The Center initiated more wellness programs, as well as programs centered on education and the arts (SJ Lens, FAAR). Co-sponsored programs almost tripled due to our increasing work with student organizations that frequent the space. The community at large is becoming more acquainted with our resources and services thereby wanting to work more closely and frequently with the Center. As exciting as this collaboration and support we proactively provide through our programs may be, we are even more than before facing a larger challenge with additional reduced funding and an inadequate number of staff members to fulfill these ever-growing needs of the community (For a complete list of CCC programs by quarter see Appendix).

Programming Impact at a Glance



■ CCC Initiated: 33 total ■ CCC Intern Initiated: 19 total ■ Co-sponsorships: 24 total

Programming and Leadership

The Center actualizes leadership through a multi-level process. First and foremost, our Internship Program is the heart and soul of the Center. Along with the personal growth, skills development, and leadership practice, not only do our interns provide a vital and much needed link to a broader community of students, they also help the Center as a whole expand our capacity for programming, visibility, and impact. Without our intern program we would not have the same level of relationship with faculty whom the students interact with, community groups and non-profits where they volunteer, or the direct voice of campus climate and life on UCSD's campus.

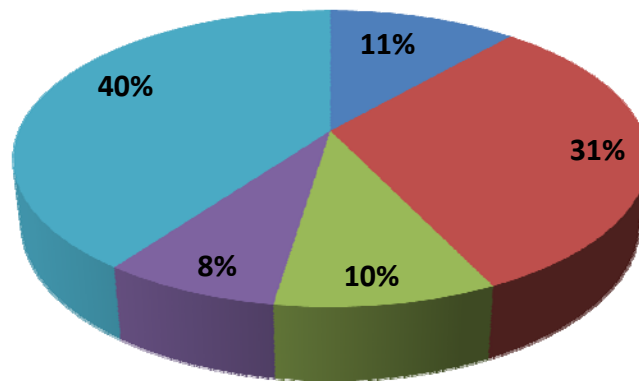
Also our leadership work with student organizations and departments is where we see the largest reach and impact on campus climate. Staff of the Center work very closely with affiliated organizations not only to help with internal leadership and needs of the organization, but we also act as a sojourner between the organizations and campus administration to implement programs and services that enhance the quality of life for all students. We are involved in campus-wide efforts to consult with issues that come up regarding diversity and social justice, as well as working with individuals who reach out to us for a consultative role for individual and campus climate matters. Being able to connect across student, staff, faculty, organizational, and departmental levels using our background in diversity and social justice is a key feature of the CCC.

Resource and Services

Since the CCC’s inception in 1995, we have envisioned the work of the Center through a lens of reach and impact. One of the clearest ways we capture this is through the scope and reach of the physical site and our social media footprint. Because we manage a 6,600 sq ft facility, we are able to offer a home base and support for student groups and organizations while at the same time offer events and activities that outreach to the entire campus and San Diego community. This support comes through educational and leadership programs that have been detailed above. Critical to the actualization of the CCC vision and mission is the impact that the physical site and resources has on community groups.

CCC 2011-2012 Usage

- Academic Dept
- University Dept
- Staff Association
- Other
- Student Organization



As seen in the pie chart on the previous page, the majority of site usage for 2011-2012 came from student organizations at 40%, followed by academic and university departments at 11%, and 10% respectively. Student organizations make up the highest percentage of usage of the Center. Reservations include board meetings, general body meetings, trainings, and conferences. The Center also works with unions, other universities, and colleges in the county and local non-profits for Center usage.

Resources

Key to our education and leadership work is the day to day interactions within the space. Students come in to study, eat, sleep, and socialize. Faculty and graduate students hold classes, attend events,

and office hours. Alumni meet with students and community members interested in film and book topics. Though hard to quantify, these elements serve as markers for improving campus climate and help create a sense of belonging for many individuals visiting the site. In 2011-12, the Center completed its bi-annual assessment to help map and understand the role and impact of the Center’s programs and services on users. Our goal was to survey one fourth of the community as defined by our social media numbers, which would equate to around 500 individuals. We were able to get over 600 survey responses.

The next section of the report details how the Center provides resources and services to the over 47,000 estimated users of the site during 2011-12. Below is detailed information about our Art Space, social media footprint, facility, and constituent data on usage, and finally an overview of preliminary assessment survey data.

CCC Services/Usage at a Glance

Types	Hours	Attendance	Note
Advising - Faculty	104	698	Three main departments used the Center for their Office Hours & group advising – Critical Gender Studies, Ethnic Studies, Literature – totaling 7 faculty. This year’s Faculty in Residence, Prof. Fatima El-Tayeb of Literature, Ethnic Studies, and Critical Gender Studies, was housed in the Center to hold office hours as well.
Advising – Graduate Student/TA	42	125	Primarily used by Ethnic Studies & Literature graduate students, this included ad-hoc, formal, and group advising. The number of hours and students are not fully noted as this is per room reservation. Many graduate students held office hours in the Library or the Lobby and did not formally request a room. 16 graduate students held office hours in the CCC.
Advising – Staff/CAPS	116	140	This estimated time usage and attendance was mainly used by the Campus Community Center’s in-home psychologist Dr. Catherine Thompson who conducted office hours, client intake, and group meetings.
Board/Planning Meeting	746	4962	Staff and student organizations met in the Center to plan their events and programming. Over 30 student organizations utilized the space for their board meetings. The university’s Heritage Celebration planning meetings (4 in total) were held in the Center.
Class – Academic	315	4422	Academic classes this year included courses from Critical Gender Studies, Ethnic Studies, and Literature. This year, the Campus Community Centers also held a class with its interns under Critical Gender Studies and Academic Success Program.
Class - Department	211	2600	Center for Communication & Leadership, under the Center for Student Involvement, held workshops ranging from public speaking workshops to resume building classes.
Class – etc.	9	28	This included one day seminars that were not reoccurring held by faculty in Ethnic Studies and Literature. This also included staff development classes done by different staff associations.

Conference	589	6080	8 student organizations worked with the Student Promoted Access Center for Education & Services (SPACES) and held workshops in the Center for their high school conferences. This year, the South-East Asian Collective along with the Asian & Pacific-Islander Student Alliance held a state-wide conference addressing issues South-East Asian Americans face in education and in society.
Department Event	59	1205	Both Ethnic Studies and Critical Gender Studies held its Honors Symposium in the Center highlighting this year's honors students and their research.
General Meeting	749	14175	Affiliated student organizations like Kaibigang Pilipino (KP), Movimiento Estudiantil Chicano de Aztlan (MEChA), and the Muslim Student Association (MSA) held General Body Meetings that held at times more than 100 students per meeting. Local unions, like AFSCME, also held meetings in the Center with university employees.
Lecture/Speaker	36	461	These events included department, student organization, and CCC co-sponsored speakers that were held in the Center and open to the general public. This included the CCC's Authors in Residence where faculties from different departments presented their book/papers in the CCC.
Presentation	102	2180	The Women's Center candidate for Director held its presentations in the Center, drawing students, staff, faculty, and community members to hear the candidates. Also, this year, the Pacific Islander community brought alumni to address issues Pacific Islander students are facing in higher education and how they have been historically silenced in the university.
Student Event	277	3765	This included work parties before major events and classes coordinated with SPACES interns and student organizations.
Training/Workshop	200	1620	The Diversity Peer Educators worked with the Center for Student Involvement to hold workshops in the Center.
Other	441	4604	This included reservations by student organization like work party or study jams.
Total	4004	47070	Averaged 47,000 visitors for over 1,500 events.

Center User Data

Shown in the detailed user activities grid and the constituent percentage chart the CCC programs and services reach a wide variety of individuals, departments, groups and organizations at UC San Diego, and in the broader community. This reach allows us to collaborate and forge new and innovative partnerships within the campus community. One example of this is the Experiential Teaching Conference that was held Winter 2012. Working closely with Sixth College planners, the Center was able to host the conference on site, help advertise the event, logistically give guidance on planning strategies, and have staff attend workshops and events that pushed our professional development. This one example shows the potential growth and work going forward for the Center.

Gallery and Art Programs

One of the most popular venues for artistic and creative expression is the Cross-Cultural Center Art Space. There are a total of three designated spaces for art at the CCC, which includes: Art Space, Conference Room, and Hallway. Each space is equipped with a gallery system for hanging art, which allows users to replace art frequently and efficiently. The Art Space gallery also has installed picture lighting that draws more focus on each individual artwork and helps create an ambience conducive for dialogue and engagement. This space also functions as a multi-purpose room and is used to host receptions, meetings, programming, and performances. Hands on art activities, such as the *Breather Series: The Art of Making Gifts* and gallery exhibitions, such as the *MaARTE* series were among the most



WOMYN

Whither UCSD?

MaARTE

popular programs planned and implemented by CCC interns. The community has always been excited about the art space and continues to be a central component of what we offer to the campus.

In contrast to most other art on campus, the Cross-Cultural Center Art Space focuses on using art as a way to critically learn and discuss issues surrounding social justice, building community, self-care, and wellness. The Art Space was able to host and curate artwork by students, staff, faculty, and community members for a minimum duration of one week and up to a maximum of three months. The Art Space has been the common site to exhibit art for campus-wide planning committees such as the Cesar Chavez and World AIDS Day Planning Committees. There has been a wide range of various forms of art including murals, comics, paintings, design, film, music, dance, poetry, stories, installations, photography, and electronic media. The following two tables are record of Art Gallery Receptions and other art exhibits and projects that were held in the Art Space of the Cross-Cultural Center.

Art Gallery Receptions	
11/23/2011	<i>WOMYN</i> by Maureen Abugan
1/19/2012	<i>Whither UCSD?</i> by Prof. Fred Lonidier
3/13/2012	Prof. Maria Cesena ETHN120
4/2/2012	Prof. Blu Barnard ETHN103
4/19/2012	Cesar E. Chavez Exhibit by Ricardo Garcia Trejo
5/9/2012	<i>We Are Individuals, Not Stereotypes</i> by AS Diversity Affairs
6/7/2012	<i>(re)membering</i> by Gail Gutierrez & Maureen Abugan

Other Art Exhibits and Projects	
6/23/2011	Kumeyaay Archive Photographs
11/14/2011	World AIDS Day Exhibit
2/6/2012	Black Girl Problems
3/1/2012	Tibok ng mga Puso ng Pinay
5/1/2012	QSAP Exhibit by Roshni Guha Thakurta

Marketing and Social Media Impressions

Another key area of Center service 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 to post up-to-the-hour news, information on upcoming events, event flyers, and articles to invite feedback from readers called the "Spotlight Feature". The Spotlight Feature is a space where we invite the entire community to reflect and provide thoughts on topics pertaining to local/world news that we at the Cross-Cultural Center are currently thinking and talking about.

The CCC electronic newsletter (E-News) has received a makeover two years ago in order to communicate content information more effectively and also to keep track of the "Click-through Statistics" to see what sort of information is popular amongst our readers. The E-News is essential as another marketing tool because it connects our recipients to all of our social media outlets, which in turn increases the activity of each of those marketing tools. The number of subscribers grows

Tool	Recipient/Subscribers	Annual Impressions
E-Newsletter	3,314	109,362
Website	Open	Est. 100,000
Tumblr	Est. 2,710	Est. 100,000
Twitter	Est. 2,710	Est. 100,000
Print Newsletter	300	900
Flyers & Calendars	500	1,500
Total	9,600+ (Estimated)	

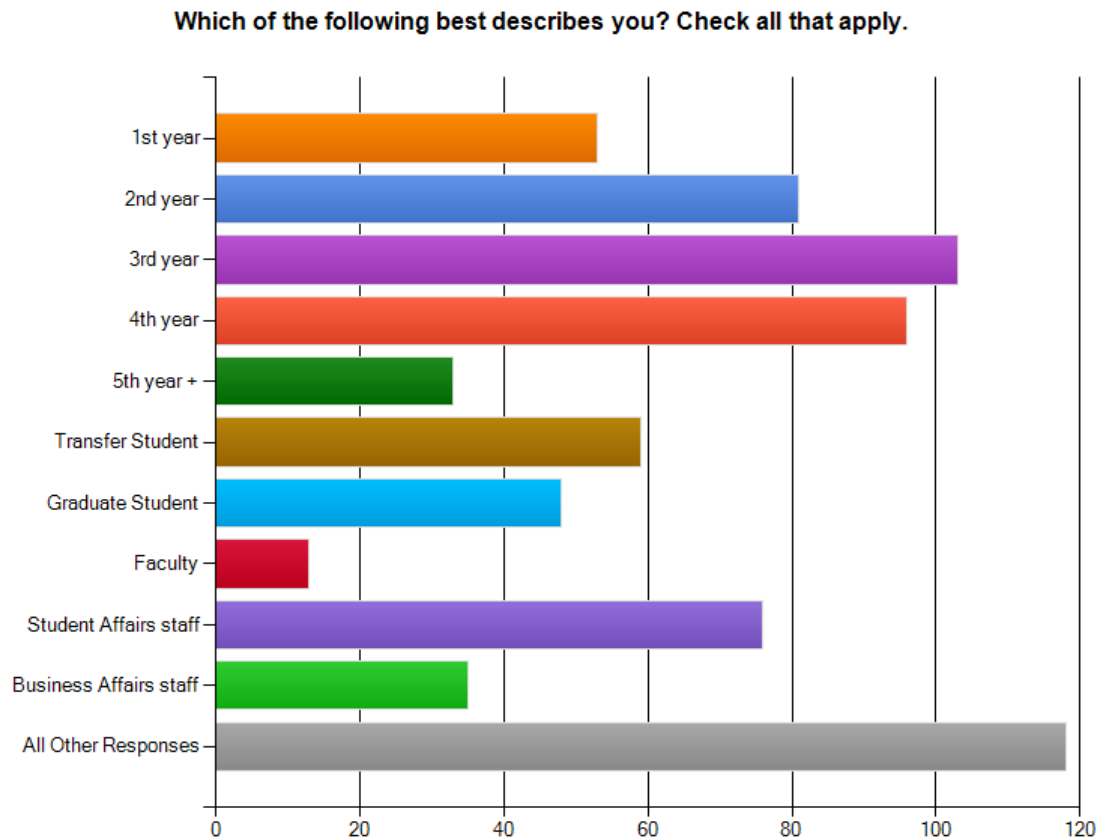
steadily every year and reaches out to newly admitted underrepresented freshmen/transfer students, alum, professional colleagues located worldwide, and community members whose mission aligns with the Center's philosophy mission. For example, when we sent out our Fall 2011 E-News to 438 incoming freshmen and transfer students, 244 expressed interest in the information about campus resources and student organizations. Our latest application is our CCC Google Calendar, which updates events that occur on site. The CCC Marketing Intern is responsible for the maintenance of an online Events Calendar and the Art & Activism Intern maintains the Art Gallery Calendar.

In addition, the Cross-Cultural Center launched its web-site two years ago and the site is now more user-friendly, has a more streamline navigation, and interfaces other links and information much cleaner. We will soon be giving our web-site another makeover, which is scheduled to launch sometime in the 2012-2013 academic year. Lastly, the 2011-2012 Operations Team created the first ever Cross-Cultural Center infomercial that introduces the public to the Center and highlights services that it provides. 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.

2011-12 CCC Assessment

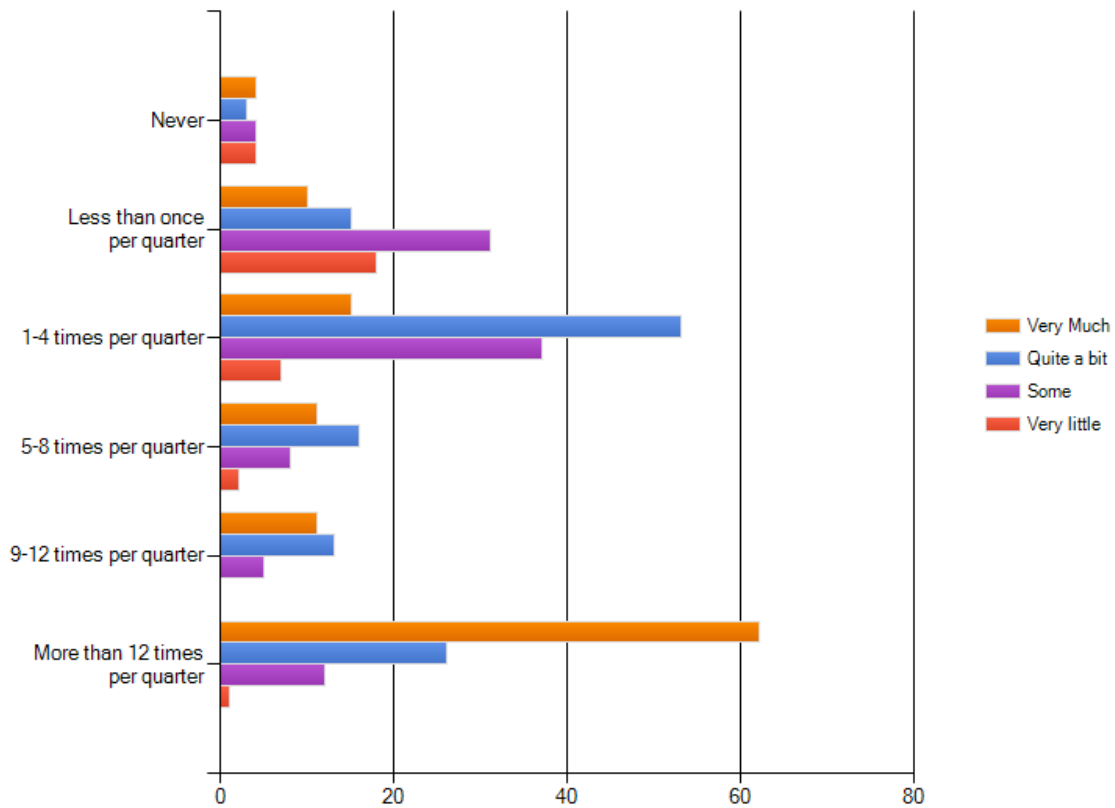
The Center continued with our annual February assessment process this year and had the highest number of survey responses to date for a total of 617. Surveys were distributed via list-serve emails, CCC web-site, personal emails, and hard copies. For the first time, we included campus-wide distribution through list-serves, including the Ujima Network, Staff Associations list, departmental contacts, and organization visits.

Below you will see a constituent breakdown of the survey. A more detailed report of the data will be reported in a separate document that is forthcoming. Presented below are a few key highlights from the survey data.



As seen in the bar graph above, student users particularly 3rd and 4th year students had the highest response rates for the 2011-12 survey. The next highest survey group reports as ‘other.’ This group includes Alumni and community members who are part of our outreach efforts and who remain interested in Center programs and events. These alumni and community members follow us on our e-news and through other social media sites. In the forthcoming report we will be disaggregating this category to gain a more nuanced understanding of attitudes, service, and program needs of the group. Understanding these survey respondents more deeply gives us a window into our 20th anniversary planning, particularly on how we can leverage alumni involvement and launch a specific community outreach process.

How often do you come to the Cross-Cultural Center?

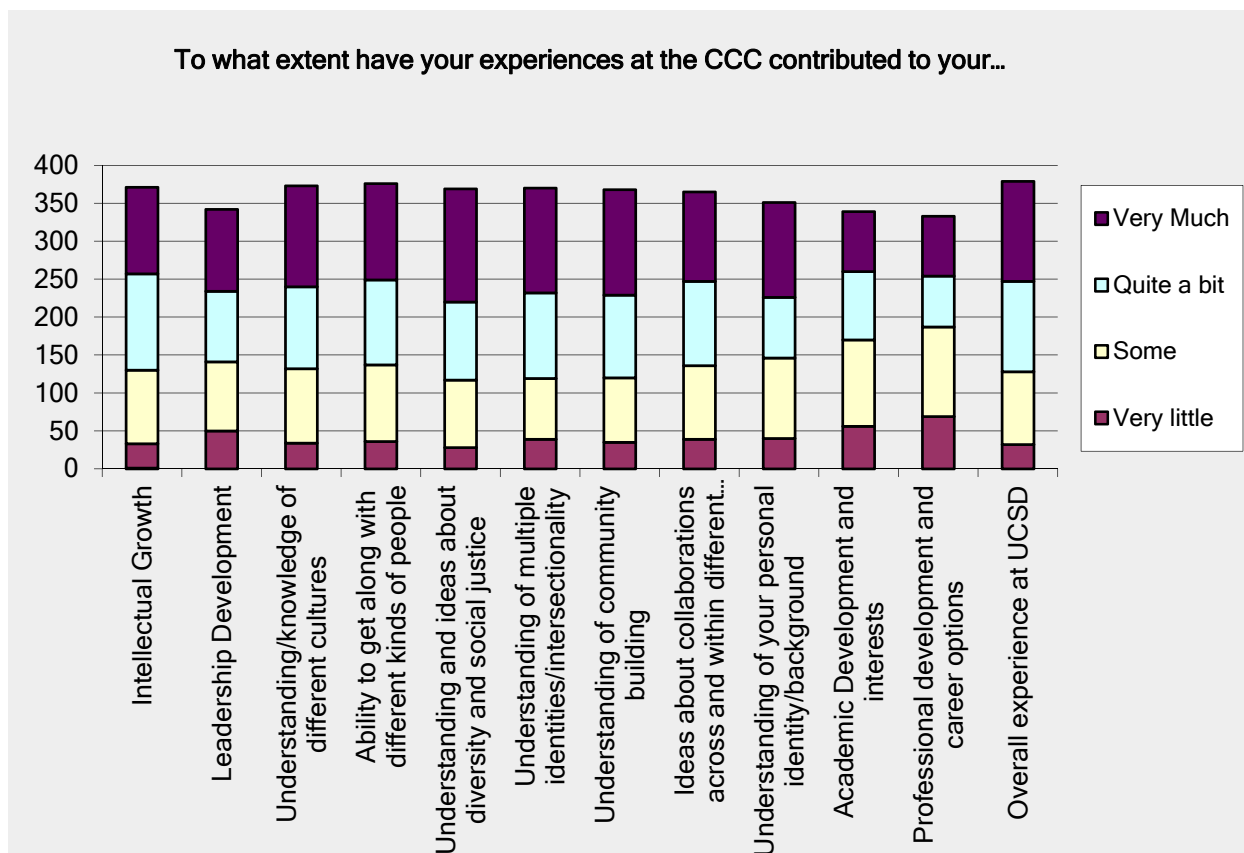


As mentioned in the beginning of the report, centers like the CCC are often established as a place of belonging and community. As part of our annual assessment, we want to understand the CCC's role and impact on the student experience based on this value. One data that shows this trend is the number of times students visit the Center per quarter (as seen in the bar graph above). As shown in the section on leadership and services, students do use the CCC as a home base for student organizational work, but they also connect to the CCC as a base for studying, sleeping, event attendance, etc. In our forthcoming assessment report, we will be delving into these phenomena more closely. Of particular interest are the student year status (1st or 2nd) and the ethnic breakdown on users to look at overall satisfaction and the role the Center plays in creating a sense of belonging on campus.

Quarterly Usage Patterns

While it is important to know how many students use the space, it is equally if not more important to know the impact of this use on other indicators, like interacting with different peers, intellectual growth that is occurring because of CCC educational programs, and ability to be completely one's self and understood within the Center. The assessment looked at to what extent experiences at the CCC contributed to specific campus climate and other retention indicators.

In all cases, survey respondents ranked the Center as contributing a great deal to their personal and intellectual development. The same trend was noted when looking at development of community building and leadership skills. The Center continues to meet its central mission of being a space for community building and personal development. In addition, survey respondents indicated that the Center has a direct impact on their experiences with campus climate.



Going forward with our data analysis we are interested in understanding specific constituents' interaction and engagement with the Center. We will review this information not only on the student level, but also between students, staff, and alumni members who continue to engage with the Cross-Cultural Center. Survey data has unearthed an area of concern that we will be addressing in the strategic planning process. Enhancing 1st and 2nd year experience appears to be a growth area for CCC programs and services. Some ideas under discussion include, workshops on leadership, skills development, volunteerism, and mentoring too name a few. These key areas are being incorporated into our 2012-13 and 2014-15 strategic planning process.

Conclusion

The next three years of Center planning and development will set a course for the third wave of growth for the Center. Our first wave involved building Center capacity to match the aspirations of the founding task force. This wave involved building programming in our 510 location, increasing staffing to address unmet constituent needs, and preparing for two subsequent moves to our permanent location. Our second wave of development involved settling in to our Price Center location. During this time we have solidified our internship program to build strong leadership capacity internally and with affiliate groups

using the site. We have also continued to increase in infrastructure development by implementing a bi-annual program assessment as well as better evaluation of community impact and site usage data.

The next phase of Center development, or third wave, needs to continue the efforts built over the last 17 years by pushing the envelope of what is possible within the space, which includes branching out to more effectively engage community within and outside of UC San Diego and the surrounding community. There is also a place as well for more research and practical application of the innovation that the CCC along with our colleagues at the Women's Center and LGBT Resource Center continue to develop. We are poised to begin this phase of development particularly because of three key factors: our three year strategic plan leading to, the 2014-15 20th anniversary of the Center, and the hiring and development of the Vice Chancellor for Equity, Diversity, and Inclusion (VC-EDI). Taken together these developments and shifts have huge implications for how we grow and change in the Center and at the campus as a whole. Some key aspirations and plans in these three areas include:

- Strategic planning- using a SOAR (Strengths, Opportunities, Aspirations, and Results), the Center will chart our three years leading up to the 20th anniversary. Key areas of focus will include our work with the Chancellor's Diversity Office and the VC-EDI on new campus initiatives including work with the system-wide climate survey and campus strategic planning efforts. Internal to the Center we will be focusing on building an explicit Staff Training and Research (STAR) professional development program, a more robust Faculty in Resident and faculty engagement program, increased work with graduate student programs and services including more opportunities for students to present research and connect with undergraduates, explicit leadership and community activities to increase students sense of belonging to campus, and finally enhancement to the CCC assessment and evaluation rubrics to be more explicit about outcomes and expectations of programs and services.
- 20th Anniversary (2014-15) - the Center's 20th anniversary offers unique opportunities not only for reflection of Center work over the past years, but also a key moment to launch an explicit Center alumni and community outreach program. Over the years we have had stops and starts with trying to support and involve previous student leaders and users of the Center. Our goal would be to develop a process where alumni and other interested community could benefit from and give back to the space. This might include specific social media and other programs to help alumni and community to connect with one another, as well as bring alumni to campus to work with and mentor current students. Also, within planning for the 20th anniversary the Center will take a deep look inward investigating the impact of these past 20 years. This will involve working with a faculty member to do an in-depth review of CCC archives, an academic class, and finally a capstone project that may involve the development of a video or case study monograph for use on campus or at other institutes of higher education detailing the development and management of a campus diversity center
- Along with the research work and planning for 20th Anniversary outreach in the next three years we will also be launching a coordinated alumni program. The Alumni Roots Project is currently coordinated by the Director with the aid of the Affiliates Coordinator of the Center. The goal of the project is to document the narratives of alumni who were student organization leaders, worked on projects and events, or who worked with the Center during their undergraduate or graduate years on campus. By outreaching to past interns, SAAC organizations leaders, and

graduates of the Ethnic Studies, Critical Gender Studies, and Literature, we hope to document the impact of their experience while being in community with the Center, how the Center contributed to their understanding of their identity and social justice knowledge, and how they utilized what they learned to where they are today. Moving forward staff will be working with academic departments that are affiliated with the Center, the Office of Academic Success and Instructional Services (OASIS), TRiO Upward Bound Program, and the Student Promoted Access Center or Education and Services (SPACES) to outreach to alumni who have impacted the Center and campus as a whole.

- New VC EDI Office – UC San Diego is embarking on a monumental shift to infuse equity and inclusion in all aspects of campus life, institutional policy, and practice. The Cross-Cultural Center, reporting through the EDI Office, will be intimately involved in these efforts. Couple this with the first system-wide climate survey, the campus is moving diversity efforts akin to how sustainability and internationalization became campus-wide hallmarks of success and innovation. New infrastructure, practices, pilot programs, and policies will be the norm for the next few years. At the Center we hope to learn, grow, and be challenged to innovate and change in new exciting ways.

These next three years for the Cross-Cultural Center offer much change and growth. The information in this 2011-12 annual report codifies our work in the past and hopes to set the stage for aspirations going into the new year and new campus infrastructure. We help build and are impacted by community in all we vision and plan. We welcome feedback, comments, and concerns at cccenter@ucsd.edu

Appendix

CCC Programs 2011-2012

Fall - CCC Initiated	
9/19/11	Block Party
9/30/11	Academic Affairs Open House
10/06/11	Author in Residence (FAR) – “When the de la Cruz Family Danced” with Donna Miscolta with Literature & Cultural Studies
10/7/11	Activist Talks with Ninotchka Rosca
10/13/11	Affiliates Lunch
10/14/11	Breather Series: Yoga
10/20/11	Breather Series: Baby Pumpkin Painting Time
10/20/11	Social Justice (SJ) LENS - “Older Than America” Film with CA Native Day Celebration
10/22/11	Family Weekend Open House
11/04/11	Breather Series: Wii Day
11/17/11	Affiliates Dinner
11/18/11	Breather Series: Yoga
12/10/11	Finals Week Study Jam: Stress-Less
Count: 13	

Fall - Co-Sponsorship	
09/20/11	Black Connections (Orientation) with Black Student Union (BSU)
09/21/11	Orientate (Orientation) with Movimiento Estudiantil Chican@ de Aztlan (MEChA)
09/23/11	UCSD CA Native American Day Celebration Kick-off Event
09/23/11	Kumustahan with Kaibigang Pilipino (KP), Kamalayan Collective, Kabayanihan, & Pilipino Undergraduate Society for Health (PUSH)
09/24/11	Student Affirmative Action Committee (SAAC) Retreat
09/27/11	“Voices of Our Ancestors” exhibit with CA Native American Day Celebration
09/27/11	Ice Cream Social with Asian & Pacific-Islander Student Alliance (APSA)
09/29/11	Ummah Orientation with Muslims Student Association (MSA)
09/30/11	San Diego Asian Film Festival Kick-Off
10/06/11	Social with Students with Disabilities Coalition (SDC)
10/08/11	Association of Filipina Feminist, Feminist Fighting Imperialism, Re-Feudalism, & Marginalization (AF3IRM) National-Wide Conference
10/12/11	Dinner with Native American Student Alliance (NASA) & CA Native American Day Celebration
10/17/11	“Popular Culture, Sex Trafficking, & Razor Wire Women” with Ethnic Studies
10/21/11	San Diego Asian Film Festival – “YouTube Sensations”
10/23/11	San Diego Asian Film Festival: “Left By the Ship”
11/01/11	Student Affirmative Action Committee (SAAC) Awareness Week
11/01/11	“Precious” Film with Chican@/Latin@ Arts & Humanities (CLAH)
11/01/11	“Creole Choir of Cuba” with ArtPower!
11/05/11	Asian & Pacific-Islander Student Alliance (APSA) High School Conference
11/17/11	Dr. Henderson with CA Native American Day Celebration
11/19/11	Muslim Student Association (MSA) High School Conference
11/29/11	Annual Staff Associations Diversity Luncheon
11/29/11	“Chican@ Legacy” film with Chican@/Latin@ Arts & Humanities (CLAH)
12/01/11	Hanukkah Celebration with Hillel
12/02/11	Posada with Movimiento Estudiantil Chican@ de Aztlan (MEChA)
Count: 25	

Fall - CCC interns	
11/03/11	Beauty, Industry, and Us
11/10/11	Breather Series: Meditation
11/17/11	Watch What You Say
12/02/11	Breather Series: The Art of Making Gifts
Count: 4	

Winter - CCC Initiated	
01/21/12	Affiliates Revolve Conference
01/26/12	Experiential Learning Conference
01/27/1	Breather Series: Yoga
02/03/12	Breather Series: Yoga
02/06/12	SJ LENS - "Not In Our Town" film
02/07/12	"The Help" film screening
02/09/12	Faculty in Residence – ""European Other: Queering Ethnicity in Postnational Europe" with Prof. Fatima El-Tayeb (Literature, Ethnic Studies, Critical Gender Studies)
02/16/12	SJ LENS - "So Much Aloha, Not Enough to Matter- Asian Pacific Islander Pipeline" with Student Support Services Program (SSSP)
02/19/12	Beyond La Jolla - Eveoke Performance
02/14/12	Breather Series - Yoga
02/28/12	SJ LENS - "Sisters of Selma" Film with Black History Month
03/01/12	Breather Series: Students Choice Film Screening
03/09/12	Womyn of Color in the Academy
03/15/12	Breather Series: Create It & Take It
03/15/12	Intern Hiring Info Session
03/19-20/12	Finals Week Study Jam: Stress-Less
Count: 16	

Winter - Co-Sponsorships	
01/13/12	South East Asian Collegiate Conference
01/23/12	Queer Jewish Film Fest (week) with Keshet & Hillel
02/01/12	"Paths to PhD: Psychology & Related Programs" with Psychology
02/04/12	<i>Kaibigang Pilipino (KP)</i> High School Conference
02/10/12	Shabbat with Hillel and UCSD Jewish community
02/12/12	Queer People of Color (QPOC) Kiss-In
02/13/12	Islam Awareness Week with Muslim Student Association (MSA)
02/18/12	Black Student Union (BSU) High School Conference
02/18/12	Movimiento Estudiantil Chican@ de Aztlan (<i>MEChA</i>) High School Conference
02/22/12	IDEAS Symposium
02/24/12	"Passing Down the Legacy" film with Asian & Pacific-Islander Student Alliance (APSA), Nikkei Student Union (NSU), Muslim Student Association (MSA), & Student Promoted Access Center for Education & Services (SPACES)
03/07/12	UCSD Womyn's Conference
03/07/12	Ethnic Studies Honors Symposium
03/09/12	"State of Asian Americans at UCSD" with Student Promoted Access Center for Education & Services (SPACES) & Asian & Pacific-Islander Student Alliance (APSA)
03/10/12	Asian Pacific Islander (APSA) Talent Show
03/10/12	Nikkei Student Union (NSU) Culture Show
Count: 15	

Winter - Intern Initiated	
01/19/2012	Art Reception - <i>Whither UCSD?</i> by Prof. Fred Lonidier
02/09/12	Breather Series: Pilates
02/16/12	Behind Closed Doors
02/29/12	Love and Lumpia- Self-Initiated Project (SIP)
03/08/12	Do UC Our Campus?
Count: 5	

Spring - CCC Initiated	
04/04/12	Intern Hiring Info Session
04/04/12	Triton Day Affinity Receptions
04/20/12	SJ LENS Earth Day- "In Light of Reverence" film
04/27/12	SJ LENS - "Hermanongs" with Cesar E. Chavez Celebration
05/09/12	Author in Residence (FAR) – "Empire's Proxy: American Literature & U.S. Imperialism in the Philippines" with Prof. Meg Wesling (Literature, Cultural Studies) and Asian & Pacific-Islander American Heritage Celebration
05/11/12	Author in Residence (FAR)- "Asian American Racial Realities in Black & White" with Prof. Bruce Hoskins (Mira Costa Community College) and Asian & Pacific-Islander American Heritage Celebration
05/11/12	Breather- Smoothie Nutrition Break
05/12/12	Transfer Admit Day Open House
05/24/12	All People's Celebration
06/7/12	Affiliates Chair Luncheon
06/07/12	Graduating Senior Send-Off Dinner
06/08/12	Breather Series: Yoga
06/11/12	Finals Week Study Jam: Stress-Less
Count: 13	

Spring - Co-Sponsorships	
04/04/12	"Hijabs & Hoodies" with Muslim Student Association (MSA) & Black Student Union (BSU)
04/05/12	Overnight Programs with Student Promoted Access Center for Education & Services (SPACES) & Student Affairs
04/10/12	UCSD Cesar E. Chavez Celebration Opener
04/13/12	Peace Seder with Hillel
4/19/12	Ricardo Garcia Trejo Reception with Cesar E. Chavez Celebration
05/07/12	Pilipin@ Awareness Week with Kaibigang Pilipino (KP)
05/07/12	RAZA Awareness Week with Movimiento Estudiantil Chican@ de Aztlan (MEChA)
05/14/12	Justice in Palestine Week with Muslim Student Association (MSA) & Student for Justice in Palestine (SJP)
05/14/12	Israel Solidarity Week with Union of Jewish Students (UJS) & Tritons for Israel (TFI)
05/19/12	UCSD Powwow with Native American Student Alliance (NASA)
05/21/12	Black Student Union (BSU) Banquet
05/21/12	Queer People of Color (QPOC) High School Conference
05/27/12	Asian & Pacific-Islander Student Alliance (APSA) Graduation Banquet
05/23/12	Queer & Asian with LGBT Resource Center & Asian & Pacific-Islander American Heritage Celebration
05/29/12	State of Asia America @UCSD with Asian & Pacific-Islander American Heritage Celebration
05/30/12	Jewish Leadership Dinner with Hillel
06/02/12	Kaibigang Pilipino (KP) 25 th Anniversary Gala
06/06/12	Ethnic Studies Graduation & Recognition Celebration
06/08/12	Critical Gender Studies Honors Symposium

06/15/12	Pilipin@ Graduation
06/15/12	Raza Graduation
06/15/12	Native Graduation
06/16/12	Black Graduation
Count: 23	

Spring - Intern Initiated	
04/22/12	Breather-Eucalyptus Grove Hike
04/24/12	Coming Out and Loving Yourself
05/03/12	"Tales of Waria" film
05/10/12	Werkin' It: Chubby Queers of Color (SIP)
05/25/12	Author in Residence (FAR) – "The Decolonized Eye: Filipino American Art & Performance" with Prof. Sarita Echavez See (UC Davis – Asian American Studies & Cultural Studies) and Asian & Pacific-Islander American Heritage Celebration (SIP)
05/31/12	Breather- Grad Gift Away (PI)
05/31/12	"Naked Spaces: Living is Round" film (SJL) (SIP)
06/07/12	VIS198 Art Reception (SIP)
Count: 8	

Outreach, Training, Tours and Tabling 2011-2012

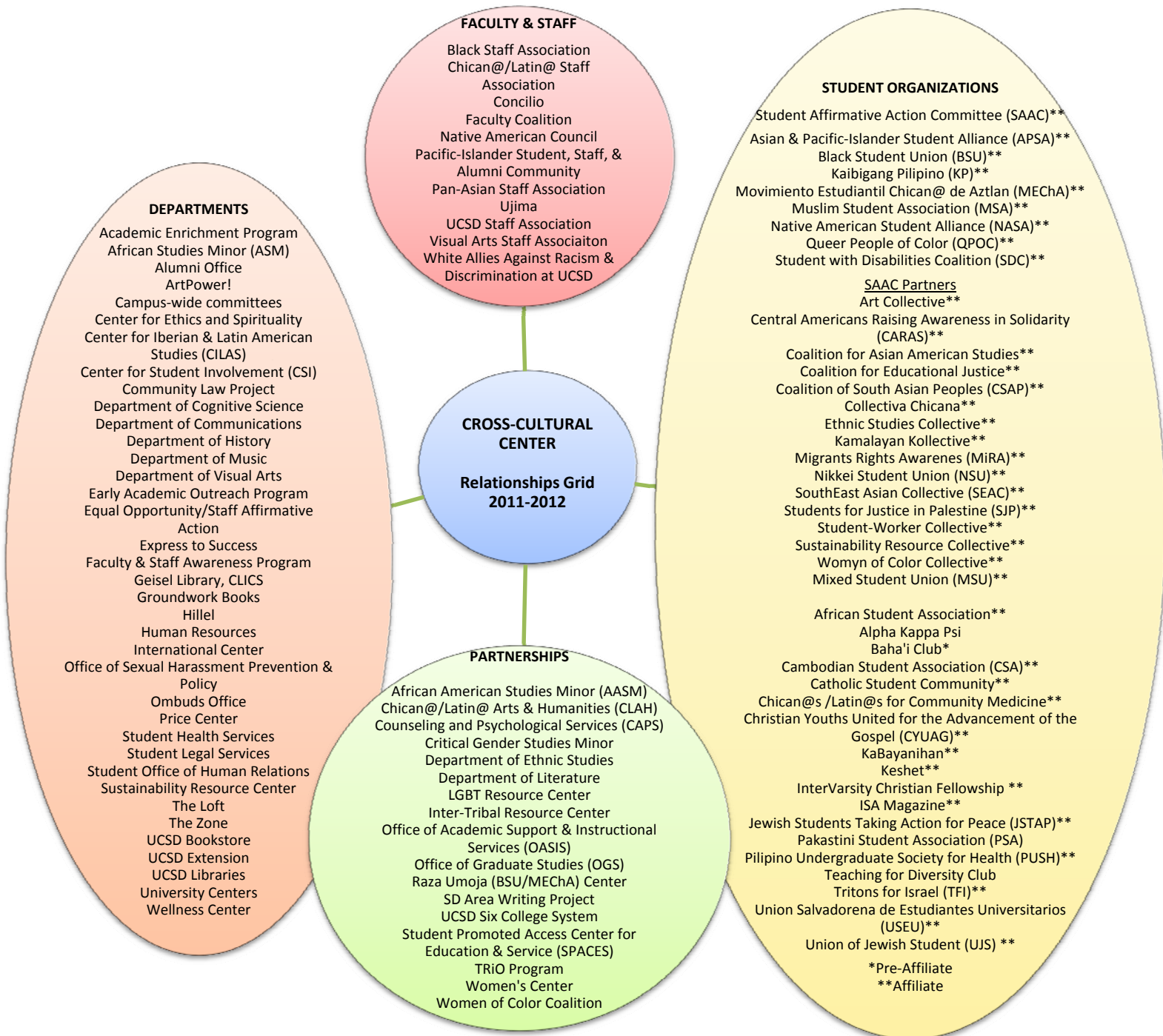
Date	Group
July 7, 2012	Upward Bound Pima College
July 22, 2012	Boys and Girls Club Linda Vista Visit
July 27 & 29, 2012	EAOP Making Waves Student Visit
July 30, 2012	OASIS Summer Bridge Mixer
August 9, 2012	Summer Transitional Enrichment Program
August 10, 2012	Summer Transitional Enrichment Program
August 12, 2012	Summer Bridge Student Organizations Resource Fair
September 1, 2012	All Campus RA Training
September 14, 2012	Graduate Student Orientation
September 15, 2012	Warren College Tabling
September 15, 2012	Campus Community Centers Training
September 19, 2012	Warren College Diversity Panel
September 19, 2012	Student Services Fair
September 19, 2012	CCC Block Party
September 19, 2012	The Village Transfer Student Tabling
September 20, 2012	Schpiel
September 20, 2012	Black Connections
September 21, 2012	MEChA Orientate
September 21, 2012	Q Camp
September 21, 2012	Women's Center Welcome Week Fest
September 23, 2012	Kumustahan

Student Organization Co-Sponsorships 2011-2012

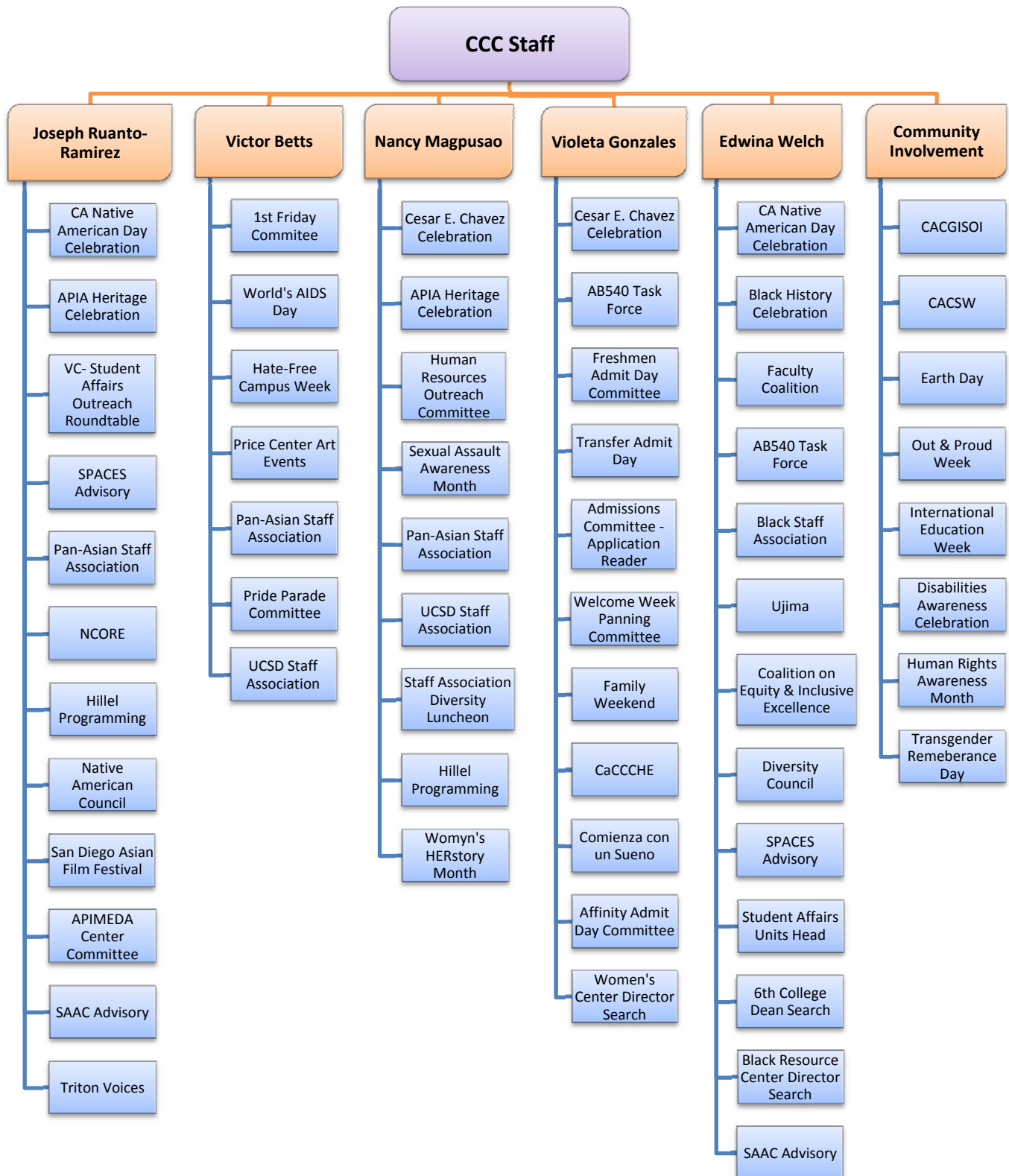
Fall - Student Organization Co-Sponsorships
Black Student Union (BSU): Retreat
Kaibigang Pilipino (KP): Kumustahan
Student Affirmative Action Committee (SAAC): Retreat
Native American Student Alliance (NASA): California Native Day Celebration
Christian Youth United for the Advancement of the Gospel (CYUAG): Gospel Night
Transgender-Intersex Alliance (TIA): Transgender Film Festival
Transgender-Intersex Alliance (TIA): Transgender Day of Remembrance
Black Student Union (BSU): Kwanzaa Celebration

Winter - Student Organization Co-Sponsorships
Movimiento Estudiantil Chican@ de Aztlan (MEChA): Disorientation Night
South-East Asian Coalition (SEAC): State-Wide Summit
Keshet: Queer Jewish Film Festival @ UCSD
Student Affirmative Action Committee (SAAC): Retreat
Black Student Union (BSU): Black History Month Mixer
Muslim Student Association (MSA): Islam Awareness Week
LGBTQIA: Western Regional Conference
Christian Youth United for the Advancement of the Gospel (CYUAG): Gospel Night
Asian & Pacific-Islander Student Alliance (APSA): Talent Show
Baha'i Club: Film & Lecture
Student for Justice in Palestine (SJP): Border Presentation
Nikkei Student Union (NSU): Culture Night
Kamalayan Kollektive: PINAY Week
Pilipino Undergraduate Society for Health (PUSH): Minority in Medicine Conference

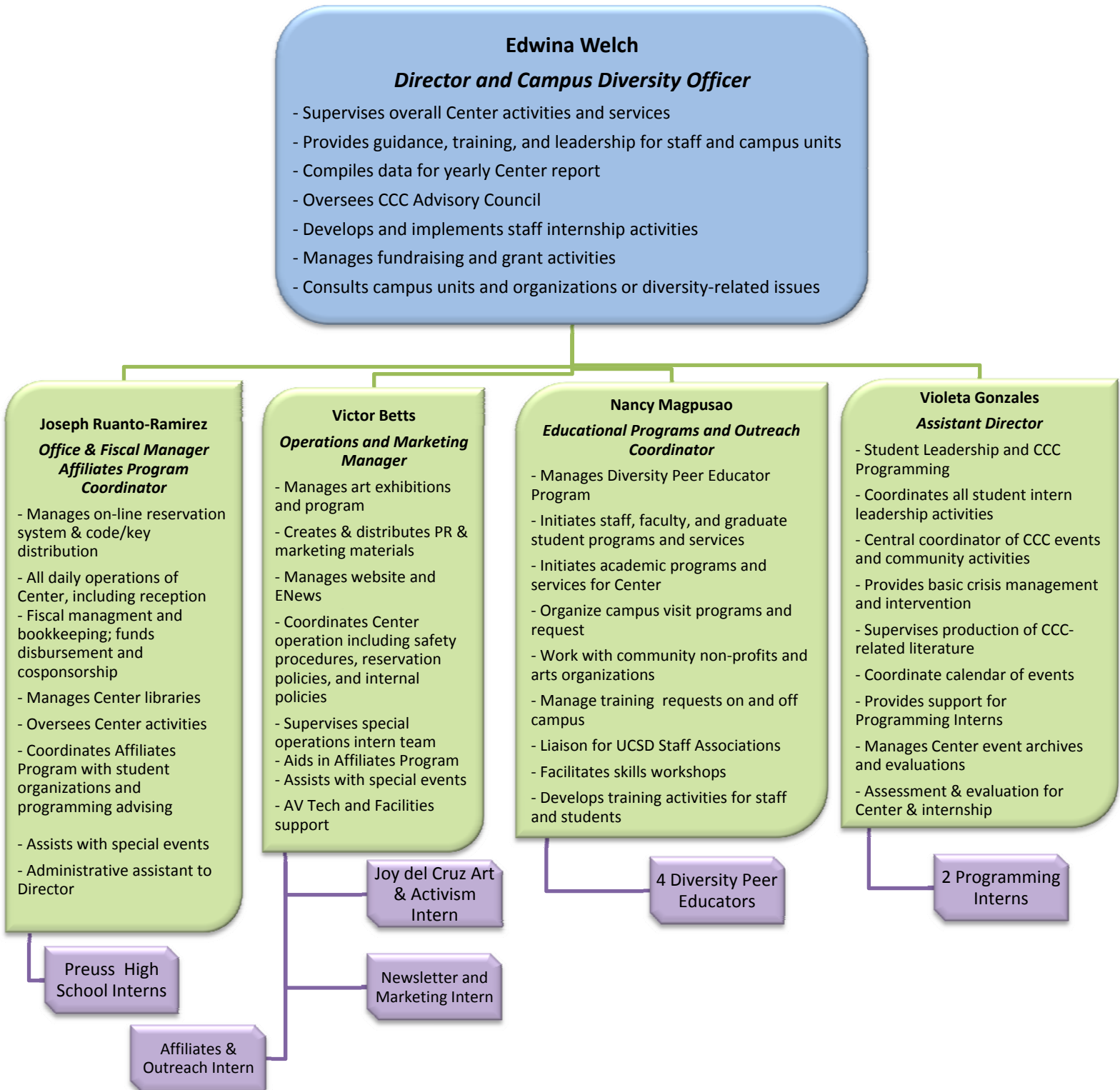
Spring Quarter - Student Organization Co-Sponsorships
Pilipino Undergraduate Society for Health (PUSH): Minority Health Conference
African Student Association (ASA): Celebration of Africa
Kaibigang Pilipino (KP): Pilipin@ Cultural Celebration
Cambodian Student Association (CSA): Khmer Culture Night
Jewish Students Taking Action for Peace (JSTAP): Israeli & Palestinian Youth Dialogue
Jewish Students Taking Action for Peace (JSTAP): Israeli & Palestinian Activist Women Dialogue
Muslim Student Association (MSA): Justice in Palestine Week
Pilipino Undergraduate Society for Health (PUSH): Alumni Mixer
Native American Student Alliance (NASA): Powwow
Asian & Pacific-Islander Student Alliance (APSA): Graduate Banquet
Christian Youth United for the Advancement of the Gospel (CYUAG): Graduation Stoles
Muslim Student Association (MSA): Muslim Graduation Ceremony
Kamalayan Kollektive: Retreat
Native American Student Alliance (NASA): Native Graduation Ceremony
Movimiento Estudiantil Chican@ de Aztlan (MEChA): RAZA Graduation Ceremony
Kaibigang Pilipino (KP): Pilipin@ Graduation Ceremony
Black Student Union (BSU): Black Graduation Ceremony



UC San Diego Cross-Cultural Center
Staff Initiative Chart



Staff Organizational Chart



Survey Respondent

All my identities are welcomed but that does not necessarily mean I want to express them, but that's more about my process. The CCC is the one place I always default to after class/work. I know I will be welcome, see friendly faces, someone there cares about me, knows my name, and takes the time to look me in the eyes and ask how I am really doing. This campus is very alienating, people are cold, distant, so I find comfort at the CCC

We invite feedback! Please e-mail us at cccenter@ucsd.edu, thank you.