

## The Stanback-Stroud Diversity Award Application

*Each response is limited to 200 words per prompt (including supplemental support or evidence)*

<p><b>Describe your efforts to create an inclusive and supportive campus climate.</b></p>	<p>The anthropology program, under the auspice of the Social Responsibility Committee, brought photographer [redacted] and his “What I Be” project to [redacted]. The “What I Be” project had students and staff share their vulnerabilities to start a conversation about bias and discrimination. The project was also recently shown in a national feature via the Huffington Post.</p> <p>The Safe Spaces initiative was born out of need recognized through discussions with students and staff. Learning from the experiences of discriminatory practices towards students at a sister campus during the Proposition 8 campaign of 2008, the program felt compelled to act and to assert our own programmatic beliefs in tolerance and inclusivity. The Safe Spaces mission is a key component of our curriculum and embraces the concepts we practice by fostering student success in creating an environment of acceptance, raising awareness, appreciating the diverse array of experiences, beliefs, voices, etc., on campus. Students have reported knowing that the “Safe Space” mission is supportive of both their educational and emotional journeys. The core Statement of Shared Values, as developed by the program, promotes the concept of cultural relativism, in which behavior should be viewed within its own individual context, and not judged.</p>
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p>	
<p><b>What effective teaching and learning strategies have you implemented?</b></p>	<p>This program uses the i-Clicker in some courses for enhanced student engagement, and course attendance has increased since the implementation of these devices, followed by an increase in student success. Since these interactive resources have been available, students have reported feeling that they are active participants in the courses, rather than passive attendees in the classroom. They also receive instant feedback about their performance and able to better assess their own understanding of the concepts in real time, while having the ability to use critical evaluation and discussion. The program also fosters engagement by creating access to knowledge through the framework of cultural relativism; that is, they not only use the classrooms for teaching and learning, but take concepts beyond the classroom. Facebook, student clubs, campus events and any many other events are used by this program to engage students. They have taken students to exhibits such as the AAA’s “The Race Project” or the California Academy of Sciences, as well as to several institutions of higher learning to show them future academic possibilities. They encourage and accompany students to professional academic conferences where they have the opportunity to present their own research or get ideas for the future.</p>