

NEAC Recommendations to the Academic Senate - 12/6/06

Committee	Seat (#)	Term	Name(s)		
General Education Committee	CoAS-Hum/FA	06-08	Michael Hughes		
Institutional Review Board	at large	06-08	Denise Boren	Eliza Bigham	Sue Thompson
Search Committee: Dean of Students/AVP-SA	at large	06/07	Andre Kundgen		
Student Affairs Committee	CoAS	06/07	Richelle Swan		
Task Force on <i>Pride</i> Organizational Issues	at large	F 06	Dawn Formo	Anthony Hurst	
Veterans & Active Duty Steering Committee	at large	06/07	Katherine Brown		
Veterans & Active Duty Steering Committee	at large	06-08	Staci Beavers		

**Curriculum for Consent Calendar
December 6, 2006**

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
1	BIOL	370		Plant Physiology	C-2	Change	Matthew Escobar	8/30/06	11/8/06	11/8/06	Approved	11/27/06
2	DNCE	201		Contemporary Dance Technique I	C-2	Change	Karen Schaffman	9/26/06	10/6/06	10/6/06	Approved	11/13/06
3	DNCE	301		Contemporary Dance Technique II	C-2	Change	Karen Schaffman	9/26/06	10/6/06	10/6/06	Approved	11/13/06
4	DNCE	390		Choreography Workshop	C-2	Change	Karen Schaffman	9/26/06	10/6/06	10/6/06	Approved	11/13/06
5	EDBT	E510		Continuing Education for Year 1 Support Providers (BTSA)	C-2	Change	Patricia Prado-Olmos	4/14/06	11/14/06	11/14/06	Approved	11/27/06
6	EDBT	E511		Continuing Education for Year 2 Support Providers (BTSA)	C	New	Patricia Prado-Olmos	4/14/06	11/14/06	11/14/06	Approved	11/27/06
7	EDUC	P-2		MA in ED - Option in Critical Studies of Schooling, Culture & Language	P-2	Change	Annette Daoud	3/16/06	9/11/06	9/11/06	Approved	11/20/06
8	HIST	340		Environmental History of the United States	C	New	Jeff Charles	5/2/06	10/6/06	10/6/06	Approved	11/13/06
9	ID	306	406	Dilemmas of Modern Mexico	C-2	Change	Vivienne Bennett	5/2/06	10/6/06	10/6/06	Approved	11/27/06
10	PSCI	301		The Practice of Political Research	C-2	Change	Scott Greenwood	5/2/06	10/6/06	10/6/06	Approved	11/20/06
11	PSCI	359		The United States and the Arab World	C	New	Scott Greenwood	5/2/06	10/6/06	10/6/06	Approved	11/27/06
12	TA	301		Acting	C-2	Change	Marcos Martinez	10/6/06	10/6/06	10/6/06	Approved	12/4/06
13	TA	305		Design and Production for Theater	C-2	Change	Marcos Martinez	10/6/06	10/6/06	10/6/06	Approved	12/4/06

1 **BACHELOR OF ARTS IN ANTHROPOLOGY**

2
3 **Office:**

4 Craven Hall, 6125

5
6 **Telephone:**

7 (760) 750-4104

8
9 **Program Coordinator:**

10 Bonnie Bade, Ph.D.

11
12 **Faculty:**

13 Bonnie Bade, Ph.D.

14
15 **Programs Offered:**

- 16 • Bachelor of Arts in Anthropology Areas of Concentration:
17 - Medical Anthropology
18 - Indigenous Anthropology
19 • Minor in Anthropology

20
21 Anthropology is the study of humans and what they think and do. Anthropology embraces the
22 holistic perspective – the big picture – when examining human phenomena, seeking to understand
23 human ideas and behavior as they are influenced by biological, ecological, economic, social,
24 political, cultural and religious factors and realities.

25
26 The anthropology major at Cal State San Marcos is an applied, collaborative, and
27 interdisciplinary course of study that engages students directly with the interests and efforts of
28 local communities. The anthropology major emphasizes cultural anthropology, one of the four
29 sub-disciplines of anthropology, and takes into primary consideration the special role of Cal State
30 San Marcos in the north San Diego county region and the opportunities for community-based
31 research and fieldwork. The anthropology major has two research areas—medical anthropology
32 and indigenous anthropology – that interrelate and complement each other as well as articulate
33 with regional community interests. After a core curriculum of anthropological concepts and
34 methods, anthropology students work collaboratively with local communities and agencies,
35 including farm workers, local Native American Bands, migrants and immigrants, local health
36 service providers, state and county Departments of Health, indigenous Mexicans and
37 Oaxaqueños, and other communities. Through an engaged and innovative curriculum that
38 responds to state and regional needs, the anthropology program trains students in qualitative and
39 quantitative research methods that include ethnography, participant observation, ethnographic
40 film, social documentation, ethnomedicine, ethnobotany, and applied archaeology. The
41 anthropology major distinguishes itself through long-term collaborative research projects that
42 enhance student learning experiences, promote the interests of local communities, and practice
43 complementary exchange between the university and the community.

44
45 The interdisciplinary curriculum draws upon existing faculty expertise and incorporates courses
46 from the biological sciences, film studies, ethnic studies, border and regional studies, history,
47 geography, linguistics, mass media, Native American studies, nursing, philosophy, political
48 science, sociology, and visual and performing arts.

49
50 There are two concentrations providing different paths to completion the anthropology major that
51 have distinct yet related areas of focus: Medical Anthropology or Indigenous Anthropology. The

52 CSUSM anthropology major purposely targets Medical and Indigenous anthropology because its
53 objective is to provide unique learning opportunities to students that engage them in collaborative
54 research projects with local and regional entities.

55
56 Medical Anthropology—focuses on the study of medical systems, health care systems, access to
57 and utilization of health care, medicinal concepts and practices, and forms of diagnosis,
58 prognosis, illness causation, and disease etiologies. Advanced students conduct field research and
59 internships in the context of health care settings, community-based research projects, and
60 internships.

61
62 Indigenous Anthropology—focuses on working collaboratively with regional indigenous
63 communities on long-term research and social documentation projects that include but are not
64 limited to ethnobotany, cultural revitalization, social documentation, and issues surrounding
65 cultural survival. Advanced students conduct field and laboratory research in collaboration with
66 community-driven social documentation projects.

67
68 CSUSM anthropology students gain hands-on field research experience through participation in
69 long-term and on-going research among some of San Diego County's diverse communities. The
70 North County and Southern California location of CSUSM places it within a rich network of
71 communities and organizations, from transnational immigrant and farm worker organizations to
72 community health clinics and Native American reservations.

73
74 After a core curriculum of anthropological concepts and methods, anthropology students work
75 collaboratively with local communities and agencies, including farm workers, local Native
76 American Bands, migrants and immigrants, local health service providers, state and county
77 Departments of Health, indigenous Mexicans and Oaxaqueños, and other communities. Through
78 an engaged and innovative curriculum that responds to state and regional needs, the anthropology
79 program trains students in qualitative and quantitative research methods that include ethnography,
80 participant observation, ethnographic film, social documentation, ethnomedicine, ethnobotany,
81 and applied archaeology. The anthropology major distinguishes itself through long-term
82 collaborative research projects that enhance student learning experiences, promote the interests of
83 local communities, and practice complementary exchange between the university and the
84 community.

85

86 **Program Objectives**

- 87 • Provide applied learning experiences for students through collaborative, community-
88 based field research using medical, cultural, visual, and environmental anthropological
89 methods.
- 90 • Engender holistic understanding of the complex social, economic, cultural, political and
91 environmental influences on the human experience.
- 92 • Contribute to raising awareness of issues surrounding indigenous and transnational
93 communities in the region and cultural awareness in general.
- 94 • Engage in collaborative, community-based approaches to medical, cultural, and
95 environmental issues.
- 96 • Use quantitative and qualitative research methods, including ethnographic fieldwork,
97 community-based needs assessment, interviewing, focus groups, applied archaeology,
98 and social documentation to address long-term community interests.
- 99 • Commit to partnerships between the university, students, and community aimed at
100 regional enhancement through collaborative research and action.

- 101 • Respect the many ways of knowing and doing that we encounter in professional, civic,
102 and daily life.
103

104 **Community Partners**

105 Anthropology major's enhanced learning experiences gained through field research are due to
106 collaborative partnerships with the following community organizations and agencies.

107 San Luis Rey Band of Luiseño Mission Indians

108 Coalition of Oaxacan Indigenous Communities

109 Bi-National Indigenous Communities Front

110 Vista Community Clinic

111 North County Health Services

112 Palomar Pomerado Health Services

113 National Latino Research Center

114 Farmworker C.A.R.E. Coalition

115 San Diego Archaeological Center

116 Native Communities Advisory Board, CSUSM

117

118 **Career Opportunities**

119 Graduates of the anthropology major will be uniquely positioned to acquire professional
120 employment in the areas of social services, health services, education, and public service because
121 they will have been engaged in research projects involving these areas and collaborating with
122 local agencies focused on the delivery of these services. Additionally, graduates who desire to
123 continue post- baccalaureate study in anthropology will benefit from CSUSM's established and
124 cooperative links with anthropology graduate programs of regional institutions, including UC
125 Riverside, UC San Diego, UC Irvine and San Diego State University.
126

127 **Preparation**

128 Students wishing to declare the Anthropology Major must be of good standing and currently
129 enrolled at Cal State San Marcos. All courses counted toward the major, including Preparation for
130 the Major courses, and the Minor must be completed with a grade of C (2.0) or better.
131

132 **Articulation with Community Colleges**

133 Articulation with local community colleges and collaboration with the anthropology programs at
134 local community colleges have strongly guided the development of the CSUSM anthropology
135 major. A primary goal of CSUSM is to complement existing anthropology programs in the
136 region, rather than to compete with them. Introductory courses in cultural, biological, linguistic,
137 or archaeological anthropology given at Community Colleges can count toward preparation for
138 the anthropology major at Cal State San Marcos. Certain lower division courses, such as those
139 listed below, specializing in various disciplinary concentrations of the major, including
140 archaeology, linguistics, biological anthropology and Native American/American Indian Studies,
141 can count for major requirements (up to nine units in addition to the required six units of Lower-
142 Division preparation for the major coursework). Anthropology coursework taken at other
143 institutions may be applied to the anthropology major only when approved by department chair.
144 An updated list of approved community college transfer courses will be maintained at
145 www.csusm.edu/anthropology.
146

147	BACHELOR OF ARTS IN	
148	ANTHROPOLOGY	
149		
150	General Education	51
151	Preparation for the Major ¹	06
152	Major Requirements	30
153	Breadth Electives	12
154	Students must take a sufficient	
155	number of elective units to bring	
156	the total to a minimum of	120
157		
158	Preparation for the Major (6)	
159	ANTH 200	
160	ANTH 215	
161		
162	Major Requirements (30)	
163		
164	Core Anthropology Courses (6 units)	
165	ANTH 330	
166	ANTH 390	
167		
168	Foundational Anthropology Courses for major (15 units)	
169	Choose five of the following courses:	
170	ANTH 301	
171	ANTH 305	
172	ANTH 310	
173	ANTH 325	
174	ANTH 350	
175	ANTH 370	
176	ANTH 380	
177		
178	Students may choose from two disciplinary concentrations:	
179	Medical Anthropology and Indigenous Anthropology	
180		
181	Upper-Division Field Research Courses: (9 units)	
182	Medical Anthropology	
183	ANTH 430	
184	ANTH 440	
185	ANTH 460	
186	NURS 472	
187		
188	Indigenous Anthropology	
189	ANTH 440	
190	ANTH 470	
191	ANTH 480	
192	ANTH 481	
193		

¹ Preparation courses for the major also fulfill six units of General Education requirements for areas D7 and D.

194 Breadth Electives (12 units)
 195
 196 Please see anthropology staff or advisor for consultation regarding what courses from other
 197 disciplines may be applied to the anthropology major. A list of CSUSM courses that apply to the
 198 anthropology major are maintained at www.csusm.edu/anthropology.
 199
 200 New Anthropology Courses:
 201
 202 **ANTH 305 Medical Anthropology (3)**
 203 General survey of medical anthropology including the study of specific medical cultures,
 204 ethnomedicine, ethnobotany, medical concepts and treatments, illness causation, etiology,
 205 diagnostic methods, prognosis, treatment practices. health care delivery systems, patient-provider
 206 relationship, cross-cultural medicine, and the organization of health care systems. Includes
 207 examination of the role of medical anthropology in cross-cultural medicine.
 208
 209 **ANTH 350 Visual Anthropology (3)**
 210 Course explores the field of visual anthropology, including but not limited to the examination of
 211 ethnographic film, process and production of ethnographic film, the relationship between the
 212 filmmaker and the subjects of the film, ethnographic photography, visual representation,
 213 multimedia presentation of ethnographic data, digitization of ethnographic data, community-led
 214 visual ethnography, and the use of ethnographic film in community advocacy.
 215
 216 **ANTH 380 General Archaeology (3)**
 217 General survey of global archaeological sites, archaeological practice, and current issues in
 218 archeology including intellectual property rights and the relationship between archaeology and
 219 world/regional cultural resources. Includes study of material culture, the archaeological record,
 220 survey and excavation, dating technologies, and subsistence patterns. Includes the examination of
 221 local archaeological sites/collections, pictographs, lithic techniques, indigenous land and resource
 222 management practices, indigenous knowledge of archaeological sites including ceremonial, food
 223 gathering and processing, and village sites, and contemporary use of culturally significant sites by
 224 local indigenous bands.
 225
 226 **ANTH 390 Anthropological Research Methods (3)**
 227 Introduces the fundamental methods in cultural anthropology including research design,
 228 participant observation, informant selection, organization of field notes, household and
 229 community questionnaires, structured and unstructured interviews, oral and life histories, case
 230 studies, focus groups, archival research and secondary data, and coding and analysis of qualitative
 231 data. Subjects include construction of research problems, research design, research
 232 implementation, preparation of human subject protocols, strategies of data collection and
 233 analysis, and report preparation.
 234
 235 **ANTH 430 Medical Ethnography (3)**
 236 Involves advanced students conducting ethnographic fieldwork in local health clinics or hospitals
 237 or with local communities with unique medical cultures. Examines patterns of health service
 238 utilization and access to clinical health care, as well as alternatives to clinical health care.
 239 Students, working collaboratively with either health care professionals and/or ethnic populations
 240 with special health care needs, such as immigrant or indigenous communities, document and
 241 analyze ethnographic data pertaining to the delivery and consumption of health care services and
 242 the generation of health care alternatives. A focused research question is examined through
 243 interviewing, participant observation, data collection, and analysis involving the community

244 under study and specific health service providers. *Service Learning Course. Prerequisite: ANTH*
245 *200.*

246

247 **ANTH 440 Farmworker Health Ethnography (3)**

248 Involves field and quantitative ethnographic research regarding the health and health care
249 practices of local farmworker communities. Students record work histories, living conditions,
250 health behaviors, health histories, and use of clinical and non-clinical health care forms to assess
251 the status of health and health care practices among local agricultural workers. Collaboration
252 with the National Latino Research Center results in the production of an annual report on
253 farmworker health in North County San Diego. *Service Learning Course. Prerequisite: ANTH*
254 *200.*

255

256 **ANTH 460 Anthropology and Cultural Competency (3)**

257 Examines the relationship between concepts of cultural competency and realities of cultural
258 interface. Focuses on individual and community interaction with health care, and other social
259 institutions. Subjects include cross-cultural capabilities; identification of needs and help-seeking
260 behaviors; and the value of support networks.
261 Examines economic and social barriers to services, social and education services; institutional
262 adaptation to diversity; and the role of community in decision making. Students generate
263 research questions and conduct case studies regarding cultural competency and cross-cultural
264 capabilities. *Prerequisite: ANTH 200.*

265

266 **ANTH/NATV 480 Local Archaeological Practice (3)**

267 Students perform archaeological and anthropological research relating to local cultural resource
268 management (CRM) and documentation. Students engage with local professional archaeologists
269 and Native American communities to learn site research methods and identification and
270 documentation of material culture. The primary goals of this class are to provide students with a
271 general understanding of CRM and the legislation that drives CRM; exposing students to
272 archeological practice in a CRM context, and exposing students to various cultural viewpoints
273 regarding recovered archeology. *Also offered as NATV 480. Students may not receive*
274 *credit for both. Service Learning Course. Prerequisite: ANTH 200.*

275

276 **ANTH/NATV 481 Native American Archaeological Monitoring (3)**

277 Students work with local Native American bands concerning cultural preservation and the
278 monitoring of archaeological sites threatened by development. Students examine traditional land
279 use management and the traditional knowledge associated with specific sites. Students learn site
280 research methods, identification and documentation of material culture, interpretation of federal,
281 state, county, city, and private documents including Environmental Impact Reports, California
282 Environmental Quality Act, land use legislation, and assessment of cultural significance. Covers
283 preservation options, ethics, and specific case studies. *Also offered as NATV 481. Students*
284 *may not receive credit for both. Service Learning Course. Prerequisite: ANTH 200.*

BUDGET & LONG RANGE PLANNING COMMITTEE REPORT TO SENATE

Voting Members: Kit Herlihy, Robin Marion (co-chair), Judy Papenhausen, Patty Seleski, and Kathleen Watson (co-chair)

Ex-officio Members: David Barsky, Tom Bennett, Vicki Golich, Wayne Veres

Review of Proposed B.A. in Anthropology

The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a major in anthropology. BLP has reviewed the immediate and long range prospects for this proposed degree program and has considered the resource implications of initiating the degree. BLP submits the following analysis of the impact of this program to the Academic Senate to guide Senators in their consideration of this proposal.

Program Demand: The demand for an Anthropology Major appears to be significant. The originators of the Major in Anthropology have performed a survey of students in anthropology courses at CSUSM, Palomar, and Mira Costa that indicates that of 94 students surveyed, 77% said that they would be interested in an anthropology major at CSUSM offering field research opportunities in the community, while 86% said they would like CSUSM to offer the major. There are currently 14 Special Majors in anthropology and 18 students minoring in anthropology. Spring 2006 has more than 61 FTES registered in anthropology.

Resource Implications: Much of the FTES for anthropology is generated by servicing several university requirements and majors, including lower division social science and interdisciplinary perspectives, upper division social sciences and arts and humanities, Human Development, Nursing, Environmental Studies, Native Studies, Border and Regional Studies, Liberal Studies, Women's Studies and others.

Needs for community ethnography, ethnobotany/archaeology, and visual anthropology labs for upper division field research courses are currently being met utilizing existing university space, but have been incorporated into planning for the upcoming Social and Behavioral Sciences building. Meanwhile, IITS states that existing Mac labs in Kellogg and University Hall, along with supporting IITS staff, are sufficient to meet anthropology needs for at least the next five years. Library collections in anthropology are strong, and multi-year funding was identified on the Academic Blueprint to build anthropology library collections.

Anthropology will be housed in the Office of Interdisciplinary and Emerging Programs along with Women's Studies, Human Development, and other departments that share the support staff there. Staff support needs for the Anthropology program will be at or close to 1.0 after five years with a possible transfer from the Office of Interdisciplinary and Emerging Programs.

In closing, BLP would like to express our appreciation to the originators of the proposal for their collegiality and their quick responses to our many questions throughout the review process.

University Curriculum Committee Report to the Senate

Voting Members: Robert Aboolian, Annette Daoud, Jule Gomez de Garcia, Gabriela Sonntag, Kara Witzke, Olaf Hansen

Ex-officio Members: David Barsky, Virginia Mann, Lourdes Shahamiri

Review of the proposed Major in Anthropology

The University Curriculum Committee (UCC) has reviewed the P-Form for the proposed Major in Anthropology. The proposed Anthropology Major will provide students with an understanding of human behavior and how this behavior is influenced by social, economical, cultural, political, and environmental factors. The main emphasis of the major will be cultural Anthropology. The major has two concentrations, one in Medical Anthropology which is the field of expertise of the originator Prof. Bonnie Bade. The second concentration will be Indigenous Anthropology where students will be involved in collaborations with local communities. Both concentrations will provide students with fieldwork experience in various areas (Farmworker Health Ethnography, Community Ethnobotany...).

The proposed major is very interdisciplinary and students can choose from a wide range of electives which supports the broad view of Anthropology. The proposed major was designed to complement existing Anthropology programs in the surrounding Community Colleges (Palomar, Mira Costa, Mesa, San Diego City, Grossmont, San Jacinto, and Riverside City College). Students can transfer up to 9 upper division units from these colleges.

Conclusion:

The UCC concluded that the Major in Anthropology would be a valuable addition to the programs at CSUSM and we would like to encourage the senate to approve the proposed Major in Anthropology. We thank Prof. Bonnie Bade for her proposal and her willingness to visit the UCC meeting and answer all of our questions.

1 **Resolution on the Accurate Representation of University-Generated Research**
2
3

4 WHEREAS, A significant goal of California State University San Marcos is to be engaged with the
5 community and to develop and sustain local community partnerships; and
6

7 WHEREAS, Many entities on campus currently are directly engaged in community partnerships in the
8 city of Escondido, ranging from cultural, social and economic research to K-12 school partnerships;
9 and

10
11 WHEREAS, The City of Escondido commissioned the National Latino Research Center (NLRC) to
12 do a needs assessment of the Mission Park community; and
13

14 WHEREAS, The Escondido City Council received a memorandum from the City Attorney citing the
15 work of the NLRC in the Mission Park community and has apparently used that report, as represented
16 in the City Attorney’s memo, to justify actions of the council; and
17

18 WHEREAS, The NLRC’s Mission Park Community Survey did not address the issue of Mission Park
19 residents’ immigration status; and
20

21 WHEREAS, The conclusions of the NLRC’s Mission Park Community survey do not lend themselves
22 either to judgments about immigration policy in general or to the specific concerns addressed in the
23 Escondido ordinance banning landlords from renting to anyone but legal immigrants or U.S. citizens;
24 and
25

26 WHEREAS, The Academic Senate of CSUSM believes that the Escondido City Attorney’s and the
27 Escondido City Council’s use of the NLRC’s Mission Park Community Survey has misrepresented the
28 research contained in the report; and
29

30 WHEREAS, Misrepresenting research and research studies such as the NLRC report jeopardizes
31 CSUSM’s relationship with the Mission Park community in particular and with all communities in
32 general by undermining the trust that must exist between researchers and the communities in which
33 they undertake research partnerships; and
34

35 WHEREAS, Not only must the university’s partners trust the good faith of university researchers in
36 undertaking community research, but university researchers must also be able to trust CSUSM’s
37 community partners to use their research results for the purposes intended; now, therefore, be it
38

39 RESOLVED, That the Academic Senate CSUSM continues to support campus educational
40 relationships with our local community and cooperative efforts to support our many partnerships; and
41 be it further
42

43 RESOLVED, That the Academic Senate CSUSM insists upon the importance of accurate portrayals of
44 research and educational reports and programs conducted by CSUSM faculty and research centers;
45 and be it further
46

47 RESOLVED, That the Academic Senate CSUSM supports the efforts of the National Latino Research
48 Center to set the record straight about the scope of its research in the Mission Park Community Survey
49 and about the conclusions that legitimately can be drawn from that research; and be it further
50

51 RESOLVED, That this resolution be forwarded to the President and Provost of CSUSM, the Director
52 of the National Latino Research Center, the members of the Escondido City Council, the Mayor of
53 Escondido and the Escondido City Attorney.



Gerardo M. González, Ph.D.
Interim Dean of Graduate Studies
Interim AVP for Research and International Programs
California State University San Marcos
San Marcos, California 92096-0001 USA

ggonz@csusm.edu; **Tel:** 760 750-4066; **Fax:** 760 750-3150

October 17, 2006

Honorable Mayor Pfeiler and Members of the City Council:

I am the interim Associate Vice President for Research and the Dean of Graduate Studies at California State University San Marcos. As AVP for Research I oversee research centers at Cal State San Marcos including the National Latino Research Center (NLRC). As you know, the NLRC conducted the Mission Park needs assessment study. I am the past director of the NLRC. As NLRC Director I oversaw implementation of the Mission Park study. Thus, I was directly involved with the project. I write this letter to express my concerns with interpretations of the Mission Park study offered by Escondido City Council members during recent public hearings. I wish to clear the record on the intent and findings of the Mission Park study.

In May 2005 the City of Escondido commissioned the NLRC to conduct a needs assessment of the Mission Park community. The objective of the study was to assess the needs, concerns, priorities, and perceptions of Mission Park residents. The researchers conducted a door-to-door survey of 200 households in Mission Park. In June 2006 the NLRC completed a report summarizing the study findings and recommendations. The report's recommendations offer opportunities for City officials and staff to collaborate with Mission Park residents to address unmet needs, problems, and gaps in services, such as housing, health, and safety issues.

The NLRC has presented the report to several groups including Escondido City staff and community representatives, and, recently, several City Council members have cited the report in meetings in council chambers, particularly in relation to proposed Ordinance No. 2006-08. Unfortunately, the City Council members overstated the information in the report and did not accurately represent either the scope or the findings of the study. These overreaching statements have resulted in public misperceptions of the study report and its association with the proposed ordinance.

As AVP for Research, it is my responsibility to uphold the scientific integrity of our university research, the academic reputation of our university and faculty, the ability of faculty to effectively conduct meaningful community research, the relationship of trust between our university and the community, and the researchers' obligation to minimize risks to voluntary research participants. In order to protect the integrity of our research, the reputation of our university, and the trust of the community, and to disassociate our study from the proposed ordinance, I am obliged to clarify three key issues about the Mission Park study.

- Researchers conducting the study did not ask participants about their immigration status. Thus, any inferences about the impact of undocumented immigration status are beyond the scope of the study.
- The study focused on the Mission Park community and only gathered surveys of Mission Park residents. Therefore, the results cannot be generalized to the entire population of Escondido or the entire Latino population.
- The study involved descriptive research and did not analyze cause-effect relationships. Thus, the study did not determine whether citizenship or immigration is a cause of overcrowding in Mission Park.

I hope that this clarifies the purpose and meaning of the Mission Park study. I also wish to reaffirm how research can offer opportunities for City officials and staff to collaborate with community residents and representatives to enhance the quality of life for Mission Park residents and all residents of Escondido. Our university looks forward to continuing our partnership with the City of Escondido.

I respectfully request that this letter be entered into the City Council record and that I be placed on the agenda for the October 18 City Council meeting to address this matter.

Sincerely,

Dr. Gerardo M. González
Interim Associate Vice President for Research and Dean of Graduate Studies