2021 NORCAL NADOHE SUMMIT
NATIONAL ASSOCIATION OF DIVERSITY OFFICERS IN HIGHER EDUCATION

Leading Higher Education Towards Inclusive Excellence

May 7, 2021
Local indigenous people, including the Yokuts and Miwuk who understand the earth as a place for everyone, first inhabited the land where UC Merced is located. When we address diversity on this campus, we do so boldly, daring to look forward and backward, imagining diversity’s demand for the 21st century and the importance of diversity in addressing past wrongs, reaffirming humanity, and ensuring a reconciliatory path of redress for the future. The most prominent path on our campus is called Scholars Lane. By day, you can see, hear and witness the embodiment of our diversity through campus community members making their way across campus framed by the slopes and peaks of the Sierra Nevada.

-UC Merced Diversity Statement

Land & Labor Acknowledgement Reflection

- What intentions do you have to disrupt and dismantle colonialism beyond this land acknowledgement?

- What is your organization doing beyond acknowledging whose land and labor allow you to live, work, and/or learn in that space?
2021 NADOHE NORCAL SUMMIT OVERVIEW

- Growing an EDI Office
- Showcase and Highlights: Innovative Approaches and Effective Partnerships
- Learning from Campus EDI Champions
- Next Steps & Closing
The Journey:

Becoming the Office of Equity, Diversity, and Inclusion
“Opening in 2005 as the newest campus of the University of California, UC Merced continuously strives for excellence in carrying out the university's mission of teaching, research and public service, benefiting society by discovering and transmitting new knowledge and functioning as an active repository of organized knowledge.

As a key tenet in carrying out this mission, UC Merced promotes and celebrates the diversity of all members of its community.”
History of Equity, Diversity, and Inclusion at UC Merced

Pre - CDO Diversity Efforts

- Diverse student body since day 1
- Passionate EDI efforts, yet siloed
- Need for institutionalization of EDI commitment

Associate Chancellor and Chief Diversity Officer

- Strong Foundation and Vision: EDI in policy and practice
- Bobcats IDEAs Strategic EDI Framework

OEDI Infrastructure Growth

- Premier Events and Programming
- Coordination of EDI efforts
- Increased Staffing
- Moral Stance: Communications
Office of Equity, Diversity, and Inclusion Vision

*People first. Anti-oppression and liberation for all.*

A clear sense of mission:

- Dismantle systemic and structural inequity
- Develop equity-minded, transformative practitioners
- Acknowledge power and privilege
- Develop shared and accessible knowledge base

**Focus on Policies, Procedures, Practices across all campus constituents**

An intersectional, critical consciousness lens as KEY

“Critical consciousness is an active and persistent curiosity and awareness that examines beliefs, practices, assumptions, and norms to detect how power and privilege operate to contribute to inequality and oppression” (Freire, 2000)
“OUR COMMITMENT TO DIVERSITY WILL FOSTER OUR ABILITY TO THRIVE IN A COMPLEX WORLD.”
https://diversity.ucmerced.edu/diversity-statement

At UC Merced we steadfastly uphold the concepts expressed in the University of California Diversity Statement including the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, neurodiversity, sexual orientation, gender identity, socioeconomic status, geographic region, and more.”
Critical Events
Growing an Office

Associate Chancellor and Chief Diversity Officer
Dania Matos

Graduate Student Researchers
Haia Alnagar

Graduate Student Researchers
Maria Ramirez Loyola

CARE Director
Yesenia Curiel

Prevention Education Coordinator
Valara Villanueva

Campus Advocate
Lynna Cano

Deputy CDO
Cynthia Cortez

Director of Equity & Justice
Onar Primitivo

Equity & Justice Analyst
Wendy Puquirre

Executive Assistant
Deserie Cravalho-Crews
External Review of Equity, Diversity and Inclusion at UC Merced

April 22, 2020

External Review Team

Renetta Garrison Tull, Vice Chancellor for Diversity, Equity and Inclusion, UC Davis

Douglas Haynes, Vice Chancellor for Equity, Diversity and Inclusion, UC Irvine

Mariam Lam, Associate Vice Chancellor and Chief Diversity Officer, UC Riverside

Liz Halimah, Associate Vice Provost for Diversity and Engagement, UC Office of the President

Yvette Gullatt, Vice Provost for Diversity and Engagement and Interim Vice President for Student Affairs, UC Office of the President
Advancing Equity, Justice and Institutional Inclusive Excellence

- OEDI as campus leading strategic voice on EDI efforts
- All campus constituency engagement
- Deepened Equity, Diversity, and Inclusion efforts

BobCAT IDEAs Strategic Framework

- **Community**
  - Community extends beyond campus

- **Access**
  - Equal and equitable opportunities for all

- **Transparency**
  - Clear, consistent, and self-evaluative communications

- **Inclusion**
  - An environment that cultivates a sense of belonging

- **Diversity**
  - All people and perspectives drive our collective excellence

- **Equity**
  - Remove structural barriers

- **Accountability**
  - Own our progress and improve trust and responsibility
The Mechanics of “The Work”

- EDI Newsletter: Bobcat Brief
- Writings and Remarks: Statements of Justice
- Social Media
- Website and Resource Guides

Communications

- CDO Office Hours
- Community-lifted Concerns around EDI
- Campus Compositional, Climate, and Capacity Information

Campus Feedback

- Faculty
- Staff
- Students
- Community

Tailored Equity and Justice Responses
EDI Committees, Taskforces, Work Groups

EDI’s Role: Serve in an advisory role, lead implementer, fiscal overview, or key active member

- Chancellor Advisory groups
  - Campus Climate & Inclusion (CCCI)
  - Queer Issues (CACQI)
  - Status of Women (CACSW)
- OEDI’s Affinity groups
  - UCM-Black Alliance
  - Staff and Faculty of Color Association
  - Language Accessibility Committee
- Committees and Workgroups
  - Quantitative Science Biology EDI Workgroup
  - Inclusive Excellence Workgroup
  - Police Advisory Board

- The lens of BobCATs Strategic Framework
- Systemwide and campus policies and practices
- Linking & Connecting – reducing siloes
Commitment to engage all campus constituency groups
VALUING
BLACK LIVES
TASK FORCE
ADVANCING EQUITY, JUSTICE, & INCLUSIVE
EXCELLENCE
https://chancellor.ucmerced.edu/equity | https://diversity.ucmerced.edu

SUBCOMMITTEES

STUDENT SUPPORT
CAMPUS CULTURE, CLASSROOM CLIMATE, BLACK STUDENT MENTAL HEALTH, BLACK SCHOLARSHIP, RESOURCE & RETENTION CENTER, LEADERSHIP, SCHOLARSHIP AND CAREER

STAFF & FACULTY
RECRUITMENT & RETENTION
BRANDING & SOURCING FOR TALENT, SELECTING TALENT, ONBOARDING & SOCIALIZATION, ONGOING RETENTION, DEVELOPMENT & ENGAGEMENT

POLICING & ANTI-BLACK VIOLENCE
COMMUNICATION, ACCOUNTABILITY & TRAINING

RESEARCH, SCHOLARSHIP & FUNDING OPPORTUNITIES
PROFESSIONAL DEVELOPMENT, COMMUNITY CONVERSATIONS

COMMUNITY ENGAGEMENT
EDUCATION, RESEARCH, & OUTREACH

THEMES & AREAS

STRUCTURE & LEADERSHIP

46 MEETINGS
61 RECOMMENDATIONS
53 INVOLVED

16 FACULTY
20 STAFF
6 ADMIN
1 ALUMNI
7 STUDENTS
3 COMMUNITY MEMBERS

CO-LEADS
28 MEMBERS
25
### ZOOM EVENTS OVERVIEW

<table>
<thead>
<tr>
<th>Events</th>
<th>Speakers</th>
<th>Registered Faculty &amp; Staff</th>
<th>Registered Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12</td>
<td>135</td>
<td>12</td>
</tr>
</tbody>
</table>

#### INDIVIDUAL EVENT REGISTRATION

- **FEBRUARY 22nd**: FREE SPEECH & HATE SPEECH 65
- **FEBRUARY 23rd**: CAN SPEECH TRULY BE FREE? WHO CAN SAY WHAT WHEN? 62
- **FEBRUARY 24th**: NAVIGATING ISSUES OF FREE SPEECH & ACADEMIC FREEDOM WITHIN ACADEMIA 45
- **FEBRUARY 25th**: FREE SPEECH IS A HUMAN RIGHT 38
  - **FEBRUARY 25th**: HOW HIGHER EDUCATION HAS FAILED TO TEACH CRITICAL THINKING IN PUBLIC DISCOURSE 56
- **FEBRUARY 25th**: FREE SPEECH IN EVERYDAY LIFE 38
  - **FEBRUARY 25th**: USING OUR VOICES TOGETHER: COLLABORATIONS BETWEEN STUDENTS AND ADMINISTRATORS TO ADDRESS CAMPUS SPEECH CHALLENGES 40

[https://freespeech.ucmerced.edu/](https://freespeech.ucmerced.edu/) | [https://diversity.ucmerced.edu/](https://diversity.ucmerced.edu/)

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**INAGURAL FREE SPEECH WEEK**

FEBRUARY 22-26, 2021

UC Merced's inaugural Free Speech Week focused on the theme "Can Speech Truly Be Free?" and consisted of various virtual sessions that covered multiple topics associated with free speech and hate speech.

Free Speech Week was possible due to funding provided by the UC National Center for Free Speech and Civic Engagement.

TOTAL REGISTERED ATTENDEES: 344
Despite a pandemic, the engagement never stops

- Virtual Lunch and Learns
- Dialogues that Matter

...and all the other spaces we collaborate in
Insights Learned, Wisdom Imparted
Partnerships:
Collaborations that Advance UC Merced’s Inclusive Excellence
Building Instructor Capacity for Anti-Racist Pedagogy

EILEEN KOGL CAMFIELD, Ed.D.
Pronouns: She/Her/Hers
Faculty Associate for Writing & Pedagogy, Center for Engaged Teaching & Learning
Teaching Professor, Writing Studies Program
Broadening Pathways with Undergraduate Research Programs

Jorge L. Arroyo, Ed.D.
Pronouns: He, Him, His
Director, Undergraduate Research Opportunities Center
Division of Undergraduate Education
Equity as the Beautiful and the Just

Nigel De Juan Hatton, Ph.D
Pronouns: He, Him, His
Associate Professor of Literature and Philosophy
Dean of Students EDI Efforts: Moving Beyond Diversity to Create Equitable and Affirming Learning Environments for Students

Armando Contreras, M.A. Ed.
Pronouns: He, Him, His
Assistant Dean of Students
Office of Associate Vice Chancellor and Dean of Students
Partnering with the Center for Engaged Teaching and Learning

REFLECTING ON ANTI-RACIST PEDAGOGY
A MULTI-PART VIRTUAL DISCUSSION SERIES

WHEN: BEGINS SEPTEMBER
Meeting on a biweekly or monthly basis, as determined by participants

HOW TO JOIN: RSVP

FACILITATORS:
KOGL CAMFIELD
SAMANTHA TETANGCO OCENA

This virtual discussion series is designed to help participants form a community of practice focused on improving anti-racist pedagogy. Together, we will:

- Explore the intersection between anti-racist teaching and anti-racist pedagogy
- Examine how our assumptions and inherent practices influence classroom practice
- Discuss ways we can adjust those practices to be more inclusive and effective
- Design course content that will be presented at an EDI teaching showcase in May

The purpose of this series is not to give mandates and protocols, but to share experiences and create a space to collaborate with peers and support personal and professional growth.
What is anti-racist pedagogy?

• **Anti-racist teaching:** *course content* that explicitly supports instruction on the history and continuation of racism as it intersects with White dominance and privilege.

• **Anti-racist pedagogy:** *teaching methods* employed by instructors *regardless of discipline or course content* that disrupt the traditional pedagogical practices that reinforce structural racism.
Anti-racist pedagogy is a journey, not a destination.

Begin, from wherever you are right now... and know we are all at different places.
REFLECT

Think about your own educational experiences and consider the time you felt most SEEN and VALUED in a classroom...

➢ When/why was this?
➢ What did the teacher do (or not do)?
➢ How did the feeling of being seen and valued affect your engagement and your motivation?

Please post where and when in chat.
Simple Questions = Small changes = Big Impact

- Over-arching Issues and Concepts
- Into-Through-and-Beyond Course Design Frameworks

https://docs.google.com/document/d/1fHpH2ctnixljhYVkjwZLU4OTz1YKWXvJtvem4kt-pxlg/edit?usp=sharing
The Art of Facilitation

https://docs.google.com/document/d/1L-UL4yGsYsovKe2xgbd9Ym6CkfneRuMFJ32YWiHalIU/edit?usp=sharing
Participant Take-aways

COMMITMENT
• “I have a new sense of urgency about this work.”
• “Before, I was doing this kind of thing based on my intuition. This group gave me tools to more confidently practice anti-racist pedagogy and communicate to my colleagues why it matters.”

COURAGE
• “I am now brave enough to deviate from how I have always taught...and to let go of my perfectionism. This work is too important to hold back out of a fear of making mistakes.”
• “The real work here was deep and honest self-reflection, at times disheartening but profoundly transformative.”

COMPASSION
• “I now see things from my students’ perspectives and strive to meet them wherever they are.”
• “Every student has assets that they bring to my classroom.”

COMMUNITY
• “The encouragement I found in this group kept me accountable to keep working on this.”
• “I have so much more appreciation for what my colleagues in other disciplines have to deal with. Their perspectives have been so valuable.”
From a call (in August) to a celebration (in May)....

UNIVERSITY OF CALIFORNIA, MERCED
THE OFFICE OF EQUITY, DIVERSITY & INCLUSION AND THE CENTER FOR ENGAGED TEACHING & LEARNING PRESENT

EQUITY ADVANCING SHOWCASE ON EDUCATION
MULTI-DISCIPLINARY PERSPECTIVES ON ASPECTS OF ANTI-RACIST PEDAGOGY
LEARNING INVITATIONS • DECOLONIZED CURRICULUM • LIBERATORY PEDAGOGY • NON-VIOLENT ASSESSMENT

WEDNESDAY, MAY 19TH, 2021 | 10:30AM - 3:00PM

The purpose of EASE is to explore different issues and practices associated with supporting equity, diversity, and inclusion as they are experienced within the classroom and other learning spaces.

FOR MORE INFORMATION OR TO REGISTER FOR THIS EVENT VISIT:
https://tinyurl.com/2021ucm-EASE

IF YOU HAVE ANY QUESTIONS, EMAIL DR. EILEEN CAMFIELD, ECAMFIELD@UCMERCED.EDU OR MARIA RAMIREZ LOYOLA, MRAMIREZLOYOLA@UCMERCED.EDU
Questions for Dr. Camfield?
Broadening Pathways with Undergraduate Research Programs

Jorge L. Arroyo, Ed.D.
UROC Director
Division of Undergraduate Education
Fostering access to faculty-mentored research opportunities for undergraduate students from all academic disciplines with structured support and training to prepare for graduate studies and future careers.

- Undergraduate research identified as AAC&U High Impact Practice (HIP)
- Engaging students, particularly first-generation and underrepresented groups, in undergraduate research both increases degree completion rates and graduate school pathways.
- Only one avenue for students to conduct research at UC Merced.
- Targeted to rising juniors and seniors, transfer students encouraged to engage with UROC right away.
• Students conduct faculty-mentored research projects, directly working with faculty and/or graduate students

• 9 weeks of workshops, training, research skills development, and peer support

• Current UC Merced graduate students are hired as mentors

• Students are paid stipends – not allowed to take classes or work during the summer
From App to Graduation: Intentional Preparation for Grad School

- Application Requirements
- SURI Workshops
- Peer Support - Cohort Structure
- Conference Attendance
- Mentorship
- Direct Guidance with Applications

Recruitment and application info sessions to understand research

Graduate School - Alumni invited back for networking and to share advice
Matching the student population of the campus

UC Merced Stats
Fall 2020 Undergraduate Enrollment

70% Identified as URM*

73% Identified as First Gen

UROC SURI Participation
Total students in Matching the student population of the campus

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>% URM</th>
<th>% First Gen</th>
</tr>
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<tbody>
<tr>
<td>2015</td>
<td>35</td>
<td>78%</td>
<td>92%</td>
</tr>
<tr>
<td>2016</td>
<td>60</td>
<td>80%</td>
<td>73%</td>
</tr>
<tr>
<td>2017</td>
<td>65</td>
<td>72%</td>
<td>65%</td>
</tr>
<tr>
<td>2018</td>
<td>86</td>
<td>75%</td>
<td>83%</td>
</tr>
<tr>
<td>2019</td>
<td>132</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>2020</td>
<td>114</td>
<td></td>
<td>71%</td>
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</tbody>
</table>

*UROC follows the National Science Foundation (NSF) guidelines for URM status due to funding requirements - African Americans, American Indians including Native Alaskans, Hispanics and Native Pacific Islanders. However, programs with open funding consider all students, with priority for all underrepresented groups including undocumented students.
2020 Scholars
Self Reported Race

Prefer Not to Respond: 4.5%
Other: 1.8%
Black or African American: 6.4%
White: 14.5%
Asian: 17.3%
Hispanic or Latino: 53.6%
American Indian or Alaska Native: 0.9%
Native Hawaiian or Other Pacific Islander: 0.9%
Q14: How much did you GAIN in the following areas as a result of your most recent SURI research experience?
Q17: Compared to your intentions BEFORE doing research, how likely are you to continue your education by enrolling in a graduate program?

- **47%** are Extremely Likely
- **38%** are More Likely
- **15%** are Somewhat Likely
- **0%** of Scholars Reported they are Not Likely
What aspect of the program was most beneficial to your development as a UROC Scholar?

“...the assignments where we had to write mock personal statements, statement of purpose, and abstracts. Those were so beneficial because we were able to receive feedback from professionals and finished the program with excellent drafts of each of those.

UROC offers so many opportunities for research programs and travel which is great for learning more about the field of research in general. I would say being with UROC has definitely helped me get into graduate school and for that I truly thank every person who works there to make it possible for students like me to succeed.

The most important aspect that was beneficial to me as a UROC scholar was the accountability by the program director and leaders. I like how they each played a role in my personal development in research and in academic areas.

The opportunities for professional development aid my growth as a UROC Scholar and as an individual. Learning how to create posters and presentations to present my research, learning how to make connections, and learning how to do an elevator pitch are a few of many lessons taught in the program that were beneficial to me which I continue to use today.
Located in Student Services Building 230
Monday – Friday, 8am -5pm

Division of Undergraduate Education
SSB 310

Front Desk: (209) 228-7272
uroc@ucmerced.edu
@merceduroc
UC Merced UROC

2021 Graduating Scholars
(not all able to pick up medals)
Alumni Outcomes

• Through December 2020, 3,179 (27%) UC Merced undergraduate alumni have gone on to a graduate level program.

• Of these students, 1406 (44%) were URM.
Questions for Dr. Arroyo?
Equity as the Beautiful and the Just

National Association of Diversity Officers in Higher Education
May 7, 2021

Nigel Hatton
Department of Languages, Literatures & Cultures
University of California, Merced
Profile

The University of California, Merced, is a public, land-grant institution created to serve the communities of the San Joaquin Valley, the State of California, the nation and the world through excellence in education, research and public service.

Mission

Opening in 2005 as the newest campus of the University of California, UC Merced continually strives for excellence in carrying out the university's mission of teaching, research and public service, benefiting society by discovering and transmitting new knowledge and functioning as an active repository of organized knowledge. As a key tenet in carrying out this mission, UC Merced promotes and celebrates the diversity of all members of its community.

Interdisciplinary practice in research nourishes undergraduate learning, building a foundation in connecting the ways that academic disciplines understand and grapple with society’s problems.

UC Merced celebrates its location in the San Joaquin Valley, reflecting the poetry of its landscape, history, resources and diverse cultures, while capitalizing on and expanding the Valley’s connections to the emerging global society. UC Merced recognizes that research that begins with the natural laboratory at home can extend what is known in the state, nation and world.
1. Locating the Self (Embodiment)
University Teaching

- Literature and Philosophy
- Human Rights & Literature
- Existentialism & Phenomenology
- Readings in Close Reading
- Introduction to African American Literature & Culture
- Postcolonial, Postmodern & Post-war Literature
- Captivated Thinking
- Toni Morrison & James Baldwin
- Narrative Medicine
- Modernity
- Cosmopolitanisms
<table>
<thead>
<tr>
<th>University Service</th>
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<tbody>
<tr>
<td><strong>Member, General Education Executive Committee</strong></td>
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<tr>
<td><strong>Member, Interdisciplinary Humanities Graduate Group Executive Committee</strong></td>
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<tr>
<td><strong>Prisoner Advocate, Humanist, IRB, UC Santa Cruz</strong></td>
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<tr>
<td><strong>Faculty Advisor, Black Student Union</strong></td>
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<td><strong>Chair, Inclusive Excellence Working Group, GEEC</strong></td>
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<td><strong>Member, Spendlove Prize Selection Committee</strong></td>
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<tr>
<td><strong>Member, Valuing Black Lives Task Force Community Engagement Subcommittee</strong></td>
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<tr>
<td><strong>Member, Black Research Fellowship Committee</strong></td>
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<td><strong>Steering Committee Member, UC Merced Humanities Center</strong></td>
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<tr>
<td><strong>Prisoner Advocate, Humanist, IRB, UC Merced</strong></td>
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</table>
1. Locating the Self  (Embodiment)
Correctional Facility Teaching

- JOURNALISM
- COLLEGE PREPARATORY ENGLISH
- INTRODUCTION TO THE SHORT STORY
- WRITING AUTOBIOGRAPHY
Correctional Facility Service

Member, Faculty Committee, Mt. Tamalpais College, San Quentin State Prison
1. Locating the Self (Embodiment)
What you have to do is this, Bosk. When you get up in the morning, pretend your car is a spaceship. Tell yourself you are going to visit another planet. You say, “On that planet terrible things happen, but they don’t happen on my planet. They only happen on that planet I take my spaceship to each morning.”


3. “…that the finest principles may have to be modified, or may even be pulverized by the demands of life, and that one must find, therefore, one’s own moral center and move through the world hoping that this center will guide one aright.”

If education is about anything other than being able to earn more money (and it may not be about any other thing), that other thing is intelligent problem-solving and humans relating to one another in mutually constructive ways. But educational institutions and some of our most distinguished scholars have considered the cooperation among human beings and mutually constructive goals to be fourth- and fifth-rate concerns where they were concerns at all. The history of the country is all the proof one needs that it is so.

Toni Morrison, “Moral Inhabitants,” The Source of Self Regard (43-44)
4. Will the Good in Truth

“... to think oneself into another person’s suffering is a comfort.”

the “point is not to find the handiest comfort but to will the good in truth, to will to suffer everything in order in the decision to be and to remain with the good.”

_Upbuilding Discourses in Various Spirits_
4. Honoring diversity, equity, and inclusion is the perpetuation of beauty.

By perpetuating beauty, institutions of education help incite the will toward continual creation.

5. Placing the university in the middle of injustice is beautiful.

I am one who tells the truth and exposes evil and seeks with Beauty and for Beauty to set the world right. That somehow, somewhere eternal and perfect Beauty sits above Truth and Right I can conceive, but here and now and in the world in which I work they are for me unseparated and inseparable.

1. Locating the Self (Embodiment)
Between 1980 and 2019, the number of incarcerated women increased by more than 700%, rising from a total of 26,378 in 1980 to 222,455 in 2019.

They were moving us at that hour for a reason, for many reasons. If they could have shot us to the prison in a capsule they would have. Anything to shield the regular people from having to look at us, a crew of cuffed and chained women on a sheriff’s department bus.

There was a girl in a cage who looked about eight months pregnant, her belly so large they had to get an extra length of waist chain to shackle her hands to her sides. She hiccupped and shook, her face a mess of tears. They had her in the cage on account of her age, to protect her from the rest of us. She was fifteen. (The Mars Room 4)
‘Intellectually free’

How am I to appreciate the humanities and the arts when I don’t know what it means?
How am I to understand politics and sociology without the proper books seen?
If I sit around and wait for the knowledge to fall on my head like Newton’s Apple from a tree
I’ll die empty, my mind never nourished and set free.
Liberation is my goal, free of intellectual constraints.
Travels abroad, fluently speaking several foreign languages as I paint.
Maintaining intellectual conversations, my opinions and thoughts,
Listened to with rapt attention.
Respected for my mind and honored for my brain mission.
There is no doubt education is liberation and no man
Can take it from me.
Once I’ve got it, cultivating it, ensuring
I’ll remain free.

— student, “Writing Autobiography,” Central California Women’s Facility
Questions for Dr. Hatton?
Dean of Students EDI Efforts: Moving Beyond Diversity to Create Equitable and Affirming Learning Environments for Students

Armando Contreras, M.A.Ed. (he/him/his)
Assistant Dean of Students
acontreras39@ucmerced.edu
“Once social change begins, it **cannot** be reversed. You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore. *We have seen the future, and the future is ours.*”

-Cesar Chavez
Utilizing a social justice orientation rooted in community cultural wealth, criticalness, collaboration, accountability, and care, the Office of the Associate Vice Chancellor and Dean of Students is a central space for students, parents, staff, and faculty to receive assistance with navigating the complexity of student life.
Presentation Overview
Presenting UCM Concerns
UCM Student Resources
Current AVC/DOS EDI Initiatives
Presenting UCM Student Concerns

Mental Health & Wellness

"It's just been exhausting and overwhelming. I feel trapped and stuck in a continuous loop that I am unable to change because the current circumstances our country faces prevents me from doing so. As a result, I just feel tired and continue to just roll with the punches. It is hard to keep up with schoolwork as I spend hours each day sitting at a desk (with screaming siblings in the background of our one bedroom apartment) staring at a computer screen. When you are so disconnected from the campus and other students you start to lose hope. You also become scared of what a return to normal will even look like and probably will need to relearn how to communicate with others in person again."

~Anonymous Student~

Student Concerns

- Students are missing genuine connection with others (loneliness).
- 20% of students utilizing CAPS attended 6-8 individual sessions with a CAPS clinician throughout Fall 2020.
- Students report feelings of exhaustion, stress and lack of motivation.
- In a recent assessment of Black student leaders, 82% noted their psychological fortitude, the ability to withstand, endure and persevere through and recover from difficult situations was extremely low (average rating of 4/10).

Notable Top Student Diagnostic Categories (8/1-12/31/2020)

- 22% Anxiety
- 20% Common Conditions (Parent-Child conflict/Partner-relational conflict/problems with education)
- 18% Depressive Disorders
- 16% Trauma-stress disorders
- 6% Substance related disorders

*Data provided by CAPS*
In thinking about discrimination, invisibility, psychological warfare, and violence against Black bodies, SA partnered with the Black Girl Doctor Network to conduct a mental health and wellness assessment of Black scholars (February 2021).

Concerns:

- 86% of participants reported micro-assaults to be somewhat or extremely likely to occur on the campus.
- 100% of participants indicated that they do not feel UC Merced is a safe space to show up as their authentic selves, without fears of repercussion.
- 88% of participants could either relate or strongly relate to feelings of both invisibility and hyper-visibility.
- 78% of attendees endorsed a perceived lack of representation and feelings of tokenization.
- 100% of participants reported microinvalidations are either somewhat or extremely likely to occur on campus.

Strengths:

- **Strength and Resistance.** Students excitedly reflected on the inherent resilience of Black people to create opportunities for joy, even in the midst of continued oppression.
- **Cultural Authenticity and Self Knowledge.** Students talked about their ability to draw upon ancestral practices to navigate the pain associated with racial trauma. Participants reflected that they engage in practices such as prayer, meditation, rootwork, affirmations, bible reading, and the use of aromatherapy.

Suggested Interventions:

- Healing Circles
- Black Organization Leadership Summit
- Allyship Training
- Black Faculty/Staff Wellness Assessment
- EDI Leadership Coaching
FALL 2020
UNDERSTANDING THE UC MERCED STUDENT EXPERIENCE

UC Merced is committed to providing students with the academic, personal, and career resources needed to be successful. This visual provides data related to the Fall 2020 UC Merced student experience.

Students, what is one word to describe how you are feeling this semester (Fall 2020)?

During a recent undergraduate and graduate student forum, 75% of respondents mentioned feeling “stressed” and “anxious.”

CAPS Data on Mental Health

Preparing students, ranked in order

Anxiety, Depression, Stress, Self-Esteem, Loneliness

Data collected from Fall 2020.

"It's just been exhausting and overwhelming. I feel trapped and stuck in a continuous loop that I'm unable to change because the current circumstances our country faces prevents me from doing so. As a result, I just feel tired and a bit if I'm just holding with the punches... It's hard to keep with schoolwork, and spending all hours of the day. I feel like sitting into a computer makes it just much harder to feel relief and relax.” - Anonymous Student

"I think we just need the opportunity to be heard and speak up so we can at least alleviate some of the stress we're feeling right now in the moment. I think the lack of transparency between students and faculty is something that stands in the way of how we can grow during this time and if we were just able to get rid of that divide it could make a huge difference. We just need an opportunity to speak up in an environment that we’ll actually be heard in and our fears will be addressed.” - Anonymous Student

FALL 2020 STUDENT CONCERNS

- Unclear expectations regarding remote learning
- Inefficient/dealing proper technology
- Unstable and toxic home environments
- Housing and financial insecurity
- Lack of motivation and focus
- Uncertain future trajectory
- Unhappy with current reality (i.e. different college experience)
- Ensure faculty are aware of and accommodating of current student concerns
- Disconnection from the university and isolation
- Inconsistent faculty expectations (flexibility with COVID-19)
- Bureaucratic and administrative barriers to student success
- Unclear communication related to accessing campus resources and updates
- Safety concerns within Merced County
- Free speech versus hate speech (understanding student rights and polarization)
- Exhaustion, stress and anxiety, impacting mental health and wellness

Recommendation #1: Greater Faculty Engagement and Individualized Student Success Planning
- The Dean of Students Office will provide training to staff and faculty on supporting students during COVID-19, consult with staff and faculty individually to incorporate high impact practices into their pedagogy and will work with administrators in all schools to discuss action and address ongoing academic student concerns.
- The University will develop a campus-wide strategic plan and host ongoing student, staff and faculty town hall meetings to hear and share concerns, provide updates and discuss student success strategies.

Recommendation #2: Increased Radical Healing Spaces and Diversified Student Involvement Opportunities
- The Office of Social Justice initiatives and Identify Programs will lead in pioneering radical healing spaces for all undergraduate and graduate students, host weekly drop-in hours for student consultation and support, and provide weekly, justice, and inclusion lounge discussions around various topics.
- The Office of Student Involvement will develop new modes of student engagement for undergraduate and graduate students (ensuring opportunities are virtual). 
- In partnership with ASUCM, provide grant opportunities for clubs and organizations and support students with ASUCM to host student forums and provide funding for students.
- Counseling and Psychological Services will diversify counseling groups and initiatives offered to undergraduate and graduate students allowing students more opportunities for students to connect, encourage and support one another.

Recommendation #3: Advance Student Agency, Elevate Student Voice and Strengthen Community Partnerships around Safety
- The UC Merced Police Department (UCMPD) will launch “We Hear You, We Are Here” a campaign rooted in equity-minded frameworks and student agency, collaborate with various stakeholders to create student resources around protect and disruption guidelines and the importance of student participation and advocacy and offer student listening sessions around safety, trust and restoration and facilitating political discourse on campus.
- UCMPD will also meet with Merced County Police Chiefs and other community stakeholders to foster greater community collaboration that addresses trust and student, staff and faculty safety concerns within Merced County.
- The Police Advisory Board has been created and revised to make recommendations related to campus issues and concerns, community outreach programs, training, policy development and ways to help support the goals and initiatives of the UC Merced Police Department.

Recommendation #4: Enhance Resources and Conversations around Student Rights
- The Office of Student Rights and Responsibilities (OSRR) will develop initiatives around conflict management and restorative justice and create resource guides highlighting the rights of students.
- Additionally, OSRR will offer ongoing workshops and forums around free speech, academic integrity and decision making and will train staff and faculty on supporting students throughout free and open discourse, first amendment rights, viewpoint and guaranteed expression.
- The Protocol Oversight Group (POG) continues to encourage frequent interaction and discussion between and among members of the campus community to ensure open avenues of communication and peaceful assemblies and protests.

"I just think that both the UC system and professors need to understand that the current polarization that our country faces is having a tremendous impact on students... In order to feel safe, I feel like you need to feel heard, like your voice matters. However, when you are so disconnected you feel like you have no voice. As a first year student, I feel like many of us are extremely disconnected.” - Anonymous Students

RESOURCES
- Student Success Anywhere Resources: success.ucmerced.edu
- Wellness Resources: https://counseling.ucmerced.edu & https://studentaffairs.ucmerced.edu/teen-students
- Student Rights: https://osrr.ucmerced.edu & https://politics.ucmerced.edu
Mental Health & Wellness Support

- CAPS: Groups, Initiatives, and Dialogues
- Student Response Team: Holistic Student Support
- Health Promotions
- Dean of Students & Academic Affairs Partnership

Radical Healing Series

- Restorative Wellness: A Workshop on the Power of Stillness and Rest
- Battling the Stigma of Mental Health In Communities of Color
- Love and Honor: An Altar of Remembrance Workshop

Emergency Funding & Housing

The Dean of Students Office continues to provide emergency funding and housing for scholars in need. Over $13,000 in emergency funds have been allocated to scholars in need from July 1, 2020-present.

https://studentaffairs.ucmerced.edu/dean-students/emergency-funds

The Office of Social Justice Initiatives hosts 2-3 radical healing spaces per month.
Reflection & Healing Garden
- The campus is considering the creation of a reflection and healing garden/space on campus.

Fall Planning
- What are our expectations of students? Do expectations need to shift?
- How do we engage and reengage students?
- What challenges will newly admitted students face? How can advisors help?
- How do we all commit to supporting the mental health and wellness needs of our community? Wellness support must be imbedded within all of our work and should not be the sole responsibility of CAPS.

University Traditions & Student Engagement
- Fall 2020: 130 virtual student events (around 2000 unique participants)
- Spring 2021 Concert Series
- New University Traditions (Fall 2021 Implementation)
• **Initiative 1: Stories from Home: Transformative Agents of Change**
  • The AVC/DOS Office collaborated with Professor Christopher Ramirez’s Writing 010 class to depict journeys of Home through photo-narratives. This project revealed individuals who transcend the role of scholars. These are real chronicles of activists, advocates, and survivors. Individuals who stood up to sexist machismo in their household; individuals who questioned the absurdity of imposed beauty standards; individuals who advocated for social change for field workers; individuals who honored their ancestors; individuals who found their inner self through reflection, and individuals who found positivity in the nature, tranquility, and diversity that surrounds them.

• **Initiative 2: Multicultural Center and Affinity Spaces**
  • Description: The campus is looking to expand current affinity spaces (Black Student Resource Center and Undocumented Student Lounge) and is also looking at creating new affinity spaces. Students will have the opportunity to provide feedback and help shape the future of these spaces.
  • [https://studentaffairs.ucmerced.edu/sites/studentaffairs.ucmerced.edu/files/documents/final_cultural_space_proposal.pdf](https://studentaffairs.ucmerced.edu/sites/studentaffairs.ucmerced.edu/files/documents/final_cultural_space_proposal.pdf)

• **Initiative 3: #WhyUCM Campaign and Celebration of Movement Initiative**

• **Initiative 4: Free Speech Week (February 22\(^{\text{nd}}\)-26\(^{\text{th}}\))**
  • [https://diversity.ucmerced.edu/free-speech-week](https://diversity.ucmerced.edu/free-speech-week)

• **Initiative 5: Inaugural Black Research Fellowship**
"HOW I GOT OVER": A LOVE NOTE TO JUSTICE, HEALING AND HOPE

FEATURING AMERICA’S GOT TALENT
2020 WINNER: BRANDON LEAKE

FEBRUARY 23, 2021 | 7PM
ZOOM LINK:

For more information, please contact Office of Student Involvement at ucmip@ucmerced.edu.
"These times bring about the opportunity for a transformative reset, an opportunity to address the systemic conditions at UCM that create injustice. We must not allow fear to cripple our ideas, crush our experiences, nor stall our successes. Growth is not found in comfort nor familiarity. We must all commit to learning and growing together and commit to fostering a mistake-resilient zone within our campuses where people face their consequences, repair relationships, build their resilience, and embody a growth and loving mindset. Today and always, I thank you all for your unwavering commitment and send you all grace, peace, love, hope, and strength for endurance.”

~Jonathan Grady, Ph.D.~
Questions for Armando?
Breakout Rooms

The prompt:

Introduce yourself.
What major takeaways do you have?
What are you curious about?
Becoming the National Exemplar

Next Steps in Strategy, Evidence, Impact
**SWIFT MOBILIZATION: RESPONDING TO CAMPUS CONCERNS**

- Listening Tour & Strategic Framework
- EDI External Review
- Accessible Resources

- Virtual Lunch & Learns
- Dialogues that Matter
- Equity and Justice Awards
- CDO Drop In Hours

- Chancellor Advisory Committees
- Affinity Groups
- EDI Grants

**Strategy:** Understand historical campus needs around EDI while also connecting EDI champions through a love-based approach
INTENTIONAL INITIATIVES: SEEKING JUSTICE WITHIN A UNIVERSITY SETTING

- People's First Workgroup
  - Across Departments
- Valuing Black Lives Initiative across Departments
- Staff Catastrophic Fund with Staff Assembly
- Anti-Racist Pedagogy with CETL

**Strategy:** Initiatives that center people to effectively advance conversations and practices that move EDI outcomes forward
PARTNERSHIPS THAT MAKE SENSE:
COLLECTIVE LEADERSHIP ACROSS CAMPUS AND BEYOND

Inclusive Excellence Workgroup
Campus Experience Workgroup
Academic Senate and Diversity and Equity Committee
University of California Office of the President
Police Advisory Committee
Central Valley Higher Education Consortium
NADOHE NorCal Network
HR Job Postings and Diversity Statements
Grant Consultation

Strategy: Distribute responsibility across campus to carryout Equity, Justice, and Inclusive Excellence for staff, faculty, students, and community
## What does Equity & Justice at the faculty level look like?

### Fall 2018 by Race

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<th>Race</th>
<th>All</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Senate Lecturers</th>
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<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>6</td>
<td>4%</td>
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</tbody>
</table>

### Data Landscape Scan

- **Belonging**
- **Excellence**
- **Togetherness**
- **LOVE**

### Opportunities

- **33** Employees at my campus/organization are treated with dignity and respect, regardless of their position or background.
- **47** My campus/organization provides people with the necessary information and resources to manage their own careers effectively.
- **28** There is sufficient contact between senior leadership at my campus/organization and employees in this organization.
University Strategic Plan

Feedback Loops: Stay Responsive, Stay Relevant
- What is community asking for?
- What are we responding to?
- Are we in alignment?

Manage the Process, Manage the Win
- Meetings rooted in Strategy and Love
- SWOT, Institutional Data, Systemic Change Framework

Recruit EDI Champions
- Skill and Love Based Recruitment
- Professional Outcomes, Personal Retention

Equity Data for Decision Making

Healing and Repair

Advocacy and Leadership
Moving towards a campus-wide EDI strategic plan requires a **keen eye** on workplace and organizational dynamics.

**Challenges to be Addressed**

Campus climate reflects hurt around EDI issues; Distinct campus groups experience and address EDI-related efforts differently; The Office of EDI is new.

**Critical Wins to Advance the Work**

Increase EDI effort visibility & communications to **unite** EDI advocates and build capacity to dismantle anti-EDI root factors and related symptoms.

**Theory of Change**

**IF** current EDI champions across are elevated, UC Merced attains a collective understanding of EDI efforts campus wide, and advocates deepen relationships with one another **THEN** the campus will see notable gains, reductions, or the holding steady of EDI indicators of concern.
From EDI Champions to Institutional Strategic Planning

Launching Summer 2021

Evaluation Concepts: Modified CIPP Model (Stufflebeam, 2013) combined with Fidelity of Implementation Adherence-Adaptation Concepts (Century and Cassata, 2016);

How do we move the needle on compositional, procedural, structural, and distributional equity?

Context
• Current EDI efforts to date
• EDI data and insights

Input
• Current policies and practices
• Resources (fiscal, personnel, sociocultural capital)

Process
• How campus-wide EDI culture is stewarded
• Community buy in

Product
• Evidence that EDI indicators are moving in the desired direction

Equity: “elimination of disparities in outcomes based on identity traits”
– Equity Lab, 2020

Goals

Plans

Actions

Outcomes

Core Values

EVALUATION CONCEPTS: MODIFIED CIPP MODEL (STUFFLEBEAM, 2013) COMBINED WITH FIDELITY OF IMPLEMENTATION ADHERENCE-ADAPTATION CONCEPTS (CENTURY AND CASSATA, 2016); How do we move the needle on compositional, procedural, structural, and distributional equity?
2021 NORCAL NADOHE SUMMIT
NATIONAL ASSOCIATION OF DIVERSITY OFFICERS IN HIGHER EDUCATION

Leading Higher Education Towards Inclusive Excellence

May 7, 2021

THANK YOU