

**Office of Campus Climate  
Diversity, Equity and Inclusion (DEI) Grant Program  
Grant Proposal Application Form  
2018 – 2019**

**PROVIDE INFORMATION FOR ITEMS 1-15.**

1. Project Title

Ancestral Knowledges and Collective Healings: A Living Hxstories Project

2. Project Manager (Person submitting the proposal)

Violet Barton

3. Project Manager Email Address

VBarton@ucmerced.edu

4. What are you proposing to do and how will you do it?

As part of a collaboration between the cultural centers on campus, the living histories project will highlight our collective pillars of Coalition Building, Education, Social Justice, and Healing. Our main objective is to connect how the histories of organizing for cultural spaces at UC Merced are part of continuing ancestral lineages of cultural reclaiming. La Cultura Cura/Culture Heals. The project will be two-fold: 1) a focus on transformative justice through centering indigeneity and community engagement, and 2) archiving the ancestral knowledges shared, along with organizing hxstories for cultural spaces on campus. In doing so, the living hxstories project believes in facing forward towards the past as a praxis for social justice. We believe it can provide the UCM and surrounding community a forum to heal during trying political time, as well as to collectively affirm and honor our campus and local community hxstories that have weaved and continue to weave our university.

5. How will the program contribute to and enhance UC Merced's campus climate as a more equitable and inclusive place to study, research and work?

(Successful proposals specifically describes and includes supporting data on how the program will contribute to and enhance UC Merced's campus climate as a more equitable and inclusive place to study, research and work and specifically includes one or more findings from documented climate surveys, findings or statistics. For more documentation on climate information, please visit: <http://diversity.ucmerced.edu/data-reports/2016-17>.)

Our proposal consists of bringing speakers to campus, particularly from the local community in Merced, to center indigenous epistemologies of healing as well as traditions that inform transformative justice models. Shared models will be archived and digitized in collaboration with the UC Merced library for accessibility, and marking these initiatives as a living hxstory of the campus. The creation of this project is designed for UC Merced students, faculty, staff, postdocs, administrators, workers, and the Merced community at large. The first semester will bring a speaker a month highlighting different pillars from our cultural spaces, and connecting them with our campus Principles of Community. We intend to highlight events that welcome all but are especially relevant to indigenous, refugee, and migrant communities. Given the tense national political climate, these speakers will also include co-creating intersectional spaces for LGBTQ+ folks, womxn, students of color, students with disabilities, income-insecure groups, and the community at large, as part of fostering a caring university community that provides opportunities for inclusion of all.

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We envision the living hxstories project to become part of the university's tradition of supporting initiatives that promote a diverse learning and working environment. We value the education of all members of the academic community and also of the communities around us. In this light, we are interested in promoting perspectives on culture and inclusion through (1) indigenous centered models of transformative justice to help heal by understanding each other and the worlds around us, and (2) archiving knowledges shared in these spaces (of course through an ethical and affirmative consent model) by weaving it with organizing hxstories for campus cultural spaces.

We seek to invite members of underrepresented communities to engage with the campus community in open and honest dialogues. These conversations on cultural healing aims to provide greater understanding of being at home in the world/the world at home - of how the campus community shapes the local community and how the local community shapes the campus. We critically examine how ancestral knowledges of healing are connected to creating cultural spaces to later preserve these hxstories for future generations of campus stakeholders. By doing so, we intend to improve the climate for all members of the UC Merced community, by emphasizing healing and transformative justice, to create a more inclusive campus climate for all to underscore the ties that link us.

On March 2014, Rankin & Associates released the UC Merced Campus Climate survey findings. The purpose of this survey was to gather a wide variety of data related to institutional climate, inclusion, and work-life issues, so that the University is better informed about the living and working environments for students, faculty, staff, and post-doctoral scholars.

At UC Merced, received completed 1,796 surveys for an overall response rate of 26%. Response rates by constituent group varied: 20% for Undergraduate Students (n = 1,085), 36% for Graduate/Professional Students (n = 120), 100% for PostDocs/Trainees (n = 6), 30% for Union Staff (n = 82), 38% for Faculty (n = 133), and 60% for Non-Union staff (n = 349).

While Key findings indicated that, at the time, the majority of respondents felt "comfortable" or "very comfortable" with the campus climate, almost one third of the community (28% of respondents, n = 511) reported experiencing exclusionary, intimidating, offensive or hostile conduct; and over one tenth (11% of respondents, n = 198) indicated that the conduct interfered with their ability to work or learn at UCM.

A closer look at the data for UC Merced community members who reported being negatively impacted by the campus climate shows that differences on campus climate perception were based on demographic characteristics such as ethnic, racial, sex, and gender identities, position, and discipline of study. As such, the survey found that genderqueer, LGBTQ, and women reported experiencing a negative campus climate, more often than heterosexual men. There is less information available about how students of color, particularly women of color, experienced the campus climate at UC Merced when this survey was implemented, and even less information about indigenous students.

According to Rankin and Associates, the campus climate findings at UC Merced are both consistent with and slightly outside those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). Ranking & Associates

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also reports that the UC Merced findings do parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quayle, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

Last, Rankin & Associates highlights that literature on microaggressions is consistent with the negative campus climate experiences reported at UC Merced, which support the idea that a negative campus climate has a negative influence on people who experience it, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solorzano, 2009).

Even though there are limitations with these data, they do offer an opportunity to establish a baseline and engage in meaningful conversations to begin understanding and focusing on improving the campus climate experiences for all members of the UC Merced community. It is important to point out that the survey design, data collection methods, and categories used to collect data are themselves limiting and exclusionary, and that this data set is already aging, as there is a rapid population growth in progress at UC Merced.

Source: [http://campusclimate.ucop.edu/\\_common/files/pdf-climate/ucm-full-report.pdf](http://campusclimate.ucop.edu/_common/files/pdf-climate/ucm-full-report.pdf)

### **Demographic Composition**

UC Merced is a Hispanic Serving Institution (HSI), where data for the Fall of 2017 show that 71% of undergraduates are first generation students, 51% identify as female, 61% are Pell Grant recipients, and 89% identify as racial/ethnic minorities. At the graduate level, data for the Fall 2017 data show that 43% identify as female, 29% identify as members of underrepresented groups, 29% are non-resident aliens, and 33% are white. Even though the racial/ethnic composition of UC Merced students is diverse, it is important to note that for three (3) out of every ten (10) participants in the survey, campus climate at UC Merced, is a problem.

In terms of employee composition at UC Merced, Fall 2017 data show that employees are 50% white, 55% female. As for faculty, Fall 2016 data show that 58% of professors are white, 25% Asian/Pacific Islander, 14% Hispanic, 3% African American/Black, and less than one percent Native American. Additionally, UC Merced data does not offer a breakdown on the racial/ethnic and sex/gender composition of administrators. Anecdotally, students report that UC Merced does not have any people of color in campus leadership positions that reflects the student composition.

Source: <http://irds.ucmerced.edu/student.htm>; <http://irds.ucmerced.edu/staff.htm>

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6. Describe how this project is a new, high impact, collaborative, experimental and/or sustainable approach to enhancing and/or addressing an area of campus climate.

(Proposal specifically describes a new, high impact, collaborative, experimental and/or sustainable approach to enhancing and/or addressing an area of campus climate.)

The living hxstories project will offer insightful dialogue with one another about issues pertaining to indigenous, racial and ethnic minorities, members of LGBTQ+ communities, women, students with disabilities. The project will facilitate monthly dialogues, and have visiting speakers. As such, it will reach out to students, faculty, staff, administrators, and the community at large, to enlighten one another about diversity. The SJNP will focus on highlighting (1) transformative justice models centered on indigeneity, (2) organizing hxstories for cultural spaces that connects to ancestral knowledges of healing, and (3) archiving these shared practices as living hxstories to ensure sustainability and to bridge the classroom, the campus, and the community.

Research on the campus climate of academic settings shows that although racial and ethnic diversity is increasing in the university, there are gaps that need to be addressed. Many studies indicate that diversified learning environments results in more critical and complex thinking about problems from multiple perspectives. Third, studies show that racial conflict can be minimized and learning environments enhanced by diversity. These studies all suggest that addressing the racial climate on campuses presents valuable opportunities for enhanced interactions that support educational goals about teaching and learning. Although UC Merced has attempted to address the needs of LGBTQ+ communities, students of color, women, and disabled students via focus groups and advisory councils, we still lack focused and community-based healing models to dialogue about issues that are relevant to underrepresented communities, particularly indigenous-centered models. While these models are certainly not new, this approach is one that is newer to our campus community that will be high impacting as many of our students in the Central Valley come from native traditions, and will demonstrate that our campus valorizes indigenous epistemologies and presences at UC Merced.

To improve diversity and inclusion areas of concerns at the university, research shows that shifting how the institution values diversity with regards to its goals of teaching and learning, is central to reframing how students from underrepresented groups are regarded and valued. Articulating how diversity is central to education is key to effecting this institutional shift (CODA). The living hxstories project seeks to create opportunities for reframing the value of each individual in our living and learning communities and how each of us is connected to others and the world.

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The project is a direct collaboration among undergraduate and graduate students emerging from the cultural spaces on campus. The living hxstories project plans to build relationships and collaborate with student organizations, staff, and faculty who are interested and working on issues of diversity and social justice. It will also seek to include guest perspectives, expertise, knowledges, and research from students, staff, and faculty as well as the local community.

7. Describe the expected difference(s) the project will make on the issues addressed, the audience(s) it will serve, and the number of people it will affect.

(Proposals: (1) specifically describes the expected difference(s) the project will make on the issues addressed, the audience(s) it will serve, and the number of people it will affect and (2) specifically describes and includes supporting impact data from documented climate surveys, findings or statistics.)

**Campus Climate, Culture, and Inclusion Action Plan from CCCI, Diversity Statement, and Principles of Community**

As a result of the campus climate survey findings of 2014, UC Merced developed an action plan that calls for a number of objectives in four areas: (1) Improve inclusiveness across all sectors, (2) improve engagement of faculty, students, and staff, (3) improve overall comfort levels of underrepresented minority faculty, and (4) improve campus climate for those with physical mobility or disability conditions.

By reviewing the UC Merced Campus Climate findings, demographic data, literature on campus climate in higher education, and the UC Merced CCCI Action Plan, and in juxtaposing these findings with the larger current political climate in the nation and the lived experiences of the UC Merced community (faculty, students, staff, administrators, the community at large, and prospective students and parents), this project seeks to implement a focused campus and community effort on healing and cultural legacies by celebrating the contributions of diversity in higher education toward creating a more equitable and inclusive place to live, study, research, and work.

We intentionally align the goals of the living hxstories project with the goals of the CCCI action plan of addressing the need for improved inclusiveness, engagement, and comfort levels of all members of the UC Merced community, specifically by focusing on the needs of those who identify as members of historically underrepresented groups in the university. We hope more information will be captured through the Staff Campus Climate Survey, and the Crucial Conversations dialogues from the Dean of Students.

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Source: <http://diversity.ucmerced.edu/data-reports/2016-17>

8. How will the project bring together two or more campus entities, advance mutual goals and/or share knowledge? Specifically identify how the project will be integrated into the activities of teaching, research or public service.

(Proposal specifically describes how the project will bring together two or more campus entities, advance mutual goals and/or share knowledge; and specifically identifies how the project will be integrated into the activities of teaching, research or public service.)

The living hxstories project will offer insightful dialogue with one another about issues pertaining to indigenous, racial and ethnic minorities, members of LGBTQ+ communities, women, students with disabilities. The project will facilitate monthly dialogues, and have visiting speakers. As such, it will reach out to students, faculty, staff, administrators, and the community at large, to enlighten one another about diversity. The SJNP will focus on highlighting (1) transformative justice models centered on indigeneity, (2) organizing hxstories for cultural spaces that connects to ancestral knowledges of healing, and (3) archiving these shared practices as living hxstories to ensure sustainability and to bridge the classroom, the campus, and the community.

9. Describe the leadership, capacity and qualifications of the individual or group to implement the project.

(Proposal specifically describes the leadership, capacity and qualifications of the individual or group to implement the project and specifically describes how each individual will implement the components of the project. Project Managers are in good standing with the University.)

### **Faculty Consultant**

The living hxstories project will receive guidance from the Office of Social Justice Initiatives. The staff consultant will focus on helping students implement our goals. The staff consultant will ensure that goals outlined in this proposal are being met. Additionally, the staff consultant will provide feedback on project development and logistics.

The cultural centers currently include The Intercultural \*Hub, the Graduate Cultural Resource Center, and the Black Student Resource Center in partnership with the Native American Student Coalition. Work will be collaboratively and equally distributed among graduate and undergraduate students and the UC Merced library will help staff the production of this digital

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initiative for the duration of academic year 2018-2019. The cultural spaces will seek co-sponsorships with the Interdisciplinary Humanities Graduate Group, the Critical Race and Ethnic Studies Program, Sociology, Cognitive Science, Public Health, the Anthropology Club, the Mesoamerican Studies Center, the Hmong Student Association, the Sikh Student Association, the Muslim Student Association, the African Student Union, the Black Student Union, M.E.Ch.A., the Graduate Students of Color Coalition, the Latinx Graduate Student Association, the Faculty and Staff of Color Association, the Refugee Coalition at UC Merced, CCCI, CACSW, CACQI, GDACD, and others. The following timeline has been created:

**September**

The Motherline: Healing Female Lineage Trauma through Ritual and the Creative Arts  
Regina Wallace, California Institute of Integral Studies

**October**

The Land Is (\_\_\_\_\_)  
Yakut and Miwok Elders, Collaborative Partner: Teenie Matlock

**November**

Exploring strategies for mending a wounded community: dreaming ourselves free  
Danielle Stevens, This Bridge Called Our Health

**December**

Before the New Sky: Protracted Struggle and Possibilities for Palestine's New Youth Movement  
Loubna Qutami, Critical Refugee Studies Collective, UC Riverside

**January**

Transformative Justice and Pods: An Introduction  
Mia Mingus

**February**

n'wanne'm: this is also a form of prayer  
Iljeoma Umebinyuo

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**March**

Healing and Social Justice  
Tsia Xiong, Faith in Merced

**April**

Story World Art Performance as Activism  
Professor Chela Sandoval, UC Santa Barbara

10. Describe how likely the project is to be continued and incorporated or replicated by other organizations on campus and demonstrate why

(Demonstration of likelihood is supported with facts.)

In addition to currently seeking CCCCI funds, the living hxstories project will develop a sustainable plan that includes a marketing and an advertising plan that reaches out to student organizations and community. As a way to sustain the project over time, we will be archiving the project with the UC Merced library as a collaboration with Lindsay Davis. We are also researching other internal as well as external funding opportunities such as community-based seed grants and fellowships that can help sustain this effort, including UCHRI.

Once the project is trained for digitization, the sustainability of the project depends on continuing to share and archive stories that are focused on diversity, and on identifying themes, ideas, and sources of interest to continue the living hxstories project. We are confident about the wealth of resources and ideas that will help the project flourish for years to come and become an important legacy at UC Merced that highlights cultural diversity and inclusion both in academia and in the communities we work with.

11. Provide the full timeline - from start to completion - for the project.

See timeline listed above.

12. What are your project goals and expected outcomes?

Objectives:

- 1.) Invite speakers to campus to share ancestral healing models related to transformative justice
- 2.) Connect ancestral knowledges of healing and transformative justice models with legacy of advocacy on campus for the creation of cultural spaces
- 3.) Gather organizing hxstories for cultural spaces on campus via podcast-style interviews for

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easy accessibility (keeping in mind accessibility for disabled communities)

4.) Collect shared knowledges with permission to digitize and archive for accessibility in the UC Merced library

**13. What is your definition of success? How will you measure it?**

Success is to open up the dialogue, and to be received in the community, to promote and celebrate diversity and inclusive excellence at UC Merced. We will highlight the cultural centers' collective pillars of Coalition Building, Education, Social Justice, and Healing. Our main objective is to connect how the histories of organizing for cultural spaces at UC Merced are part of continuing ancestral lineages of cultural reclaiming. La Cultura Cura/Culture Heals. The project will be two-fold: 1) a focus on transformative justice through centering indigeneity and community engagement, and 2) archiving the ancestral knowledges shared, along with organizing hxstories for cultural spaces on campus. In doing so, the living hxstories project believes in facing forward towards the past as a praxis for social justice. We believe it can provide the UCM and surrounding community a forum to heal during trying political time, as well as to collectively affirm and honor our campus and local community hxstories that have weaved and continue to weave our university.

**14. What tools will you use to collect the data needed to measure the progress and success of each expected outcome? When will you use them?**

Office of Research developed assessment survey for speaker series, completion of collecting organizing timelines for cultural spaces, digitization training, disseminating results publicly with stakeholders and campus community.

**15. Project sponsoring unit**

(All projects must be sponsored by a UC Merced student organization, or campus department/ by-law unit, School or Graduate Group. The sponsoring unit is responsible for administering and reporting on funds. Project managers must be current UC Merced campus members. Project Managers are in good standing with the University. Budget Managers must be current UC Merced staff members.)

**a. UCM Sponsor**

(Sponsoring Group(s)/Unit(s)/Department(s)/Schools(s)/Graduate Groups)

Student Affairs – Office of Student Life – Social Justice Initiatives

**b. Budget Manager**

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c. Budget Manger Email Address

oprimitivo@ucmerced.edu