

**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

Language Accessibility Committee

2. Project Manager (Person submitting the proposal)

Yesenia Curiel & Dulcemaria Anaya

3. Project Manager Email Address

ycuriel2@ucmerced.edu & danaya@ucmerced.edu

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

We are proposing to create a series of professional development workshops to help staff across campus develop a better understanding of the Spanish language when it comes to communicating or translating academic terms from English to Spanish.

We want to specifically focus on helping staff to be more knowledgeable of the correct translation from English to Spanish of the resources their offices offer in order to better communicate with our Spanish speaking guests.

Since our university is a Hispanic Serving Institution it is important for us to have information available in Spanish to provide a more inclusive, welcoming, and supportive community for our Spanish Speaking guests. At UC Merced in fall of 2017 53.3% of our undergraduate student population identified as Hispanic. Many of our student's families' first language is Spanish and when they come to campus for New Student Orientation, Bobcat Day, Preview Day, Family Weekend, and Commencement, we want to be able to provide them with information in Spanish however, we want to provide culturally and linguistically interaction.

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.>)

UC Merced has been designated a Hispanic-Serving Institution by the U.S. Department of Education, certifying an enrollment of at least 25 percent Hispanic students. Fall 2017, the Hispanic student body was 3,928 which is 53.3% of the entering class. Currently, no data is collected to identify the number of students who are bilingual in Spanish or have at least one parent who is monolingual Spanish speaking. However, in the last fiscal year, the Spanish Speaking Parent and Guest Orientation days have been at full capacity. Spanish speaking attendees make up 27% (470) of the total (1,728) summer attendance. This

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project is new because it will empower staff members to become linguistically and culturally competent. Current staff statistics report that 318 staff members identify as Hispanic which is 1/3 of the staff population. We anticipate that at least ½ identify as bilingual and they would benefit from acquiring linguistically and culturally appropriate terms. The project will provide a series of workshops to review content in Spanish and to provide a space to practice presentations. A large proportion of Deferred Action for Childhood Arrivals (DACA) students are of Latinx (Hispanic) origin. Providing additional tools for these students will empowerment to become successful students at UC Merced. The hypothesis is that, if parents are better informed also, then they can better motivate their students to access supportive services that can help with retention or a successful academic career at UC Merced.

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 participants of the project will be staff members from various departments. Yesenia and Dulce will collaborate with faculty from the Spanish department to make sure the necessary materials are translated accurately. Faculty will translate the materials beforehand, and they collaborate with Yesenia and Dulce on the content of the series. This guide will be a tool for staff to make sure they feel empowered when participating in UC Merced events where monolingual parents or university guest will be in attendance. Yesenia and Dulce will also collaborate with Human Resources to inquire if the series meets the Core Competency in Diversity and Inclusion or if the series can be incorporated into UC Learning training for professional development. This project is experimental because no model exists in any of the other campus and we hope to develop workshop curriculum that can be replicated in other languages and it can be a model for other diverse campuses.

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.)

Many times, bilingual staff rely on their understanding of the Spanish language, however, when they need to translate information or need to have a conversation in Spanish with a student's family member or university guest they struggle in finding the correct way of translating university terminology. Since we are designated a Hispanic Serving Institution and realize a need for professional development in this area we decided to create a proposal to provide staff a space for them to feel comfortable reaching out for support and practicing Spanish.

All staff who are bilingual in Spanish and English are welcomed to attend our meetings and workshops. We understand that not all staff utilize their Spanish skills in their day to

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day job responsibilities. However, many staff are involved in Orientation, Bobcat Day, Commencement, Preview Day, and other university events and our goal is to help staff be knowledgeable of the correct use of Spanish when it comes to university terminology.

We want to particularly provide support to staff who are involved in Parent and Guest Orientation. The Orientation program hosts two Spanish Speaking Parent and Guest Orientations in the summer and last year they also provided translating services on one Orientation date as a pilot for future Orientation seasons. They reached out to staff throughout campus who felt comfortable doing simultaneous translation through equipment they acquired last year. Orientation would like to increase language accessibility for Spanish Speaking Parents and Guest that attend Parent and Guest Orientations this year. We need to support staff in practicing their ability to speak Spanish accurately regarding university terminology.

At New Student Orientation, last year there were 1,728 parents and guests that attended. A total of 470 attended the Spanish Speaking Parent and Guest Orientations. In addition, there were at least 30% of parents and guests that sought Spanish translated materials on non-Spanish Speaking Parent and Guest Orientation days. There is a big need to provide more access in their native language to the parents, guests, and family members of our students at UC Merced.

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.)

This project will bring together Student Affairs staff from the Bright Success Center and the CARE office to lead this project. We will be collaborating with Spanish faculty and lecturers in the School of Social Sciences Humanities and Arts to provide us with their expertise in the Spanish language in creating workshops for staff to learn and practice university terminology. Faculty will volunteer their time and will report it as public service.

These workshops will be promoted throughout campus and are open to any staff member who is interested in learning and practicing university terminology in Spanish. So far, we have hosted one meet and greet to gauge interest. All ten staff members that attended the meeting were highly interested and excited for this professional development opportunity.

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This project will be integrated into the activities of teaching through the series of workshops that we plan to offer to staff interested in enhancing their knowledge of the Spanish language. In addition, for staff that participate in these professional development workshops we will be looking into providing their offices one page of translated information of the resources they offer in Spanish. Faculty will work with students through teaching and mentorship to make sure the one page of information is translated in a culturally and linguistically competent resource. This translated page of services will be greatly beneficial to share at New Student Orientation and other campus events in addition to having it available at their offices for guests to take with them.

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.)

Yesenia Curiel has over 15 years developing culturally and linguistically competent programming in Spanish and other languages. Currently, the CARE office has developed prevention programming options in Spanish and materials have been translated into 4 other languages. Dulcemaria Anaya has over 5 years' experience accommodating monolingual Spanish speaking parents and student guests during Summer New Student Orientation. Dulce has increased the capacity of how monolingual parents can access information, she is currently collaborating with staff members to do simultaneous translation at more Parent and Guest Orientations in the summer. In addition, last year her team won 2nd place for the Chancellor's Innovation Awards to create a Parent Portal with the goal of having the information available in both English and Spanish. Both staff members are in good standing with the University of California, Merced. Faculty and lecturers will be from the Spanish Department.

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

The series will be documented in the UC Learning website. Documents will be available for staff members via Box. The plan is to have the workshops available in the fall and the committee will meet in the spring for at least 3 practice sessions. Yesenia has connected with Charles Nies and he is in support of the project. It was recommended that Student Affairs leaders will receive information about the workshops and they will encourage staff participation.

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

July- Staff will have a meeting to discuss the needs.
Aug-Yesenia and Dulce will develop the structure of the four (4) part workshop series.
Aug- Purchase 2 laptops and 1 printer for the Spanish faculty who will work on the project.

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Sep 21st - The first session will occur.
Sept-Faculty receive 1-page department sheets that will be translated with the assistance of students.
Oct 5th- The second session will occur.
Oct 19th –The third session will occur.
Nov 2nd – The fourth session will occur for the fall.
Feb 2- Practice session 1
March 1-Practice session 2
April 6- Practice session 3
June 25th-Practice session 4

12. What are your project goals and expected outcomes?

Recruitment of participants will occur from July-Aug 2018 through flyers, word of mouth and via e-mails.
Outcome: At least 25 people will start the program.
Outcome: At least 50% will be from Student Affairs departments.
To increase the linguistic and cultural competence of staff members who interact with monolingual Spanish speaking parents or university guest.
Outcome: 50 % of staff members who participate and identify as bilingual (Spanish and English) will complete the 4 session workshop in the fall 2018.
Outcome: At least 10 participants will attend each practice session.
Departments that participate in the Spanish Language Summer Orientation will be able to distribute a 1-page information document to monolingual Spanish speaking parents or university guest.
Outcome: Ten (10) departments will receive translated 1-page information sheets and they will distribute the sheets at 100 % of all the Spanish Language Summer Orientation days.

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

This grant will improve inclusiveness and engagement of monolingual Spanish speaking parents, who will be empowered due to access to information similar to their monolingual English speaking parents. Parents are an essential resource for the retention of students due to their motivation and support. We define the success of the project by engaging participants in the series and the practice sessions, to make sure they feel confident and competent in engaging monolingual Spanish speaking parents. In addition, we will conduct a satisfaction survey at each Orientation where Spanish speaking parents or university guests will be targeted. Orientation staff will distribute satisfaction surveys to Spanish speaking participants. Surveys will be in Spanish, and they will be evaluated to inquire if parents were satisfied with the access to culturally and linguistically competent staff members.

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14. 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)

CARE office

b. Budget Manager

Diane Caton

c. Budget Manger Email Address

dcaton@ucmerced.edu