

2021 NORCAL NADOHE SUMMIT

NATIONAL ASSOCIATION OF DIVERSITY OFFICERS IN HIGHER EDUCATION



Leading Higher
Education
Towards Inclusive
Excellence

May 7, 2021

UC Merced Land Acknowledgement

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?

The logo for the University of California Merced Office of Equity, Diversity and Inclusion. It features a dark blue circle containing the text 'UNIVERSITY OF CALIFORNIA' in a smaller font above 'MERCED' in a large, white, serif font. Below 'MERCED' is a thin horizontal line, followed by 'OFFICE OF EQUITY, DIVERSITY AND INCLUSION' in a smaller, white, sans-serif font. The background of the slide is a photograph of a paved path leading through a park-like area with trees and a building in the distance under a cloudy sky.

UNIVERSITY OF CALIFORNIA
MERCED

OFFICE OF EQUITY,
DIVERSITY AND INCLUSION

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

UNIVERSITY OF CALIFORNIA
MERCED

The Journey:

Becoming the Office of Equity,
Diversity, and Inclusion



TOP 100

U.S. NEWS &
WORLD REPORT
BEST COLLEGES RANKINGS

[UC MERCED RISES
TO THE TOP 100]

“Public, land-grant institution created to serve the communities of the San Joaquin Valley, the State of CA, the nation and the world...”

“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

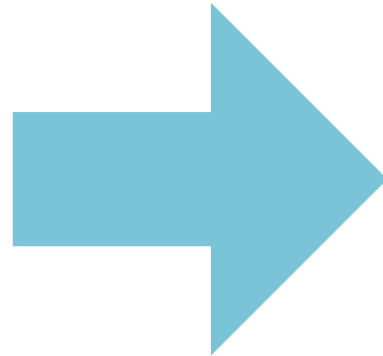


Office of Equity, Diversity, and Inclusion Vision

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.”

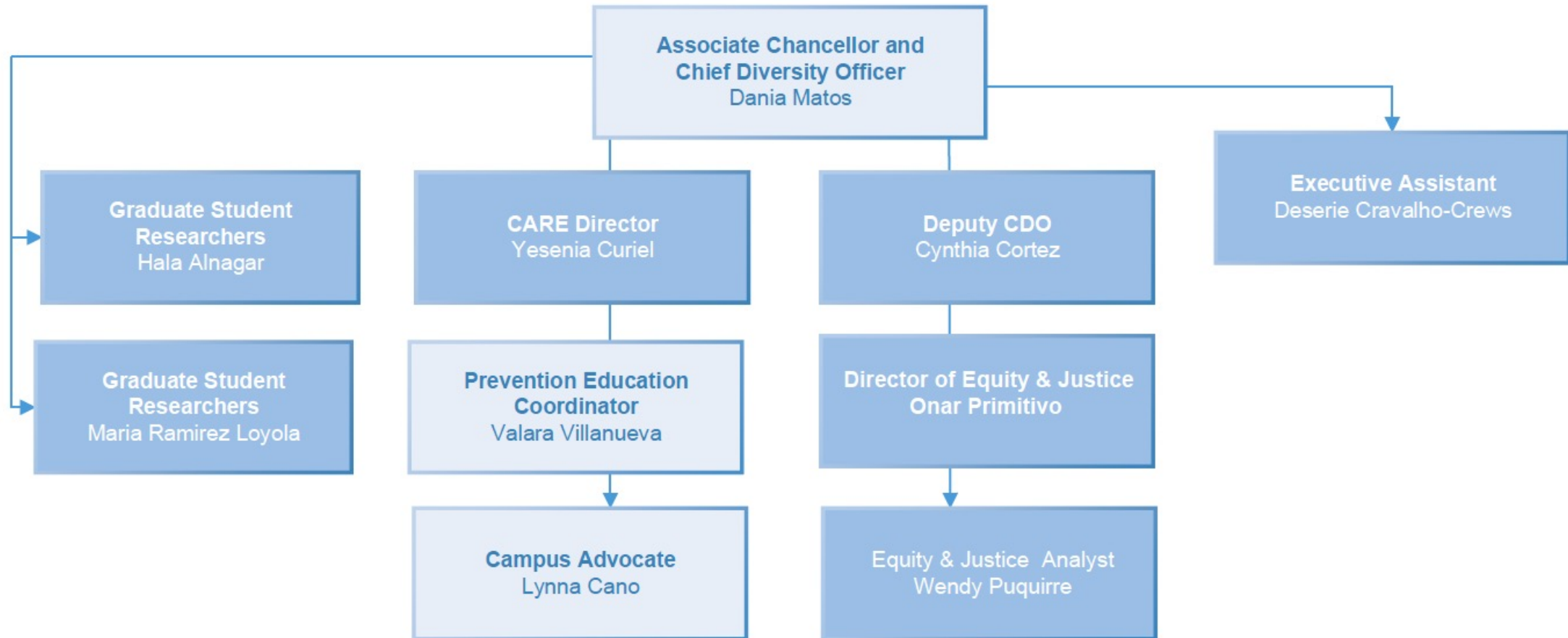
<https://diversity.ucmerced.edu/diversity-statement>

Critical Events
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



Critical Events External Review Team

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

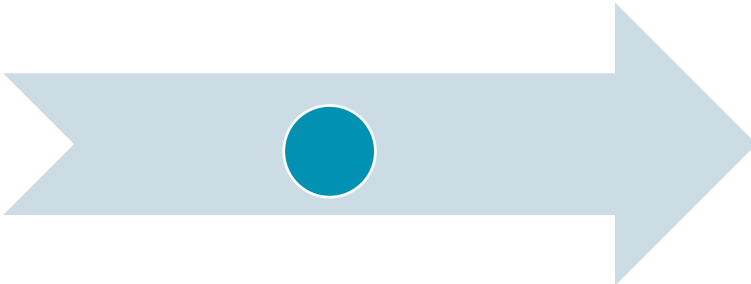
Mariam Lam, Associate Vice Chancellor and Chief Diversity Officer, UC Riverside

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

BobCAT IDEAs Strategic Framework

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



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

DROP-INS WITH THE CHIEF DIVERSITY OFFICER

Join Associate Chancellor Dania Matos as she hosts *virtual* monthly drop in hours this spring. Come and be heard on what matters to you!

FOR FURTHER DETAILS RSVP VIA LINK OR SCAN THE QR CODE

DANIA MATOS

UNIVERSITY OF CALIFORNIA, MERCED
OFFICE OF EQUITY, DIVERSITY & INCLUSION

Virtual Dialogue Series

LUNCH & LEARN

UNIVERSITY OF CALIFORNIA, MERCED | THE OFFICE OF EQUITY, DIVERSITY & INCLUSION PRESENTS

DIALOGUES THAT MATTER

COMMUNITY CONVERSATIONS GROUNDED IN LOVE

UNIVERSITY OF CALIFORNIA, MERCED
THE OFFICE OF EQUITY, DIVERSITY & INCLUSION

FALL 2020

EQUITY & JUSTICE AWARDS NOMINATIONS

REFLECTING ON ANTI-RACIST PEDAGOGY

A MULTI-PART VIRTUAL DISCUSSION SERIES

Signature Initiative Highlight

OFFICE OF EQUITY, DIVERSITY & INCLUSION

VALUING BLACK LIVES TASK FORCE

ADVANCING EQUITY, JUSTICE, & INCLUSIVE EXCELLENCE

<https://chancellor.ucmerced.edu/equity> | <https://diversity.ucmerced.edu>


UNIVERSITY OF CALIFORNIA
MERCED

SUBCOMMITTEES | THEMES & AREAS

STUDENT SUPPORT CAMPUS CULTURE, CLASSROOM CLIMATE, BLACK STUDENT MENTAL HEALTH, BLACK SCHOLAR RESOURCE & RETENTION CENTER, LEADERSHIP, SCHOLARSHIP AND CAREER	STAFF & FACULTY RECRUITMENT & RETENTION BRANDING & SOURCING FOR TALENT, SELECTING TALENT, ON-BOARDING & 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

STRUCTURE & LEADERSHIP

46	61	53
MEETINGS	RECOMMENDATIONS	INVOLVED
16 FACULTY	CO-LEADS 28	
20 STAFF	MEMBERS 25	
6 ADMIN		
1 ALUMNI		
7 STUDENTS		
3 COMMUNITY MEMBERS		



Multi-Session, Multi-Guest Event Highlight

ZOOM EVENTS OVERVIEW

7 **12** **135** **12**

Events Speakers Registered Faculty & Staff Registered Students

FEBRUARY

22nd

INDIVIDUAL EVENT REGISTRATION
FREE SPEECH & HATE SPEECH **65**

23rd

CAN SPEECH TRULY BE FREE?
WHO CAN SAY WHAT WHEN? **62**

24th

NAVIGATING ISSUES OF FREE SPEECH &
ACADEMIC FREEDOM WITHIN ACADEMIA **45**

25th

FREE SPEECH IS A HUMAN RIGHT **38**

HOW HIGHER EDUCATION HAS FAILED TO
TEACH CRITICAL THINKING IN PUBLIC DISCOURSE **56**

FREE SPEECH IN EVERYDAY LIFE **38**

USING OUR VOICES TOGETHER: COLLABORATIONS
BETWEEN STUDENTS AND ADMINISTRATORS TO
ADDRESS CAMPUS SPEECH CHALLENGES **40**

<https://freespeech.ucmerced.edu/> | <https://diversity.ucmerced.edu>

UNIVERSITY OF CALIFORNIA, MERCED

THE OFFICE OF EQUITY, DIVERSITY & INCLUSION

INAUGURAL

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.

UNIVERSITY
OF
CALIFORNIA

National Center
for Free Speech and
Civic Engagement



TOTAL REGISTERED

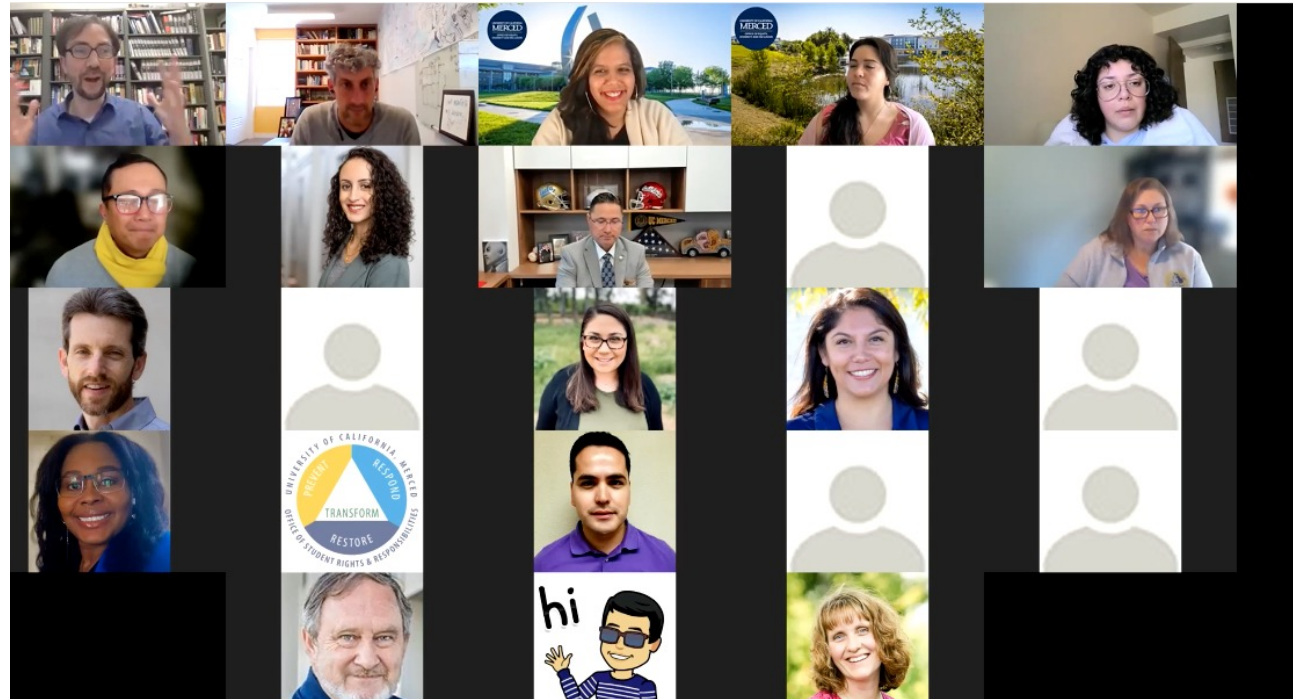
ATTENDEES

 **344**

Despite a pandemic, the engagement never stops

- Virtual Lunch and Learns
- Dialogues that Matter

...and all the other spaces we collaborate in



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UNIVERSITY OF CALIFORNIA MERCED

**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.



CETL
CENTER FOR ENGAGED TEACHING & LEARNING
AT UC MERCED



UNIVERSITY OF CALIFORNIA
MERCED
OFFICE OF EQUITY,
DIVERSITY AND INCLUSION

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.



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3/27

"I know nothing about the subject,
but I'm happy to give you my expert opinion."

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/1fHpH2ctnixljhYVkjwZLU40Tz1YKWXvJtvm4kt-pxlg/edit?usp=sharing>





The Art of Facilitation

<https://docs.google.com/document/d/1L-UL4yGsYsovKe2xgbd9Ym6CkfneRuMFJ32YWiHaIUU/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.



**REGISTER
NOW!**

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

A photograph of a large, light-colored concrete wall with the words "UNIVERSITY OF CALIFORNIA MERCED" in raised, dark letters. The wall is set against a blue sky with scattered white clouds. In the foreground, there is a field of green, spiky grasses. To the right, a modern building is partially visible.

UNIVERSITY OF CALIFORNIA MERCED

Questions for Dr. Camfield?



Broadening Pathways with Undergraduate Research Programs

Jorge L. Arroyo, Ed.D.

UROC Director

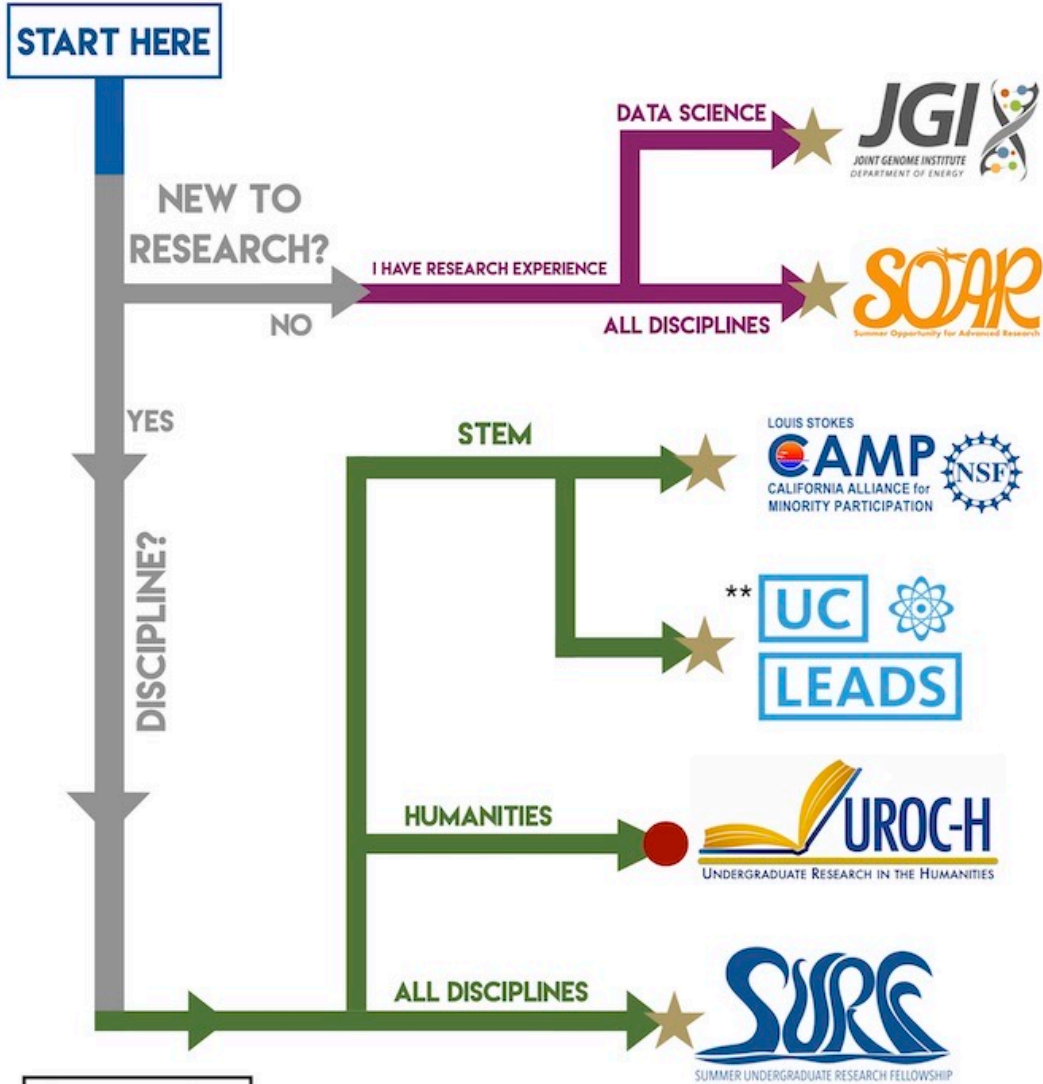
Division of Undergraduate Education



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.

FIND YOUR UROC PATH



APPLICATIONS OPEN
 ● 10/01/20 - 11/1/20
 ★ 12/15/20 - 2/15/21

Two year program. Must have TWO Fall semesters following first summer experience.



- 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



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

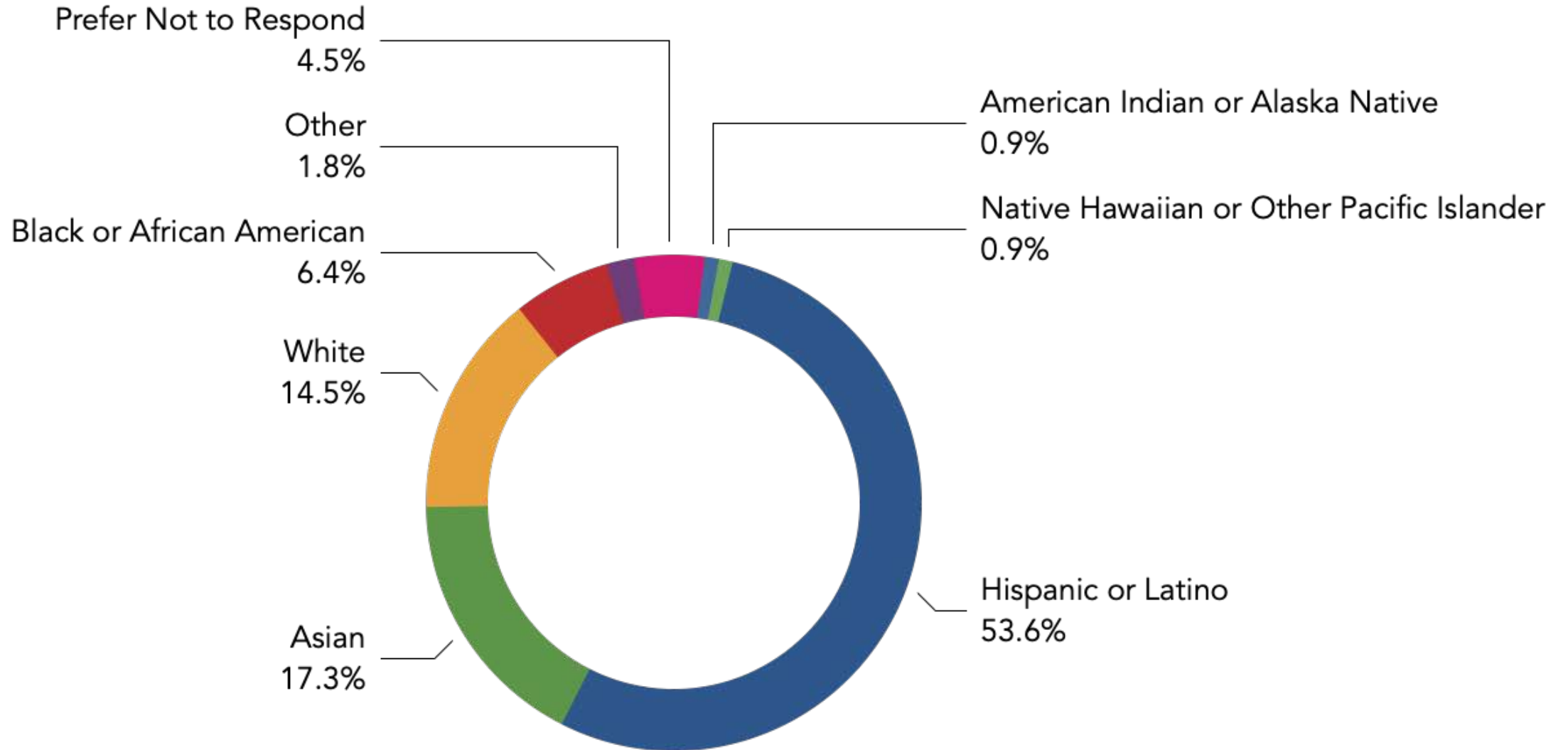
	Total Students	% URM	% First Gen
2015	35	78%	92%
2016	60	80%	73%
2017	65	72%	65%
2018	86	75%	83%
2019	132	86%	84%
2020	114		71%

*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.

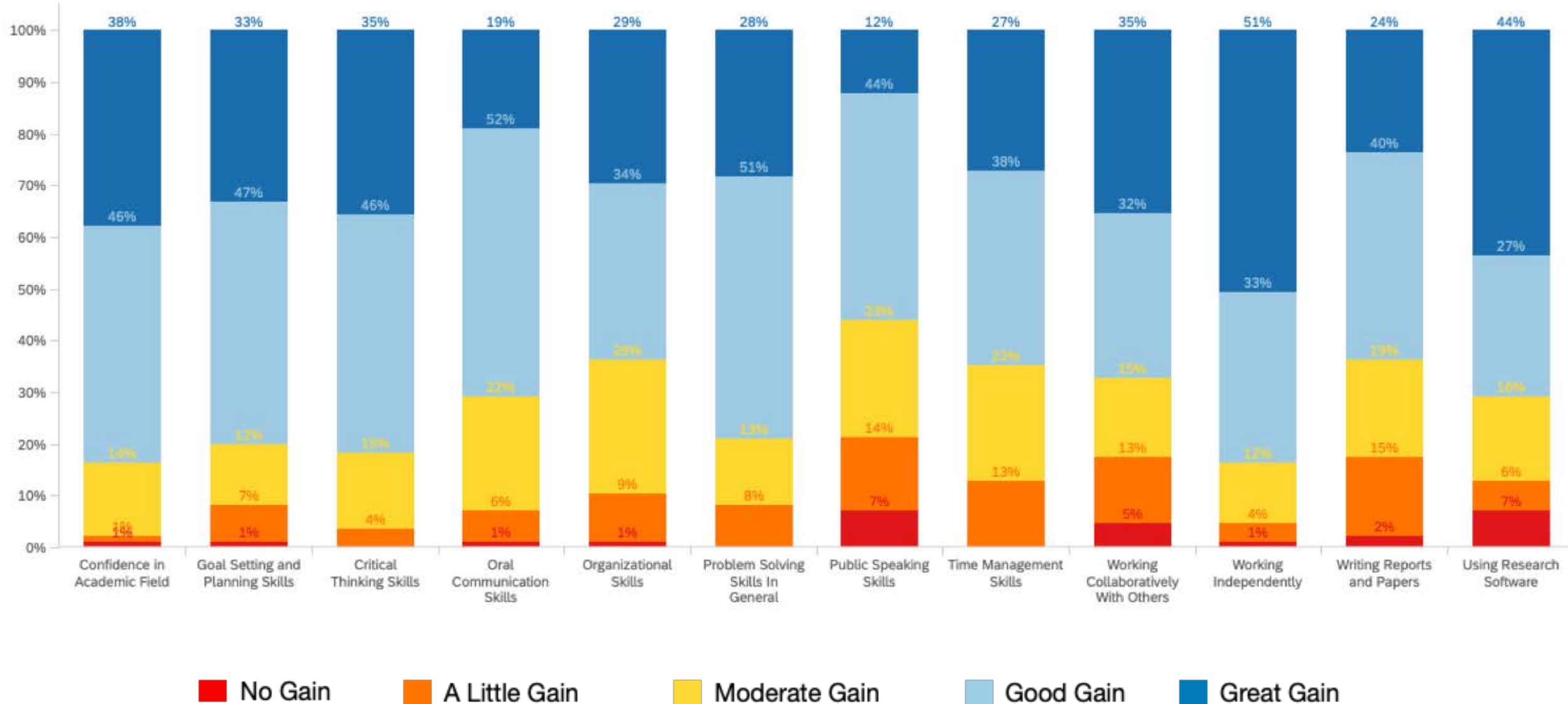




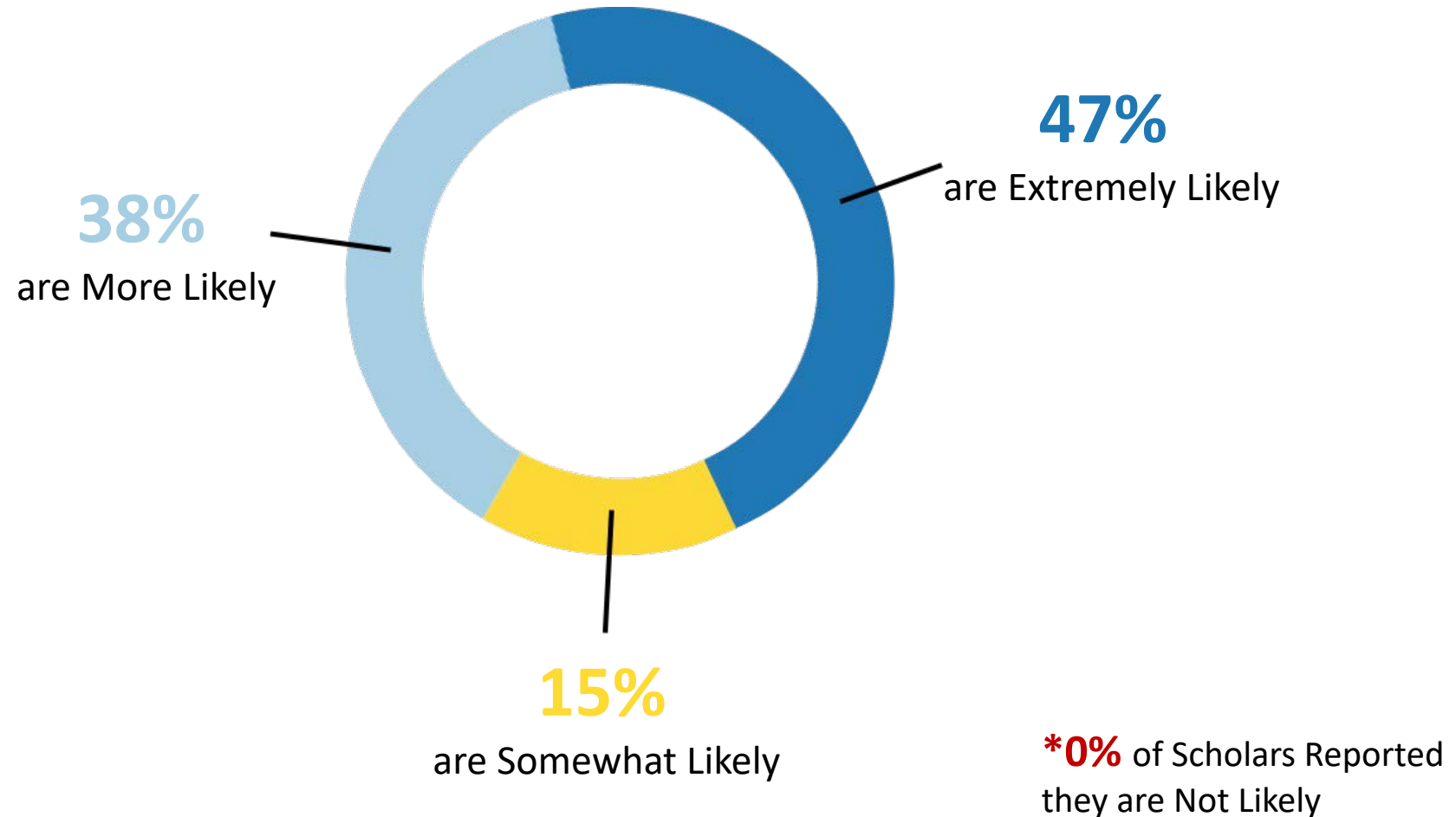
2020 Scholars Self Reported Race




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?



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

2021 Graduating Scholars

(not all able to pick up medals)



Front Desk: (209) 228-7272



uroc@ucmerced.edu



@merceduroc



UC Merced UROC



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.

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UNIVERSITY OF CALIFORNIA MERCED

Questions for Dr. Arroyo?

The background is a complex Renaissance-style painting. In the foreground, a group of people, including a man in a red tunic and a woman in a grey cloak, stand on a hillside. A horse-drawn cart is visible on the left. The middle ground shows a harbor with several large sailing ships and smaller boats. In the background, a city is built on a hillside overlooking the water. The overall scene is rich in detail and color, typical of 16th-century European art.

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

University Service

Member, General
Education Executive
Committee

Member,
Interdisciplinary
Humanities Graduate
Group Executive
Committee

Prisoner Advocate,
Humanist, IRB, UC Santa
Cruz

Faculty Advisor, Black
Student Union

Chair, Inclusive
Excellence Working
Group, GEEC

Member, Spendlove
Prize Selection
Committee

Member, Valuing Black
Lives Task Force
Community Engagement
Subcommittee

Member, Black Research
Fellowship Committee

Steering Committee
Member, UC Merced
Humanities Center

Prisoner Advocate,
Humanist, IRB, UC
Merced



Central California Women's Facility



University of California, Merced

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)

2. Resisting “Spaceship Ethics”

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.”

Bosk, Charles L. All God’s Mistakes: Genetic Counseling in a Pediatric Hospital. Chicago, University of Chicago Press, 1992.

Frank, Arthur W.. The Wounded Storyteller: Body, Illness, and Ethics, Chicago, University of Chicago Press, 2013.

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)

Søren
Kierkegaard

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.

Elaine Scarry, "On Beauty and Being Just," The Tanner Lecture on Human Values, Yale University, March 25 and 26, 1998.

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.

W.E.B. Du Bois, *The Crisis*, Vol. 32, October 1926: pp. 290-297.



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.

The Sentencing Project. "Incarcerated Women and Girls." Fact Sheet: Incarcerated Women and Girls. November 2020.

Kushner, Rachel. The Mars Room: A Novel. New York: Scribner, 2018.

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



A photograph of a large, light-colored concrete wall with the words "UNIVERSITY OF CALIFORNIA MERCED" in raised, dark letters. The wall is set against a blue sky with scattered white clouds. In the foreground, there is a field of green, spiky grasses. To the right, a modern building is partially visible.

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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



**NON-
VIOLENCE
IS OUR
STRENGTH**

Dean of Students Office – *Creating a Culture of Care*



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)

**Data provided by CAPS*

- 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



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).

Summary & Recommendations

LEAD CONSULTANT

Jacquelyn Johnson, PhD

The Black Girl Doctor

The
Black Girl
DOCTOR



UNIVERSITY OF CALIFORNIA
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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:

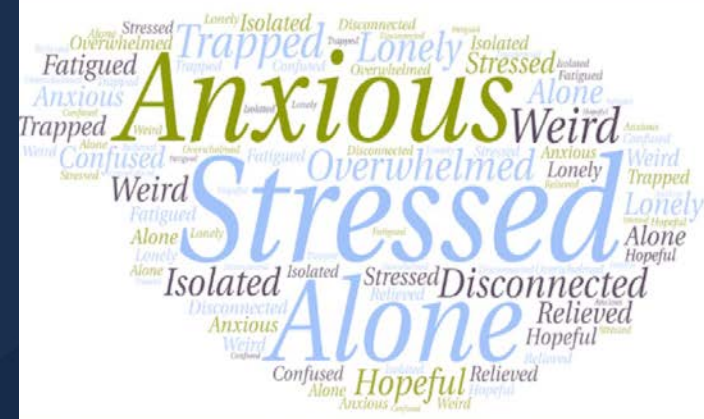
- Healing Circles
- Black Organization Leadership Summit
- Allyship Training
- Black Faculty/Staff Wellness Assessment
- EDI Leadership Coaching

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

Presenting student concerns 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 as if I'm just rolling with the punches...It's hard to keep up with schoolwork, and spending all hours of the day sitting at a desk staring into a computer makes it just that much harder to feel relief and relaxed."
-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-



Current UCM Student Concerns

- Unclear expectations regarding remote learning
- Insufficient/lacking proper technology
- Unstable and toxic home environments
- Housing and financial insecurity
- Lack of motivation and focus
- Uncertainty about their future
- 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 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 Identity Programs will lead ongoing radical healing spaces for all undergraduate and graduate students, host weekly drop-in hours for student consultation and support and provide weekly equity, justice and inclusion virtual lounge discussions around various topics.
- The Office of Student Involvement will diversify modes of student engagement for undergraduate and graduate students (ensuring opportunities are virtual, "HyFlex," and/or in person), provide grant opportunities for clubs and organizations and work collaboratively 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 protest 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 collaborations 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 through free and open discourse, first amendment rights, viewpoint neutrality and civic engagement.
- 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 around 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
- Basic Needs Resources: <https://basicneeds.ucmerced.edu/>
- Wellness Resources: <https://counseling.ucmerced.edu/> & <https://studentaffairs.ucmerced.edu/dean-students>
- Student Rights: <https://osrr.ucmerced.edu/> & <https://police.ucmerced.edu/>

FALL 2020 STUDENT CONCERNS

UCM STUDENT RESOURCES



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

The Office of Social Justice Initiatives hosts 2-3 radical healing spaces per month.



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>



UCM STUDENT RESOURCES

Reflection & Healing Garden

- The campus is considering the creation of a reflection and healing garden/space on campus.



University Traditions & Student Engagement

- Fall 2020: 130 virtual student events (around 2000 unique participants)
- Spring 2021 Concert Series
- New University Traditions (Fall 2021 Implementation)



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.



AVC/DOS EDI Initiatives

*Not an exhaustive list

- **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
- **Initiative 3: #WhyUCM Campaign and Celebration of Movement Initiative**
- **Initiative 4: Free Speech Week (February 22nd-26th)**
<https://diversity.ucmerced.edu/free-speech-week>
- **Initiative 5: Inaugural Black Research Fellowship**

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OFFICE OF THE CHANCELLOR,
OFFICE OF EQUITY, DIVERSITY,
AND INCLUSION, & OFFICE OF
STUDENT INVOLVEMENT

"HOW I GOT OVER": A LOVE NOTE TO JUSTICE, HEALING AND HOPE

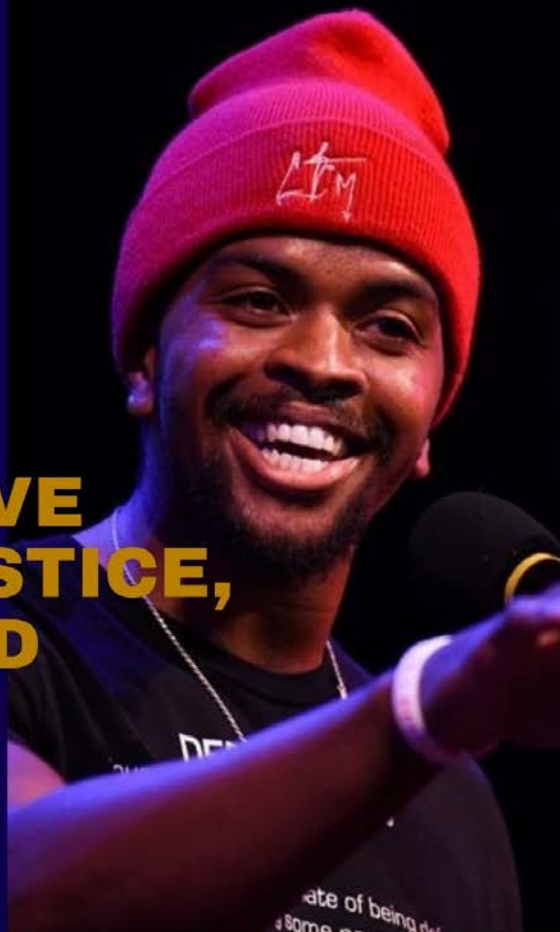
FEATURING AMERICA'S GOT TALENT
2020 WINNER: BRANDON LEAKE

FEBRUARY 23, 2021 | 7PM
ZOOM LINK:

For more information, please contact Office
of Student Involvement at
ucmcip@ucmerced.edu.

UNIVERSITY OF CALIFORNIA
MERCED | OFFICE OF EQUITY,
DIVERSITY AND INCLUSION

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MERCED | DEAN OF
STUDENTS



**BRANDON LEAKE WIN'S THE GOLDEN
BUZZER ON AMERICA'S GOT TALENT**

[HTTPS://WWW.YOUTUBE.COM/WATCH?
V=TDJIFKM-OHQ](https://www.youtube.com/watch?v=TDJIFKM-OHQ)

FACEBOOK

[HTTPS://WWW.FACEBOOK.COM/CALLE
DTOMOVE/](https://www.facebook.com/calleDTOMOVE/)

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OFFICE OF STUDENT INVOLVEMENT



BLACK LIVES MATTER

*Congratulations
to our
Awardees!*

UCM BLACK RESEARCH FELLOWSHIP

The Dean of Students Office, in collaboration with the Office of the Chancellor, is proud to announce the awardees of the "UC Merced Black Research Fellowship," who will present their projects on advancing racial justice and black liberation at UC Merced during the **Spring 2021 Virtual Black Excellence Research Symposium** on **May 7th, 2021**.

Tashelle Wright

Graduate Student

Stories and Meaningful Statistics: A mixed-method, intersectional approach to exploring Black Health and Black Identity among faculty, students and staff at UC Merced

This project aims to explore, identify and understand the lived experiences of those who identify as Black, African, or Afro-Latinx on our campus and how these experiences may have had or continue to have an impact on health outcomes. This research is even more important, as we are living in the times of the COVID-19 pandemic, which research has shown, impacts Black individuals and communities more greatly (Brown et al., 2020).

Tuccoa Polk

Research Administrator

But, why are you offended? An examination of how microaggressions foster anti-Blackness in the workplace at UC Merced

Address the anti-Blackness that may be present in the workplace through microaggressions and the impact that these microaggressions have on Black staff at UC Merced. As of Fall 2019, UC Merced employees 46 Black staff, of which only 7 serve in a management level position and not a single Black staff person serves at the executive level of campus leadership. This project will seek to examine and understand: the lived experiences of Black UC Merced staff as it relates to microaggressions in the workplace; have they/do they experience microaggressions at work, who are/have been the perpetrators of microaggressions at work; how have they (if at all) dealt with microaggressions at work; and whether or not Black staff feel supported and empowered by their immediate supervisors specifically and campus leadership.

Tatiana Howell

Undergraduate Student

Black Wellness Initiative at UC Merced

Recognizing that historical trauma impacts Black students and that systemic racism can lead to structural and institutional inequities, this project will explore ways through which Black students at UC Merced consider and pursue holistic wellness and needed resources and support to address public health disparities amongst Black students at UC Merced.

Dr. Irene Beattie

Associate Professor and Graduate Chair
in collaboration with

Dr. Whitney Pirtle

Assistant Professor

Melissa Quesada

Graduate Student

Unpacking "Black": Ending Erasure and Homogenization of Black College Student Experiences

Understanding how racialized hierarchies play out in college settings—particularly for Black students—is hampered by both theoretical and measurement issues that may lead to the homogenization and erasure of Black student experiences. Accurate representation of Black students in institutional statistical reports and public reporting is critical to addressing racial justice because it allows us to more clearly identify intersectional variation in Black student early college experiences and help transform racialized institutional practices to better meet student needs.

"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.~

A photograph of a large, light-colored concrete wall with the words "UNIVERSITY OF CALIFORNIA MERCED" in raised, dark letters. The wall is set against a blue sky with scattered white clouds. In the foreground, there is a field of green, spiky grasses. To the right, a modern building is partially visible.

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Questions for Armando?

Breakout Rooms

The prompt:

Introduce yourself.

What major takeaways do you have?

What are you curious about?



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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

Establish the Approach



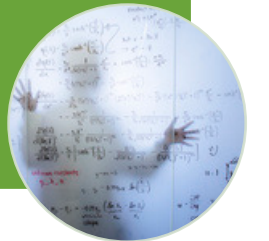
- Virtual Lunch & Learns
- Dialogues that Matter
- Equity and Justice Awards
- CDO Drop In Hours

Unite Community



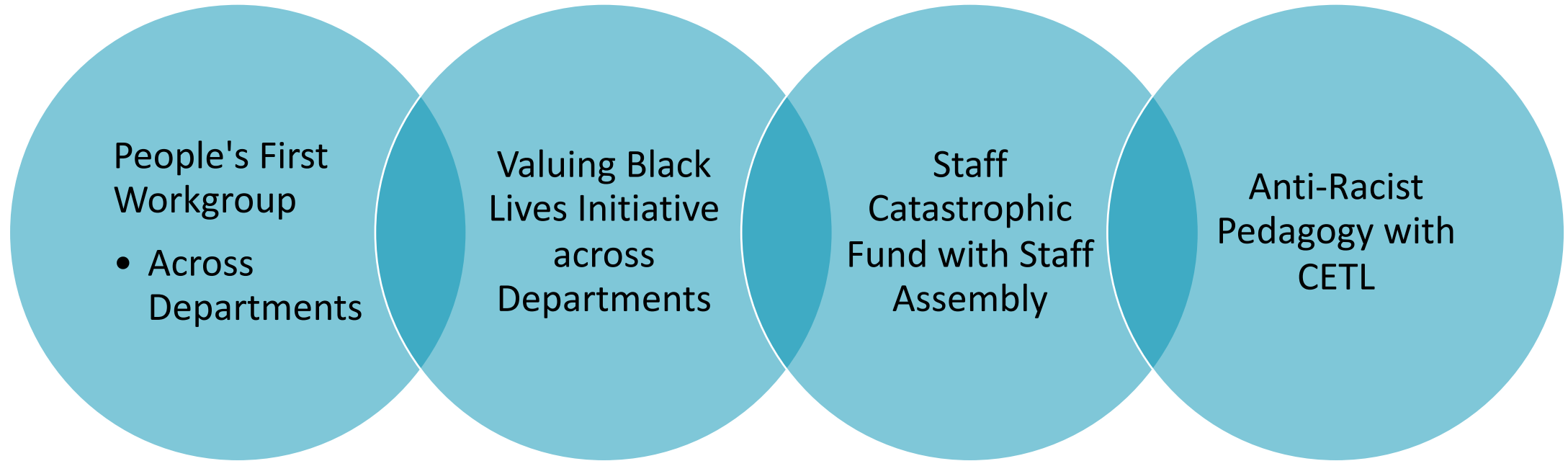
- Chancellor Advisory Committees
- Affinity Groups
- EDI Grants

Support Strategizing



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



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

CONTEXT

Data Landscape Scan

Listening Tour, +



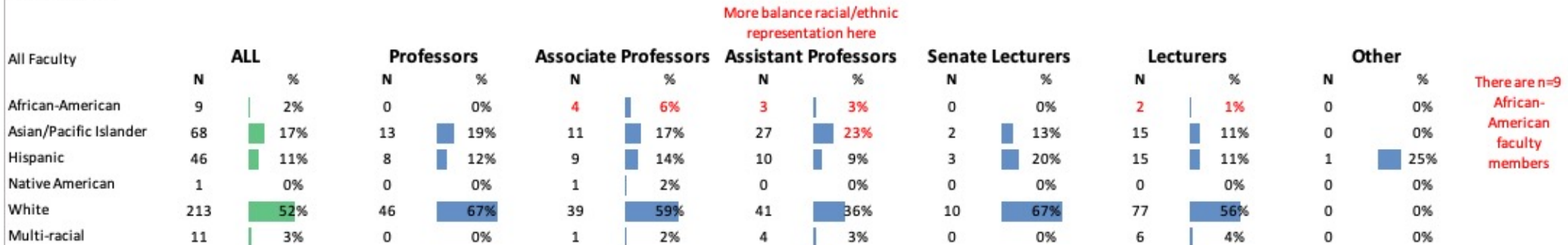
“Breaches of trust” | “Lack of Response/Support” | Exclusion | Beyond UC



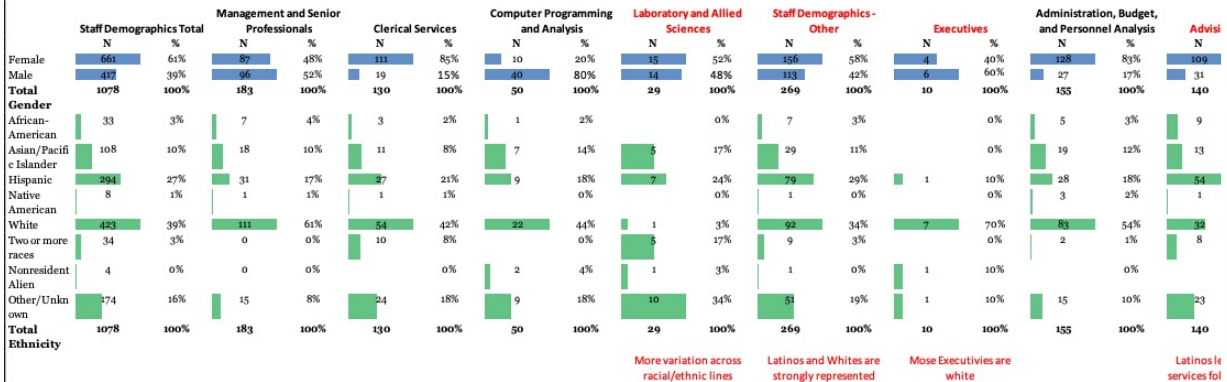
Belonging | Excellence | Togetherness | LOVE

What does Equity & Justice at the faculty level look like?

Fall 2018 by race



Racial/Ethnic and Gender Representative Across Essential Staff Roles



Opportunities

	% Favorable	Historical	Overall	Norm
<p>33</p> <p>Employees at my campus/location are treated with dignity and respect, regardless of their position or background.</p>	4	-11*	-19*	-27*
<p>20</p> <p>My campus/location provides people with the necessary information and resources to manage their own careers effectively. *</p>	47	-2	-11*	-21*
<p>28</p> <p>There is sufficient contact between senior leadership at my campus/location and employees in this organization.</p>	33	n/a	-14*	-33*

These are our priority areas to focus on.

University Strategic Plan

Equity Data for Decision Making

Healing and Repair

Advocacy and Leadership

Recruit EDI Champions

Skill and Love Based Recruitment

Professional Outcomes, Personal Retention

Manage the Process, Manage the Win

Meetings rooted in Strategy and Love

SWOT, Institutional Data, Systemic Change Framework

Feedback Loops: Stay Responsive, Stay Relevant

What is community asking for?

What are we responding to?

Are we in alignment?

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

Equity and Justice

Strategic Plan Overview

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

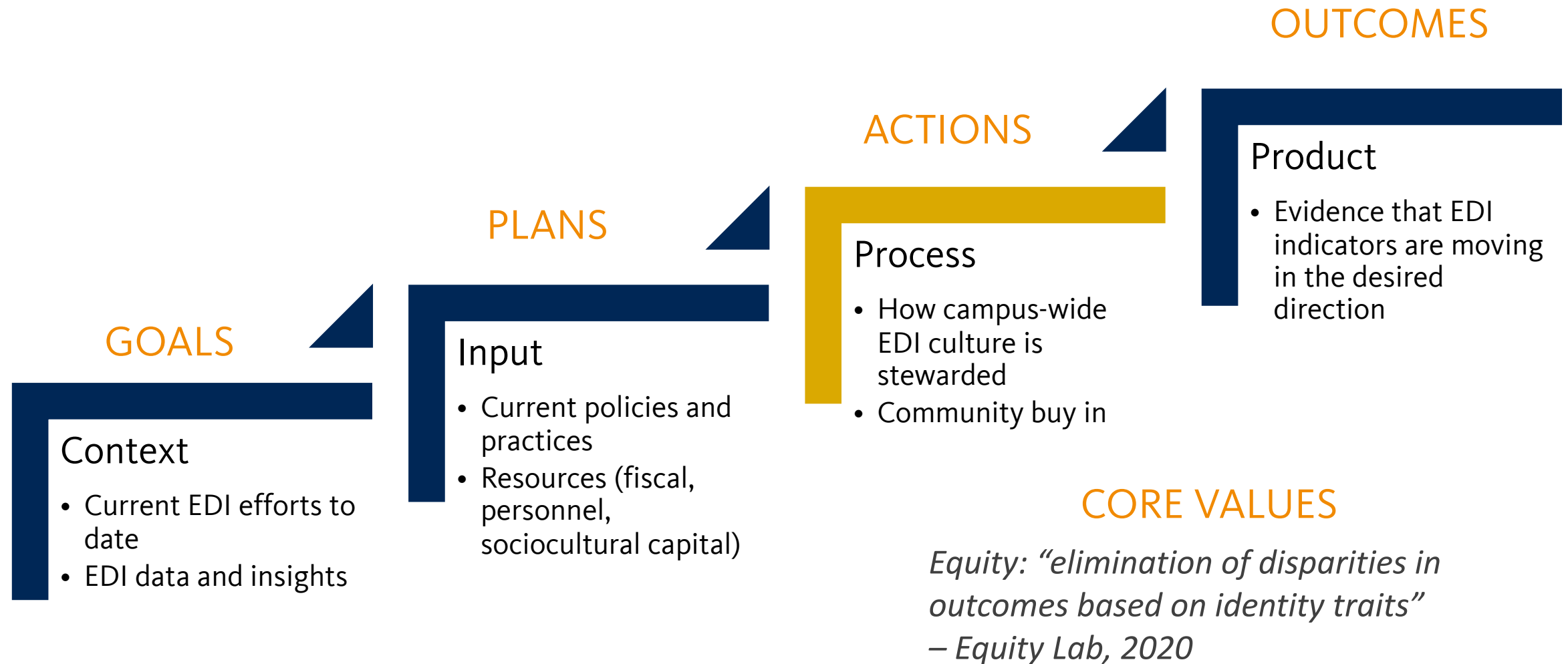
IF current EDI champions across are elevated, UC Merced attains a collective understanding of EDI efforts campus wide, and advocates deepen relationships with one another

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



2021 NORCAL NADOHE SUMMIT

NATIONAL ASSOCIATION OF DIVERSITY OFFICERS IN HIGHER EDUCATION



Leading Higher
Education Towards
Inclusive Excellence

May 7, 2021

THANK YOU