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Application Summary

Competition Details

Competition Title:	IRA Applications for 2021-2022
Category:	Internal Funding
Award Cycle:	2021-2022
Submission Deadline:	11/12/2021 11:59 PM

Application Information

Submitted By:	Jennie Luna
Application ID:	869
Application Title:	Chicana Latina Retreat at the Santa Rosa Island
Date Submitted:	03/20/2021 8:49 AM

Personal Details

Applicant First Name:	Jennie
Applicant Last Name:	Luna
Applicant Department:	Chicana/o Studies
Email Address:	jennie.luna@csuci.edu
Phone Number:	(646) 245-1216
Additional Applicant Name:	Monica Rivas
Additional Applicant Email:	Monica.Rivas@csuci.edu
Additional Applicant Department:	Academic Advising

Application Details

Proposal Title

Chicana Latina Retreat at the Santa Rosa Island

Total Amount Request from IRA

8,110

Brief Activity Description

The Chicana Latina Retreat is geared towards student empowerment through political, cultural, environmental and social consciousness development. By providing a safe, welcoming, and accepting environment for Chicana/Latina students, we hope to create a space conducive to community interaction as well as self-reflection. Given the high numbers of Chicana/Latina students on the CI campus, the goal is to cultivate leadership and address specific issues that Chicana/Latina college students face. Some Chicana/o Latina Leadership characteristics we hope to foster are: Strong cultural / ethnic identity, respect and love for the land/Tonantzin Tlalli/Mother Earth, Passion, Integrity, Respect, A sense of mission, Consistency, Support and development of all Chicanas/Latinas, Empowerment and Hermanidad.

Goals:

Provide students with knowledge of resources, support services, and a sense of community.

To facilitate dialogue and development of relationships.

Allow for older students to pass on valuable information, experiences, and motivate others to assume an active role on campus.

Develop strong, responsible, and committed leaders within the Chicana/o Latina/o community.

Possible Workshops:

Leadership Development

Advocating for our Comunidad

Panel of Chicana/Latina Role Models

Cultural Connection

Power Circle

Radical Self Love

Activity or Event Date

03/11/2022

List all classes that relate to proposal

CHS 335: Chicana Feminisms, CHS 320: Gender & Sexuality CHS 343: Health Issues in the Chicana/o Community

Learning Outcomes & Relation to Course Offering

Chicana/o Studies 335: Chicana Feminisms & CHS 320: Gender & Sexuality

Both these courses specifically detail the history of Chicana Feminist Theory, Joteria & Queer Theory and address issues of gender, sexuality, spirituality, sexism, homophobia, and examines the leaders in critical Xicanisma. This retreat will be an extension of student learning through community building within a community of mujeres. Students will learn the history of Chicana feminisms and will apply their understanding to their current life experiences.

Chicana/o Studies 343: Health Issues in the Latina/o Community

This course specifically examines our relationship to the land and Indigenous food & plant ways. The opportunity to interact with the Santa Rosa Island Research Station expands on our knowledge of natural and cultural resource patterns and processes, develop interdisciplinary collaborations, and weave together the work of the research community. This is accomplished through Chicana Indigenous perspective of the experience. We will engage with deeper understandings of Indigenous relationships to land and the environment.

In addition, working with Academic Advising, in collaboration with Monica Rivas, we are able to provide students with personalized attention on their academics and mentor them towards their career goals.

For the past two years, there has also been a Chicano/Latino Male Retreat. It would be great to organize a gathering of both retreats to discuss their take-aways.

Is this activity off campus ?

Yes

Off Campus - Describe benefit brought back to campus

Students who participate in the Santa Rosa Island retreat will organize a Chicana/Latina social on campus to share what they learned with other students and to have their reunion time to continue building bonds and relationships. They will help promote the retreat for future student participants.

I have uploaded the previous year's report which goes into depth the benefit for students who participated in this retreat.

CSUCI - IRA Travel Activity Budget

2020 - 2021

Proposal/Activity Title: Chicana/Latina Retreat

IRA Applicant's Name: Jennie Luna

<i>Number of Students Participating:</i>	32	<i>Where- Location</i>	Santa Rosa Island
<i>Number of Faculty:</i>	4	<i>When - Month/Year</i>	Mar-22

IRA Planning Travel Budget 2020-2021

I.	Student traveling expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$0.00		\$0.00	
	Cal Travel Store fee per Ticked	\$10.00		\$10.00	(\$10/ticket automatically added when using Cal Travel Store)
	Ground Transportation	\$0.00		\$0.00	
	Boat Transportation	\$110.00	32	\$3,520.00	Boat trips via Island Packers: CI rates = \$54/person to Santa Cruz Island, \$110/person for overnights to Santa Rosa Island (SRI), \$77/person for SRI day trips
	Lodging	\$45.00	32	\$1,440.00	Santa Rosa Island Research Station Bunkhouse Use (\$15.00 per person, per day)
	Registration Fees			\$0.00	
	Entrance Fees	\$0.00		\$0.00	
	Meals (included)	\$45.00	32	\$1,440.00	if traveling to SRI, please note a \$15 per person/per day fee (i.e. budget \$45/person for 3-day trips)
	Cultural Activities	\$5.00	32	\$160.00	Half-day Educational Programming from SRI Staff
	Vehicle/Van Rental			\$0.00	
	Other:			\$0.00	
	STUDENT TRAVEL TOTALS	\$215.00		\$6,570.00	
II.	Faculty Traveling Expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$0.00		\$0.00	
	Cal Travel Store fee per Ticked	\$10.00		\$0.00	(\$10/ticket automatically added when using Cal Travel Store)
	Boat Transportation	\$110.00	4	\$440.00	
	Lodging	\$45.00	4	\$180.00	Santa Rosa Island Research Station Bunkhouse Use (\$15.00 per person, per day)
	Registration Fees			\$0.00	
	Entrance Fees			\$0.00	
	Meals (included)	\$45.00	4	\$180.00	
	Cultural Activities	\$5.00	4	\$20.00	Half-day Educational Programming from SRI Staff
	Other:			\$0.00	
	FACULTY TRAVEL TOTALS	\$215.00		\$820.00	
III.	Operating Expense Budget	Cost/ea	# Requested	Total	Comments/Additional Notes
	Supplies	\$5.00	36	\$180.00	
	CI Facilities Chargebacks			\$0.00	[charges for large campus rooms: 1) Grand Salon \$395/day; 2) Petit Salon \$265/day; 3) Malibu #100 \$265/day]
	Other:	\$15.00	36	\$540.00	Post-event debrief and leadership circle (with light meal)
	OPERATING EXP. TOTALS	\$20.00		\$720.00	
IV.	Out of Pocket Student Expenses	Cost/ea	# Requested	Total	Comments/Additional Notes
	Health Insurance			\$0.00	
	Tuition/Registration			\$0.00	
	Travel Insurance			\$0.00	
	Out of Pocket Meals			\$0.00	
	Other:			\$0.00	
	STUDENT EXP. TOTALS	\$0.00		\$0.00	
V. Please note that Line "B" below is for UNIV 391 and 392 trips ONLY; IRA funds 2/3rds of these, course/lab fees funds the other 1/3rd.					
A	Total Fundable Student Traveling Expenses			\$6,570.00	
B	UNIV 391/392: Max IRA funding is 2/3rd of total			\$4,401.90	
C	Total Faculty Travel Expenses			\$820.00	
D	Operating Expenses			\$720.00	
	TOTAL TRIP COST for Non-UNIV 391/392 (total of A,C,D)			\$8,110.00	
	UNIV 391/392 TOTAL IRA FUND REQUEST (total of B,C,D)			\$5,941.90	
	UNIV 391/392: 1/3 of costs payable by students via lab fee			\$2,168.10	
	If course fee is setup differently, list here				

IRA Travel Activity Budget

2020 - 2021

SAMPLE

Proposal/Activity Title:

UNIV 392 Intercultural Communication

IRA Applicant Name:

Joe Smith

Number of Students Participating:	15	Where	London
Number of Faculty:	2	When - Month/Year	Dec-20

IRA Planning Travel Budget 2020-2021

I.	Student traveling expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$1,200.00	15	\$18,000.00	
	Cal Travel Store fee per Ticked	\$10.00	15	\$150.00	(\$10/ticket automatically added when using Cal Travel Store)
	Ground Transportation	\$170.00	15	\$2,550.00	12-Day Travel Card for Zones 1-6 (\$75), Train to and from Brighton, England
	Boat Transportation			\$0.00	Boat trips via Island Packers: CI rates = \$54/person to Santa Cruz Island, \$110/person for overnights to Santa Rosa Island (SRI), \$77/person for SRI day trips
	Lodging	\$799.00	15	\$11,985.00	This is the same hotel we've stayed at the last 2 times I've led this course; located in Borough Market w/ free Wifi & hot breakfast for buffet students; triple occupancy; close proximity to public transportation
	Registration Fees			\$0.00	
	Entrance Fees	\$350.00	15	\$5,250.00	Special tour guide and entry for Westminster Abbey
	Meals (included)	\$50.00	15	\$750.00	if traveling to SRI, please note a \$15 per person/per day fee (i.e. budget \$45/person for 3-day trips)
	Cultural Activities	\$177.00	15	\$2,655.00	Westminster Abbey (\$25), Buckingham Palace (\$25), London Eye (\$37), Towe
	Vehicle/Van Rental			\$0.00	
	Other:			\$0.00	
	STUDENT TRAVEL TOTALS	\$2,756.00		\$41,340.00	
II.	Faculty Traveling Expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$1,200.00	1	\$1,200.00	
	Cal Travel Store fee per Ticked	\$10.00	1	\$10.00	(\$10/ticket automatically added when using Cal Travel Store)
	Ground Transportation	\$170.00	1	\$170.00	
	Lodging	\$1,600.00	1	\$1,600.00	Market w/ free Wifi & hot breakfast for buffet students; triple occupancy; close proximity to public
	Registration Fees			\$0.00	
	Entrance Fees			\$0.00	
	Meals (included)	\$900.00	1	\$900.00	\$90/day for 10 days (slightly less than CSU's actual per diem)
	Cultural Activities	\$177.00	1	\$177.00	Westminster Abbey (\$25), Buckingham Palace (\$25), London Eye (\$37), Towe
	Other:			\$0.00	
	FACULTY TRAVEL TOTALS	\$4,057.00		\$4,057.00	
III.	Operating Expense Budget	Cost/ea	# Requested	Total	Comments/Additional Notes
	Supplies			\$0.00	
	CI Facilities Chargebacks			\$0.00	[charges for large campus rooms: 1) Grand Salon \$395/day; 2) Petit Salon \$265/day; 3) Malibu #100 \$265/day]
	Other:			\$0.00	
	OPERATING EXP. TOTALS	\$0.00		\$0.00	
IV.	Out of Pocket Student Expenses	Cost/ea	# Requested	Total	Comments/Additional Notes
	Health Insurance			\$0.00	
	Tuition/Registration			\$0.00	
	Travel Insurance			\$0.00	

	Out of Pocket Meals			\$0.00	
	Other:			\$0.00	
	STUDENT EXP. TOTALS	\$0.00		\$0.00	
V. Please note that Line "B" below is for UNIV 391 and 392 trips ONLY; IRA funds 2/3rds of these, course/lab fees funds the other 1/3rd.					
A	Total Fundable Student Traveling Expenses			\$41,340.00	
B	UNIV 391/392: Max IRA funding is 2/3rd of total			\$27,697.80	
C	Total Faculty Travel Expenses			\$4,057.00	
D	Operating Expenses			\$0.00	
	TOTAL TRIP COST for Non-UNIV 391/392 (total of A,C,D)			\$45,397.00	
	UNIV 391/392 TOTAL IRA FUND REQUEST (total of B,C,D)			\$31,754.80	
	UNIV 391/392: 1/3 of costs payable by students via lab fee			\$13,642.20	
	If course fee is setup differently, list here				



Instructionally Related Activities Report Form

SPONSOR: Theresa Avila
PROGRAM/DEPARTMENT: Chicana/o Studies
ACTIVITY TITLE: Chicana/Latina Retreat at the Santa Rosa Island
DATE (S) OF ACTIVITY: February 28, 2020 – March 1, 2020

Please submit via email to the IRA Coordinator along with any supporting documentation within 30 days after the activity.

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
 - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
 - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
 - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
 - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
 - (6) WHAT DID YOU LEARN FROM THE PROCESS?
 - (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
 - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)
-

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, please provide a list of participants that engaged in the instructionally related activity. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C. IMAGES FROM ACTIVITY:

Please provide a few images in this document (or attached separately) that demonstrate student participation.

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

The Chicana Latina Retreat is geared towards student empowerment through political, cultural, environmental and social consciousness development. A three-day retreat was held at the Santa Rosa Island Research Station (SRIRS) on February 28, 2020 – March 1, 2020 and included 31 participants, including 27 students. It is worth noting that of the 27 student participants, none have previously been to Santa Rosa Island and many indicated that they had never been exposed to outdoor activities or had been exposed to a remote location without the use of technology.

The goal of the activity was to create a safe, welcoming, and accepting environment for Chicana/Latina students, with the hope of creating a space conducive to community interaction as well as self-reflection. Given the high numbers of Chicana/Latina students on the CI campus, the goal was to cultivate leadership and address specific issues that Chicana/Latina college students face. Some Chicana/o Latina Leadership characteristics we aimed to foster were: strong cultural / ethnic identity, respect and love for the land/Tonantzin Tlalli/Mother Earth, passion, integrity, respect, a sense of mission, consistency, support and development of all Chicanas/Latinas, empowerment and *hermanidad*. Specific goals of the overall activity included: providing students with knowledge of resources, support services, and a sense of community; to facilitate dialogue and development of relationships; develop strong, responsible, and committed leaders within the Chicana/o Latina/o community and allow for older students to pass on valuable information, experiences, and motivate others to assume an active role on campus.

The activity aimed to accomplish these goals through the design of specific workshops and activities that included large and small group assignments for individual and group reflection and discussion. Workshops were also held on community building and team and community building workshops including: a Power Circle, Name Activity and Group Agreements, Panel Discussion, and Community Building. Other workshops were held on identity, leadership development, as well as small group work and activities that fostered collaboration and growth. Specific discussions and topics were held related to identity, community advocacy and need, review of sustainability topics related to caring for and protecting Tonantzin Tlalli/Mother Earth in combination with the focus and work with SRIRS and opportunities for self-care and personal reflection including hikes, optional sunrise ceremonies to honor the earth and indigenous ancestors of the land, in addition to optional sunset and stargazing activities to foster a sense of community and identity.

The retreat was cut short by four hours as a result of weather; consequently, one of our workshops on Radical Self Love was not provided. The plan was to provide this workshop during the follow-up gathering in addition to continuing the sense of community that was established at the retreat to foster continued links to campus resources as well as continued themes of mentorship and leadership.

Because of COVID-19, we were not able to hold our follow-up gathering in person and would like to offer the student participants this opportunity in the Fall 2020 semester. We invited the students to join us for a Zoom check-in gathering on April 3, 2020, but unfortunately, only 8 students were able to join. It was commented by those students how grateful they were to have the opportunity to attend the Chicana/Latina retreat right before COVID-19 became a pandemic, as it gave them the strength, motivation and feeling of community to persevere through the rest of the semester. We also had a follow-up check-in on May 5, 2020, and we had 6 students join in that time, who were different students from the prior check-in. The retreat facilitators offered a space to discuss struggles students were having, in addition to emotional support and encouragement. Students left the meeting feeling motivated to complete the semester and grateful for the opportunity of continued mentorship and *hermandad*.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Chicana/o Studies 335: Chicana Feminisms - The course details the history of Chicana Feminist Thought and addresses issues of gender, sexuality, spirituality, sexism, homophobia, and examines the leaders of critical Xicananisma. This activity worked to extend the learning of community building not only among themselves as students but additionally between faculty and staff.

To build on the design of this course, a session at the retreat was held on reviewing and exploring identity, including Chicana Feminism, *hermandad* and *cultura* or culture. The retreat also aimed to provide students with a sense of community as well as to facilitate dialogue and development of relationships. This was not only accomplished throughout the entire activity, but was also specifically addressed with the panel of Chicana/Latina facilitators that actively sought to foster this learning.

Chicana/o Studies 343: Health Issues in the Latina/o Community - This course specifically examines our relationship with the land and Indigenous food & plant ways. The opportunity to interact with SRIRS with this activity sought to expand student knowledge of natural and cultural resource patterns and processes, develop interdisciplinary collaborations, and weave together the work of the research community. This was done through a Chicana Indigenous perspective on this trip with a focus to engage students with deeper understandings of Indigenous relationships to land and the environment. This was accomplished through discussions related to the sustainability of resources, ecological needs for sustainability particularly in the context

of Santa Rosa Island and its unique features. The experiential aspects of this included a guided ranch tour and Cherry Canyon hike, beach walks, observing sunrise and moonrise, stargazing, and identifying flora and fauna.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

On a whole, the retreat provides a unique space for students to build on course work while exploring issues on Chicana feminism, complexities of identity and gender roles/expectations with the specific opportunity to do so in a safe and open atmosphere. Participant feedback both post-activity and at the close of the activity and activity debrief has expressed this is one of the greatest strengths of the activity.

Beyond their individual experience, another key strength of the activity is the sense of community that is built throughout the retreat. Beginning with shared stories from the facilitators, engaged and authentic group discussions as well as community building in small group discussions, bonds across student participants were clearly established and built throughout the weekend. In fact, students repeatedly indicated a strong desire to remain connected to one another after the activity that resulted in the students sharing social media accounts to remain in contact with one another. They eagerly awaited the opportunity to connect again formally through a follow-up gathering with everyone, but also made plans to remain connected informally.

On a whole, students stated that their participation in the retreat not only significantly impacted their life, but even cited the retreat as a life-changing event. Chicanas/Latina participants clearly cultivated meaningful relationships with experienced students and facilitators further increasing their navigational capital at CI, supported each other by providing *consejos* when appropriate, conversed about political identities and accomplished physical feats they didn't know they were capable of doing. They also noted the desire to continue getting involved on campus and in visiting other Channel Islands. Several students have continued to seek mentorship and assistance from the facilitators throughout the spring 2020 semester. The benefits of this retreat are insurmountable and ultimately support successful college and community navigation for Chicanas/Latinas at CI.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

Overall, there were few weaknesses of either the retreat or any component of the overall activity. One minor weakness was related to the weather, which was outside of the control of SRIRS or the facilitators. On the last night of the retreat, a few evening activities were cancelled due to severe wind, which also caused the trip to end four hours early. Participants repeatedly expressed their disappointment that the trip ended early and wished that it could be longer than the 3 days it was designed to be. An additional weakness of the activity is related to the timeframe of the activity. Many participants expressed a desire to have continued and ongoing participation. While

there were two additional gatherings offered virtually, not everyone was able to participate due to issues related to COVID-19 and limited internet connection. Students were also disappointed that we were not able to hold another in person gathering.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

We learned from the previous retreat to have a better system of alternate students, and while we had a lot of interest in attending this activity and were able to take on our alternates, we did experience some last minute cancellations. Some of the students indicated that they had conflicts related to work, personal commitments or got sick right before the trip. We would like to improve upon how we confirm participants so we are able to take full advantage of every ticket and every available housing slot at SRIRS. Additionally, we'd like to invite former participants of the retreat to the initial meet-and-greet before the trip so that they can share their experiences and create an opportunity to cultivate a community of Chicana/Latina peers and mentors.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

We learned that many student participants had similar experiences and challenges and that having a space like the SRIRS and the retreat is essential for helping to foster empowerment and a community for Chicanas/Latinas. The student participants were overwhelmingly responsive to the design of the overall retreat and spoke to the transformative nature of the retreat in terms of their own self-identity, sense of empowerment, connection to their community and Mother Earth.

Participants demonstrated a strong willingness to maintain a team atmosphere and collectively attended to the needs of the group related to meals, meal preparation, cleaning of communal spaces and creating/facilitating inclusive activities from a game of spoons, to hikes, to small group beach walks and so forth. In this, it was clear that genuine community and care was established by the group.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

Please see summary report attached of student evaluation responses. In addition to the post-trip evaluation, we have met two times since the trip via Zoom and the response of participants has been overwhelmingly positive.

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

Expenses related to Santa Rosa Island accommodations and transportation totaled \$5,364.00. Food and supplies totaled \$1,685.10. **Total expenses to date are \$7,049.10.** We hope to still expend \$450.90 once the COVID-19 stay at home orders have been lifted, even through the summer, if possible. There is great enthusiasm and support of this idea from the student participants.

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

Please see attached.

C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION (or attached as a separate document)

Please see attached.

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

Student Participant Names:

1. Alexandra Perez
2. Araseli Navarro
3. Arisay Diaz Hernadez
4. Beatriz Espinoza
5. Berenice Jauregui
6. Brenda Amaya
7. Clarissa Gaeta
8. Damaris Juarez
9. Darla Jimenez
10. Emilia Contreras
11. Emily Casteneda
12. Gabriela Tamayo
13. Giselle Flores
14. Jennie Abarca
15. Jessica Cardenas Cordova
16. Jessica Tapia
17. Karen Ramirez
18. Kelly Valdez - Lopez
19. Korenna Estes
20. Lydia Rios
21. Maritza Vega
22. Mary Carlos
23. Melissa Carrillo
24. Sinai (China) Soriano
25. Stefany Sanchez
26. Tatiana Juarez
27. Yaneli Montes

Staff Participant Names:

1. Michelle Hasendonckx
2. Tommee McMakin
3. Verónica Montoya
4. Mónica Rivas

C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION (or attached as a separate document)









