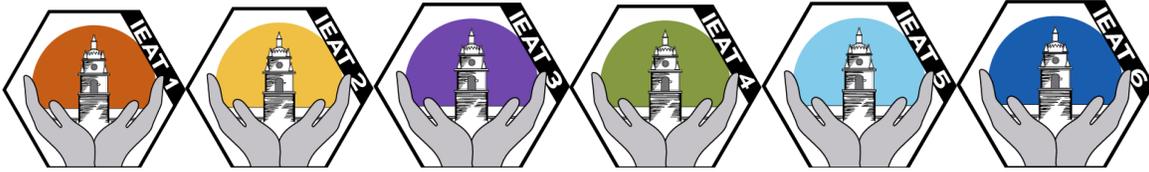


IEAP Initiative Status Report Spring 2024



Initiative Title: Course-Level Development of DEI Learning Activities

Initiative Number: IEAP5 Data Informed Decision Making

Lead(s): Dr. Jennie Luna and Veronica Guerrero

Due Date: Monday, June 17, 2024

A. OVERVIEW: Respond briefly (about 50-75 words per answer) to each of the following questions.

1. **Purpose:** What is the problem being addressed through this initiative?

The CME has put out two calls for proposals for a \$1000 mini grant to develop courses or co-curricular learning activities focused on DEIA and/or racial and social justice.

Some of the problems being addressed through this initiative are:

- increasing the number of women, LGBTQ+, and minoritized students in STEM and/or underrepresented majors,
- reducing implicit bias and increasing diverse and multicultural perspectives,
- increasing women in math, science and technology, and
- supporting course development for the GE Requirements in Ethnic Studies and Multicultural Perspectives.

2. **Goals:** What are participants trying to achieve? (Feel free to include objectives – i.e., smaller, measurable steps along the way toward achieving larger goals.)

Participants may develop curricular or co-curricular learning tools and activities aiming to:

- retaining and supporting diverse faculty;
- developing course or co-curricular offerings courses fulfilling GE requirements in Ethnic Studies or Multicultural Perspectives courses;
- integrating DEIA into curricular and disciplinary processes and activities;
- increasing co-curricular engagement in a class to strengthen community and support the achievement of academic goals;
- developing a comprehensive strategic enrollment management plan (e.g., proposing ways of increasing the number of minoritized students in STEM courses); and
- expanding culturally responsive curricular and co-curricular offerings that infuse inclusivity and holistic student development throughout the student experience.

3. **Metrics/Data for Evaluation:** Feel free to connect with [Matt Zivot](#), Director of Institutional Research, for assistance in thinking through how to convert your initiative's goals into measurable outcomes.

a. What metrics will you use to evaluate achievement of this initiative's goals?

We ask participants to submit a final report of revamped syllabus or documentation of how they will incorporate DEIA and support the CME mission pillar into their course/syllabi or course policies. They will be expected to present their accomplishments to the CME Advisory Board in a CI campus community forum discussion in the Fall 2023.

b. What data will be necessary for determining impact?

We will have a forum where all recipients will present what they accomplished and share different strategies for enhancing DEIA work and increasing students of minoritized and diverse backgrounds into their disciplines and courses. We will assess how these endeavors attained their proposed goals (e.g., increasing the number of minoritized students in STEM or underrepresented disciplines, or retaining diverse faculty).

c. How and when are these data being collected?

We will have two calls for proposal in the Fall 2022 (for Spring 2023 courses) and in the Spring 2023 (for Fall 2023 courses). We will collect the applications on Qualtrics, and receive final reports via email, examining whether participants met their proposed deliverables.

B. STATUS: Again, please respond briefly to each of the following.

1. **Progress:** What has been done/accomplished? (bold for update of current report)

We developed the first call for proposals for the mini-grants December 2, 2022. We presented this to our Center for Multicultural Engagement (CME) Advisory Board, who rated the applications and awarded four grant recipients December 12th. These recipients completed their projects Spring 2023.

We sent out the second call for proposals on March 1, 2023. The CME Advisory Board rating the applications and awarded six grant recipients March 21st. These grant recipients will carry out their projects in Spring and Summer 2023.

The grant recipients will write up their reports and present the outcomes of their projects to the CME and the broader campus community in Fall 2023.

In late February/early March 2024, the Faculty Director for CME and AVP of HIPEE requested the opportunity to reallocate the balance of funds in the amount of \$15,000 to other initiatives to support the Center for Multicultural Engagement and the Center for International Affairs. This was due to the fact that attempts to garner participation in the call for participants in

alignment with initial charge were unsuccessful. Faculty response to the calls were lackluster to nonexistent. As such, Jennie sent an email to Kaia Tollefson to request permission to reallocate funds. AVP Veronica Guerrero amended the initial request in consultation with Dr. Luna to support the following initiatives:

\$7,500 to CME to support SAFE training and speaker series
\$7,500 to CIA to support student trip to Peru this Spring 2024

This request was approved on March 14, 2024. (email attached)

As a result, the CME was able to move forward with funding SAFE training and a Mental and Emotional Wellness workshop for the CSUCI community in the Spring of 2024 for a total budget of \$7,500. Flyers for both events provided at the end of this report.

The SAFE Training included consultation of the curriculum that will be launched in Fall 2024 campus-wide. Consultant was given access to our canvas module and conducted a deep review and provided suggestions. She also met with the faculty creator to review the curriculum in person and provide support. She also held an in-person training which was the largest attended since before the pandemic. There were 15 attendees: all faculty and staff. Note: Earlier in the semester we also sponsored a Queer Trans People of Color Faculty and Staff Lunch, which also help garner collaboration and relationships with CME/CSA.

The events supporting Emotional Health & Wellness came at the end of the semester when faculty and staff are feeling heightened stress at the end of the academic year. The Zoom session was attended by 12 faculty and staff and they were provided with concrete tools and a live meditation exercise. The in-person event was attended by 35 people: faculty, staff, and students. The speakers, two traditional healers from Mexico, were able to come to our campus for a nominal fee because I collaborated with another campus (UCSB) that paid for their transportation, arranged their visa and lodging. This worked to our advantage and hopefully these cross-institutional collaborations can continue to help fund these types of events. The event extended beyond the lecture into an interactive project, the majority of participants stayed till the end, beyond the event timeframe. Verbal feedback during the Q&A at both these events were positive and faculty director was asked to have on-going similar events every semester.

The CIA was able to support added costs associated with the postponed faculty led study abroad trip to Peru in Spring 2024. This particular trip had endured several cancellations/postponements since 2020 due to COVID pandemic and then political unrest in country in December 2022. This funding support allowed for the trip to finally be realized for 14 students in May /June 2024. While the CIA needed to raise associated course fees by \$200 (from \$1,100 in the initial course offering in 2020 and again in 2022 to \$1,300 in Spring 2024 to accommodate significant increases in costs related to travel and insurance). Despite the fee increase, the budget for the trip was still short of costs to implement. The allocation of \$7,500 allowed the CIA and faculty member to not only move forward with the trip, but also to cover unforeseen additional costs due to an airport shutdown that resulted in a 3 day delay to the trip return.

The details of these costs for both allocations are provided below.

IEAP INITIATIVE STATUS/BUDGET REPORT

SPRING 2024

Center for International Affairs	\$	7,500.00	Expensed	\$	7,508.13
Center for Multicultural Engagement	\$	7,500.00	Expensed	\$	7,500.00
Total Budget	\$	15,000.00	Total Balance	\$	(8.13)

Center for International Affairs			Center for Multicultural Engagement		
Support for UNIV 391 course travel to Peru May 25 - June 4 2024			Support for SAFE on Campus Training and well-being event		
UNIV391 Peru	Airline Tickets	\$ 4,320.44	Maribel Martinez	Consultation and facilitation services	\$ 3,000.00
UNIV391 Peru	Cancellation Fee	\$ 29.00	Emilia Ortega-Jara	Presentation and facilitation services	\$ 1,500.00
UNIV391 Peru	overage due to cancelled flights	\$ 564.22	Yolanda	Curandas	\$ 3,000.00
UNIV391 Peru	Cash Advance	\$ 1,750.00			\$ 7,500.00
VNIV391 Peru	Faculty Lead reimburse	\$ 844.47			
		\$ 7,508.13			

As reported above, the budget was used in full to support the Spring 2024 initiatives.

2. Formative Assessment

- a. **Initiative-focused prompt:** What questions or problems have been encountered that “critical friends” reading this progress report (i.e., Strategic Resources Planning Committee, Inclusive Excellence Action Team members, President’s Advisory Council for Inclusive Excellence) can help initiative leads/participants to think about?

None really at this point. The only challenge we might have is understanding how to develop a metrics for rating our success rate since each grant recipient will have different goals, methods and outcomes in measuring their effectiveness for attaining our DEIA vision, promoting racial/social justice and supporting the CME mission pillar.

We were grateful for the opportunity to reallocate funds. The problems mainly revolved around lack of faculty applications to the call. This may be due to amount offered and the associated hours to complete the work. However, this is simply a guess without any data to support. In this case, the charge to implement the funds was appointed to CME without involvement in the formulation of the funding structure. It might be helpful to include the implementers in reviewing the funding structure before finalizing so that they may provide insight. The MBCs regularly provide faculty development funding and have very good insight on what types of funding structures work and do not work in regards to faculty participation that may be helpful to the conversation.

- b. **Institution-focused prompt:** From what you have experienced thus far, should this initiative be considered for permanent funding, if/when recurring funds become available? Why?

Yes, it really should be considered for permanent funding. The CME only receives \$10K every year and this amount has never changed over the past 15 years. We put most of our budget allocation towards faculty/staff mini-grants and have little left over to support other endeavors, so we are on a tight budget with what we can do to support our mission pillar. **To reiterate this point made in prior report, the MBCs can be a great source of helping to institutionalize these initiatives. But, ideally, they should be involved in the creation of the funding structure to offer insight based on past experience and to ensure the needed resources to execute on the charge is available. Currently, there is only one full time staff assigned to support all 4 centers.**

There is also no institutional structure anywhere on campus to support SAFE training campus-wide. Currently it lives in CME/CSA, and has relied on the volunteer efforts of faculty. This is not sustainable. It has been determined to bring outside trainers every semester from the regional LGBTQ+ Center. This will cost \$800/per session. This should be a priority of the university to provide this training for all to help retain faculty, staff, and students and create an inclusive culture on our campus. This is in an important investment we need to make.

3. **Evaluation:** What have you learned thus far? How do you know what you have learned? (e.g., data source(s))

We will learn more when we receive the feedback and reports from our grant recipients in the Fall. **Overall, there was difficulty with getting approval to shift the grant plan, and this led to delay in programming, and confirmations, which impacted outreach and attendance, and is ultimately why events were pushed until the end of the year. For example, it was a time-consuming process just to get Maribel permission to get access to CI canvas, and we couldn't start the process until funding was confirmed. The events themselves were of high caliber and incredible speakers, and proved to be necessary for faculty and staff, who expressed that there are few programs targeted to them in the areas of wellness and health, particularly culturally responsive programs. LGBTQ+ SAFE trainings are critical to provide campus-wide as are spaces to engage in supporting wellness and mental health, with a multi-ethnic, multi-gender lens.**

4. **Other:** Is there anything else about this initiative that you would like to add? (e.g., Have new questions or opportunities come up through your experience in leading this initiative?)

Since we only awarded half of the amount of IEAP grant awards to individual/group applicants, could we use the rest of the funding for DEIA initiatives related to graduation? I have no more funding left of the \$10K annual budget but affinity groups keep coming to the CME asking for funding for their year-end events and graduation activities.

Thank you very much for this opportunity for the CME to provide additional mini-grant opportunities to support the CME mission, vision and goals for enhancing DEIA initiatives. **Thank you again for the opportunity to reallocate funds to support the CIA and CME in two very important activities.**

Safe Training Flyer:



Students, Administrators, and Faculty for Equality

All students, all staff, and all faculty welcome

MONDAY, APRIL 22

BELL TOWER 2325

3PM - 5PM

UPDATED SAFE on Campus training
Guest Facilitator, Dr. Maribel Martinez

BIO LINK

The University encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation, or have questions about the physical access provided, please contact Disability Accommodation and Support Services (DASS) at (805) 437-3331 accommodations@csuci.edu as soon as possible.

Cuerpo y Corazón: Embodied Practices for Mental & Emotional Wellness for Faculty & Staff at CI



As we end the academic year, join us for two opportunities to engage in tending to your own wellness while learning how to support students in their own life transitions & goals.

Wed. May 1st 4pm Ojai 1986

Join Maestras Yolanda & Lupita, traditional curanderas/healers from Mexico discuss various healing modalities for anyone to utilize and share with students.

Thurs. May 2nd 12-1:30pm

Zoom: <https://csuci.zoom.us/j/83710646918>

Join Emilia Ortega-Jara, LCSW, owner and clinical director of Corazón Counseling Service. She incorporates evidence-based psychotherapy techniques with ancestral earth-based practices through gentle somatic practices, breath, and Corazón. We will reflect on the question “what would our ancestors do during times of distress? What would nourish them?”

Sponsored by the Inclusive Excellence Action Plan



Center for
**MULTICULTURAL
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Email request for funding increase and reallocation:



Tollefson, Kaia

Re: IEAP Funds & CME

To: Luna, Jennie, Bravo, Rosa, Guerrero, Veronica, Jeannette Edwards

March 14, 2024 at 11:01 AM



Hi Jennie -

After speaking with Veronica, I learned of a need in CIA for funding to support the Spring faculty-led study abroad trip to Peru. Given these funding needs, I would like to have the funds distributed as follows:

\$7,500 to CME to support SAFE training and speaker series
\$7,500 to CIA to support student trip to Peru this Spring 2024

I understand that Veronica has already discussed this need with you.

Best,
Kaia

Kaia Tollefson, PhD
Chief of Staff
CSU Channel Islands
One University Drive
Camarillo, CA 93012
(805) 437-3998