



University of California at Los Angeles

Under Review | \$5,000,000
 Higher Learning | Dianne Harris
 1/1/2021 - 6/30/2026
 P-1809-06132
 EPIC II: Social Justice Curriculum

▼ Organization and Project Contacts

Organization:	University of California at Los Angeles
Location:	Los Angeles ,CA
Principal Investigator	David Schaberg
Grant Management Contact	Jessica Robinson
Leader of Organization	Gene Block
Financial or Other Contact	Reem Hanna-Harwell
Additional Contact	Evan Garcia
Link to Board List	https://regents.universityofcalifornia.edu/about/members-and-advisors/index.html

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▼ Proposal Information

Project Title:

EPIC 2.0: The UCLA Mellon Social Justice Curriculum

Amount Requested:	\$5,000,000.00
Grant Start Date:	1/1/2021
Grant End Date:	6/30/2026
Duration:	66 months (Original)
Program:	Higher Learning

Description of Proposed Work:

Building upon the success of the prior Mellon-sponsored EPIC 1.0 program, the goal of the EPIC 2.0 program is to build a publicly engaged, twenty-first century Social Justice Curriculum across the humanities and social sciences. Grounded in meaningful connectivity between UCLA and the broader public, the curriculum will be shaped by the interlinking social justice issues at the core of the Experimental Humanities (digital, urban, environmental, and health humanities) and the recognition of data and technology as a critical nexus for research and training in the humanities and humanistic social sciences. This initiative will hire scholars who will contribute to diversity and equal opportunity at UCLA through their research, teaching, and service to fill new faculty positions as well as expand and diversify access to the university through inclusive educational opportunities for non-traditional students, both on and off campus. Students will have new opportunities to grow intellectually while obtaining the skills and credentials they need to succeed in meaningful professional careers in which they can put a humanistic vision to work in the service of social change.

▼ Proposal Details

Collaborating Organizations

Please comment in this section on any organizations collaborating with the applicant organization that would be significantly involved in the conception, development, and/or execution of the proposed activities. Consultants and contractors are not considered collaborating organizations for the purposes of this section and should be listed in the section titled Consultants and Contractors.

Does the proposal involve collaborating organizations? No

Consultants and Contractors

The Foundation's guidelines for grants involving consultants and/or contractors apply to proposals where a significant portion of the grant funds would be paid to a third party in exchange for services. Note that the Foundation does not ordinarily consider universities that partner with a grantee to be consultants or contractors for the purposes of these guidelines.

Does the proposal budget designate a significant portion of the grant funds to be paid to consultants and/or contractors? No

Diversity and Inclusion and Anti-Discrimination

The Foundation is committed to diversity and inclusion in its grantmaking programs and to ensuring that its funds are deployed in workplaces and educational environments that maintain and enforce policies committed to safety, dignity,

ethical conduct, and freedom from discrimination. Please complete the questions below.

Diversity and Inclusion:

UCLA defines diversity as 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, sexual orientation, socioeconomic status, and geographic region, and more. The University strives to build an equal learning and working environment, by holding itself accountable to its professed ideals. It has long been committed to creating and maintaining an undergraduate student body that encompasses the broad diversity of cultural and racial, as well as geographic and socioeconomic, backgrounds characteristic of California.

In 1996, the University made headlines for awarding more Pell Grants to low-income, underrepresented students than any other school in the country. That same year, the school’s diversity efforts were hindered by the passage of Proposition 209, a state law that prohibited race, gender, ethnicity, and national origin from being factors in admission to public universities in California. Though this law presented a setback to UCLA’s efforts, the University remained committed to increasing diversity in the academy, and in 2008 was fortunate to receive support from The Mellon Foundation to establish a Mellon Mays Undergraduate Fellowship Program on campus. Over the last decade, this initiative, along with several others, has allowed UCLA to fully return to its mission to develop promising students from underrepresented populations. The University has also successfully advanced its educational goals, including diversity and equal opportunity, by introducing or placing additional weight on a broad range of selection criteria when making admissions and employment decisions. For example, holistic review in admissions considers factors such as income level, first generation to attend college, neighborhood or community circumstances, disadvantages overcome, low-performing secondary school attended, and the impact of an applicant’s background and experiences on academic achievement.

In 2018, the University launched a new initiative to promote more equitable and inclusive faculty hiring. Inclusion exists when all individuals, regardless of their social identities, feel welcomed, respected, and valued. Even when equity is achieved in the hiring process and diversity on the faculty roster, full inclusion does not necessarily follow. Therefore, UCLA now requires all faculty candidates to submit an Equity, Diversity, and Inclusion Statement that describes their past, present, and future (planned) contributions to equity, diversity, and inclusion. By adopting a more consistent and institutional approach, UCLA is reaffirming its genuine commitment to equity, diversity, and inclusion while also enhancing its ability to attract a diverse pool of candidates, particularly those most vigilant of subtle cues concerning institutional culture and values.

In 2020, the University responded to the ongoing principled protests around the nation — and around the world — calling for racial justice by proposing the following actions: Appoint a special faculty advisor in the chancellor’s office to advise on issues of concern to Black faculty, staff and students; Create a Black Student Resource Center on campus that will add to existing spaces; Expand the intellectual community devoted to Black life and racial equity issues across the entire campus; Allocate a dedicated staff member in External Affairs to provide development support focused on issues related to Black life; Commit \$250,000 for seed research grants on racial inequities and racial justice, including campus climate issues, each year for five years; Commit to establishing a group similar to the current equity advisors in academic units that will represent administrative units on campus and in UCLA Health; Allocate a dedicated staff member in Strategic Communications to amplify the voices of faculty, staff and students of color and others whose work involves challenges to racism and structural inequality; Bolster the leadership roles that the ethnic studies centers play in the life of UCLA; Comprehensively identify opportunities on campus for additional recognition of Bruins of color so that our built environment, landscape and programs embrace the diversity of the Bruin community; Expand the role of the Public Safety Advisory Council that is already in the process of being created, and ensure that its members represent a diverse cross section of voices on our campus, including our own faculty experts; UCLA will employ trained mental health professionals who can respond to mental health emergencies, either to support police officers on these calls or — if appropriate — to respond in place of officers; and UCLA will work with the police and the campus community to identify additional use of force policy changes. The above actions are a starting point and UCLA will rise to the challenge to help create a society that is genuinely just and truly equitable, and that values the lives of all its people.

Anti-Discrimination:

It is the policy of the University not to engage in discrimination against or harassment of any person employed or seeking employment with the University of California on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship or service in the uniformed services. This policy is intended to be consistent with the provisions of applicable State and Federal laws and University policies.

In addition, University policy also prohibits retaliation against any employee or person seeking employment for bringing a complaint of discrimination or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals and/or adverse actions related to employment.

Financial Health

Has your organization experienced any financial difficulties and/or deficits in the last three fiscal years? No

Leadership Changes

Has your organization recently experienced, or does it anticipate, any leadership changes and/or significant staff turnover? No

Intellectual Property

Do proposed grant activities include the digitization of works or the creation of digital technology and/or digital products, such as software, databases, audio or video recordings, podcasts, and websites? No

Investment Income

The Foundation expects that spendable grant funds will be managed in a prudent manner that will reflect the purpose and terms of the grant, with the understanding that any interest or investment income earned on the funds will also be applied towards the purpose and terms of the grant.

Grant funds earn interest based on the Short Term Investment Pool (STIP) managed by the Office of the Chief Investment Officer. Over the last 10 years, the average annual income return was 2.4%, compared to the policy

benchmark return of 0.8%.

Strategies for Successful Grant Execution

Are there any factors that could potentially impede the timely and successful execution of grant activities and goals? No

(Consider, for example, the achievability of project timeline, availability of qualified personnel, ability to secure necessary agreements, and capacity to obtain any remaining project funding).

Payment to Third Party/Administering Agent

If you are requesting that the grant funds be paid to an administering agent or other third party who would administer the grant funds on behalf of your organization (e.g., a university foundation), please use this section to provide details about the third-party payee and submit the required letters. Instructions and sample language for the letters can be found [here](#). Note that this question does not apply to fiscal sponsorship arrangements.

If the proposed grant is approved, will you request that the Foundation make payment to a third party? No

Matching Requirements

Would the grant be subject to a matching requirement? No

▼ Grant Budget

Additional Projected Income

Enter the amount of the organization's contribution to the grant budget in the field below (for this specific project):

Organizational Contribution: 1911899

Currency

Please select the currency for the grant budget.

Budget Currency: USD

Proposal Budget

Please click the "+" icon to the right of Budget Period to add each individual budget reporting period. To Edit an existing budget period, click the Edit icon to the right of the Variance column.

Budget Period

Budget Period	Budget	Actual	Variance
Year 0: 1/1/2021 to 6/30/2021	61,740	0	-61,740
Year 1: 7/1/2021 to 6/30/2022	674,459	0	-674,459
Year 2: 7/1/2022 to 6/30/2023	947,149	0	-947,149
Year 3: 7/1/2023 to 6/30/2024	1,191,120	0	-1,191,120
Year 4: 7/1/2024 to 6/30/2025	1,050,068	0	-1,050,068
Year 5: 7/1/2024 to 6/30/2025	1,075,465	0	-1,075,465
Total	5,000,001	0	-5,000,001

Budget Snapshot

	Year 0			Year 1		
	1/1/2021 to 6/30/2021			7/1/2021 to 6/30/2022		
	Budget	Actual	Variance	Budget	Actual	Variance
Salaries and Wages – Fellowships and Residencies			0			0
Salaries and Wages – Program			0			0
Salaries and Wages – Administration	0		0	164,500		-164,500
Salaries and Wages – Other			0			0
Benefits			0	81,578		-81,578
Travel			0			0
Conference and Meetings – Non-Travel			0			0
Equipment and Supplies			0			0
Consultants and Professional Services (including Artist Fees)			0			0
Subgrants/Regrants			0			0
Promotion, Marketing, and Advertising			0			0
Occupancy Costs			0			0
Custom: Faculty Hiring Incentive	0		0	153,200		-153,200
Custom: Faculty Directors, Steering Committee & Annual Retreat	61,740		-61,740	73,400		-73,400
Custom: Cluster Courses & Colloquia	0		0	86,000		-86,000
Custom: Community Engaged Learning	0		0	65,781		-65,781

	Year 0			Year 1		
	1/1/2021 to 6/30/2021			7/1/2021 to 6/30/2022		
	Budget	Actual	Variance	Budget	Actual	Variance
Custom: Student Research Fellowships	0		0	50,000		-50,000
Total	61,740	0	-61,740	674,459	0	-674,459

Proposal Budget Authorization

In the space below, please enter the name and contact details of the person in your organization with institutional responsibility for financial reporting who reviewed the final budget.

Name: Evan Garcia
Title: Contract and Grant Officer
Email: egarcia@research.ucla.edu
Date of Review: 10/22/2020

Foundation Use Only

Legacy Grant:

▼ Budget Narrative

Budget Notes by Category

Please provide any category-specific notes in the fields below.

Salaries and Wages – Fellowships and Residencies: Total salaries, excluding benefits, for all fellowships, residencies, and scholarships. The budget narrative should list the base salary or stipend amount for each fellow or resident, the number of individuals in each position, and, if applicable, the FTE percentage allocation.

Total Amount Budgeted: 0

Notes:

Salaries and Wages – Program: Total salaries, excluding benefits, for all programmatic employees, which may include salaries, stipends, and/or course releases for the principal investigator, project director, artistic staff, and/or faculty. The budget narrative should list the base salary, stipend, and/or course release amount for each position, the number of individuals in each position, and, if applicable, the FTE percentage allocation.

Total Amount Budgeted: 0

Notes:

Salaries and Wages – Administration: Total salaries, excluding benefits, for all administrative employees involved in the grant-funded project or activities, which may include salaries for executive, finance, communications, and/or clerical staff. The budget narrative should list the base salary for each position, the number of individuals in each position, and, if applicable, the FTE percentage allocation.

Total Amount Budgeted: 778,056

Notes:

We would hire two full time administrative staff for this program - a Project Director and a Student Affairs Officer (SAO).

The Project Director (hired as Academic Administrator V) would be located in the Center for Community Learning, have a PhD, teach within the Social Justice Curriculum (up to 3 courses/year), and coordinate the activities around growing and administering the curriculum. These activities include overseeing the undergraduate and graduate student fellows program, coordinating the activists and artists-in-residence, working with faculty and departments to develop new courses and embed the Social Justice Curriculum into existing majors and minors, and administering incentive grants for faculty and students. Support for this position would begin in Year 1 (the first full year of the grant) at a rate of **\$95,000**.

The second full time position would be for a SAO to recruit and advise undergraduates participating in the Social Justice Curriculum. Similarly to the Project Director, support for this position would begin in the first full year of the grant. Support for this position would begin in Year 1 at a rate of **\$57,000**. Support in years two and three would continue to be fully supported by Mellon. UCLA would phase in support for this role, so in year 4 the expense on the grant would be phased down by 50% and in year 5 by 100%.

The grant would provide a stipend of 10% to an experienced fund manager/chief financial officer to manage all aspects of budgeting, reporting, and compliance on the grant. This stipend will be at the rate of **\$12,500** per year to reflect the additional workload and the advanced expertise required.

All salaries are projected to grow by 3% per year for cost-of-living-adjustments.

Salaries and Wages – Other: Total salary, excluding benefits, for any other staff not included in the above salary categories. The budget narrative should list the base salary for each position, the number of individuals in each position, and, if applicable, the FTE percentage allocation.

Total Amount Budgeted: 0

Notes:

Benefits: Total benefit costs related to personnel involved with the proposed grant activities, including any pension contributions, health insurance, and other benefits. The budget narrative should describe how benefit costs are calculated.

Total Amount Budgeted: 383,912

Notes:

Total benefit costs related to personnel involved with the proposed grant activities, including any pension contributions, health insurance, and other benefits are budgeted at \$393,912 in total over the five year period. Based on the current UCLA Composite Benefits Rates for the various employment titles, the benefits rate is budgeted to start at **45%** of annual salary for the Project Director and fund manager/chief financial officer stipend and at **51%** of annual salary for the SAO. All benefits are projected to grow by 3% per year for cost-of-living-adjustments.

Travel: Total travel costs directly related to the major activities of the proposed grant, including any expenses for transportation, meals, lodging, mileage reimbursements, and per diem payments. The budget narrative should provide a breakdown of the costs by activity and include the number of individuals participating and travel days. Please include the sources for the travel cost estimates.

Total Amount Budgeted: 0

Notes:

Conferences and Meetings – Non-travel: Total non-travel costs associated with conferences, meetings, and workshops, including any registration fees. The budget narrative should provide a breakdown of the costs by activity. Please note: some program areas do not support catering and facilities charges. Please refer to specific program guidelines on the Foundation's website for any further conference and meeting requirements.

Total Amount Budgeted: 0

Notes:

Equipment and Supplies: Total equipment and supplies costs, including any anticipated shipping, licensing, maintenance, and insurance costs. The budget narrative should include an itemized list of any equipment and supplies to be purchased or leased along with the cost assumptions.

Total Amount Budgeted: 0

Notes:

Consultants and Professional Services (including Artist Fees): Total consultant and professional services costs (including artist fees) not included in other budget categories. The budget narrative should describe any existing and/or anticipated agreements with third parties, including consultants, artists, and/or other vendors. The narrative should include a description of the work to be performed, whether the amount is based on a fixed price, hourly, or per diem rate, and whether it includes any anticipated travel or other additional expenses. The Foundation's Guidelines for Grants Involving Consultants and/or Subcontractors can be found here.

Total Amount Budgeted: 0

Notes:

Subgrants/Regrants: If applicable, the total funds allocated for use for subgrants/regrants. For subgrants, the budget narrative should include the names of subgrantees, a description of the work to be performed by and the amount of allocated funds for each subgrantee. For regrants, the budget narrative should include the total funds to be regranted and describe the amounts expected to be awarded to each organization and/or individual.

Total Amount Budgeted: 0

Notes:

Promotion, Marketing, and Advertising: If applicable, the total funds allocated for all promotion, marketing, and advertising costs associated with the proposed grant activities.

Total Amount Budgeted: 0

Notes:

Occupancy Costs: If applicable, the total funds allocated for utilities and space rental associated with the project or development of the project. The budget narrative should also designate the Foundation’s percentage contribution to the occupancy costs. Please refer to specific program guidelines on the Foundation’s website.

Total Amount Budgeted: 0

Notes:

Additional Budget Categories: If applicable, the total funds allocated for use in any additional budget categories. Please describe the allocated amount and purpose for each category.

Total Amount Budgeted: 3,838,033

Notes:

Faculty Hiring Incentive: \$2,407,434

“Bridge funding” for five junior faculty (new tenure-track positions) in the core areas of the Social Justice Curriculum (racial, environmental, urban, digital, and health justice). “Bridge funding” will support the salaries and benefits (up to five years) and start-up costs for five junior faculty hires (assistant or associate levels) whose research, teaching, and service will contribute to diversity and equal opportunity at UCLA. After the bridge funding is expended, UCLA commits to the ongoing funding of these new tenure-track positions.

While UCLA, like many colleges and universities, is experiencing hiring freezes, Executive Vice Chancellor and Provost Emily Carter has expressed her commitment to hiring faculty in the Experimental Humanities since these areas are strategically aligned with the campus priorities of advancing diversity and racial justice as well as building out a transdisciplinary “DataX” program across the campus. To make the proposed hires in the near-term, we are proposing a significant cost-sharing element in which the costs of the hires are shared between Mellon and the UC President’s Office for up to the first five years.

To do so, we intend to use the hiring incentive in place through the UC President’s Postdoctoral Fellowship Program (PPFP). The PPFP is a UC-wide postdoctoral program focused on creating a pipeline of candidates whose work will enhance the diversity of the academic community. Since 2003, the PPFP Hiring Incentive, funded by the University of California Office of the President (UCOP), has provided five years of partial salary support to UC campuses that hire current and former UC President’s and Chancellor’s Postdoctoral Fellows for faculty appointments at the general campuses.

With nearly 70 annual fellows and over a thousand past fellows, there is currently a robust pool of potential hires. Moreover, UCLA has recently committed to expanding the PPFP program on our campus. This effort will be led by UCLA’s Institute of American Cultures, and will significantly grow the pool of current postdoctoral fellows affiliated with UCLA’s four ethnic studies centers. We propose hiring five new and tenure-track faculty from the PPFP pool to teach in the Social Justice Curriculum, and to lead the various programs associated with this initiative as we move forward.

Historically, the challenge for UCLA has been how to turn postdoctoral appointments into tenure-track faculty lines. Even though all prior and current Presidential Postdoctoral Fellows (hosted at any UC, from 1996 forward) are eligible for the UC hiring incentive for a tenure-track position at a UC campus, the program requires each hiring campus to commit both the FTE and to covering additional costs associated with hiring the faculty member. As outlined in our budget, the UC-wide PPFP hiring incentive pays \$85,000 per year for five years toward a tenure-track faculty position in a home department, but the actual hiring costs for one junior faculty member are upwards of \$170,000 per year (salary + benefits) in addition to about \$100,000 in one-time start-up costs (moving, housing stipend, and research fund). With Mellon bridge-funding, we can off-set the costs of hiring five new faculty members for up to five full years. One faculty would be hired in Year 1 and supported for a full five years on the grant, with salary, benefits and setup costs covered by the grant except for the \$85,000 PPFP annual subsidy which would be covered via the UC system. Similarly, two faculty would be hired and paid on the grant as of Year 2 and two faculty as of Year 3. In combination, Mellon would fund \$2,407,434 of costs over the first five years with the PPFP program matching with \$1,615,000.

The net costs to Mellon, with \$85,000 from the PPFP program applied proportionally to each faculty hire’s salary and benefits and with \$25,000 in setup funds provided by UCLA, amounts to the net costs below:

Year 0: No Costs

Year 1:

Cohort 1 – 1 new faculty hire: \$57,500 salary; \$20,700 benefits, \$75,000 recruitment costs

= Total Cost of \$153,200

Year 2:

Cohort 1 – 1 faculty (hired in Year 1): \$64,406 salary; \$24,474 benefits

Cohort 2 - 2 new faculty hires: \$128,812 salaries; \$48,948 benefits, \$150,000 recruitment costs

= Total Cost of \$416,640

Year 3:

Cohort 1 – 1 faculty (hired in Year 1): \$71,586 salary; \$28,634 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$143,171 salaries; \$57,269 benefits

Cohort 3 - 2 new faculty hires: \$143,171 salaries; \$57,269 benefits, \$150,000 recruitment costs

= Total Cost of \$651,100

Year 4:

Cohort 1 – 1 faculty (hired in Year 1): \$79,056 salary; \$33,203 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$158,112 salaries; \$66,407 benefits

Cohort 3 - 2 faculty (hired in Year 3): \$158,112 salaries; \$66,407 benefits

= Total Cost of \$561,297

Year 5:

Cohort 1 – 1 faculty (hired in Year 1): \$86,833 salary; \$38,207 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$173,666 salaries; \$76,413 benefits

Cohort 3 - 2 faculty (hired in Year 3): \$173,666 salaries; \$76,413 benefits

= Total Cost of \$625,198

Total Costs All Years - \$2,407,434

Without Mellon support, departments, divisions, or the EVCP would have to assume the remaining costs of the hires, and in the current budget climate, such funds are simply not available. As such, Mellon bridge-funding will allow us to achieve our primary goal of hiring new faculty in the humanities and humanistic social sciences who will contribute to diversity and equal opportunity at UCLA through their research, teaching, and service.

Faculty Directors, Steering Committee & Annual Retreat: \$436,740

Faculty Directors - For a total of \$379,740

This would allow for the compensation of the four lead faculty (including the two faculty leads, and the two co-chairs of the faculty advisory committee) a flat rate of **\$15,000** in summer salary each, starting in the introductory partial year (Year 0) onwards. The benefits rate for summer compensation is budgeted at 2.9% with modest inflationary increases to the benefits built in.

Steering Committee - For a total of \$15,000

Beginning in Year 1 and running through Year 5 we budget **\$3,000** per year for Steering Committee gatherings. Funds will be used for telecommunications costs and equipment, meeting materials, room rental and light refreshments (when we are meeting in person again).

Annual Retreat – For a total of \$42,000

Beginning in Year 1 and going through Year 4 we budget **\$8,000** per year, and in Year 5 **\$10,000**, for an annual retreat. As described in more detail in the narrative, the retreats purpose is to promote faculty collaboration and to inspire continued program development and innovation.

Cluster Courses & Colloquia: \$401,885

Buyouts – For a total of \$252,000

Beginning in Year 1 and going through Year 3 we budget **\$10,000** per year plus 40% benefits to provide 4 course buyouts for faculty from across campus to teach in the Social Justice Curriculum. This is ramped down to three buyouts in Year 4 and Year 5, to reflect the eventual transition of these costs to UCLA as part of sustaining the curriculum. The course buyouts are used to backfill the courses that the faculty would regularly teach within their home department(s).

Colloquia via the Center for Critical Internet Inquiry – For a total of \$107,385

Beginning in Year 1 and through Year 5, we have budgeted **\$21,500** per year (\$115 less in last year to round up Mellon budget), to allow for colloquia (including short-term visiting faculty and activists-in-residence), seminar series, and workshops to be hosted via the Center for Critical Internet Inquiry. The costs will include travel, honoraria, and accommodations for speakers, fees for workshops, rental costs for event space and modest refreshments. The breakdown between these subcategories will shift from year-to-year as programs are developed.

Student Transportation Costs – For a total of \$42,500

Beginning in Year 1 and through Year 5, we have budgeted **\$8,500** per year for students to attend the spring community engagement seminar.

Community Engaged Learning: \$341,975

Graduate Student Researcher – For a total of \$224,475

Beginning in Year 1 and through Year 5, we have budgeted 50%-time graduate student researcher Step 3 at a salary of \$24,072, benefits of 3% and a fee remission of \$15,102 for **\$42,281** in total per year plus regular cost-of-living increases. Their role would be to identify internship sites related to Social Justice Curriculum initiatives.

Student Transportation Costs – For a total of \$42,500

Beginning in Year 1 and through Year 5, we have budgeted **\$8,500** per year for transportation costs for Experimental Humanities CE courses for 200 students.

Minigrants – For a total of \$75,000

Beginning in Year 1 and through Year 5, we have budgeted **\$15,000** per year to provide incentive funds for faculty to develop projects, courses, and outreach activities.

Student Research Fellowships: \$250,000

Beginning in Year 1 and through Year 5, we have budgeted **\$50,000** per year to provide eight summer research fellowships at \$5k/each plus one annual fellowship for activist/artist-in-residence at \$10k.

▼ Documents

When uploading documents, please select the Document Type that you feel is the most appropriate. Instructions for working with Documents can be found on the [Foundation's website](#).

Cover Letter:

Please upload a cover letter on the organization's letterhead, signed by the principal investigator(s). The cover letter should be addressed to the lead program officer and include the title and a brief summary of the project, the amount of funding requested, and the names and contact information of any collaborating institutions and individuals. The cover letter should also include a reference to the Foundation's Grantmaking Policies and state that the organization understands and will comply with these policies. The policies can be found [here](#).

Endorsement Letter:
Please upload a signed endorsement letter from the chief executive officer, vice-chancellor, rector, or president of the organization if the head of the institution is not the principal investigator on the proposed grant.

Proposed Activities and Rationale:
Please upload a Word document that explains the project's proposed activities and rationale. The document should address the questions and topics set forth in the Foundation's proposal guidelines for the relevant program area. These guidelines can be found [here](#).

PROPOSAL DOCUMENTS
 EPIC 2.0 Narrative Final.docx Proposed Activities and Rationale Added by Jessica Robinson at 2:17 PM on October 26, 2020
 EVCP Letter of Support Mellon Signed.pdf Endorsement Letter Added by Jessica Robinson at 12:01 PM on October 23, 2020
 Letter from PIs.pdf Cover Letter - Proposal Added by Jessica Robinson at 12:01 PM on October 23, 2020
 EPIC 2.0 Draft--UCLA Edits 10-9-20.docx Proposed Activities and Rationale Added by Jessica Robinson at 10:03 PM on October 8, 2020
 Job Description Drafts for EPIC 2.0.docx Other Document - Proposal Added by Jessica Robinson at 10:53 PM on October 7, 2020
 Mellon 5 year budget.pdf Revised Budget Spreadsheet Added by Reem Hanna-Harwell at 6:52 PM on October 6, 2020
 Mellon 5 year budget.xlsx Total Project Budget Added by Reem Hanna-Harwell at 6:46 PM on October 6, 2020
 EPIC 2.0 Draft--DSH Edits 9-27-20.docx Other Document - Proposal Added by Emma Taati at 11:26 AM on September 28, 2020
 Budget Narrative 9-21-20.docx Budget Narrative Added by Emma Taati at 11:25 AM on September 28, 2020
 EPIC 2.0 Draft 9-21-20.docx Other Document - Proposal Added by Jessica Robinson at 12:49 PM on September 21, 2020
 EPIC 2.0 Concept_9-7-20 DSH Comments.docx Other Document - Proposal Added by Emma Taati at 9:11 AM on September 8, 2020
 EPIC 2.0 Concept_Aug31_2020.docx Other Document - Proposal Added by Jessica Robinson at 12:23 PM on August 31, 2020
OTHER AGREEMENTS

▼ Banking Details

Should this grant be approved, the Foundation will make payment by wire transfer. Please indicate the last 4 digits of the account in the space below.

In addition to confirming the last four digits of the bank account here, Foundation staff will request confirmation of your organization's bank information in the Organization section of the grantee portal. An email alert will be sent to the Banking Information Contact to request this information. Instructions for confirming bank information can be found [here](#).

Bank Name	Account Number	Confirmed By	Date Confirmed
Bank of America		Umami Sayers	October 19, 2020

Last 4 Digits of Account:

▼ Grantee Obligations Notice

If applicant’s proposal is approved by The Andrew W. Mellon Foundation, the applicant, as a grantee, will be required to comply with the Foundation’s grantmaking policies and guidelines (<https://mellon.org/grants/grantmaking-policies-and-guidelines/>) and the terms of the award letter sent by the Foundation. The Foundation’s policies and guidelines include, but are not limited to, the following:

1. The final proposal, together with the award letter, will serve as the grant agreement between the grantee and The Andrew W. Mellon Foundation.
2. Grant funds may not be expended on costs incurred prior to the grant start date.
3. Grant funds may not be reallocated from the proposal budget without the prior written approval of the Foundation.
4. The grantee will report to the Foundation on the progress of the grant with interim and final reports according to the schedule specified in the Foundation’s award letter. Reports will be used to assess the progress and success of the project.
5. Grant funds may not be expended after the grant end date without the prior written approval of the Foundation.
6. The grantee will secure all necessary intellectual property and other rights and permissions for the supported work so that use of the work will not infringe on or violate the rights of others.
7. Grant funds are to be used solely for the purposes described in the proposal. In no event shall grant funds be used, without the advance written approval of the Foundation, to offset other financial obligations (such as payments on lines of credit or securing or servicing debt), or to meet cash flow or general operating expenses that are unrelated to the terms of the grant proposal.
8. Grant funds are to be managed and invested in a prudent manner that is consistent with the purposes and duration of the grant award, with the understanding that the interest earned will also be applied to the purposes of the grant; moreover, under no circumstances should grant funds be invested in risky and/or illiquid investment products or strategies.

✔ I confirm that I have read and agree to the Foundation's policies and guidelines, including the obligations listed above.

The UCLA Mellon Social Justice Curriculum

Overview:

With EPIC 2.0, our goal is to build a publicly engaged, twenty-first century Social Justice Curriculum across the humanities and social sciences. Humanistic perspectives have an essential role to play both in shaping and enacting a vision for social change that addresses the defining—and cross-cutting—issues of our time, including racial justice, economic disparities, health and housing equality, immigrant rights, ethical AI, climate justice, and reparations. We recognize the unprecedented and profound challenges of the present moment and aspire to model how the university—and especially the public university—can advance transformational change that will foster just and sustainable futures. In creating diverse educational programs and training opportunities based on our innovative vision of a social justice curriculum, we aim to change the way students engage with the world, while also reimagining how the broader public and non-traditional students engage with our campus-based humanities programs. **Shaped by the interlinking social justice issues at the core of the Experimental Humanities (digital, urban, environmental, and health humanities), our vision is to drive meaningful social change through new collaborations in learning and action among diverse faculty, students, and community partners.**

David Schaberg, Dean of the Division of Humanities, and Darnell Hunt, Dean of the Division of Social Sciences would serve as co-PIs on this project. Todd Presner, Chair of UCLA's Digital Humanities Program and Ross Professor of Germanic Languages and Comparative Literature, and Juliet Williams, Professor of Gender Studies and Chair of the UCLA Social Science Interdepartmental Program, would serve as co-faculty leads. In addition, Safiya Noble, Associate Professor in the Departments of Information Studies and African American Studies, and Sarah Roberts, Assistant Professor of Information Studies, would serve as co-chairs of the faculty advisory committee.

Concretely, the UCLA Mellon Social Justice Curriculum will achieve the following goals:

- 1) **Impact** who we hire by identifying and recruiting scholars to fill new faculty positions in the humanities and humanistic social sciences whose research, teaching, and service will contribute to diversity and equal opportunity at UCLA;
- 2) **Diversify** how we teach and who we train by opening up access to the university through inclusive educational opportunities for non-traditional students, both on and off campus;
- 3) **Transform** what and how we teach by centering social justice, community engagement, and public access to knowledge and the critical tools/methods for knowledge-making;
- 4) **Build** new links of accountability between the world's leading public university and historically marginalized and underrepresented communities.

Grounded in meaningful connectivity between UCLA and the broader public, the UCLA Social Justice Curriculum is based on collaborative learning opportunities and co-researched and co-led projects with community partners, advocacy organizations and activists, the arts, municipal

workers, civic leaders, and higher education institutions—including both public research universities and community colleges.

Rationale:

Far from an “ivory tower,” the public research university must be deeply engaged, accountable, and self-reflexive, giving rise to new opportunities for knowledge creation that engage the widest range of students, leadership, and community partners. The UCLA Mellon Social Justice Curriculum recognizes the shifting identities and interests of students on campus as well as the urgent need for universities to engage meaningfully with our communities to create knowledge and promote social change. Social justice is not only the substantive focus of our “experimental humanities” and humanistic social science programs—it is a framework that drives our understanding of how knowledge is created, applied, and disseminated in ways that ask critical questions about the role of the university in the broader community, what public impact research and teaching can be, and who our students are. We seek to develop cultural, social, and computational literacies while supporting critical problem-solving and creative ways of thinking, designing, and acting to drive social change.

In developing new academic programs, we begin from a recognition that students on our campus now are unlike their predecessors in critically significant ways. Today, UCLA undergraduates in the humanities and social sciences reflect the diversity of our communities as never before: 35% of humanities majors are from underrepresented minority (URM) groups, and nearly 56% are First Generation students and/or Pell Grant recipients; 50% of social sciences students are First Generation and/or Pell Grant Recipients. While deeply committed to contributing to social change, our students also face daunting challenges, including a crushing debt burden often associated with obtaining an undergraduate education, and a highly unpredictable and precarious job market. Our goal is to create new opportunities for students to grow intellectually while obtaining the skills and credentials they need to succeed in meaningful professional careers in which they can put a humanistic vision to work in the service of social change.

By working to remove institutional barriers and rethinking deeply entrenched, institutional assumptions about who our students are, this initiative also aims to expand and diversify our student population by engaging communities of off-campus learners, including community change agents such as professionals working in government and nonprofit organizations, artists, civic leaders, and activists, as well as non-traditional students, including incarcerated people. Community engagement is a central component of every aspect of the Social Justice Curriculum—whether this means opportunities for students on campus to engage in community-based learning via guided internships, or partnering with community organizations to collaboratively address social problems.

Building on EPIC 1.0 (Excellence in Pedagogy and Innovative Classrooms):

The Social Justice Curriculum draws on the successes of the Mellon-sponsored EPIC 1.0 program, which focused on transforming the Humanities at UCLA into a hub for innovative and inclusive pedagogies. This has been achieved by training faculty and graduate students in the humanities through cross-campus collaborations in dozens of Seminars in Teaching Excellence, including seminars in Technologies of Teaching, Community-Engaged Learning, Inclusive

Classrooms, and the four “Experimental Humanities” initiatives: digital humanities, health humanities, environmental humanities, and urban humanities. The Social Justice Curriculum builds on EPIC 1.0’s focus on pedagogy and inclusive classrooms by creating an innovative curriculum that centers community partnerships as the model for a twenty-first century public university. At its core are the Experimental Humanities because it is here that we see the most urgent and complex injustices in need of a humanistic social justice frame.

Why UCLA and why now?

Given existing programmatic strengths at UCLA as well as our location in Los Angeles, we are in an ideal position to become the leading public university in advancing a Social Justice Curriculum anchored in the humanities and humanistic social sciences. UCLA has earned recognition as the nation’s top public university, a distinction that reflects our longstanding commitment to promoting a truly equitable and inclusive vision of academic excellence. As a global city marked by deep inequalities, Los Angeles offers unparalleled opportunities for faculty and students alike to bring social justice research to life. Over the past decade, interdisciplinary research programs and curricular initiatives that cross UCLA’s “north campus” (humanities, arts, social sciences, and professional schools) and “south campus” (sciences, medicine, and engineering) have blossomed in four major areas of study: the environment and sustainability (environmental humanities), cities and democracy (urban humanities), health and wellbeing (health humanities), and digital technologies and computation (digital humanities). These “experimental humanities” initiatives tackle the “wicked problems” that confront our contemporary society: climate change and resource scarcity, police violence and the future of democracy, forced migration and humanitarian crises, urbanization and megacities, disease and healthcare access, and big data and surveillance societies.

At UCLA, we recognize that society’s “grand challenges” cannot be solved by engineers, business leaders, or scientists alone. Instead, addressing complex social problems requires the interpretative methods, critical knowledge, historical perspectives, and values infrastructure informed by a deep engagement with the humanities, culture, arts, and society. The humanities, humanistic social sciences, and arts—in conversation with the sciences—can and must generate creative solutions and progressive thinking aimed at redressing long-standing, structural inequities based on race, gender, sexuality, ability, class, and access.

Our Vision

The Social Justice Curriculum includes new initiatives, while supporting cross-cutting synergies between what are now discrete programs, curricula, projects, centers, and labs comprising the “experimental humanities.” We invoke the term “curriculum” to designate an array of offerings, ranging from individual courses to new degree programs to summer institutes that share a core purpose and pedagogical approach rooted in the centrality of multidisciplinary humanistic inquiry and community-engaged learning practices.

The Social Justice Curriculum is designed to appeal to UCLA’s many students who seek a twenty-first century liberal arts education that provides a deep understanding of the concepts and tools needed to thrive as active members of their communities and within such professional fields as medicine, technology, entrepreneurship, nonprofit leadership, communications, new media, law, government, education, urban leadership, and environmental policy and law. While

many colleges and universities, including UCLA, have been responsive to the pressing need to evolve towards a more interdisciplinary curricular design, we advocate still bolder actions to undergird the commitments and leadership of the humanities and humanistic social sciences in driving responsible, ethical social change and building a world in which we can all live in dignity and thrive in democracy.

The mission of the Social Justice Curriculum is to advance *applied humanistic knowledge*, designed to effect change by creating new educational opportunities and to provide innovative training, and building collaborative community partnerships. The innovative Social Justice Curriculum is grounded in a recognition of profound shifts in the social organization of knowledge production at the twenty-first century university. Despite the practical obsolescence of disciplinary boundaries, many institutions continue to organize intellectual inquiry around departments and majors that parse knowledge in unidimensional, hyper-specialized ways. More than simply new fields or disciplinary majors, we believe the “experimental humanities” represent a new – and absolutely necessary – kind of thinking, imagining, and engaging between the humanities, the humanistic social sciences, the arts, the sciences, and the public-at-large. We cannot afford to have our students miss out on the training and competencies necessary to bring humanistic knowledge, interpretative methods, and values into the worlds of technology, science, engineering, medicine, and business—realms of inquiry and practice profoundly in need of the perspective afforded by humanistic understandings of social justice.

A defining feature of the UCLA Social Justice Curriculum is the recognition of data and technology as a critical nexus for research and training in the humanities and humanistic social sciences. Prevailing discourses of data and technology set forth a progressive, utopian vision, even as evidence mounts that these same forces are powerful drivers of social inequality and injustice. Yet, universities have failed to overcome deep intellectual divides that keep those engaged in scientific fields like engineering, computer science, and medicine separated from those in social justice oriented studies in the humanities. The UCLA Social Justice Curriculum brings these two worlds together through a humanist-led curriculum grounded in collaborative community partnerships. This training not only will enable humanities students to use data for social change, but more broadly, to spur deeper and creative social engagement with humanistic frameworks for transforming knowledge and producing impact in the sciences, medicine, and engineering.

What students will the Social Justice Curriculum serve?

As we describe below, the new programs we propose are specifically designed to attract and support students who traditionally have been underrepresented in courses, majors, and degree programs that provide critical data skills to enable students to translate a commitment to social justice into professional careers. Our initiatives are designed to appeal to students with primary interests in the humanistic social sciences, humanities, and related fields, particularly students pursuing the study of social justice and inequality and who otherwise might not link those studies with courses in statistics, computation, or quantitative research methods. The new programs we propose are designed from the standpoint of students who are most driven to make an impact but who have traditionally avoided fields of study that provide data-intensive training in isolation from consideration of humanistic concerns and critical frameworks.

In developing a series of coordinated programs organized under the aegis of the Social Justice Curriculum, we ensure there are multiple pathways to participation for students at every level of study. This approach is especially critical, we believe, to addressing the longstanding underrepresentation of students of color and women in data-based inquiry.

What are the Key Components of the Social Justice Curriculum?

- Civic engagement and co-production of knowledge with community partners
- Engagement with the global metropolis of Los Angeles
- Data literacy and computational methods linked with the study of narrative, media-making, and the rhetorics of representation
- A mix of qualitative (story-based, ethnographic, and historical) and quantitative (computational, statistical) abilities
- Critical data and critical science studies built on a social justice framework through intersectional methods (critical race, gender/sexuality, labor studies)
- Project-oriented and skills-based curricula for emerging professions

Who are Our Campus Partners?

- The “Experimental Humanities” programs at UCLA (Digital Humanities, Urban Humanities, Environmental Humanities, and Health Humanities)
- The Social Science Interdepartmental Program
- Institute of American Cultures (IAC) and its four affiliated ethnic studies centers: Ralph J. Bunche Center for African American Studies, American Indian Studies Center, Asian American Studies Center, and Chicano Studies Research Center
- The Center for Critical Internet Inquiry
- The Center for Community Engagement: Located in the Division of Undergraduate Education, the mission of the UCLA Center for Community Engagement is to make community-engaged research, teaching, and learning a cornerstone of undergraduate education at UCLA through partnerships with communities and organizations throughout Los Angeles, regionally, nationally, and globally. The Center facilitates faculty and student work that integrates sustained, reciprocal engagement with the public and helps transform UCLA’s mission to support the co-creation, co-dissemination, co-preservation, and co-application of knowledge for the betterment of society. The Center fulfills the Chancellor’s priority for Civic Engagement and is currently playing a lead role to advance UCLA’s strategic priorities for Local and Global Engagement.

How will we implement the Social Justice Curriculum?

- By building on the framework for *community-engaged courses*. This framework was initiated by the Center for Community Engagement in 2019 with broad faculty support in 2019, and approved by the Undergraduate Council of the Academic Senate in April 2020. Community-engaged courses are designed to create reciprocal value for student learning and community partners, with the community-engaged work integrated throughout the course and sustained across the quarter, with opportunities for students to engage in critical reflection linking their experience to course material.

- By committing to sustain and develop *year-round* community engagement through support for internships, academic courses, summer institutes, summer workshops, and research programs.
- By enacting UCLA’s Strategic Priorities for Local and Global Engagement (2020), which focus on removing barriers and creating incentives to support the institutionalization of publicly engaged scholarship and teaching. There are four overarching ways: 1) creating faculty incentives/rewards, 2) developing curricular opportunities for local/global engagement, 3) collecting data and reporting, and 4) seeing the campus as a global community. UCLA recognizes the need to incentivize and recognize faculty for their engaged work. Some of the specified priorities that are identified as strategic ways to remove barriers and create incentives for engagement scholarship and teaching for the campus are:
 - Sustain funding for the Chancellor’s Awards for Community-engaged Scholarship
 - Recognition in personnel reviews: establish community-engaged scholarship and pedagogy as meaningful criteria in faculty academic personnel reviews
 - Identify funding and seed grants for community-engaged research
- By aligning this work with the Center for Community Engagement’s “engaged department” initiative so that the innovative programs in EPIC 2.0 can be integrated into departmental curricula, undergraduate majors/minors, and graduate programs. The purpose of this initiative is to take stock of engaged scholarship and teaching within departmental contexts, starting with an inventory of which departments offer community-engaged teaching/learning, whether these courses are elective or required within majors/minors, whether departments offer internship courses and whether these are elective or required. The goal will be to invite departments into conversation about where these community-engaged courses fit within the structure of their undergraduate majors/minors and graduate requirements, and in what ways the department might consider institutionalizing what are still too often isolated community-engaged learning opportunities. We are also interested in removing barriers by learning about logistical hurdles for realizing community engaged scholarship so that departments can re-envision themselves with a more intentional, publicly focused, and publicly accountable ethos.
- By creating an institutional culture that supports social justice scholarship by implementing the “Collaboratory for Community Engagement” online platform to track and assess engaged teaching and learning, community impact, and engaged scholarship. UCLA has committed to a 5-year licensing agreement with Collaboratory, and the Center for Community Engagement is currently preparing its initial launch during Fall 2020. The UCLA Collaboratory will be a useful tool for multiple stakeholders because it will make visible, both for the campus and the broader community, where UCLA’s faculty and students are collaborating with partner organizations, the range of their activities, and the outcomes created. For individual faculty, it will allow them to find colleagues who are working on similar topics or working with the same partners in different ways. It will also enable faculty members to report on their engaged teaching and scholarship in a completely new way, allowing them to add data on these activities and impact to their tenure and promotion portfolios. Collaboratory will reveal an identifiable network of engaged faculty and community-based organizations, creating opportunities to expand collaborative, cross-disciplinary efforts across the university in partnership with community stakeholders. For departments, it will allow them to look at a broader picture

of how community-engaged activities across multiple courses and multiple faculty efforts fit together, or where there may be gaps or opportunities. The UCLA Collaboratory will enable EPIC 2.0 to develop robust reports and will be a key assessment tool for the Mellon Foundation-funded community-engaged research and teaching, including how and where community-engaged pedagogy is being incorporated within the curriculum, and the varied methods by which faculty and departments are engaging with stakeholder populations and partner organizations.

- By developing courses that create reciprocal value for student learning and community partners, such that community-engaged work is sustained across the year and integrated throughout the course, with opportunities for students to engage in critical reflection linking their experience to course material.
- By creating a new three-quarter-long UCLA Cluster course for first-year students to establish an early pathway for undergraduates to participate in the Social Justice Curriculum.
- By launching new degree programs that will position graduates as social change leaders and applied humanities innovators. In 2020-21, the Digital Humanities program expects to launch an interdisciplinary major (BA) from its successful undergraduate minor, with the Masters in Data and Society (MA) program to launch in 2021-22. The Social Justice Curriculum recognizes that, as a public university, we have an obligation to do everything we can to enable our diverse students—including first-generation college graduates, Pell recipients, and students of color—to achieve professional success. Historically, some students have shied away from humanistic training at the undergraduate level for fear that they cannot afford to focus in this area given the significant financial investment that obtaining a BA requires. We believe that developing BA and MA programs is critical to insure that our students receive sustained and rigorous training necessary for professional success. At the same time, we believe our students will be better situated, relative to their peers, in the job market having earned academic degrees in a professionally relevant field from a university with the distinction of UCLA. While certificate programs can be helpful, these forms of credentialing do not confer nearly the same professional benefits as does a formal degree.
- By building and sustaining a diverse, interdisciplinary network of faculty and graduate students whose research and teaching advances our mission. Towards this end, we will initiate an ongoing colloquium series, organized through the Center for Critical Internet Inquiry (C2I2), that will feature campus faculty as well as short-term visiting faculty, and activists-in-residence. In addition, we will convene an annual retreat to promote faculty collaboration and to inspire continued program development and innovation. At each retreat, participants will have the opportunity to present their own research and to discuss courses in the Social Justice Curriculum. There will also be sessions dedicated to specific courses, with an emphasis on training faculty to integrate community engagement into their courses. Special sessions will be held at the retreat for junior faculty to provide focused mentoring. Finally, participants will be invited to identify potential guest speakers and future visiting scholars.
- By recruiting faculty to our campus who will contribute to diversity and equal opportunity at UCLA through their research, teaching, and service; and providing mentoring to prepare these faculty to assume leadership of the various programs associated with EPIC 2.0. At each of our annual retreats, we will hold special sessions for

junior faculty. In addition, each faculty member we recruit to campus will be assigned a mentor from the program.

What institutional changes are underway with respect to tenure and promotion?

UCLA's Divisions of Humanities and Social Sciences are assuming a campus leadership role in promoting tenure and promotion processes that value community-engaged and social justice scholarship and teaching. The Deans of the Divisions of Humanities and Social Sciences have initiated a process to integrate 'public engagement' in tenure and promotion policies, building on the call for action in the UCLA Civic Engagement Task Force (2017) and the current UCLA Strategic Priorities for Local and Global Engagement (2020). UCLA's Center for Community Engagement, which facilitates faculty and student work that integrates sustained, reciprocal engagement with the public, is currently compiling best practices from disciplinary associations as well as models and evidence from peer institutions.¹

In the 2020-2021 academic year, the Deans of Humanities and Social Sciences will invite junior and senior faculty within their divisions to share their interests and experiences related to community-engaged social justice and synergies (or challenges) with their tenure and promotion processes. These conversations will be facilitated by the Center for Community Engagement, and will include other campus stakeholders, such as faculty serving on the Academic Senate and senior academic administrators. The goal of this first year is to develop policy recommendations to share with Humanities and Social Science departments to guide future tenure and promotion review practices. Over the course of the 5-year Mellon Foundation grant, we expect to broaden the tenure and promotion policy conversation across the entire campus, leading towards putting into place the university-wide policy needed to value diverse forms of scholarship that contribute to engaged social justice.

Specific Curricular initiatives:

1. Introduction of a first-year cluster course on "Data, Society, and Social Justice": Co-taught by interdisciplinary faculty teams focused on the environment, cities, health, and racial disparities in Los Angeles, this three-quarter long course will provide first-year students with a comprehensive and critical introduction to humanistic frameworks for understanding social inequalities, while providing students with the tools to assess the practical and ethical implications of data-driven approaches to interventions for social change. This unique academic

¹ Disciplinary associations include: Modern Language Association, American Historical Association, Linguistic Society of America, African Studies Association, American Anthropological Association, American Sociological Association, among others. Consortia include: [American Democracy Project](#) (a network of 296 state colleges and universities focused on public higher education's role in preparing the next generation of informed, engaged citizens for our democracy), [Campus Compact](#) (a national coalition of 1,000+ colleges and universities committed to the public purposes of higher education), [TRUCEN](#) (part of Campus Compact, a network that works to advance civic engagement and engaged scholarship among research universities), [Coalition of Urban and Metropolitan Universities](#) (the longest-running and largest organization committed to serving and connecting the world's urban and metropolitan universities and their partners), [Humane Metrics Initiative](#) (an initiative that creates and supports values-enacted frameworks for understanding and evaluating all aspects of scholarly life and nurturing these values in scholarly practice), and [Imagining America](#) (a consortium that brings together scholars, artists, designers, humanists, and organizers to imagine, study, and enact a more just and liberatory 'America' and world).

experience will provide first-year undergraduates with the intellectual vision and tools to cross traditional divides between training in data science and engineering, on the one hand, and social justice, humanities, and the arts on the other. We anticipate that this course will lead students whose primary identity is in the sciences to delve more deeply into humanistic training, while encouraging students in the arts and humanities to claim their place in fields that center science and technology. Students in the cluster will be encouraged to consider related programs in the Social Justice Curriculum, including the undergraduate major and minor programs in Digital Humanities, and the 3+1 Master's Degree in Data & Society.

The Data, Society, and Social Justice Cluster will be offered as part of the [UCLA Freshman Cluster Program](#), supported by the UCLA Division of Undergraduate Education. UCLA Cluster courses are organized around “big ideas,” ranging from biotechnology to interracial dynamics, and taught by multidisciplinary faculty teams. Introduced over two decades ago, the UCLA Cluster Program has had a transformative impact on the first-year student experience at UCLA, and is recognized as a model general education program nationally. Cluster courses are especially attractive to undergraduates because they satisfy multiple General Education requirements over a single year, and students frequently report that the Cluster course experience was pivotal in their intellectual development.

Cluster courses are co-taught by faculty over the fall and winter quarters with enrollments of up to 200 students. In addition to attending lectures, students meet weekly in small sections with a graduate student teaching assistant to discuss course material in greater depth. The Data, Society, and Social Justice Cluster also will support weekly data lab sessions in which students will develop data analysis, visualization, and mapping skills. To provide a robust community-based learning dimension, in the spring quarter students will transition to a community-based learning course offered through the Center for Community Engagement (See Appendix for full roster of affiliated faculty). Over the quarter, each student will spend a minimum of 80 hours in a community placement and attend biweekly meetings on campus with a trained coordinator. In addition to weekly writing assignments, students will submit a final research project related to their community placement.

The proposal for the Data, Society & Society Justice Cluster currently is under development by members of an interdisciplinary faculty advisory group. Several faculty members already expressed interest in teaching in the Cluster course in the coming years.

2. The Experimental Humanities: The Experimental Humanities occupy a “**third space**” between UCLA’s North Campus (the humanities, arts, social sciences, and public policy) and South Campus (the biophysical sciences, medicine, and engineering). Combining computational and cultural literacies with critical problem-solving and creative ways of thinking, designing, and networking, the Experimental Humanities address the so-called grand challenges of today, which transcend any one discipline, are endlessly in flux, and require diverse teams working with the broadest range of partners, methodologies, and tools to tackle them. Building on the successes of the Digital Humanities and Urban Humanities programs, we will launch the Social Justice Curriculum focused on four interlinked problems:

(1) Racial and spatial justice: Democracy, urbanization, and just cities

- (2) Data justice: Computation, big data, and networked societies**
- (3) Environmental and economic justice: Climate change and ecological sustainability**
- (4) Health justice: Human health, wellbeing, and illness**

Each of these areas inspires teaching and research developed *in situ* with communities both inside and outside the academy. Far from distinct problems, these issues of social justice – like the experimental humanities – are *deeply intertwined* and demand forms of public engagement and creative practices linked with science and technology. Part of the innovation of the social justice curriculum is, in fact, to develop critical approaches and collaborative research that build on the profound interlinkages. Racial justice cannot be divorced from health justice, environmental and economic justice, urban and spatial justice, and data justice.

Building on the first-year cluster course in “Data, Society, and Social Justice,” students will have the opportunity to pursue a suite of upper-division courses through the Experimental Humanities programs, tailoring their specific program of study to their interests across the digital, urban, environmental, and health humanities.

Digital Humanities: UCLA’s Digital Humanities (DH) program (<http://dh.ucla.edu>) is considered the largest and most established program of its kind in the US. With over 200 undergraduate minors and about 40 graduate students in the Certificate program, students learn to develop and use a wide range of computational and humanistic methodologies for analyzing culture, history, and society. The program offers about 15 courses each year, including Introduction to Digital Humanities, Coding for Humanists, Social Media Analytics, Text-Analysis, 3D Modelling, Digital Mapping & Data Visualization, “Big Data for Justice” (a collaboration with the Bunche Center for African American Studies, CityLab, and the Urban Humanities Program), and about a dozen capstone courses. Each course balances technical skills and humanistic content (historical, literary, archaeological, architectural). Together with the various Experimental Humanities initiative, the Faculty Advisory Committee (see Appendix) is currently seeking approval for an interdisciplinary major, which is expected to launch in 2021. Rather than creating siloed programs and separate administrative structures, the faculty are eager to model an approach to undergraduate education that builds on transdisciplinary synergies catalyzed by a shared approach to social justice. At the same time that the Social Justice Curriculum cuts across and unites the Experimental Humanities, we see the content and methods of the Experimental Humanities to engage with society’s most urgent social justice challenges. While not yet a formalized administrative entity, the “Experimental Humanities” -- housed together under a proposed institute for critical science, technology, and cultural studies -- have been identified by the Dean of Humanities as the Division’s top development priority.

3. Master’s Degree in Data & Society (MiDAS): MiDAS is a newly proposed, nine-month, self-supporting graduate professional master’s degree program, initiated by the Division of Social Sciences in collaboration with the Division of the Humanities and the Graduate School of Education & Information Science.

The UCLA MiDAS program will prepare students for professional careers in which they engage the social, political, and ethical issues presented by the proliferation of data-centric technologies. While exploring the historical, social and political significance of data, students will acquire the skills necessary to assess the reliability and representativeness of existing datasets, develop

computational and data fluencies, and learn to design research that harnesses large-scale data to address social problems.

The growing access to “big data” by public and private entities alike raises significant questions: how do algorithms reproduce social inequalities? How can algorithms be developed to serve the interests of democracy, economic security, journalism, and businesses? How should policymakers balance security interests against privacy rights? How can diverse cultures, across the world, participate in a digital future that lifts us all up? How can data be harnessed to address social issues including policing, banking and insurance, mass incarceration and environmental degradation? While exploring the historical, social and political significance of data, students will acquire the skills necessary to assess the reliability and representativeness of existing datasets, develop computational and data fluencies, and learn to design research that harnesses large-scale data to address social problems.

The UCLA MiDAS program will be housed in the Social Science Interdepartmental Program (SSIDP), a transdisciplinary research and teaching unit created in 2016 to support collaborative research and teaching initiatives. The SSIDP currently houses the successful 9-month self-supporting Master’s in Social Science (MaSS) program. The MiDAS program will be similarly structured as a three-quarter long full-time program.

A primary motivation for creating the MiDAS program is to provide relevant professional training to students historically underrepresented in data-related fields. The MiDAS program will be open to any student who has obtained a BA degree. The MiDAS degree program also will be available as a **3+1 BA/MA opportunity** for UCLA undergraduates in all majors, including Digital Humanities. 3+1 programs are especially attractive to undergraduates given the skyrocketing cost of higher education. 3+1 opportunities may prove particularly valuable for Pell grant recipients and other undergraduate students who receive financial aid, which can be applied towards obtaining an additional degree within the typical four-year undergraduate period of study.

In recent years, UCLA has made a commitment to developing self-supporting master’s degree programs to equip students with the training and credentials necessary to flourish professionally. The campus has recently implemented new procedures to guide faculty through the proposal development phase and to streamline the review process. Several new self-supporting Master’s Degree programs have been approved in the past year, with several more in the pipeline. The EVCP and Chancellor have been briefed on the MiDAS proposal, and expressed support for moving forward with this initiative.

4. Summer Institutes and Workshops in Social Justice:

Building on the “Data Justice” collaboration between the Bunche Center for African American Studies, cityLAB, the Digital Humanities program, and the Urban Humanities Initiative, the summer institutes and workshops in Social Justice will address racial, economic, environmental, urban, and health inequities. Participating students will be funded through summer research stipends and graduate fellowships, with a particular effort to attract underrepresented students, activists-in-residence, non-traditional students, and formerly incarcerated students. Our goal is to grow the pipeline of students of color engaged in scholarship on socially responsible media,

technology, and data, while making these tools, approaches, and workshops widely available and “open access” (online, synchronously and asynchronously). The length of the Summer institutes and workshops will vary depending on levels of certification and whether college-credit is offered. We expect Summer Institutes (approximately 20 students) to carry up to six-units of college-credit and run for four weeks, while workshops (20-40 students) will vary from intense weekends to one-week retreats (and generally not carry college-credit, although they may be affiliated with courses and carry certifications of completion). Summer Institute will be taught by core faculty affiliated with the Social Justice Curriculum and be offered for credit through UCLA Summer Sessions. Workshops will be taught by a combination of faculty, activists- and artists-in-residence, and community partners. We are developing both the Summer Institutes and Workshops in collaboration with the Bunche Center for African American Studies, the Division of Undergraduate Education, and the UCLA Prison Education Program. We are especially keen to utilize certifications, workshops, and summer institutes to attract non-traditional students into the Social Justice Curriculum.

Social Justice Curriculum Faculty Advisory Committee

Co-Chairs:

- Safiya Noble: Associate Professor, Information Studies, African American Studies, and Gender Studies / Co-Director, UCLA Center for Critical Internet Inquiry / Co-Director, Minderoo Initiative on Technology and Power
- Sarah Roberts: Associate Professor, Information Studies / Co-Director, UCLA Center for Critical Internet Inquiry / Co-Director, Minderoo Initiative on Technology and Power

Committee members:

- Allison Carruth: Professor, English / Director of LENS (Lab for Environmental Narrative Strategies)
- Dana Cuff: Professor, Architecture and Urban Design / Director cityLAB
- Jacob C. Foster: Associate Professor, Sociology / Co-Faculty Lead, UCLA DataX Initiative
- Miriam Posner: Assistant Professor, Information Studies and Digital Humanities
- Kelly Lytle Hernandez: Professor of History, African American Studies, and Urban Planning / Director, UCLA Ralph J. Bunche Institute for African American Studies
- Davide Panagia: Professor Political Science / Data & Society Faculty Steering Committee
- Todd Presner: Chair, Digital Humanities / Professor, European Languages and Transcultural Studies / Associate Dean of Digital Innovation
- Ashley Sanders Garcia: Vice Chair and Academic Administrator, Digital Humanities
- Ramesh Srinivasan: Professor of Information Studies / Director of UC Digital Cultures Lab
- Juliet Williams: Chair, Social Science Interdepartmental Program / Professor of Gender Studies



November 2, 2020

Ms. Dianne Harris
Senior Program Officer
The Andrew W. Mellon Foundation
140 East 62nd Street
New York, NY 10021

Dear Dianne:

On behalf of UCLA, I am pleased to communicate the University's strong support for the enclosed \$5,000,000 proposal "EPIC 2.0: The UCLA Mellon Social Justice Curriculum." Funding from the Andrew W. Mellon Foundation would build upon the success of the prior Mellon-sponsored EPIC 1.0 program, which focused on training faculty and graduate students through cross-campus collaborations in dozens of Seminars in Teaching Excellence, including seminars in Technologies of Teaching, Inclusive Pedagogies, and interdisciplinary methods in the Experimental Humanities. The proposed timeframe for this project is January 1, 2021 through June 30, 2026.

As the proposal details, The UCLA Mellon Social Justice Curriculum plans to build out a curriculum shaped by the interlinking social justice issues at the core of the Experimental Humanities (digital, urban, environmental, and health humanities) as well as a specific focus on DataX educational initiatives. These include a GE cluster course focused on "Data, Society, and Social Justice," the Digital Humanities undergraduate program and related experimental humanities curricula, and the Masters in Data and Society. The program will also help to diversify the faculty in key areas of growth around data and social justice and will develop new collaborative, campus and community-wide efforts to drive meaningful social change across the humanities and social sciences.

In these difficult times, we are confident that The UCLA Mellon Social Justice Curriculum will offer UCLA students and faculty a critical space that will foster just and sustainable futures.

Thank you for your consideration of this proposal. We are continually grateful for our partnership with the Mellon Foundation, and excited by the opportunity to bring social justice research to life. If you have any questions or require additional information, please contact Jessica Robinson at jrobinson@support.ucla.edu or 310-825-1151. If you have any questions regarding grant administration matters, please contact Evan Garcia at egarcia@research.ucla.edu or 310-794-0171.

Sincerely,

Emily A. Carter
Executive Vice Chancellor and Provost

Distinguished Professor of Chemical and Biomolecular Engineering



OFFICE OF THE DEANS
COLLEGE OF LETTERS AND SCIENCE
2300 MURPHY HALL
BOX 951438
LOS ANGELES, CALIFORNIA 90095-1438

November 2, 2020

Ms. Dianne Harris
Senior Program Officer
The Andrew W. Mellon Foundation
140 E. 62nd Street
New York, NY 10065

Dear Dianne:

As Deans of UCLA's Divisions of Humanities and Social Sciences and Co-PIs on this effort, we are pleased to share the enclosed \$5,000,000 proposal "EPIC 2.0: The UCLA Mellon Social Justice Curriculum." The proposed timeframe for this project is January 1, 2021 through June 30, 2026. Funding from the Andrew W. Mellon Foundation would support our vision to drive meaningful social change through new collaborations in learning and action among diverse faculty, students, and community partners.

As the proposal details, UCLA is in an ideal position to become the leading public university in advancing a Social Justice Curriculum anchored in the humanities and humanistic social sciences. UCLA has earned recognition as the nation's top public university, a distinction that reflects our longstanding commitment to promoting a truly equitable and inclusive vision of academic excellence. Our location in Los Angeles, a global city marked by deep inequalities, offers unparalleled opportunities for faculty and students alike to develop new collaborative projects with community partners, advocacy organizations and activists, the arts, municipal workers, civic leaders, and higher education institutions.

Thank you for your consideration of this proposal. We are deeply grateful for our ongoing partnership, and as a longtime partner of the Mellon Foundation, UCLA understands and would maintain full compliance with the Foundation's grant-making policies. If you have any questions or require additional information, please contact Jessica Robinson at jrobinson@support.ucla.edu or 310-825-1151. If you have any questions regarding grant administration matters, please contact Evan Garcia at egarcia@research.ucla.edu or 310-794-0171.

Sincerely,

A handwritten signature in black ink, appearing to read "David Schaberg".

David Schaberg
Senior Dean, UCLA College

A handwritten signature in black ink, appearing to read "Darnell M. Hunt".

Darnell M. Hunt, PhD
Dean, Division of Social Sciences

Dean, Division of Humanities



INTERIM REPORT |

G-1809-06132 | University of California at Los Angeles

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- Report Information
- Report Narrative
- Grant Budget and Financial Reports
- Documents
- Grantee Authorizations

▼ Grant Information

Organization Name:	University of California at Los Angeles
Grant Amount:	\$5,000,000.00
Grant Number:	G-1809-06132
Grant Title:	EPIC II: Social Justice Curriculum
Program Area:	Higher Learning
Grant Start Date:	1/1/2021
Grant End Date:	6/30/2026
Duration in Months:	66
Principal Investigator:	David Schaberg
Grant Management Contact:	Jessica Robinson
Leader of Organization:	Gene Block
Financial or Other Contact:	Diane Ohkawahira
Additional Contact:	Evan Garcia
Type of Support:	Spendable

Report Information

Due Date:	9/30/2022
Period Covered by Report From:	1/1/2021
Period Covered by Report To:	6/30/2022

▼ Report Narrative

Please describe activities during the reporting period, progress made toward milestones, and any other significant accomplishments.

Description of Proposed Work:

Building upon the success of the prior Mellon-sponsored EPIC 1.0 program, the goal of the EPIC 2.0 program is to build a publicly engaged, twenty-first century Social Justice Curriculum across the humanities and social sciences. Grounded in meaningful connectivity between UCLA and the broader public, the curriculum will be shaped by the interlinking social justice issues at the core of the Experimental Humanities (digital, urban, environmental, and health humanities) and the recognition of data and technology as a critical nexus for research and training in the humanities and humanistic social sciences. This initiative will hire scholars who will contribute to diversity and equal opportunity at UCLA through their research, teaching, and service to fill new faculty positions as well as expand and diversify access to the university through inclusive educational opportunities for non-traditional students, both on and off campus. Students will have new opportunities to grow intellectually while obtaining the skills and credentials they need to succeed in meaningful professional careers in which they can put a humanistic vision to work in the service of social change.

Progress Report:

I. Launching a New “Data, Justice, and Society” Curriculum

In 2021-2022, we laid the foundation for a multi-year curriculum centered on the theme of “Data, Justice, and Society.” In “Year 1” of Mellon-funded EPIC 2.0, a new cohort of faculty, graduate fellows, and administrators convened to implement this signature campus-wide curriculum at UCLA. Specifically, Mellon funding enabled us to support innovative faculty teaching; to offer undergraduate scholarships; to plan a summer institute for non-traditional students, some formerly incarcerated; to mentor graduate fellows; to form collaborative teaching teams; and to design new curricular pathways. These concrete measures advance the intended goals of EPIC 2.0: the aim of generating a robust new, social-justice oriented curriculum at the nexus of the “experimental humanities” and studies of data and technology. Faculty and students from political science, gender studies, digital humanities, information studies, the Bunche Center for African American Studies, European languages, and the Center for Community Engagement began discussing and implementing this curricular vision. As a result, several new initiatives are in the process of being both designed and implemented to further research on topics ranging from incarceration, policing, and indigenous information systems to African American life in Los Angeles and Latinx voting rights in Southern California.

II. Fostering Innovative Teaching and Community-Engaged Learning

In 2021-2022 we expanded learning opportunities for students while increasing support for faculty teaching. We established the “Data Justice Scholar” program and supported seven undergraduate scholars. Furthermore, two “Social Justice” graduate research fellowships were established to work with datasets specifically about Los Angeles. Additionally, after a campus-wide application process, the following five faculty proposals were selected to receive “Data, Justice, and Society” course development grants (the funds will be distributed in 2022-2023):

- David MacFayden (Professor, Comparative Literature/Music), “Blockchain: The Future of Everything.”
- Davide Panagia (Professor, Political Science), “#datapolitik: On the Political Theory of Data.”
- Miriam Posner (Assistant Professor, Information Studies/Digital Humanities), “Data from the Margins.”
- Nick Shapiro (Assistant Professor, Institute for Society and Genetics), “Science, Mass Incarceration, and Accountability.”
- Veronica Terriquez (Professor, Chicano Studies and the Luskin School of Public Affairs and Director of the Chicano Studies Center), “Race, Survey Design, and Youth Transitions to Adulthood.”

This new faculty cohort will develop courses to expand a “Data Justice” curriculum across disciplines at UCLA.

III. Enhancing Digital and Data Literacy

We also designed new curricular pathways, enhancing digital and data literacy for students. Our curricular designs emphasize not just learning how to work with digital technologies and datasets but also how to connect and advance these skills within a social justice framework. To accomplish this goal, we planned a two-course sequence titled “Whose Lives Count? Race, Gender, and Data” beginning in Winter 2023. Not only will the Data Justice Scholars enroll but hundreds of students will gain instruction. Second, faculty from digital humanities, political science, European languages, and information studies, along with the Mellon Program Director, met to discuss the design of the “Data, Justice, and Society” Cluster. This new Cluster (a unique curricular program for first-year UCLA students) will offer an interdisciplinary introduction to data ethics and its applications to about 170 incoming students over the course of three quarters beginning in 2023-2024.

Finally, we made progress in designing a new Master’s in Data and Society (MiDAS) degree program intended to support students from groups underrepresented in data-intensive professional fields in obtaining a high-value graduate degree. Students in the MiDAS program will complete a four-course series taken in conjunction with core courses offered within the existing UCLA Master’s of Social Science (MaSS) degree program. We are envisioning a curriculum anchored around a critical data studies course, entitled “Data and Society,” as well as additional courses including “Data Application and Analysis.” After gaining knowledge of the critical role of data in society and its practical applications, students will develop proficiency using data technologies such as mapping and creating digital visualizations with datasets. The training will culminate in a capstone research course in which students will produce an independent, original research project.

IV. Creating New Learning Communities and Collaborations

In the first year of EPIC 2.0, we also established new interdisciplinary collaborations and learning communities. To enable this process, in October 2021, a UCLA search committee hired a new Program Director of Social Justice

Curricular Initiatives. Subsequently, the Mellon Social Justice Curricular Initiatives Committee (MSC), a Faculty Advisory Board, and a faculty teaching team “Data, Justice, and Society” Cluster formed.

A. The Mellon Social Justice Committee (MSC) Members include:

- Faculty Co-Directors (Professors Todd Presner, Humanities, and Juliet Williams, Social Sciences)
- Shalom Staub, Director of the Center for Community Engagement
- Munia Bhaumik, Program Director of Mellon Social Justice Curricular Initiatives

B. “Data, Justice, and Society” Cluster members include:

- Munia Bhaumik, (Mellon Program Director)
- Davide Panagia (Political Science)
- Miriam Posner (Digital Humanities/Information Studies)
- Todd Presner (European Languages/Digital Humanities)
- Ramesh Srinivasan (Information Studies)

In 2021-2022, a teaching team also formed to prepare to offer a summer institute titled “Big Data for Justice.” A collaborative effort between the Bunche Center for African American Studies, the Digital Humanities Program, and the Mellon Social Justice program, this innovative summer institute provides vital training in data analysis and digital technologies to non-traditional students. Additionally, we hosted a widely attended event with the Facebook data engineer and whistleblower, Frances Haugan, to initiate conversations about data ethics in the tech sector. Graduate students, faculty from both the social sciences and humanities, the Director of MaSS as well as the Dean of Social Sciences all attended. Finally, graduate students and the Program Director innovated a new digital tool to support teaching and research about vulnerable communities in Los Angeles. Titled the “Los Angeles Data Justice Hub,” this digital tool will be made available on the website of the UCLA Center for Community Engagement and provide a curated digital list of over sixty open datasets containing statistics about community health, mass houselessness, labor, policing, migration, incarceration, and the built environment in the greater Los Angeles area.

Setbacks or Challenges:

The Division Deans announced the new faculty hiring initiative to all academic departments within the Humanities and Social Sciences. Initial nominations were received in 2021-2022. In addition, plans were made to hire a Student Affairs Officer (SAO) to be housed in the Digital Humanities Program. We are now drafting this job description.

Some hiring intended for “Year 1” will be implemented in “Year 2.” Additionally, although we selected seven “Data Justice Scholars” and seven faculty course development grant recipients, disbursements for these awards will be made in “Year 2.” As a result, we rolled over funds from 2021-2022 to be divided over 2022-2026 but remained within the same categories.

As a result, we slightly underspent in 2021-2022. While the total funded budget for “Year Zero” and “Year 1” was \$736,199. Of this amount, we have spent \$215,285. This variance was due to: 1) continuing COVID-19 restrictions, 2) a longer than expected timeline for hiring, and 3) changes in organization leadership. Although no new faculty were hired, the MSC has begun to work with the President’s and Chancellor’s Postdoctoral Fellowship program to put a process in place to identify candidates for potential faculty hires.

Finally, curricular initiatives such as the “Data, Justice, and Society” Cluster as well as the MiDAS degree program require a year-long approval process through the Academic Senate. Although the MSC expects the “Data, Justice, and Society” Cluster and MiDAS curriculum to be approved in 2022-2023, these programs cannot be implemented until the faculty governance process is complete.

Personnel/Contacts:

Have there been changes since the last report to contacts for organizational leadership, management, or grant management staff? Yes

Personnel Changes:

Yes, there have been changes in organization leadership at UCLA which impact the designated Principal Investigators of EPIC 2.0. The term of David Schaberg, Dean of the Division of Humanities and Senior Dean of the College, ends on October 31, 2022. Beginning in November 2022, Professor Alexandra Minna Stern will assume the position of Dean of Humanities.

Additionally, UCLA Dean of Social Sciences Darnell Hunt has been promoted to Executive Vice Chancellor and Provost. Professor Abel Valenzuela has been named the Interim Dean of the Division of Social Sciences.

Please review the names of the individuals listed in the Grant Information section above.

Changes are required to the individuals listed in the Grant Information section above. No

Goals for Next Reporting Period:

The goals for 2022-2023 include: 1) offering the first courses in the “Data, Justice, and Society” curriculum and supporting the inaugural cohort of undergraduate “Data Justice Scholars”; 2) hiring the first faculty to expand the range of the “Data, Justice, and Society” curriculum 3) developing administrative support for student advising by hiring a Student Affairs Officer (SAO); 4) mentoring the first cohort of faculty grant recipients; 5) announcing the MiDAS degree program; 6) creating new public-facing digital interfaces to make accessible the outcomes of the “Data, Justice, and Society” curriculum; and 7) finalizing the syllabi for the “Data, Justice, and Society” Cluster by securing final approvals to launch this new cluster by the 2023-2024 academic year.

In sum, our aim is to move from the planning and design phase of EPIC 2.0 to begin offering a wide range of courses to students. In order to enhance this innovative curriculum, we will continue providing more faculty course development opportunities. Specifically, we plan on building curricular pathways between the Program in Digital Humanities and the new “Data and Society” Master’s track. We will also continue building the content of the “L.A. Data Justice Hub” to enhance community-engaged, data-based public facing research. Additionally, we expect to continue expanding course offerings for both undergraduate and graduate students while augmenting scholarship support. Overall, we aim to create and implement sustainable curricular models and develop a student advising infrastructure to support the “Data, Justice, and Society” curriculum at UCLA for years to come.

Evaluations:

Graduate students awarded the Mellon “Data and Social Justice” Fellowship submitted the following comments:

██████████, PhD Candidate, Department of Public Health (Fellow, Summer 2022):

“Through this award, I was able to get direct mentorship and professional training...All of the faculty and staff I worked with were very clear about mentorship being a priority, and it was exemplified through dedicated time to discuss career opportunities, and ways to navigate academia as a person of color, immigrant, and social justice organizer.”

██████████, Master of Public Policy (MPP) Candidate, Department of Public Policy (Fellow, Winter and Spring 2022):

“I am so grateful for the opportunities the Data and Social Justice GSR has provided me with, including invaluable mentorship, a connection to the greater Los Angeles community, and the ability to apply the data skills I’m learning in class to a project with real-world applications. The fellowship has greatly alleviated the financial burden of graduate school, allowing me to focus more on what I came to UCLA for- learning so I can help create a more just future.”

Faculty course development grant recipients submitted the following comments:

Veronica Terriquez,

“This Mellon funding has been invaluable, as it has allowed me to hire a graduate student and an undergraduate to assist me with course development. Additionally, I have been able to stipend community partners to help me plan out the course.”

Please find more evaluations comments on the impact the course development grant has made on expanding a “Data Justice” curriculum at UCLA.

Publications and Press:

UCLA administrators, faculty, and students are extremely grateful for Mellon foundation support and enthusiastic about its social-justice possibilities. On February 17, 2021, for example, the news story “UCLA to launch new social justice curriculum with \$5 million dollar grant from the Mellon foundation” was announced by the UCLA newsroom. Please see: <https://newsroom.ucla.edu/releases/social-justice-curriculum-mellon-foundation-grant>

A new story, about the faculty grant recipients who are developing new courses to expand the “Data, Justice, and Society” curriculum is also in progress by the UCLA newsroom.

In early 2023, when we welcome the new “Data Justice Scholars,” we expect to also publicly announce the new scholarship program.

Additional Information:

Additional comments by faculty who received course development grants:

David MacFayden,

“As the war in Ukraine continues, Russia’s clampdown on freedom of speech worsens. Journalists are given lengthy prison sentences for the slightest criticism of state policy. The Mellon grant will allow me to develop a Web3, decentralized publishing platform that can help to preserve press freedoms.”

Davide Panagia,

“The Mellon funds are essential for providing me with the time and resources to develop a rigorous interdisciplinary course of study in political theory and digital media. Central to this has been the possibility of working to develop a

teaching module on diverse approaches to digital rights from throughout the world. This will assist in increase the global scope of the course and to help show students how diverse political, religious, and racial cultures contend with matters of privacy and surveillance.”

Miriam Posner,

"The Mellon Mini-Grant will give me the support to develop a course called ‘Data from Below,’ which will explore the data philosophies and methodologies of a number of marginalized groups. I think students will love learning about the urgent, exciting, and vital scholarship taking place in these communities."

Nick Shapiro,

“With the money I am paying students to help me design a course that first lays bare the violent and racist data practices that help drive and reap benefits from mass incarceration and then pivot to activatively building more robust data and accountability practices in conversation with the community that will (hopefully) benefit from them.”

Grant Modification Request? No

▼ Grant Budget and Financial Reports

All totals in this table are rounded. To see detail, view each individual grant budget period.

Period From - Period To	Amount Budgeted (USD)	Actuals (USD)	Income Received (USD)	Status of Budget Card
01/01/2021 - 06/30/2021	61,740			Reporting
07/01/2021 - 06/30/2022	674,459	215,285	3,500	Financial Reports Submitted
07/01/2022 - 06/30/2023	947,149			Reporting
07/01/2023 - 06/30/2024	1,191,120			Reporting
07/01/2024 - 06/30/2025	1,050,068			Reporting
07/01/2025 - 06/30/2026	1,075,465			Reporting
	5,000,001	215,285	3,500	

Balance of Grant Funds Awarded: 4,788,215

To report actuals against the approved grant budget for the relevant period, click **Save** and navigate to **Grant Budgets – Financial Reports** in the portal and locate the budget record for the corresponding reporting period. Additional guidance for working with financial reports can be found on the Foundation’s website.

▼ Budget Narrative

The budget narrative below reflects your submission at time of proposal (does not reflect any subsequent modifications). Please comment below on variances against the grant budget for this reporting period, if any. Otherwise leave blank.

Proposal Budget Narrative: Salaries and Wages - Administration

We would hire two full time administrative staff for this program - a Project Director and a Student Affairs Officer (SAO).

The Project Director (hired as Academic Administrator V) would be located in the Center for Community Learning, have a PhD, teach within the Social Justice Curriculum (up to 3 courses/year), and coordinate the activities around growing and administering the curriculum. These activities include overseeing the undergraduate and graduate student

fellows program, coordinating the activists and artists-in-residence, working with faculty and departments to develop new courses and embed the Social Justice Curriculum into existing majors and minors, and administering incentive grants for faculty and students. Support for this position would begin in Year 1 (the first full year of the grant) at a rate of **\$95,000**.

The second full time position would be for a SAO to recruit and advise undergraduates participating in the Social Justice Curriculum. Similarly to the Project Director, support for this position would begin in the first full year of the grant. Support for this position would begin in Year 1 at a rate of **\$57,000**. Support in years two and three would continue to be fully supported by Mellon. UCLA would phase in support for this role, so in year 4 the expense on the grant would be phased down by 50% and in year 5 by 100%.

The grant would provide a stipend of 10% to an experienced fund manager/chief financial officer to manage all aspects of budgeting, reporting, and compliance on the grant. This stipend will be at the rate of **\$12,500** per year to reflect the additional workload and the advanced expertise required.

All salaries are projected to grow by 3% per year for cost-of-living-adjustments.

Total Amount Budgeted for Administrative Salaries and Wages: 778,056

Reporting Period Variance Explanation: Salaries and Wages - Administration

Proposal Budget Narrative: Benefits

Total benefit costs related to personnel involved with the proposed grant activities, including any pension contributions, health insurance, and other benefits are budgeted at \$393,912 in total over the five year period. Based on the current UCLA Composite Benefits Rates for the various employment titles, the benefits rate is budgeted to start at **45%** of annual salary for the Project Director and fund manager/chief financial officer stipend and at **51%** of annual salary for the SAO. All benefits are projected to grow by 3% per year for cost-of-living-adjustments.

Total Amount Budgeted for Benefits: 383,912

Reporting Period Variance Explanation: Benefits

Proposal Budget Narrative: Additional Budget Categories

Faculty Hiring Incentive: \$2,407,434

"Bridge funding" for five junior faculty (new tenure-track positions) in the core areas of the Social Justice Curriculum (racial, environmental, urban, digital, and health justice). "Bridge funding" will support the salaries and benefits (up to five years) and start-up costs for five junior faculty hires (assistant or associate levels) whose research, teaching, and service will contribute to diversity and equal opportunity at UCLA. After the bridge funding is expended, UCLA commits to the ongoing funding of these new tenure-track positions.

While UCLA, like many colleges and universities, is experiencing hiring freezes, Executive Vice Chancellor and Provost Emily Carter has expressed her commitment to hiring faculty in the Experimental Humanities since these areas are strategically aligned with the campus priorities of advancing diversity and racial justice as well as building out a transdisciplinary "DataX" program across the campus. To make the proposed hires in the near-term, we are proposing a significant cost-sharing element in which the costs of the hires are shared between Mellon and the UC President's Office for up to the first five years.

To do so, we intend to use the hiring incentive in place through the UC President's Postdoctoral Fellowship Program (PPFP). The PPFP is a UC-wide postdoctoral program focused on creating a pipeline of candidates whose work will enhance the diversity of the academic community. Since 2003, the PPFP Hiring Incentive, funded by the University of California Office of the President (UCOP), has provided five years of partial salary support to UC campuses that hire current and former UC President's and Chancellor's Postdoctoral Fellows for faculty appointments at the general campuses.

With nearly 70 annual fellows and over a thousand past fellows, there is currently a robust pool of potential hires. Moreover, UCLA has recently committed to expanding the PPFP program on our campus. This effort will be led by UCLA's Institute of American Cultures, and will significantly grow the pool of current postdoctoral fellows affiliated with UCLA's four ethnic studies centers. We propose hiring five new and tenure-track faculty from the PPFP pool to teach in the Social Justice Curriculum, and to lead the various programs associated with this initiative as we move forward.

Historically, the challenge for UCLA has been how to turn postdoctoral appointments into tenure-track faculty lines. Even though all prior and current Presidential Postdoctoral Fellows (hosted at any UC, from 1996 forward) are eligible for the UC hiring incentive for a tenure-track position at a UC campus, the program requires each hiring campus to commit both the FTE and to covering additional costs associated with hiring the faculty member. As outlined in our budget, the UC-wide PFPF hiring incentive pays \$85,000 per year for five years toward a tenure-track faculty position in a home department, but the actual hiring costs for one junior faculty member are upwards of \$170,000 per year (salary + benefits) in addition to about \$100,000 in one-time start-up costs (moving, housing stipend, and research fund). With Mellon bridge-funding, we can off-set the costs of hiring five new faculty members for up to five full years. One faculty would be hired in Year 1 and supported for a full five years on the grant, with salary, benefits and setup costs covered by the grant except for the \$85,000 PFPF annual subsidy which would be covered via the UC system. Similarly, two faculty would be hired and paid on the grant as of Year 2 and two faculty as of Year 3. In combination, Mellon would fund \$2,407,434 of costs over the first five years with the PFPF program matching with \$1,615,000.

The net costs to Mellon, with \$85,000 from the PFPF program applied proportionally to each faculty hire's salary and benefits and with \$25,000 in setup funds provided by UCLA, amounts to the net costs below:

Year 0: No Costs

Year 1:

Cohort 1 – 1 new faculty hire: \$57,500 salary; \$20,700 benefits, \$75,000 recruitment costs

= Total Cost of \$153,200

Year 2:

Cohort 1 – 1 faculty (hired in Year 1): \$64,406 salary; \$24,474 benefits

Cohort 2 - 2 new faculty hires: \$128,812 salaries; \$48,948 benefits, \$150,000 recruitment costs

= Total Cost of \$416,640

Year 3:

Cohort 1 – 1 faculty (hired in Year 1): \$71,586 salary; \$28,634 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$143,171 salaries; \$57,269 benefits

Cohort 3 - 2 new faculty hires: \$143,171 salaries; \$57,269 benefits, \$150,000 recruitment costs

= Total Cost of \$651,100

Year 4:

Cohort 1 – 1 faculty (hired in Year 1): \$79,056 salary; \$33,203 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$158,112 salaries; \$66,407 benefits

Cohort 3 - 2 faculty (hired in Year 3): \$158,112 salaries; \$66,407 benefits

= Total Cost of \$561,297

Year 5:

Cohort 1 – 1 faculty (hired in Year 1): \$86,833 salary; \$38,207 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$173,666 salaries; \$76,413 benefits

Cohort 3 - 2 faculty (hired in Year 3): \$173,666 salaries; \$76,413 benefits

= Total Cost of \$625,198

Total Costs All Years - \$2,407,434

Without Mellon support, departments, divisions, or the EVCP would have to assume the remaining costs of the hires, and in the current budget climate, such funds are simply not available. As such, Mellon bridge-funding will allow us to achieve our primary goal of hiring new faculty in the humanities and humanistic social sciences who will contribute to diversity and equal opportunity at UCLA through their research, teaching, and service.

Faculty Directors, Steering Committee & Annual Retreat: \$436,740

Faculty Directors - For a total of \$379,740

This would allow for the compensation of the four lead faculty (including the two faculty leads, and the two co-chairs of the faculty advisory committee) a flat rate of **\$15,000** in summer salary each, starting in the introductory partial year

(Year 0) onwards. The benefits rate for summer compensation is budgeted at 2.9% with modest inflationary increases to the benefits built in.

Steering Committee - For a total of \$15,000

Beginning in Year 1 and running through Year 5 we budget **\$3,000** per year for Steering Committee gatherings. Funds will be used for telecommunications costs and equipment, meeting materials, room rental and light refreshments (when we are meeting in person again).

Annual Retreat – For a total of \$42,000

Beginning in Year 1 and going through Year 4 we budget **\$8,000** per year, and in Year 5 **\$10,000**, for an annual retreat. As described in more detail in the narrative, the retreats purpose is to promote faculty collaboration and to inspire continued program development and innovation.

Cluster Courses & Colloquia: \$401,885

Buyouts – For a total of \$252,000

Beginning in Year 1 and going through Year 3 we budget **\$10,000** per year plus 40% benefits to provide 4 course buyouts for faculty from across campus to teach in the Social Justice Curriculum. This is ramped down to three buyouts in Year 4 and Year 5, to reflect the eventual transition of these costs to UCLA as part of sustaining the curriculum. The course buyouts are used to backfill the courses that the faculty would regularly teach within their home department(s).

Colloquia via the Center for Critical Internet Inquiry – For a total of \$107,385

Beginning in Year 1 and through Year 5, we have budgeted **\$21,500** per year (\$115 less in last year to round up Mellon budget), to allow for colloquia (including short-term visiting faculty and activists-in-residence), seminar series, and workshops to be hosted via the Center for Critical Internet Inquiry. The costs will include travel, honoraria, and accommodations for speakers, fees for workshops, rental costs for event space and modest refreshments. The breakdown between these subcategories will shift from year-to-year as programs are developed.

Student Transportation Costs – For a total of \$42,500

Beginning in Year 1 and through Year 5, we have budgeted **\$8,500** per year for students to attend the spring community engagement seminar.

Community Engaged Learning: \$341,975

Graduate Student Researcher – For a total of \$224,475

Beginning in Year 1 and through Year 5, we have budgeted 50%-time graduate student researcher Step 3 at a salary of \$24,072, benefits of 3% and a fee remission of \$15,102 for **\$42,281** in total per year plus regular cost-of-living increases. Their role would be to identify internship sites related to Social Justice Curriculum initiatives.

Student Transportation Costs – For a total of \$42,500

Beginning in Year 1 and through Year 5, we have budgeted **\$8,500** per year for transportation costs for Experimental Humanities CE courses for 200 students.

Minigrants – For a total of \$75,000

Beginning in Year 1 and through Year 5, we have budgeted **\$15,000** per year to provide incentive funds for faculty to develop projects, courses, and outreach activities.

Student Research Fellowships: \$250,000

Beginning in Year 1 and through Year 5, we have budgeted **\$50,000** per year to provide eight summer research fellowships at \$5k/each plus one annual fellowship for activist/artist-in-residence at \$10k.

Total Budgeted Amount for Custom Categories: 3,838,033

Reporting Period Variance Explanation: Custom Categories

One of the reasons for underspending is due to continuing COVID 19 restrictions and a number of curricular initiatives which were designed in “Year 1” but for which funds were or will be distributed in “Year 2” (i.e. Faculty Course Development Grants.)

Budget Variances and Investment Income:

▼ Documents

When uploading documents, please select the Document Type that you feel is the most appropriate. Instructions for working with Documents can be found on the *Foundation's website*.

DOCUMENTS		
	59781_Financial Report_Yr1_06302022.pdf Financial Report Added by Diane Ohkawahira at 3:55 PM on September 30, 2022	
	Mellon Data & Social Justice Flyer.pdf Other Document - Report Added by Jessica Robinson at 5:57 PM on September 26, 2022	
	Blue Data Statistics Instagram Story-2.png Other Document - Report Added by Jessica Robinson at 5:57 PM on September 26, 2022	
	BDFJIIFlyer.pdf Other Document - Report Added by Jessica Robinson at 5:57 PM on September 26, 2022	

Grantee Authorizations

In the space below, please enter the name and contact details of the person in your organization with institutional responsibility for financial reporting who reviewed the financial report.

Name:	Sabrina Peralta / Stephanie De Marco
Title:	Preparer / Authorized Official
Email:	sabrina.peralta@research.ucla.edu
Date:	9/29/2022

Please note that the Mellon Foundation recently updated its reporting forms for all reports due after February 20, 2023. Please do not hesitate to reach out to fluxxusers@mellon.org or program staff with any questions.



University of California at Los Angeles

EPIC II: Social Justice Curriculum

Report: Interim Report
Type of Support: Spendable
Program: Higher Learning

Grant Amount: \$5,000,000
Grant Term: 1/1/2021 - 6/30/2026
Duration in Months: 66
Grant ID: G-1809-06132
Due: 9/30/2023

Period Covered by Report: 7/1/2022 - 6/30/2023

Grant Description: to renew support for the development of innovative humanities curriculum, including the development of a social justice curriculum

Program Lead: Armando Bengochea
Program Staff: Logan Heiman

▼ Grant Contacts:

Principal Investigator: Alex Stern
Grant Management Contact: Jessica Robinson
Leader of Organization: Gene Block
Financial or Other Contact: Diane Ohkawahira
Additional Contact: Evan Garcia

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▼ Grant Questions

Thank you so much for taking the time to complete the following report. We are eager to hear how the work is going and to learn from any successes or setbacks.

Please answer each of the questions below in 1-2 paragraphs or a bulleted list. If helpful, you are welcome to repurpose language from relevant reports to other funders.

Period Covered by Report From: 7/1/2022

Period Covered by Report To: 6/30/2023

Please provide an update on your work toward the goals outlined in the original proposal during this reporting period:

In 2022-2023, we made significant progress by implementing the curriculum designed in the previous year. New courses at the intersection of critical data studies, digital humanities, and community-engaged learning now reach hundreds of students. One of the main accomplishments is the creation of the new Data, Justice, and Society Cluster: a year-long course series to be taught by faculty from the Digital Humanities, Political Science, Gender Studies, and European Languages and Transcultural Studies to a 160 incoming first-year students. Additionally, the five faculty recipients of the course development grant formed an initial cohort to discuss social justice pedagogy and, subsequently, began offering new courses incorporating data to study police helicopter surveillance in L.A., Latinx voting, the political theory of algorithms, and social media usage resisting Russian censorship. Finally, the Director of Mellon Social Justice Curricular Initiatives introduced a course series titled “Whose Lives Count?: Race, Gender, and Data” for undergraduates and “Data and Society” for graduate students.

Another key achievement forwarding the EPIC 2.0 grant goals is the recruitment and hiring of two outstanding new faculty as Asst. Professors. Alex Stern (Dean of the Humanities), Abel Valenzuela (Interim Dean of the Social Sciences), and Mellon faculty co-directors (Professors Juliet Williams and Todd Presner) conducted a rigorous campus-wide hiring process. As promised in the grant proposal, the two new faculty, Dr. Kelly Nguyen and Dr. Noor Joudah, are recipients of the UC Presidential Postdoctoral Fellowship which is “advancing diversity through faculty diversity.” Dr. Nguyen, specializing in critical refugee studies and the Vietnamese reception of texts from antiquity, joins the Department of Classics. With expertise in geography, indigenous studies, and settler colonialism, Dr. Joudah joins the Department of Asian American Studies. Both Nguyen and Joudah are now teaching in the emerging Data/Social Justice curriculum at UCLA.

We continued our commitment to community-engaged learning. The first cohort of seven Data Justice Scholars enrolled in the course series “Whose Lives Count?”: they also collaborated with the non-profit LACAN, presented at the first “Data, Justice, and Society” undergraduate conference, and produced a final digital project. Finally, the Los Angeles Data Justice Hub created by Dr. Munia Bhaumik and Mellon-funded graduate researchers launched.

Are significant changes needed to the grant activities or timeline? No

Publications and Press:

- Inaugural faculty recipients of Mellon Foundation “Data, Justice and Society” grants
- DataX initiative aims to broaden UCLA expertise in data and data science
- Please also see links in the section above for digital publications online.

▼ Contact and Organization Updates

Principal Investigator:	Alex Stern
Grant Management Contact:	Jessica Robinson
Leader of Organization:	Gene Block
Financial or Other Contact:	Diane Ohkawahira
Additional Contact:	Evan Garcia

Have there been any changes in: 1) the grant contacts listed above; 2) organizational leadership; or 3) other key personnel that are working on the grant but are not listed above? No

Have there been any changes to your organization's tax status? No

As a reminder, in addition to the updates above, Mellon's grantmaking policies and grant agreement require grantees to notify Mellon of reported concerns about the legality or propriety of grant activities or use of Foundation funds, or if certain claims are filed against the grantee organization, including allegations of harassment or discrimination, financial impropriety, or breach of fiduciary obligations. If your organization has any updates to provide, please contact program staff or Mellon's Deputy General Counsel (at pjd@mellon.org).

▼ Documents

DOCUMENTS

 Signed Report_Yr2_59781-06302023[45].pdf



Financial Report
Added by Jessica Robinson at 3:39 PM on September 29, 2023

▼ Financial Report

All totals in this table are rounded. To see detail, view each individual grant budget period.

Period From - Period To	Amount Budgeted (USD)	Actuals (USD)	Income Received (USD)	Status of Budget Card
01/01/2021 - 06/30/2021	61,740			Reporting
07/01/2021 - 06/30/2022	674,459	215,285	3,500	Approved
07/01/2022 - 06/30/2023	947,149	374,067	108,123	Financial Reports Submitted
07/01/2023 - 06/30/2024	1,191,120			Reporting
07/01/2024 - 06/30/2025	1,050,068			Reporting
07/01/2025 - 06/30/2026	1,075,465			Reporting
	5,000,001	589,353	111,623	

Balance of Grant Funds Awarded: 4,522,270

To report actuals against the approved grant budget for the relevant period, click **Save** and navigate to **Grant Budgets – Financial Reports** in the portal and locate the budget record for the corresponding reporting period.

Please ensure that someone in your organization with responsibility for financial reporting has reviewed the financial report.

Additional guidance for working with financial reports can be found on the Foundation’s website.

▼ Budget Description

The budget description below reflects your submission at time of proposal (it does not reflect any subsequent modifications). Please comment below only on variances against the grant budget for this reporting period, if any. Otherwise leave blank.

Budget Description: Salaries and Wages - Administration

We would hire two full time administrative staff for this program - a Project Director and a Student Affairs Officer (SAO).

The Project Director (hired as Academic Administrator V) would be located in the Center for Community Learning, have a PhD, teach within the Social Justice Curriculum (up to 3 courses/year), and coordinate the activities around growing and administering the curriculum. These activities include overseeing the undergraduate and graduate student fellows program, coordinating the activists and artists-in-residence, working with faculty and departments to develop new courses and embed the Social Justice Curriculum into existing majors and minors, and administering incentive grants for faculty and students. Support for this position would begin in Year 1 (the first full year of the grant) at a rate of **\$95,000**.

The second full time position would be for a SAO to recruit and advise undergraduates participating in the Social Justice Curriculum. Similarly to the Project Director, support for this position would begin in the first full year of the grant. Support for this position would begin in Year 1 at a rate of **\$57,000**. Support in years two and three would continue to be fully supported by Mellon. UCLA would phase in support for this role, so in year 4 the expense on the grant would be phased down by 50% and in year 5 by 100%.

The grant would provide a stipend of 10% to an experienced fund manager/chief financial officer to manage all aspects of budgeting, reporting, and compliance on the grant. This stipend will be at the rate of **\$12,500** per year to reflect the additional workload and the advanced expertise required.

All salaries are projected to grow by 3% per year for cost-of-living-adjustments.

Total Amount Budgeted for Administrative Salaries and Wages: 778,056

Reporting Period Variance Explanation: Salaries and Wages - Administration

The variance in the budget for “Administration” reflects the fact that the SAO has still to be hired. However, progress has been made toward this hiring as a job description has been finalized. We are now awaiting approval for the hiring to be announced.

Budget Description: Benefits

Total benefit costs related to personnel involved with the proposed grant activities, including any pension contributions, health insurance, and other benefits are budgeted at \$393,912 in total over the five year period. Based on the current UCLA Composite Benefits Rates for the various employment titles, the benefits rate is budgeted to start at **45%** of annual salary for the Project Director and fund manager/chief financial officer stipend and at **51%** of annual salary for the SAO. All benefits are projected to grow by 3% per year for cost-of-living-adjustments.

Total Amount Budgeted for Benefits: 383,912

Reporting Period Variance Explanation: Benefits

The “variance” in the budget for “Benefits” reflects the fact that the SAO has not been hired and, hence, no benefits are currently being paid for this position.

Budget Description: Additional Budget Categories

Faculty Hiring Incentive: \$2,407,434

“Bridge funding” for five junior faculty (new tenure-track positions) in the core areas of the Social Justice Curriculum (racial, environmental, urban, digital, and health justice). “Bridge funding” will support the salaries and benefits (up to five years) and start-up costs for five junior faculty hires (assistant or associate levels) whose research, teaching, and service will contribute to diversity and equal opportunity at UCLA. After the bridge funding is expended, UCLA commits to the ongoing funding of these new tenure-track positions.

While UCLA, like many colleges and universities, is experiencing hiring freezes, Executive Vice Chancellor and Provost Emily Carter has expressed her commitment to hiring faculty in the Experimental Humanities since these areas are strategically aligned with the campus priorities of advancing diversity and racial justice as well as building out a transdisciplinary “DataX” program across the campus. To make the proposed hires in the near-term, we are proposing a significant cost-sharing element in which the costs of the hires are shared between Mellon and the UC President’s Office for up to the first five years.

To do so, we intend to use the hiring incentive in place through the UC President’s Postdoctoral Fellowship Program (PPFP). The PPFP is a UC-wide postdoctoral program focused on creating a pipeline of candidates whose work will enhance the diversity of the academic community. Since 2003, the PPFP Hiring Incentive, funded by the University of California Office of the President (UCOP), has provided five years of partial salary support to UC campuses that hire current and former UC President’s and Chancellor’s Postdoctoral Fellows for faculty appointments at the general campuses.

With nearly 70 annual fellows and over a thousand past fellows, there is currently a robust pool of potential hires. Moreover, UCLA has recently committed to expanding the PPFP program on our campus. This effort will be led by UCLA’s Institute of American Cultures, and will significantly grow the pool of current postdoctoral fellows affiliated with UCLA’s four ethnic studies centers. We propose hiring five new and tenure-track faculty from the PPFP pool to teach in the Social Justice Curriculum, and to lead the various programs associated with this initiative as we move forward.

Historically, the challenge for UCLA has been how to turn postdoctoral appointments into tenure-track faculty lines. Even though all prior and current Presidential Postdoctoral Fellows (hosted at any UC, from 1996 forward) are eligible for the UC hiring incentive for a tenure-track position at a UC campus, the program requires each hiring campus to commit both the FTE and to covering additional costs associated with hiring the faculty member. As outlined in our budget, the UC-wide PPFP hiring incentive pays \$85,000 per year for five years toward a tenure-track faculty position in a home department, but the actual hiring costs for one junior faculty member are upwards of \$170,000 per year (salary + benefits) in addition to about \$100,000 in one-time start-up costs (moving, housing stipend, and research fund). With Mellon bridge-funding, we can off-set the costs of hiring five new faculty members for up to five full years. One faculty would be hired in Year 1 and supported for a full five years on the grant, with salary, benefits and setup costs covered by the grant except for the \$85,000 PPFP annual subsidy which would be covered via the UC system. Similarly, two faculty would be hired and paid on the grant as of Year 2 and two faculty as of Year 3. In combination, Mellon would fund \$2,407,434 of costs over the first five years with the PPFP program matching with \$1,615,000.

The net costs to Mellon, with \$85,000 from the PPFP program applied proportionally to each faculty hire’s salary and benefits and with \$25,000 in setup funds provided by UCLA, amounts to the net costs below:

Year 0: No Costs

Year 1:

Cohort 1 – 1 new faculty hire: \$57,500 salary; \$20,700 benefits, \$75,000 recruitment costs

= Total Cost of \$153,200

Year 2:

Cohort 1 – 1 faculty (hired in Year 1): \$64,406 salary; \$24,474 benefits

Cohort 2 - 2 new faculty hires: \$128,812 salaries; \$48,948 benefits, \$150,000 recruitment costs

= Total Cost of \$416,640

Year 3:

Cohort 1 – 1 faculty (hired in Year 1): \$71,586 salary; \$28,634 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$143,171 salaries; \$57,269 benefits

Cohort 3 - 2 new faculty hires: \$143,171 salaries; \$57,269 benefits, \$150,000 recruitment costs

= Total Cost of \$651,100

Year 4:

Cohort 1 – 1 faculty (hired in Year 1): \$79,056 salary; \$33,203 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$158,112 salaries; \$66,407 benefits

Cohort 3 - 2 faculty (hired in Year 3): \$158,112 salaries; \$66,407 benefits

= Total Cost of \$561,297

Year 5:

Cohort 1 – 1 faculty (hired in Year 1): \$86,833 salary; \$38,207 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$173,666 salaries; \$76,413 benefits

Cohort 3 - 2 faculty (hired in Year 3): \$173,666 salaries; \$76,413 benefits

= Total Cost of \$625,198

Total Costs All Years - \$2,407,434

Without Mellon support, departments, divisions, or the EVCP would have to assume the remaining costs of the hires, and in the current budget climate, such funds are simply not available. As such, Mellon bridge-funding will allow us to achieve our primary goal of hiring new faculty in the humanities and humanistic social sciences who will contribute to diversity and equal opportunity at UCLA through their research, teaching, and service.

Faculty Directors, Steering Committee & Annual Retreat: \$436,740

Faculty Directors - For a total of \$379,740

This would allow for the compensation of the four lead faculty (including the two faculty leads, and the two co-chairs of the faculty advisory committee) a flat rate of **\$15,000** in summer salary each, starting in the introductory partial year (Year 0) onwards. The benefits rate for summer compensation is budgeted at 2.9% with modest inflationary increases to the benefits built in.

Steering Committee - For a total of \$15,000

Beginning in Year 1 and running through Year 5 we budget **\$3,000** per year for Steering Committee gatherings. Funds will be used for telecommunications costs and equipment, meeting materials, room rental and light refreshments (when we are meeting in person again).

Annual Retreat – For a total of \$42,000

Beginning in Year 1 and going through Year 4 we budget **\$8,000** per year, and in Year 5 **\$10,000**, for an annual retreat. As described in more detail in the narrative, the retreats purpose is to promote faculty collaboration and to inspire continued program development and innovation.

Cluster Courses & Colloquia: \$401,885

Buyouts – For a total of \$252,000

Beginning in Year 1 and going through Year 3 we budget **\$10,000** per year plus 40% benefits to provide 4 course buyouts for faculty from across campus to teach in the Social Justice Curriculum. This is ramped down to three buyouts in Year 4 and Year 5, to reflect the eventual transition of these costs to UCLA as part of sustaining the curriculum. The course buyouts are used to backfill the courses that the faculty would regularly teach within their home department(s).

Colloquia via the Center for Critical Internet Inquiry – For a total of \$107,385

Beginning in Year 1 and through Year 5, we have budgeted **\$21,500** per year (\$115 less in last year to round up Mellon budget), to allow for colloquia (including short-term visiting faculty and activists-in-residence), seminar series, and workshops to be hosted via the Center for Critical Internet Inquiry. The costs will include travel, honoraria, and accommodations for speakers, fees for workshops, rental costs for event space and modest refreshments. The breakdown between these subcategories will shift from year-to-year as programs are developed.

Student Transportation Costs – For a total of \$42,500

Beginning in Year 1 and through Year 5, we have budgeted **\$8,500** per year for students to attend the spring community engagement seminar.

Community Engaged Learning: \$341,975

Graduate Student Researcher – For a total of \$224,475

Beginning in Year 1 and through Year 5, we have budgeted 50%-time graduate student researcher Step 3 at a salary of \$24,072, benefits of 3% and a fee remission of \$15,102 for **\$42,281** in total per year plus regular cost-of-living increases. Their role would be to identify internship sites related to Social Justice Curriculum initiatives.

Student Transportation Costs – For a total of \$42,500

Beginning in Year 1 and through Year 5, we have budgeted **\$8,500** per year for transportation costs for Experimental Humanities CE courses for 200 students.

Minigrants – For a total of \$75,000

Beginning in Year 1 and through Year 5, we have budgeted **\$15,000** per year to provide incentive funds for faculty to develop projects, courses, and outreach activities.

Student Research Fellowships: \$250,000

Beginning in Year 1 and through Year 5, we have budgeted **\$50,000** per year to provide eight summer research fellowships at \$5k/each plus one annual fellowship for activist/artist-in-residence at \$10k.

Total Budgeted Amount for Custom Categories: 3,838,033

Reporting Period Variance Explanation: Custom Categories

The main variance in the “Custom Categories” is the \$0.00 spent for the faculty hiring incentive. Since the faculty were recruited in “Year 2” but began their positions this year, the salary and benefits are being rolled and paid from “Year 3” of the grant budget. The new faculty will also receive start-up funds.

In addition, we have not utilized the total funds for student transportation but have instead provided community partners (local non-profits) with honorarium when we have conducted “site visits” with students to their organizations.

Finally, although we have not yet had an activist-in-residence at \$10,000.00, we are in the process of making two offers this year.



University of California at Los Angeles

EPIC II: Social Justice Curriculum

Report: Interim Report

Type of Support: Spendable

Program: Higher Learning

Grant Amount: \$5,000,000

Grant Term: 1/1/2021 - 6/30/2026

Duration in Months: 66

Grant ID: G-1809-06132

Due: 9/30/2024

Period Covered by Report: 7/1/2023 - 6/30/2024

Grant Description: to renew support for the development of innovative humanities curriculum, including the development of a social justice curriculum

Program Lead: Armando Bengochea

Program Staff: Logan Heiman

▼ Grant Contacts:

Principal Investigator: Alex Stern

Grant Management Contact: Jessica Robinson

Leader of Organization: Gene Block

Financial or Other Contact: Diane Ohkawahira

Additional Contact: Evan Garcia

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▼ Grant Questions

Thank you so much for taking the time to complete the following report. We are eager to hear how the work is going and to learn from any successes or setbacks.

Please answer each of the questions below in 1-2 paragraphs or a bulleted list. If helpful, you are welcome to repurpose language from relevant reports to other funders.

Period Covered by Report From: 7/1/2023

Period Covered by Report To: 6/30/2024

Please provide an update on your work toward the goals outlined in the original proposal during this reporting period:

In 2023-2024, UCLA made important strides in furthering a social justice centered curriculum at the intersection of: Critical Data Studies (CDS), Digital Humanities, Gender Studies, and community-engaged learning. Social justice

oriented collaborations significantly grew, engaging hundreds of college students. These achievements include:

- Faculty from Political Science, Gender Studies, European Languages, Digital Humanities, Center for Community Engagement, and Information Studies launched the first “Data, Justice, and Society” three-quarter sequence Cluster course (a program unique to UCLA) to engage 180 first-year students over an entire academic year. This is the first Cluster focusing on technology at UCLA; it generated a dynamic interdisciplinary space to think critically about the ethics of computation, data-driven algorithms, statistics, history, literature, feminism, and social change. Student evaluations reveal, for instance, how a curriculum at the nexus of data, media studies, and social justice provokes students to think more analytically about the social role of new technologies.
- Faculty from Chicano and Central American Studies, Classics, and Comparative Literary Studies created three new courses, employing digital technology so students can learn about indigenous women’s organizing between Mexico/Los Angeles through digital mapping; “Digital Africa and the World” through partnering with the Story Club in Malawi; and familial power relationships in ancient Rome through data network analysis.
- A new cohort of undergraduate “Data Justice Scholars” received student fellowships to produce research projects investigating labor, Latinx communities, and restorative justice in L.A.
- We hosted our first Mellon Social Justice Community Scholar-in-Residence, Elsa Barboza (a leading community organizer with three decades of experience building one of the most impactful nonprofits in South Central L.A.).
- Finally, progress was made in the faculty hiring incentive because a Graduate Student Researcher (GSR) was hired to review and identify three to five potential candidates who are part of the UC President’s Postdoctoral Fellowship Program (PPFP). UCLA will hire three new faculty in 2025-2026.

Remarkable learning outcomes resulted from the above, jettisoning the Program in Digital Humanities to have the most students enrolled in any Minor at the UCLA campus and, thus, begin creating the first “Digital Humanities” academic department in the United States.

Are significant changes needed to the grant activities or timeline? No

Publications and Press:

- A story on the Cluster is up on the UCLA Humanities website, and you can read it at the link below!
<https://humanities.ucla.edu/news/data-social-justice-society-cluster-course/>
- Professor Todd Presner, the faculty member who founded the Digital Humanities program and is a co-faculty director of Mellon EPIC 2.0 at UCLA, published a new book, titled: Ethics of The Algorithm. This book is at the nexus of Holocaust studies and computational methods, drawing upon Presner’s work at the <https://holocaustresearchlab.com> at UCLA. Presner is also among the faculty teaching team of the “Data, Justice, and Society” Cluster.

The Program Director of Mellon Social Justice, Munia Bhaumik, worked with a new Graduate Student Researcher to create an interactive map about a “Digital Injustice as Income Inequality in LA” for the Los Angeles Data Justice Hub.

▼ Contact and Organization Updates

Principal Investigator:	Alex Stern
Grant Management Contact:	Jessica Robinson
Leader of Organization:	Gene Block
Financial or Other Contact:	Diane Ohkawahira
Additional Contact:	Evan Garcia

Have there been any changes in: 1) the grant contacts listed above; 2) organizational leadership; or 3) other key personnel that are working on the grant but are not listed above? Yes

Please list any changes and include the name, title, and email of any new grant contacts.

The leader of the organization is currently not Gene Block but Interim Chancellor, Darnell Hunt (See <https://chancellor.ucla.edu/about/ucla-chancellor-strategic-vision/>)

Soon, Julio Frenk will lead UCLA as the 7th Chancellor: <https://newsroom.ucla.edu/releases/ucla-names-new-chancellor-2024>

Have there been any changes to your organization's tax status? No

As a reminder, in addition to the updates above, Mellon’s grantmaking policies and grant agreement require grantees to notify Mellon of reported concerns about the legality or propriety of grant activities or use of Foundation funds, or if certain claims are filed against the grantee organization, including allegations of harassment or discrimination, financial impropriety, or breach of fiduciary obligations. If your organization has any updates to provide, please contact program staff or Mellon’s legal team (legal@mellon.org).

▼ Documents

DOCUMENTS

 59781_Interim Report_Yr3_Submission.pdf 

Financial Report
Added by Diane Ohkawahira at 8:38 PM on September 23, 2024

▼ Financial Report

All totals in this table are rounded. To see detail, view each individual grant budget period.

Period From - Period To	Amount Budgeted (USD)	Actuals (USD)	Income Received (USD)	Status of Budget Card
01/01/2021 - 06/30/2021	61,740			Reporting
07/01/2021 - 06/30/2022	674,459	215,285	3,500	Approved
07/01/2022 - 06/30/2023	947,149	374,067	108,123	Approved
07/01/2023 - 06/30/2024	1,191,120	658,991	185,316	Financial Reports Submitted
07/01/2024 - 06/30/2025	1,050,068			Reporting
07/01/2025 - 06/30/2026	1,075,465			Reporting
	5,000,001	1,248,343	296,939	

Balance of Grant Funds Awarded: 4,048,596

*To report actuals against the approved grant budget for the relevant period, click **Save** and navigate to **Grant Budgets – Financial Reports** in the portal and locate the budget record for the corresponding reporting period.*

Please ensure that someone in your organization with responsibility for financial reporting has reviewed the financial report.

▼ Budget Description

The budget description below reflects your submission at time of proposal (it does not reflect any subsequent modifications). Please comment below only on variances against the grant budget for this reporting period, if any. Otherwise leave blank.

Budget Description: Salaries and Wages - Administration

We would hire two full time administrative staff for this program - a Project Director and a Student Affairs Officer (SAO).

The Project Director (hired as Academic Administrator V) would be located in the Center for Community Learning, have a PhD, teach within the Social Justice Curriculum (up to 3 courses/year), and coordinate the activities around growing and administering the curriculum. These activities include overseeing the undergraduate and graduate student fellows program, coordinating the activists and artists-in-residence, working with faculty and departments to develop new courses and embed the Social Justice Curriculum into existing majors and minors, and administering incentive grants for faculty and students. Support for this position would begin in Year 1 (the first full year of the grant) at a rate of **\$95,000**.

The second full time position would be for a SAO to recruit and advise undergraduates participating in the Social Justice Curriculum. Similarly to the Project Director, support for this position would begin in the first full year of the grant. Support for this position would begin in Year 1 at a rate of **\$57,000**. Support in years two and three would continue to be fully supported by Mellon. UCLA would phase in support for this role, so in year 4 the expense on the grant would be phased down by 50% and in year 5 by 100%.

The grant would provide a stipend of 10% to an experienced fund manager/chief financial officer to manage all aspects of budgeting, reporting, and compliance on the grant. This stipend will be at the rate of **\$12,500** per year to reflect the additional workload and the advanced expertise required.

All salaries are projected to grow by 3% per year for cost-of-living-adjustments.

Total Amount Budgeted for Administrative Salaries and Wages: 778,056

Reporting Period Variance Explanation: Salaries and Wages - Administration

The main variance in the "Administration" category is due to the fact that the "SAO" (Student Affairs Officer) is in the process of being hired. The Mellon Social Justice Steering Committee (MSC) from various campus programs and units have met to formulate a job description, gain approval to post the job, and announced the "SAO" position on official University of California job postings. Thus, the variance between "budgeted" and "actual" in this category is due to the fact that the hiring for the SAO position is still not complete.

Budget Description: Benefits

Total benefit costs related to personnel involved with the proposed grant activities, including any pension contributions, health insurance, and other benefits are budgeted at \$393,912 in total over the five year period. Based on the current UCLA Composite Benefits Rates for the various employment titles, the benefits rate is budgeted to start at **45%** of annual salary for the Project Director and fund manager/chief financial officer stipend and at **51%** of annual salary for the SAO. All benefits are projected to grow by 3% per year for cost-of-living-adjustments.

Total Amount Budgeted for Benefits: 383,912

Reporting Period Variance Explanation: Benefits

The variance in this category is also due to the fact that the SAO position has yet to be filled and compensated.

Budget Description: Additional Budget Categories**Faculty Hiring Incentive: \$2,407,434**

"Bridge funding" for five junior faculty (new tenure-track positions) in the core areas of the Social Justice Curriculum (racial, environmental, urban, digital, and health justice). "Bridge funding" will support the salaries and benefits (up to five years) and start-up costs for five junior faculty hires (assistant or associate levels) whose research, teaching, and service will contribute to diversity and equal opportunity at UCLA. After the bridge funding is expended, UCLA commits to the ongoing funding of these new tenure-track positions.

While UCLA, like many colleges and universities, is experiencing hiring freezes, Executive Vice Chancellor and Provost Emily Carter has expressed her commitment to hiring faculty in the Experimental Humanities since these areas are strategically aligned with the campus priorities of advancing diversity and racial justice as well as building out a transdisciplinary "DataX" program across the campus. To make the proposed hires in the near-term, we are proposing a significant cost-sharing element in which the costs of the hires are shared between Mellon and the UC President's Office for up to the first five years.

To do so, we intend to use the hiring incentive in place through the UC President's Postdoctoral Fellowship Program (PPFP). The PPFP is a UC-wide postdoctoral program focused on creating a pipeline of candidates whose work will enhance the diversity of the academic community. Since 2003, the PPFP Hiring Incentive, funded by the University of California Office of the President (UCOP), has provided five years of partial salary support to UC campuses that hire current and former UC President's and Chancellor's Postdoctoral Fellows for faculty appointments at the general campuses.

With nearly 70 annual fellows and over a thousand past fellows, there is currently a robust pool of potential hires. Moreover, UCLA has recently committed to expanding the PPFP program on our campus. This effort will be led by UCLA's Institute of American Cultures, and will significantly grow the pool of current postdoctoral fellows affiliated with UCLA's four ethnic studies centers. We propose hiring five new and tenure-track faculty from the PPFP pool to teach in the Social Justice Curriculum, and to lead the various programs associated with this initiative as we move forward.

Historically, the challenge for UCLA has been how to turn postdoctoral appointments into tenure-track faculty lines. Even though all prior and current Presidential Postdoctoral Fellows (hosted at any UC, from 1996 forward) are eligible for the UC hiring incentive for a tenure-track position at a UC campus, the program requires each hiring campus to commit both the FTE and to covering additional costs associated with hiring the faculty member. As outlined in our budget, the UC-wide PPFP hiring incentive pays \$85,000 per year for five years toward a tenure-track faculty position in a home department, but the actual hiring costs for one junior faculty member are upwards of \$170,000 per year (salary + benefits) in addition to about \$100,000 in one-time start-up costs (moving, housing stipend, and research fund). With Mellon bridge-funding, we can off-set the costs of hiring five new faculty members for up to five full years. One faculty would be hired in Year 1 and supported for a full five years on the grant, with salary, benefits and setup costs covered by the grant except for the \$85,000 PPFP annual subsidy which would be covered via the UC system. Similarly, two faculty would be hired and paid on the grant as of Year 2 and two faculty as of Year 3. In combination, Mellon would fund \$2,407,434 of costs over the first five years with the PPFP program matching with \$1,615,000.

The net costs to Mellon, with \$85,000 from the PPFP program applied proportionally to each faculty hire's salary and benefits and with \$25,000 in setup funds provided by UCLA, amounts to the net costs below:

Year 0: No Costs

Year 1:

Cohort 1 – 1 new faculty hire: \$57,500 salary; \$20,700 benefits, \$75,000 recruitment costs

= Total Cost of \$153,200

Year 2:

Cohort 1 – 1 faculty (hired in Year 1): \$64,406 salary; \$24,474 benefits

Cohort 2 - 2 new faculty hires: \$128,812 salaries; \$48,948 benefits, \$150,000 recruitment costs

= Total Cost of \$416,640

Year 3:

Cohort 1 – 1 faculty (hired in Year 1): \$71,586 salary; \$28,634 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$143,171 salaries; \$57,269 benefits

Cohort 3 - 2 new faculty hires: \$143,171 salaries; \$57,269 benefits, \$150,000 recruitment costs

= Total Cost of \$651,100

Year 4:

Cohort 1 – 1 faculty (hired in Year 1): \$79,056 salary; \$33,203 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$158,112 salaries; \$66,407 benefits

Cohort 3 - 2 faculty (hired in Year 3): \$158,112 salaries; \$66,407 benefits

= Total Cost of \$561,297

Year 5:

Cohort 1 – 1 faculty (hired in Year 1): \$86,833 salary; \$38,207 benefits

Cohort 2 - 2 faculty (hired in Year 2): \$173,666 salaries; \$76,413 benefits

Cohort 3 - 2 faculty (hired in Year 3): \$173,666 salaries; \$76,413 benefits

= Total Cost of \$625,198

Total Costs All Years - \$2,407,434

Without Mellon support, departments, divisions, or the EVCP would have to assume the remaining costs of the hires, and in the current budget climate, such funds are simply not available. As such, Mellon bridge-funding will allow us to achieve our primary goal of hiring new faculty in the humanities and humanistic social sciences who will contribute to diversity and equal opportunity at UCLA through their research, teaching, and service.

Faculty Directors, Steering Committee & Annual Retreat: \$436,740

Faculty Directors - For a total of \$379,740

This would allow for the compensation of the four lead faculty (including the two faculty leads, and the two co-chairs of the faculty advisory committee) a flat rate of **\$15,000** in summer salary each, starting in the introductory partial year (Year 0) onwards. The benefits rate for summer compensation is budgeted at 2.9% with modest inflationary increases to the benefits built in.

Steering Committee - For a total of \$15,000

Beginning in Year 1 and running through Year 5 we budget **\$3,000** per year for Steering Committee gatherings. Funds will be used for telecommunications costs and equipment, meeting materials, room rental and light refreshments (when we are meeting in person again).

Annual Retreat – For a total of \$42,000

Beginning in Year 1 and going through Year 4 we budget **\$8,000** per year, and in Year 5 **\$10,000**, for an annual retreat. As described in more detail in the narrative, the retreats purpose is to promote faculty collaboration and to inspire continued program development and innovation.

Cluster Courses & Colloquia: \$401,885

Buyouts – For a total of \$252,000

Beginning in Year 1 and going through Year 3 we budget **\$10,000** per year plus 40% benefits to provide 4 course buyouts for faculty from across campus to teach in the Social Justice Curriculum. This is ramped down to three buyouts in Year 4 and Year 5, to reflect the eventual transition of these costs to UCLA as part of sustaining the curriculum. The course buyouts are used to backfill the courses that the faculty would regularly teach within their home department(s).

Colloquia via the Center for Critical Internet Inquiry – For a total of \$107,385

Beginning in Year 1 and through Year 5, we have budgeted **\$21,500** per year (\$115 less in last year to round up Mellon budget), to allow for colloquia (including short-term visiting faculty and activists-in-residence), seminar series, and workshops to be hosted via the Center for Critical Internet Inquiry. The costs will include travel, honoraria, and accommodations for speakers, fees for workshops, rental costs for event space and modest refreshments. The breakdown between these subcategories will shift from year-to-year as programs are developed.

Student Transportation Costs – For a total of \$42,500

Beginning in Year 1 and through Year 5, we have budgeted **\$8,500** per year for students to attend the spring community engagement seminar.

Community Engaged Learning: \$341,975

Graduate Student Researcher – For a total of \$224,475

Beginning in Year 1 and through Year 5, we have budgeted 50%-time graduate student researcher Step 3 at a salary of \$24,072, benefits of 3% and a fee remission of \$15,102 for **\$42,281** in total per year plus regular cost-of-living increases. Their role would be to identify internship sites related to Social Justice Curriculum initiatives.

Student Transportation Costs – For a total of \$42,500

Beginning in Year 1 and through Year 5, we have budgeted **\$8,500** per year for transportation costs for Experimental Humanities CE courses for 200 students.

Minigrants – For a total of \$75,000

Beginning in Year 1 and through Year 5, we have budgeted **\$15,000** per year to provide incentive funds for faculty to develop projects, courses, and outreach activities.

Student Research Fellowships: \$250,000

Beginning in Year 1 and through Year 5, we have budgeted **\$50,000** per year to provide eight summer research fellowships at \$5k/each plus one annual fellowship for activist/artist-in-residence at \$10k.

Total Budgeted Amount for Custom Categories: 3,838,033

Reporting Period Variance Explanation: Custom Categories

Although two faculty hires were completed and several other candidates identified for the faculty hiring incentive, the variance in this category is due to the fact that three more faculty positions are still to be filled. UCLA expects to hire these faculty in 2024-2025.

In addition, a variance remains because a large faculty and administration utilizing funds from “Retreats” on the subject of “Digital and Data Justice” was scheduled for spring 2024 but was canceled due to campus moving to virtual activity.