

The Sakura Project

Grant Type

Mini Grant

Application Type

Final Application

Project Manager 1 Name

Mira Kaibara

Project Manager 1 Status

Student

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Project Manager 1 Department

Neuroscience and Cognitive Science

Project Manager 2 Name

Jacqueline Barrios

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Project Manager 2 Status

Faculty

Project Manager 2 Department

Applied Humanities

Project Manager 2 Role

Back-up

Project Advisor Name

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Project Advisor Department

Asian Pacific Student Affairs

Fiscal Officer

Kayla Batt Hernandez

Fiscal Officer Email

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Fiscal Officer Department Name

Office of Diversity and Inclusion

Requested Funding Amount

Only enter this number after completing the budget sheet (the budget template will round up your request).

Mini Grants may request \$250 up to \$5,000.

Annual Grants may request \$5,001 up to \$100,000, and up to three years of funding.

Year 1:

\$3700

Year 2:

Year 3:

Official Project Name

The Sakura Project

Primary Project Category

Art

Secondary Project Category

Natural Environment

Background and Context

Please provide relevant background about your organization/team including your mission and/or expertise. Lay out the rationale for the proposed project, focusing on the issue that your project would address. This section is meant to give us more information about you and the context for the project, while the questions below provide space to go into detail about your proposal's plan and specifics.

Response:

Cultural organizations and centers at modern American universities are vital to community engagement on academic and interpersonal levels for many students (Museus 2008). Asian Pacific American Student Affairs (APASA) at the University of Arizona is an excellent example, serving over 5000 people annually with 18-20 affiliated student organizations under its consortium. One APASA-

affiliated cultural organization is the Japanese American Student Association (JASA); founded in 2019 by undergraduate Victoria Sato, the club has experienced astronomical growth in the past five years; ranging from a general member population of 4 active members during the COVID-19 pandemic to 25-40 active members at general meetings today. The growth of JASA between 2020 and 2024 showcases the overwhelming importance and demand of spaces dedicated to forming Asian cultural communities among undergraduate students. With the growing relevance of the climate crisis, it is paramount that student organizations do not limit their mechanism of community building to shared culture, but include and promote values surrounding education and concern related to planetary wellbeing.

The sakura, or “cherry blossom,” plays not only a major role in the aesthetic iconography and culture of Japan, but also shares the evolving story of climate change. Human-induced temperature changes have caused massive deviations from historical growing seasons among cherry blossoms in recent years (Aono & Saito 2009). This project aims to use culture and artistic expression as a vehicle to cultivate awareness and emotion surrounding the cherry blossom and environment at large. The project hopes to contribute both to university Earth Day celebrations (April 22), as well as platform APASA student organizations for the University of Arizona’s APIDA Heritage Month (April).

Mira Kaibara is the current president of the Japanese American Student Association: in her undergraduate career she has been involved with many environmentally-focused organizations at the university ranging from research at the Biosphere 2 to serving as both a scholar and staff member with the Arizona Institute for Resilience’s Diana Liverman Scholarship. Her time working with community partners in the Liverman scholars program afforded her experiences such as developing a sculpture installation with Cascabel Conservation Association, Students for Sustainability, and artists Ellen McMahon and Ari Sturr for Earth Week 2022. Recognizing the power and importance of cultural alliances and how environment and art can tie into community, she hopes to bridge gaps between environment, art, and culture through The Sakura Project. Associate Professor Dr. Barrios shares her mission in holistic development of Asian Cultural community and has extensive experience with art installation and administration in and beyond the public and applied humanities domain.

Project Description

Please provide a thorough description and explanation of your project. Be explicit in what your team is proposing. What are the goals of your project? What will your project’s outcomes be? Outcomes should be SMART—specific, measurable, achievable, realistic, and timely. Describe how each objective will be achieved with the anticipated timeframes for each, including any key dates for when certain elements must start or be completed.

Response:

Our proposal is to create a community-led art 3D painting featuring topographical representations of Sakura growing seasons with the Japanese American Student Association and participating APASA organizations. The project will feature four canvases that have base branches representing growing season data of cherry blossoms sculpted by cultural organization students and community members. These flowers will be sculpted and baked with polymer clay charms, then glued to the painted canvas. The lighter pink flowers will provide a background for the darker pink flowers to be placed in the shape of Sakura peak growing season graphs. Workshops on how to make the flowers and assembly of the canvases will occur during the Japanese American Student Association biweekly general meetings in early April in the Asian Pacific Student Affairs lounge of the Student Union and open to all. Meetings are every other Tuesday 6-7 PM: April 2 meeting will be dedicated to climate

workshop and flower assembly. Participation will be accompanied with a discussion and workshop surrounding global environmental challenges and processing associated emotions through art. From April 7-20, student project staff will bake and seal all of the clay charms, as well as glue them to the painted canvas and make finishing touches. Install and reveal will occur at an APASA-hosted celebratory event on Earth Day April 22.

Budget Narrative

Use this section to provide supplemental justification for the items you are requesting on your budget sheet. Please break down your justifications into the budget categories: Personnel or operating budget. Do not list out each expense or repeat notes made in the budget template, but instead address why the line items are being requested and the purpose they will serve, providing elaboration when necessary.

If you are requesting funding for personnel, use this section to elaborate on the position you are creating and how the budget and timeline was established for it. If you plan to hire students, describe in what capacity. Describe relevant details thoroughly (wages, responsibilities, duration of job, extent of involvement, how you will solicit/ market these opportunities etc.).

Ensure the descriptions match the line items in the budget sheet.

If matching or supporting funds are secured for the project, identify the source and amount in this section, and detail the impact of the matching funds on your overall budget.

Response:

Supplies and Operations:

Polymer clay: for the sculptural elements of the project; two different colors for different kinds of flowers and petal details

Acrylic paint: for the background color of the canvas for the project and flower details

Paintbrushes: for painting the base layer of the canvases as well as sealing the clay charms

Clay tool sets: for sculpting the flowers; each toolset has 30 tools, but 5 sets will ensure that all workshop attendees can use them if high attendance and compensate for lost or damaged materials.

Modge-podge: Sealant for polymer clay charms

Super glue: to attach clay pieces to the canvas

Canvases: 4 canvases will allow for team leads to break up their work and distribution of workshop attendees involvement so it is more direct and interactive. Further, technical complications with a single canvas won't mean complications with the whole project. Flowers will be glued directly to canvas.

Table covers: ensure clean workspace during workshops

Box nails: to hold the canvases to the wall

Food and Drink: Catering for the Earth Day celebration event. Plan to purchase finger foods from local Japanese Restaurant Ikkyu and Tucson cultural food heritage project Chinese Chorizo Project; Budget from average APASA food/drink spending for events ~50 people, which is the anticipated number of attendees.

Carrd pro standard site account: 5 year website domain purchase to document the project and provide supplementary information.

Commemorative postcards and signage: Postcards will be gifts for celebration event attendees.

Postcards will feature project art, artist statement and background. Further, as well as signage for the piece that details the title, year and purpose of the art will be on the wall next to the piece.

Signage and postcards will be printed at local print shop Gloo Factory.

Student stipends: Due to the concentrated timeline of the project and the feasibility of hiring students for such a short term project, compensation for student workers was determined to be

better as a stipend as suggested by feedback from the Campus Sustainability Fund. This number is generated from the 4 hour commitment of 5 student workers across three weeks with an hourly rate of \$15. All 5 student employees are executive board members of the Japanese American Student Association. The 5 student employees will likely only work 3 weeks over the period: this is because the timeline of work will be distributed based off of the course schedules of the individual students and the project will be completed by April 22. 4 hours a week was determined based on the 2 hour minimum weekly time required to be a board member and the 2 additional hours required for preparation, leading workshops, and cleanup. Because all regular JASA responsibilities during this time will be deferred to the Sakura Project for these board members, as well as the involved nature and level of expertise for the project warrants pay above minimum wage (\$15).

Project Feasibility and Logistics

The Campus Sustainability Fund will only fund projects that have completed the necessary work to ensure they can succeed, be completed in the grant's timeline, or have an accurate budget.

Please provide a description of the work that has been completed so far to make this project feasible. Have all relevant partners been contacted/coordinated with? Have you received consent or authorization to complete your project (such as from Housing and Residence Life, Facilities Management, Parking and Transportation, etc.)? Please identify them in your response.

If you are making modifications to campus, do you have authorization or official quotes from Facilities Management to accurately identify the cost of labor and supplies?

Response:

This project is entirely feasible and has been a longstanding collaboration with APASA. We have full approval from APASA to mount the wall for the permanent installation and we have been told that is the extent of the permission we need to use the space. Since we are only mounting four canvases to the wall (the flowers will be adhered to the canvases), we do not require facilities management and will be able to place the nails into the wall with the help of APASA staff who have the jurisdiction to do so.

Environmental Sustainability Outcomes

Please provide a description of how you expect your project to advance environmental sustainability on campus. A definition of environmental sustainability is provided on our Guides and Tips page.

Response:

The Sakura Project contributes to long-term sustainability outcomes via education. Through our workshops, not only will the project promote the discussion and awareness of environmental issues, but personal sustainability practices as well as on-campus and community initiatives. This will occur at art workshops and the celebration event by discussing the climate data and trends behind the piece, educating participants about community groups and campus scholarships and programs that they can be part of on campus, and opening the floor to a broader discussion about how the environment impacts our lives. Further, the project aims to have zero waste: all remaining clay and paint will be repurposed into other art projects at the center. Lastly, the celebration event will

include accessible composting with the help of compost staff from the School Garden Program.

Social Sustainability Outcomes

Please provide a description of how you expect your project to advance social sustainability on campus. A definition of social sustainability is provided on our Guides and Tips page.

Response:

The Sakura Project has the core mission of integrating Asian American students and cultural organizations at large into environmental discussions at the university. Often, sustainability projects are not geared for the participation of AAPI students, let alone pioneered by a collaboration of AAPI students and faculty. This project allows for a very unique and important opportunity for environmental and artistic engagement to be made far more accessible to Asian American students than it has been historically. Additionally, the resources provided in the workshops will likely yield more participation of AAPI students in environmental initiatives at the university and contribute to a more diverse and representative body of environmentally-engaged students at the University of Arizona and the greater Tucson area.

Student Leadership & Involvement

Please provide a description of how your project will benefit students on campus regarding the creation of leadership opportunities or student engagement. What leadership opportunities exist within your proposal? If you plan to seek student involvement, include relevant details thoroughly and how you will solicit/ market these opportunities.

Response:

The project already has 5 team leads and four supplementary staff: all of which are executive board members of JASA and most of which are freshman interns. This project is crucial for not only the existing leaders of JASA, but for the younger students who aspire to be leaders in Asian spaces on campus to recognize the intersectional power that their leadership holds. In the APASA space, it is very rare that leadership extends beyond cultural involvement. This is not a criticism of student leadership, but an unfortunate byproduct of the isolating nature of the cultural community and the mentality of self-preservation that the role demands. Through this project, we hope to disrupt this theme in leadership in APASA and teach board members and interns not on the prevalence and importance of stewarding environmental issues, but the importance of advocating for your passions through leadership. This project wants to showcase to those at every level of involvement with the Asian student organizations, as well as those who are outside of them, that the strength and opportunities granted by the cultural community are limitless. The project also seeks to teach that sensitive processes such as art can be effective ways to lead and inspire those around you.

Education, Outreach, and Behavior Change

What opportunities does this project provide for members of the campus/community to learn about sustainability? How will your project educate the campus community and/or incorporate outreach and

behavior change, particularly beyond the "sustainability choir?"

Please provide a description of how you expect your project will communicate its impacts to the campus community.

Response:

There are sadly not many discussions in the APASA space that relate to sustainability. This is not because of a lack of care, but a lack of access. Our project does not sing to the sustainability choir, but instead hopes to bring more voices in. These voices come from the diverse array of JASA general members, APASA affiliates, and students of various languages such as Japanese Language or courses such as Asian Pacific American Studies. Additionally, JASA has partnerships with cultural organizations outside of Asian Student Affairs such as oSTEM (LGBTQIA+ STEM organization), and LSA (the Latine Student Association) who will be invited to participate in the workshops and project assembly. The Sakura Project will bring groups together who are normally excluded in the narrative of sustainability through shared art. This message will be conveyed on the piece with an accompanying signage that details the inspiration behind the piece and links to an informational website for the project.