University of Cincinnati
Student Activities &
Leadership Development

Diversity Funding
Grant Proposal

UNIVERSITY OF
Cincinnati

<p style="text-align:center; color:red; font-weight:bold">Student Activities & Leadership Development
Diversity Funding Grant Proposal</p>

Student Activities & Leadership Development is an important resource for students who want to be engaged in the University of Cincinnati community and beyond. The office and its staff provide programs that have an intentional educational component, support leadership development, and foster diversity and inclusion.

The mission of Student Activities & Leadership Development supports the mission of the University of Cincinnati by promoting and guiding purposeful student engagement, fostering a sense of community, and providing opportunities of student growth and leadership development. **The office aspires to create an inclusive environment that celebrates diversity and enhances students' ability to become global citizens. Within this framework, SALD is accepting program proposals up to $2,000 from registered student organizations that support the institution's diversity initiative.**

The office of Student Activities & Leadership Development (SALD) expects programs that are supported by this funding to reflect the following values:

- Personal and Intellectual Growth: *The nature of the program should challenge students to think critically about concepts of which they may not have previously and to challenge their own assumptions regarding social justice issues.*

- Community: *As the programs supported by SALD strive to build community, these programs should build a stronger, more inclusive community for all students and enhance the opportunity for collaboration among different groups across campus.*

- Learning: *The foundational element of SALD is learning—learning about social justice issues, learning how to work with others, and learning about our own biases, assumptions, and areas of growth.*

- Diversity: *Students and student organizations can continue to challenge others to explore contemporary issues related to systems of difference and inequality to empower them as agents of change in creating a socially just community.*

- Integrity: *In conjunction with UC2019, the Diversity Plan, and Student Activities & Leadership Development, programs should support students in living their values and purpose through actions and standards.*

<h1 style="color:red; text-align:center">Diversity Funding Grant Proposal Guidelines</h1>

- **Eligibility for Funding**
    - Programs reflect Personal and Intellectual Growth, Community Learning, Diversity and Integrity
    - Registered University of Cincinnati student group
      Visit http://sites.ucfilespace.uc.edu/sga/sab for more information
    - Event must be free and open to all University of Cincinnati students, faculty, and staff

- **Description of Funds Available**:
    - Each organization is eligible to request funds up to $2,000
    - Request for funding forms must be submitted 6 weeks prior to event.

- **Items Not Funded**:
    - Food and beverages, including
        - Alcohol
    - Insurance, member fees or dues
    - Honoraria for University of Cincinnati students, faculty, staff or administrator

- **After Event**
    - All itemized receipts must be turned in within 5 business days after the event to 455 Steger Student Life Center
    - Turn in all promotional material
    - Online assessment form needs to be completed 5 business days after the program. Upon approval the survey link will be sent to you.

Insight into SALD Diversity Funding Grant Proposal

The Office of Student Activities & Leadership Development is offering grants for student-led programming in our on-going effort to demonstrate our core value of Diversity. This also supports institutional values and initiatives, such as our Diversity Plan and the Just Community Initiative. This document intends to share some of the framework we'll have in mind when considering grant proposals.

Key Vocabulary

Programming – Structured, organized, and pre-planned ways of engaging community members around a topic that encourages exploration, intellectual and personal inquiry, and knowledge attainment; may be at a particular time and location or may be an on-going display which people interact with on their own time.

Diversity – A concept that recognizes that people are unique individuals made of many identities which we value socially for the ways in which we differ as a group; sometimes used as a synonym for multiculturalism and social justice.

Multiculturalism – A concept that encourages us to acknowledge and explore not only the social differences between us but the way in which they impact our daily experiences and understanding of the world.

Social Justice – A concept that builds upon the inequities that we acknowledge exist between social identity groups and works to systematically build equity by ending identity-based oppression.

Stages of Inclusion Overview

Educational equity leader Paul Gorski describes programming as a five-stage spectrum spanning from exclusionary practices to ones that embody equity and social justice, which he calls Stages of Inclusion.

Using this model, we know all stages beyond exclusion are important to our campus community being a just and caring one. Understanding what programming looks like at each stage is important to understand what we're looking to support with our grants.

Exclusion – An organization or program at the exclusion point typically does not have diversity or multiculturalism on their mind. Due to not putting intentional effort toward inclusion, they maintain the status quo of excluding individuals for identities they carry (for example, race, gender, and sexual orientation). Even groups that are focused on inclusion around one identity may be demonstrating exclusion around others.

Heroes & Holidays – Programs at this stage make an effort toward recognizing and celebrating difference through "food, festivals, and fun" style programming, which is often connected to holidays or "months." These programs are important as they make broaching diversity enjoyable and explore surface-level cultural traits and key historical points.

Representational Inclusion – Programs at this stage grapple with how differences result in inequity and oppression by focusing on one or more "-isms" – such as racism, sexism, cissexism, ableism – by asking people who experience that "-ism" to share its impact on them. Common examples of this kind of include guest speakers, panels, and educational films.

Participatory Inclusion – Programs at this stage engage participants in dialogue where all share their identity related to an "-ism" or "-isms." Through this, diverse groups engage multicultural issues by exploring daily experience, prejudices, stereotypes, and how all of this affect our community. Common examples of this include intergroup dialogue programs, experiential learning activities, and on-going educational series.

Equity & Social Justice – This stage involves actions that transcend traditional, one-time programs by proactively engaging full communities in continual reflection, development, and action on the complexity of identity, oppression, and liberation. This stage, in many ways, is an goal environment where inequity and oppression is continually challenged by individuals, organizations, and the community culture at large.

Programming for Grant Funds
We celebrate that many students, organizations, programs, and offices are doing excellent work all along the spectrum toward *Equity & Social Justice*. In particular, we can describe a wealth of programs that invite our community into inclusion through *Heroes & Holidays* programming.

With the already great amount of work being done throughout the university around *Heroes & Holidays* programming in mind, we are seeking to focus our funds to support programs that encourage us to engage issues of diversity and multiculturalism in the stages of *Representational* and *Participatory Inclusion*. As an Office that shares diversity as a core value with our University, we will challenge programs to avoid demonstrating exclusion.

With the Stages of Inclusion model in mind, we have a particular range of the model's spectrum we're seeking to support financially. We won't necessarily limit our funding of programs only to those we think fit a particular stage, we simply want to communicate clearly where our intentions lie.

Examples of Programming along the Stages of Inclusion

Exclusion – In that exclusion is rarely an intentional decision, it is also often difficult to note without intentional reflection. Programming at the exclusion stage is that which did not make intentional effort to include people of different identities.

Heroes & Holidays – Common themes of this stage include:
- Programs focused on cuisine, music, dance, attire, art form, and/or film of cultures considered non-normative to the region
- Programs focused on holidays not considered part of dominant culture, including religious holidays not in Christian tradition and secular holidays associated with races and ethnicities other than White/Caucasian
- Programs focused on historical leaders associated with an oppressed group

Programs that do the above particularly in an absence of critical dialogue around critical multicultural awareness fit this stage.

Representational Inclusion – Common themes of this stage include:
- Speakers presenting on the issues faced by an oppressed group
- A panel of people representing groups impacted by oppression
- "Public Service Announcement" style videos or posters that speak from and to the experiences of an oppressed group or groups
- Film showings and film series that move beyond popular films into issues-focused narrative and/or documentary
- "Tunnel of Oppression" programs that ask participants to "walk in someone else's shoes"

Programs that do the above particularly with a focus on the experiences of oppressed group(s) without exploring its impact on members of the associated privileged group fit this stage.

Participatory Inclusion – Common themes of this stage include:
- Facilitators engaging groups on issues around social identities
- Simulations that engage all participants in an experiential learning process
- Intergroup dialogue sessions – whether one-time or in a series
- Skill-building trainings around inclusive leadership, intercultural awareness, and anti-oppression leadership/activism
- Interactive critical multicultural awareness raising programs

Programs that do the above particularly with a focus on all participants being engaged and their perspectives being welcomed, explored, and challenged fit this stage.

Equity & Social Inclusion – In that this stage is marked by proactively engaging a community in continual reflection, education, and action, it cannot be marked by a single program. Organizations that engage in ongoing participatory inclusion and demonstrate a commitment to inclusive and just principles demonstrate it.

Diversity Funding Grant Proposal

<u>REQUEST FOR ADDITIONAL PROGRAM FUNDING</u>
2011-2012
All requests must be submitted for review 6 weeks prior to the event.
Upon completion of this proposal, print pages 7-9, get advisor signature, then return the completed proposal to the SALD office room 455 or fax it to 513-556-6077.

Organization Name _____

President/Chairperson _____

Phone Number _____ E-**Mail** _____

Name of Program _____

Program Location _____

Program Date(s) _____ **Time** _____

Advisor's Signature _____ **Date** _____

Program Summary:
*Describe your event in detail .*Include the program goals and/or outcomes students, faculty, and staff will obtain by attending your event.
If you are submitting a proposal for entertainment or a keynote speaker, please provide a link *to the website, YouTube clip, or Facebook page displaying the talent. This will allows us to have a better understanding of who you are trying to bring.*

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Statement of Opportunity:

Review the attached stages of inclusion programming guide and list which area you believe your program represents and use it as a guide to describe the benefits of your event to the university community. In addition, please share the population that you intend to target.

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Methods of Marketing:

What forms of marketing will you use to attract a diversified audience for your event? How will you engage members of the UC community that are beyond your normal audience?

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Co-sponsorship:

If other organizations are involved in the program, please name the group(s) and indicate what they will be responsible for i.e. money, advertising, people power.

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Diversity Funding Grant Proposal

LINE ITEM EXPLANATIONS AND FUNDING REQUESTED

Line Item Description	Funding Request Amount	Funding Approved (for Office Use only)
Facility Rental/Equipment Rental: *Items to account for:* (If event is on MainStreet include security. Please visit http://www.uc.edu/publicsafety/special_events.html to request a quote.) (Check with Campus Scheduling for trash removal, etc.)	$	$
Advertising/Copies:	$	$
Performance/Performer Honorarium:	$	$
Other Related Performer Expenses: *(Lodging, Transportation, Hospitality)*	$	$
Other (Please be specific):	$	$
SUBTOTAL:	$	$
Less Co-Sponsorships:	$	$
GRAND TOTAL:	**$**	**$**

Additional Comments:

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