

West Chester University Forum Grant Cover Page

Title: Understanding Privilege Project (Part II)

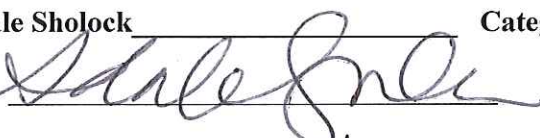
Abstract: (200 words):

Understanding Privilege Project (Part II) is a continuation of the very popular discussion series that took place in 2010-2012. Like its predecessor, Understanding Privilege (Part II) is a discussion series designed to be both a diversity training and ally-building program that raises awareness of privilege as the flipside to oppression. Part II of the series will kick off with a public lecture by activist and author, Michael Kimmel, whose work focuses on men, masculinity, and male privilege. Kimmel's lecture ("Mars, Venus, or Planet Earth? Women & Men on Campus in a New Millenium") will help frame monthly roundtable discussions throughout the fall and spring semesters where faculty, staff, and students will dialogue on different aspects of privilege that were not covered in the first year of the Understanding Privilege Project: male privilege, Christian Privilege, class privilege, and geopolitical privilege. Faculty co-facilitators will provide ally-building exercises and dialogue guidelines that help build cultural competency and enhance communication skills.


Applicants and Department Chair Signatures:

Please circle applicant category.

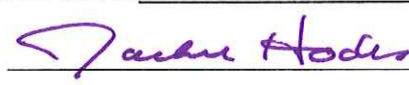
1. Applicant: Adale Sholock Category: Staff

Applicant Signature:  Date: 4/13/2012

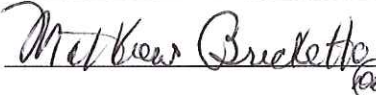
Department: Women's Center

Department Chair/Supervisor:  Date: 4/16/2012


2. Applicant: Jackie Hodes Category: Staff

Applicant Signature:  Date: 4/13/2012

Department: LGBTQ Services

Department Chair/ Supervisor:  Date: 4/16/12 4/16/2012

3. Applicant: Alina Torres-Zickler Category: Staff

Applicant Signature:  Date: 4/13/2012

Department: Office of Social Equity

Department Chair/ Supervisor:  Date: 4/16/2012

Amount Requested: \$ \$5,000

Grant Performance Period Sept 2012 to March 2013

UF GRANT APPLICATION FORM: BUDGET FORM

Project Budget	Requested Grant Amount	Departmental/ College Contribution	Other Funding Sources Specify:	Totals
1. Personnel				
Faculty				
Student Worker				
Subtotal (Personnel)				
2. Operating Expenses				
Equipment/Materials (itemize)		Books as door prizes for each discussion session. 5 books per session (4) @ \$10-15 each = \$200-\$300		
Office Supplies				
Photo Copying & Printing		Posters for Michael Kimmel (45); fall posters (45); spring posters (45) = \$150		\$150
Travel		TBD		
Lodging		1 night at a hotel for Kimmel @ \$100-150		\$100-150
Other (specify)				
Consultant: Michael Kimmel	\$5,000	\$500 from Women's Center	Expected contributions from Division of Student Affairs, Office	\$5,550

			of Social Equity, Women's and Gender Studies, Association for Women's Empowerment, Greek Life, Hillel, and others	
Subtotal (Operating Expenses)	\$5,000	\$ 950-\$1,100		
Total Project Amount	*\$5,000	\$950-\$1,100	TBD	\$5,950-6,100

* Total grant amount requested from the UF Competition: \$ \$5,000 (rounded off to nearest dollar). This figure must be listed on the title page of the proposal.

Budget Justification:

- The costs of this program are almost entirely associated with bringing Michael Kimmel to campus. We feel strongly that Kimmel's appearance is necessary to the success of the entire discussion series. His expertise as well as his privileged identities as straight, white, male will help validate the discussion of privilege among other privileged people. Kimmel is very adept at drawing in rather than alienating audiences, and we need him to model good ally behavior—especially among men. Kimmel is very popular among academics, so we know that faculty will be interested in attending and offering extra credit for their students.
- Photocopying and printing costs will be necessary to advertise Michael Kimmel's appearance and the follow-up discussion series.
- Books as door prizes at each session were a popular feature of the discussion series and enabled us to provide at least some participants with further information and reading material about privilege.
- Final costs for Michael Kimmel's travel to and from West Chester haven't been determined since other schools in the area will likely share costs. We will approach student groups to help cover those minimal costs.

Project Description:

1. Priority topics that the project will address:

Understanding Privilege Project (Part II) builds upon the overwhelming success of our first year by expanding the discussion of privilege and oppression to include new topics. Feedback from evaluations collected from 286 participants in the Understanding Privilege Project indicate that 89.5% (n=256) of participants either agreed or strongly agreed that they were interested in attending more sessions on privilege. 105 participants specifically said that they wanted to attend sessions on male privilege and Christian privilege.

Understanding Privilege Project (Part II) focuses on improving campus climate by reaching out and educating those with privilege. Although not listed as a priority topic by the RFP, class inequalities were identified by the Campus Climate Survey as a point of tension. The Understanding Privilege Project (Part II) shall address classism and therefore seek to improve campus climate for people without class privilege.

Likewise, as a campus whose faculty, staff, and students are predominately Christian, WCU must engage in a discussion about the impact of Christian privilege upon our community. And, as our University increases its international programs and as our students enter into a more globalized workforce, we must prepare ourselves to be more sophisticated thinkers about our geopolitical situatedness.

2. Type of project or approach that will be utilized:

Understanding Privilege Project incorporates two of the recommended approaches identified by the University Forum; namely,

- Increasing opportunities for cross-cultural dialogue among students, and between faculty, staff, and students;
- Providing diversity training for students, staff, and/or faculty.

More specifically, Understanding Privilege Project (Part II) gives those with privileged identities the opportunity and tools necessary to better embrace their necessary roles as allies in the struggle to dismantle prejudice and discrimination.

3. Project goals and objectives:

Project goals and objectives match with the purpose and objective recommended by the Campus Climate Survey Advisory Committee:

“Identify sustainable initiatives to provide, faculty, staff, and students with the skills to engage in dialogues related to sensitive subjects, in a civil and respectful manner and provide safe venues for these discussion; develop a pool of individuals who are well equipped to facilitate these discussions.”

Understanding Privilege Project is intended to give students, faculty, and staff the tools necessary to engage in respectful dialogue on the sensitive topics of sexism, classism, religious intolerance, and global inequities among other forms of oppression. Through increased self-understanding and increased awareness of structures of privilege and oppression, participants will be better poised to act as effective allies in the struggle to address prejudice and discrimination.

Specific goals include having at least 750 attendees at the Michael Kimmel lecture, and 100 participants per discussion session. We aim to beat our previous success! The Understanding Privilege Project (Part I) reached nearly 1,000 members of the campus community. Attendance numbers were as follows: Tim Wise (600), white privilege (63), cisgender privilege (160), ability privilege (83), and heterosexual privilege (75).

4. Sustainability:

Although this is the last year we will seek grant money from the University Forum for this discussion series, this project could easily continue beyond the timeframe indicated in this proposal to cover other aspects of privilege or to revisit previous themes with more depth. Little to no money would be needed to continue these conversations infinitely. More importantly, the information and tools that participants take away from this discussion series will have lasting impact in their sense of self and ability to communicate effectively with others. Evaluation results from Part I indicate that 66% (n= 190) of participants either agreed or strongly agreed that they felt more comfortable sharing their opinion and experiences with privilege.

5. Method of Evaluation/Assessment:

Each session will include an assessment that will measure both satisfaction and student learning outcome goals. See appendix for sample evaluation.

6. Project timeline:

September 2012: Michael Kimmel lecture

October 2012: Class Privilege

November 2012: Christian Privilege

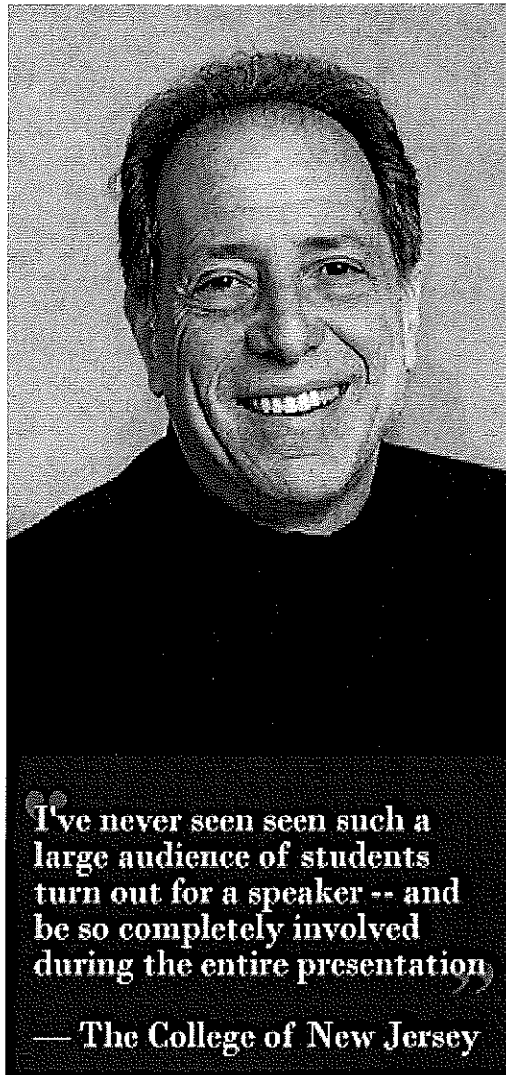
February 2013: Geopolitical Privilege

March 2012: Male Privilege

LECTURE TOPIC:

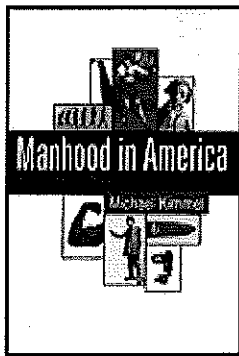
"Mars, Venus, or Planet Earth? Women & Men on Campus in a New Millenium"

We're often told that men and women are so different we might as well come from different planets. In this engaging and entertaining lecture, Michael Kimmel strips away those myths and suggests that women and men aren't so different after all. Surveying the landscape of current controversies about gender, he shows how men and women are transforming our campus and our culture -- and why gender equality is actually a good thing for men!



BIOGRAPHY

Michael Kimmel is among the leading researchers and writers on men and masculinity in the world today. The author or editor of more than twenty volumes, his books include *Changing Men: New Directions in Research on Men and Masculinity* (1987), *Men Confront Pornography* (1990), *The Politics of Manhood* (1996), *The Gender of Desire* (2005), *The History of Men* (2005), and *Guyland* (2008). His documentary history, "Against the Tide: Pro-Feminist Men in the United States, 1776-1990" (Beacon, 1992), chronicled men who supported women's equality since the founding of the country. His most recent book is *The Guy's Guide To Feminism* (Seal Press, 2011)



His book, *Manhood in America: A Cultural History* (1996) was hailed as the definitive work on the subject. Reviewers called the book "wide-ranging, level headed, human and deeply interesting" (Kirkus), "superb... thorough, impressive and fascinating" (Chicago Tribune), "perceptive and refreshing" (Indianapolis Star). One reviewer wrote that "Kimmel's humane, pathbreaking study points the way toward a redefinition of manhood that combines strength with nurturing, personal accountability, compassion and egalitarianism" (Publishers' Weekly). Another called it "the most wide-ranging, clear-sighted, accessible book available on the mixed fortunes of masculinity in the United States" (San Francisco Chronicle). The book also received impressive reviews in *The Los Angeles Times*, *The Washington Post Book World* (front page review), and *The New York Times Book Review*, which noted that this "concise, incisive" book "elucidates the masculine ideals of the past 200 years...just as shelves of feminist books have elucidated the feminine."

He also co-edited *The Encyclopedia on Men and Masculinities* (2 volumes, 2004) and *The Handbook of Studies on Men and Masculinities*. The Encyclopedia was named "best of Reference" by the New York Public Librarians Association in 2004.

Sample Evaluation

Heterosexual Privilege Discussion Evaluation

My current sexual identity is _____.*

**While this is a confidential and anonymous survey, we respect your decision to skip this question. Of course, we appreciate your willingness to self-identify. This survey will help us to plan programs that better match the needs of our diverse community.*

Please rate the following questions.

1. As a result of this session, I learned more about myself in relation to the issue of privilege and heterosexuality.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

2. The heterosexual questionnaire exercise challenged me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

3. This session provided me with some new insights about heterosexuality and privilege.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

4. As a result of this session, I am more comfortable sharing my opinion and experiences about privilege.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

5. I am interested in learning more about heterosexual privilege.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

6. I am interested in attending sessions on different aspects to privilege based upon Christian privilege and male privilege.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1