

West Chester University Forum Grant Cover Page

Title: Understanding Privilege Project

Abstract: (200 words):

The Understanding Privilege Project is designed both as a diversity training and ally-building program that raises awareness of privilege as the flipside to oppression. More specifically, this discussion series uses an “intersectional approach” to explore the ways in which race, gender, and sexuality are implicated in structures that create inequality for some while also benefitting others. The series kicks off with a public lecture by activist and author, Tim Wise, whose work focuses on white, male, and heterosexual privilege. Wise’s lecture will help frame monthly roundtable discussions throughout the fall and spring semesters where faculty, staff, and students will dialogue on different aspects of privilege, including but not limited to race, gender, and sexuality. Other possible topics include class and ability. 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: 4/14/2011

Department: Women’s Center

Department Chair/Supervisor: _____ Date: _____

2. Applicant: Skip Hutson **Category:** Staff

Applicant Signature: _____ Date: 4/14/2011

Department: Office of Multicultural Affairs

Department Chair/Supervisor: _____ Date: _____

3. Applicant: Jackie Hodes **Category:** Staff

Applicant Signature: _____ Date: 4/14/2011

Department: LGBTQ Services

Department Chair/ Supervisor: _____ Date: _____

Amount Requested: \$ \$5,000

Grant Performance Period Sept 2011 to March 2012
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)				
Office Supplies				
Photo Copying & Printing		\$250		\$250
Travel			SGA, Women's Center Club, BSU, LGBTQA, Sisters United, and other student groups	TBD
Lodging				
Other (specify)				
Consultant: Tim Wise	\$5,000	\$1,500 from OMA, Women's Center, Institute for Women, and LGBTQ Services		\$6,500
Subtotal (Operating Expenses)	\$5,000	\$1,750		\$6, 750

Total Project Amount	*\$5,000	\$1,750	TBD	\$6, 750

* 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. Provide an explanation for all expenses listed in the project budget. Show how particular amounts were calculated. Expenses should be clearly linked to project goals and objectives. Do not assume that the UF will identify budget explanations and justifications because they are stated or implied in other sections of the grant application.

- The costs of this program are almost entirely associated with bringing Tim Wise to campus. We feel strongly that Wise’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. Wise is very adept at drawing in rather than alienating audiences on this very sensitive topic, and we need him to model good ally behavior.
- Photocopying and printing costs will be necessary to advertise Tim Wise’s appearance and the follow-up discussion series.
- Final costs for Tim Wise’s travel to and from West Chester haven’t been determined since we will likely piggyback with his visits to Penn State and Bucknell—where he is also speaking in September. We will approach student groups to help cover those minimal costs.

Project Description:

1. Priority topics that the project will address:

By increasing participant awareness of structures of privilege and oppression, The Understanding Privilege Project specifically focuses on improving campus climate for those targeted by structural inequalities:

- People of Color/Non-Whites
- Women
- LGBTQ
- People with Disabilities

Although not listed as a priority topic by the RFP, class inequalities were identified by the Campus Climate Survey as a point of tension. In addition to the aforementioned priority groups, The Understanding Privilege Project shall address classism and therefore seek to improve campus climate for people without class privilege.

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

The 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, The Understanding Privilege Project 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.”

The Understanding Privilege Project is intended to give students, faculty, and staff the tools necessary to engage in respectful dialogue on the sensitive topics of racism, sexism, and homophobia 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 500 attendees at the Tim Wise lecture, and 30 participants per discussion session.

4. Sustainability:

This discussion series could easily continue beyond the timeframe indicated in this proposal to cover other aspects of privilege (Christian, cisgender, Western) 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.

5. Method of Evaluation/Assessment:

Each session will include an assessment that will measure both satisfaction and student learning outcome goals identified as priorities for the Division of Student Affairs, including the enhancement of one's ability to:

- Respond thoughtfully and responsibly to diversity.
- Develop, enhance, clarify, and communicate one's personal and professional values.
- Display the ability to integrate and apply knowledge, ideas, and experiences to one's daily life.

6. Project timeline:

September 2011: Tim Wise lecture

October 2011: White Privilege

November 2011: Male Privilege

December 2011: Heterosexual Privilege

February 2012: Class Privilege

March 2012: Ability Privilege

Sample Assessment Form

White Privilege Discussion Evaluation

My racial 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 racially 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 race.

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

2. The Privilege 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 racism.

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 white 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 gender, ability, and sexual orientation.

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

