

Presidential Advisory Board on Inclusion and Diversity Grant Announcement 2007 – 2008

The Presidential Advisory Board on Inclusion and Diversity is now accepting proposals for the 2007 – 2008 Inclusion and Diversity grant funds. Successful proposals should involve multiple departments and should deepen and advance the University's goals of:

- 1. Developing a culture of inclusion**
Does the grant “promote a campus culture that focuses on engaging difference, overcoming silence, and supporting the voice and visibility of all of its members?”
- 2. Promoting cultural competence**
The University is committed to cultivating a campus community that goes beyond tolerance of difference to attaining inclusive excellence, in which campus members share responsibility for their learning, explore their identities, strengthen intercultural competencies, thoughtfully challenge assumptions, understand how aspects of diversity and inclusion influence scholarly and creative work, and are prepared to excel in challenging work environments. Does the grant promote cultural competence?
- 3. Recruiting and retaining diverse students, staff, faculty, and administrators**
Does the grant advance our goals of encouraging people to freely and visibly associate with others who are both like them and different, embracing diversity as essential to intellectual and social development, and aligning programs, professional development, resources, and reward structures with the goal of attaining inclusive excellence?

The Board welcomes proposals that involve the following general categories:

- Academic seminars and speakers
- Inter- and multi-disciplinary course development;
- Programs that promote understanding, respect, and inclusive dialogues;
- Programs that enhance diversity in recruiting students, staff, faculty, and administrators;
- Programs that help ensure the success of diverse students, faculty, staff, and administrators.

All USD faculty and staff are eligible for this grant. Please see the attached vision statement as a reference for submitting a proposal.

For more information please contact:

Chris Nayve, Associate Director
Center for Community Service Learning
PABID Board Member
619-260-4217
cnayve@sandiego.edu

or Alejandro Meter, Associate Professor
Dept. of Languages and Literature
PABID Board Member
619-260-7417
ameter@sandiego.edu

PABID GRANTS, 2007-2008

GRANT APPLICATION GUIDELINES:

Funds will be available at the beginning of the University's fiscal year (July 1), and must be spent and accounted for by the end of the same fiscal year (June 30).

1) Cover sheet: point of contact information, department, phone numbers, email, and condensed resume of requestor(s). Not to exceed 2 pages.

2) Project abstract: with an overview of the objectives, expected outcomes, and how the project relates to inclusion and diversity. Not to exceed 1 page, single-spaced.

3) Project description: with background information and a rationale for the project, hypotheses and expected outcomes (e.g., anticipated findings or implications), research methodology, and expected outputs (e.g. publications, conferences, digital photos). Not to exceed 1 page single-spaced.

4) Project budget: with itemized explanations of how funds will be spent. Budget details should show a list of other funding agencies (if any) supporting this same project, and the amounts of funds received from these agencies for this project. No single award will exceed \$5,000.

5) Timeline: The next application is due:

October 31, 2007 by 5:00pm. Please submit a total of five hard copies-thank you.

Please send proposals to:

Chris Nayve, Associate Director
Center for Community Service Learning
PABID Board Member
619-260-4217
cnayve@sandiego.edu

or Alejandro Meter, Associate Professor
Dept. of Languages and Literature
PABID Board Member
619-260-7417
ameter@sandiego.edu

Presidential Advisory Board on Inclusion and Diversity Vision Statement

The Presidential Advisory Board on Inclusion and Diversity (PABID) believes academic excellence requires a learning community that is characterized by inclusive engagement with diverse peoples and perspectives. The work of the PABID is organized around a concept of diversity that is fluid, and which can include multiple social and cultural identities, such as race, sex and sexual orientation, class, group affiliation, ability, national origin, or religion. PABID members recognize that within this list, at any given time and place, some individual or group characteristics are given higher value and accommodation than others. The process of elevating some characteristics of identity can lead to the silencing of others, particularly if members of one group systematically neglect the perspectives and aspirations of others. A truly excellent academic community encourages respect and cooperation among groups, and the vigorous debate and examination of new and competing ideas within a community that values shared governance. The PABID recognizes the need to promote a campus culture that focuses on engaging difference, overcoming silence, and supporting the voice and visibility of all of its members.

Without this culture of inclusion, the value of diverse peoples and perspectives cannot be realized. A substantial body of research suggests that “the vitality, stimulation, and educational potential of an institution are directly related to the composition of its student body, faculty, and staff” (Milem 2005). As the compositional diversity of a university increases, so does the likelihood that students will engage with others from different backgrounds, be exposed to a wider range of viewpoints, and become more complex in their thinking. We recognize that the benefits of a rich, diverse learning community are most likely realized when institutions demonstrate high levels of commitment to inclusion and diversity. The PABID actively supports recruitment and retention of underrepresented students, staff, faculty and administrators in pursuit of the compositional diversity required to achieve excellence.

The PABID is also committed to cultivating a campus community that goes beyond tolerance of difference to attaining inclusive excellence, in which students

- share responsibility for their learning with educators,
- explore their identities,
- strengthen intercultural competencies,
- understand how aspects of diversity and inclusion influence scholarly and creative work, and
- are prepared to excel in challenging work environments.

The PABID is committed to supporting members of the University community who

- adapt to students’ varied learning styles,
- engage aspects of difference in their scholarship, teaching, and creative work,
- facilitate learning in and out of the classroom,
- emphasize cultural competence and complexity,
- value the relevant personal experiences of others, and
- create learning environments where difference can be discussed openly and respectfully.

The PABID is committed to fostering a campus that

- thoughtfully challenges its assumptions,
- encourages people to freely and visibly associate with others who are both like them and different,
- embraces diversity as essential to intellectual and social development, and
- aligns programs, professional development, resources, and reward structures with the goal of attaining inclusive excellence.

Milem, J. F., M. J. Chang, and A. L. Antonio. 2005. *Making diversity work on campus: A research-based perspective*. Washington, DC: Association of American Colleges and Universities.