WOX Grant Application Form for 2018
01/03/18

Use and completion of this Application Form is required for submission of your grant. Only Applications using this template will be considered for an award.

The completed WOX Grant Application must be emailed to ernsta@XAVIER.EDU and a paper copy with appropriate signatures mailed or hand delivered to Anne Ernst, Alumni Building ML 5430 by 5 p.m. March 1, 2018.

NOTE: Applicants are encouraged to seek proposal assistance through the Office of Grant Services. Please contact Shari Howell by phone at 745-1904 or email at howells3@xavier.edu as early as possible and at least 5 business days before the due date.

PROPOSAL FOR WOX GRANT

Title of Proposed Project: International Symposium of the Dakar Institute of African Studies

Amount Requested: 10,000.00

Name of each applicant, their position and signature:

Dr. Kyra Shahid, Associate Director, Center for Diversity and Inclusion

Add ALL appropriate signatures below as outlined in the Guidelines document for the WOX Grant Awards. For each approval needed, please type the person’s name, title, email address, and have them physically sign the Application.

Dr. Taj Smith

Dr. Janice Walker

Provide a brief abstract that clearly and concisely states the aim of your project, anticipated value for XU students and/or faculty, and the indicators of success: (maximum 350 words)

In my daily work, I have the opportunity to work with talented students of color from all walks of life. Students who are invested in creating change and pursue social justice. I am writing to request your support for a once in a lifetime opportunity for five Xavier students who have a demonstrated and unwavering commitment to advancing and promoting positive change. These students are Adrian Parker, Sequoia Patterson-Johnson, Diamond Brown, Eseoghene Obrimah and Taylor Zachary.

In addition to their leadership on campus and in community, these five students are co-authoring a book with me. As a result, they have the groundbreaking opportunity to present their research at the International Symposium of the Dakar Institute of African Studies (DIAS) in Dakar, Senegal. The theme of the DIAS conference is Bridging the Gap: Black Studies across Social, Geographical, Epistemic, and Linguistic Lines. Our presentation will deepen the ongoing and important discussion on racial reconciliation and strategies for American universities to redress the impact of anti-Black racism on Black students. Click here to learn more about the DIAS conference.

In addition to presenting at the conference, the students’ experience abroad in Senegal will further their development as self-aware, loving, inter-culturally competent leaders who practice self-care and collaborate with others to create change and pursue social justice. While there, student’s will participate in a female-led reconciliation and healing program that includes yoga as well as opportunities to understand how the transatlantic slave trade, food ways and cuisine, hip hop culture, music, art, couture, and spiritual practices in
Senegal offer them opportunities to recognize their resilience, personal power and engage in community. Upon their return, the delegation will offer a campus-wide presentation and book signing reception at Xavier University in September 2018, which all supporters will be invited to attend.

WOX will be investing in the development of a new generation of racial scholar-practitioners and the healing of student leaders that have experienced racial stress injury and/or who have extended themselves to pursue equity and inclusion on Xavier’s campus and beyond.

NARRATIVE

Please provide a detailed project description (in #1) and answer the questions below (#2 - #8) Limit the length of your answers (including project description) to three single-spaced, typed pages.

1. Provide a detailed description of your project; what will take place, where, when, and who will be involved in the project, and the timeline. (maximum 1 page)

The Fourth International Symposium of the Dakar Institute will be held in July of 2018 in Dakar, Senegal. The conference is in collaboration with Université Cheikh Anta Diop (UCAD), the West African Research Center (WARC), and the Department of Sociology, Psychology and Social Work at the University of the West Indies, Mona. This year, the focus draws on bridging the gap between contemporary students/scholarship and the impact of Black students in the 1960s on predominately white college campuses in the US with regard to Black studies and scholarship. Five undergraduate students from Xavier will travel to present their autobiographical research which is being published with Dr. Kyra Shahid in a book titled Anti-Black Racism and Epistemic Violence (Sentia Publishing, 2018). The conference presentation includes discernment diagram modules and reflections on the use of music, drama, media, and poetry as tools for addressing and countering epistemic violence in the college classroom. In addition to their conference presentation, the students will participate in a 14-day Leadership Development/Short-Term Study Abroad Experience through a female-led program called Diasporic Soul. The experience will take place between June 30 and July 11, with participants leaving the US on June 30th and arriving in Senegal on July 1. The DIAS conference will take place during July 6-7 of the study abroad experience and participants will return to the US on July 15. Participants will be housed in the Tangor House in Senegal which includes lodging, meals at the Tangor café, meeting space, and yoga studio. Project participants include Dr. Kyra Shahid (advisor), Audrey Calloway (advisor), Adrian Parker, Sequoia Patterson-Johnson, Diamond Brown, Eseoghe Obrimah and Taylor Zachary. Upon their return, the group will host a book signing and presentation in September 2018 in Cintas (this event is sponsored by Xavier Center for Excellence in Education). In addition to their presentation in September, the group will also develop a report/manifesto that will be used to inform the use of digital badge to offer cultural competence training and racial reconciliation and healing development opportunities for Xavier Black Alumni.

2. How does this proposed project enhance the mission and purpose of Women of Excellence?

The mission and purposes of this project are two-fold, as we hope to create space for student to participate in both research analysis as well as praxis as they find ways to situate their autobiographical research as intellectual activism while participating in their own healing. The project participants are currently co-authoring a book based that addresses decolonizing, rethinking, and confronting academic culture in which one professes commitments to critical thinking and social justice but prescribes to standards, traditions, and epistemologies that maintain white supremacy and perpetuate anti-blackness. This project enhances the mission of Women of Excellence by advancing and extending an opportunity our community to invest and participate in racial reconciliation and healing on individual, collective, institutional, and global levels. The project participants are majority women and are working under the auspices of Dr. Kyra Shahid, who grounds their research in endarkened feminist theory. The project embodies what it means to extend and advance the legacy of women scholars as an avenue to impact the experiences of marginalized students. The project is grounded in the words
of Audre Lorde who wrote, “If I didn’t define myself for myself, I would be crushed into other people’s fantasies for me and eaten alive. Your silence will not protect you. In our work and in our living, we must recognize that difference is a reason for celebration and growth, rather than a reason for destruction.” By sponsoring this work, WOX will also play a vital role in bridging the gap between Xavier and a global conversation on restoration. This bridge will not only help to posit Jesuit responses to racial healing into a larger discourse, but it will help to create a new platform for engaging alum who experienced and still experience racial stress trauma as minorities in majority spaces.

3. How will this project further the mission of Xavier University to “engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?”

These students through their active participation as presenters in an International Symposium will actively put into practice the Jesuit principles of reflection; discernment; solidarity and kinship; and service rooted in justice in love. These students will have a continued connection to Xavier alumni and students as men and women for others actively promoting solidarity and kinship. In going on this experience the students will also be engaging with questions of self and equipping themselves to become racial scholar-practitioners. In addition, the conference will continue to keep Xavier in the International market as a thought leader in global concerns.

4. Why is this project important? Does it address a gap within existing University programs?

In 2017, I created Anti-Black Racism and Epistemic Violence, a course dedicated to addressing the outcry of Black students for responsive education and healing. Echoing the calls of earlier scholars like Walton (1969) and Woodson (1969), contemporary scholars like myself, McGee & Stovall (2016) among others continue to shed light on gross inequities in academia to address the preoccupations of Black students. Since Trayvon Martin’s death, students have begun each semester preoccupied with the atrocities concerning Black bodies, Black lives and Black futures. Yet, the dearth of inclusion and equity in the academy leaves Black students inept to reconcile, heal, and reclaim intellectualism from colonized spaces. Xavier has recognized this and has various efforts underway to address the gap we know exists in our ability to provide inclusive spaces and respond adequately to the need for racial reconciliation and healing. However, none of these efforts combine scholarship, experiential learning and pre-graduate development in the way that this experience does. This project is unique because it addresses this need on several platforms; the published work posits new scholarship in the discourse and makes Xavier the first of many institutions to publish student voices in a response to racial reconciliation in this era, the conference presentation allows Xavier to become part of a global conversation on the matter and use Jesuit responses to racial healing as an example for other institutions, and the Senegal experience in totality gives this group of Xavier students the opportunity to gain the experiences that we were unable to adequately provide for them as they worked to create change on campus.

As recent alums, these students will continue to have a life-long tie to Xavier University. This experience provides the foundation for building a stronger African-American alumni network. By returning to do a campus-wide presentation their research and experience will be broadly shared with the campus community. As they step into their future success they will be global ambassadors of the Xavier brand as examples of how we learn, serve, and achieve together. These students will go into the marketplace to continue to promote our 98% student success rate. It also expands opportunities to develop emerging scholars with tangible research experience that addressing pressing issues both in and outside of the academy. In conclusion, it fills a gap for healing/restoration/reclamation at the institution for students who continue to experience racial stress trauma.

5. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project? If the project will continue beyond the Grant timeline, what are your plans for future funding?
Our outcomes for this project are for students to: 1. foster their capacity to be self-aware leaders who understand how their social/cultural identities (historic and current) and values inform their respective leadership behaviors and practice. 2. develop the skills, knowledge and attitudes necessary to manage trauma (individual/collective) and stress and practice self-care. 3. exhibit an articulate a critical consciousness that reflects their understanding of intersectional social justice and recognition of major elements of global systems, including their historic and contemporary interconnections and the differential effects of them on human organizations and actions. 4. demonstrate the skills, knowledge and attitudes associated with inter-cultural competence, 5. recognize the way in which art, spiritual practices, self-care and self-expression provide leaders and the communities to which they belong with opportunities for renewal, resilience and resistance. 6. inform the greater Xavier community of the intersections of racial healing and Jesuit values.

We expect that this project will have individual/collective/institutional benefits for the Xavier community as we engage further with racial healing and reconciliation. We expect that the intersections of the identities of the participants will spark dialogue on the role and impact of women in the process of racial reconciliation and healing as will be discussion during the campus-wide presentation in September. Finally, we expect that the five senior undergraduates will spearhead healing with other Xavier Black alum and the university on individual, collective, and institutional levels. We foresee digital badging as one avenue for offering and capturing this engagement.

6. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

Assessment measures for the project will be largely qualitative and will be captured in a qualtrics survey which will be distributed to all participants upon their return. We will display this information as part of the campus-wide presentation, including any feedback provided to us from the DIAS conference. We will also distribute a qualtrics to the participants in one year of the project, to assess its impact on their entry into the professional world after graduating from Xavier.

7. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success/completion of your project? Give specific examples.

WOX recognition will take place during the campus-wide presentation to be held in Cintas in September 2018. We will also recognize sponsors through social media throughout the sharing of the International symposium and experience as part of our campaign to demonstrate the important in investing in healing and reconciliation concerning racial trauma on individual and institutional levels. Finally, the gratitude of young alumni who will be advocates and support the work of the WOX Giving Circle with help to ensure future benefactors.

8. If you are applying for a 2-year grant, please explain why a 2-year award is important to the success of your project. (Note: these are projects that will take 2 years to complete, not for 2 years of funding for the same project).
What is the amount of funding requested? **$10,000.00**

Below please provide a **detailed** budget with justification/need for each itemized expense.

<table>
<thead>
<tr>
<th>Item</th>
<th>Justification</th>
<th>Funding Source</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passport fees, travel expenses outside of airfare i.e. airport meal, travel insurance, luggage purchase, supplies materials.</td>
<td>Student contribution</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>Flights via Delta flight 416 CVG to JFK to DSS</td>
<td>$1,600.00 per person</td>
<td>Internal partners + Donation campaign (CDI, OIDI, in process)</td>
<td>11,200.00</td>
</tr>
<tr>
<td>Diasporic Soul Experience, including DIAS Conference Registration Fee, Lodging, All Meals and Excursions for 14-days in-country</td>
<td>2,000.00 per student (discounted 20% for Xavier and lodging fee waived for advisors)</td>
<td>WOX</td>
<td>10,000.00</td>
</tr>
</tbody>
</table>

**Total** 21,650.00