

INCLUSIVE EXCELLENCE FUNDING

Subcommittee of the Council on Diversity and Inclusion

Please read the following document carefully before you submit an application for funding.

As a subcommittee of Framingham State University's Council on Diversity and Inclusion, the Inclusive Excellence Funding Committee provides financial support for programs and initiatives that advance institutional diversity, equity, and inclusion priorities.

All applications must address at least one of the five Inclusive Excellence Principles.

Priority is given to initiatives that address two or more of these Inclusive Excellence Principles.

INCLUSIVE EXCELLENCE PRINCIPLES	
Access and Equity	Achieve a more diverse and inclusive student body, faculty, and staff by addressing representation (compositional number), retention, participation, and equitable outcomes for all community members, particularly those holding historically marginalized and minoritized identities.
Diversity in the Curriculum and Co-Curriculum	Create and engage in courses, programs, and experiences that explore issues of diversity, equity, inclusion, power, social justice, and cultural competency and humility.
Institutional Climate	Cultivate and sustain a culture that recognizes and celebrates diversity and inclusion, provides opportunities for community members to engage across similarities and differences, and uses an equity lens to regularly review institutional infrastructure such as policies, organizational structures, and use of metrics to drive decision making.
Learning and Development	Provide targeted professional development and learning opportunities for faculty and staff to increase cultural humility, and support intentional creative and innovative inclusive practices in and out of the classroom.
Civic and Community Engagement	Build and strengthen partnerships with community organizations and agencies to provide robust civic engagement and service-learning opportunities, and improve outcomes for historically underserved and under-resourced populations in the surrounding MetroWest communities.

INCLUSIVE EXCELLENCE FUNDING

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Once you are ready to submit your application, please visit the [Inclusive Excellence Funds site](#). You may also download a PDF template of the form to prepare your responses before applying for funding.

FREQUENTLY ASKED QUESTIONS **3**

WHAT TYPES OF INITIATIVES ARE ELIGIBLE FOR INCLUSIVE EXCELLENCE FUNDS?	3
WHO IS ELIGIBLE TO APPLY FOR FUNDING?	3
WHAT IS THE DEADLINE FOR SUBMITTING MY APPLICATION?	3
MAY I USE INCLUSIVE EXCELLENCE FUNDS TO COVER PROGRAM/EVENT EXPENSES RETROACTIVELY?	3
WHAT SHOULD I INCLUDE IN MY FUNDING REQUEST?	4
I HAVE BEEN APPROVED TO HOST AN ARTS AND IDEAS PROGRAM. CAN I ALSO APPLY FOR AN INCLUSIVE EXCELLENCE FUNDS GRANT?	4
IS THERE A MAXIMUM AMOUNT THAT I CAN REQUEST?	4
I JUST SUBMITTED MY PROPOSAL. WHAT CAN I EXPECT NOW?	4
I RECEIVED FUNDING! IS THERE ANYTHING ELSE I NEED TO DO?	5
I JUST REALIZED I NEED ADDITIONAL FUNDING. CAN I APPLY FOR MORE MONEY?	5
I FINISHED MY INITIATIVE AND DID NOT SPEND THE ENTIRE AWARD. WHAT SHOULD I DO?	5
I RECEIVED INCLUSIVE EXCELLENCE FUNDS BUT NEED TO POSTPONE MY EVENT. WHAT SHOULD I DO?	5
AM I ALLOWED TO APPLY FOR MORE THAN ONE INCLUSIVE EXCELLENCE FUND GRANT PER ACADEMIC YEAR?	5
CAN I SPEAK WITH A MEMBER OF THE COMMITTEE ABOUT MY PROPOSAL BEFORE SUBMITTING?	5
IF I STILL HAVE QUESTIONS, WHOM CAN I CONTACT?	5

EXAMPLES OF PAST INITIATIVES AWARDED INCLUSIVE EXCELLENCE FUNDS **6**

GRAPHIC SOLIDARITY: FEMALE EMPOWERMENT THROUGH COMICS	6
WHAT CAN INDIGENOUS KNOWLEDGE TEACH US ABOUT CLIMATE JUSTICE PEDAGOGY?	7
SPANISH LANGUAGE TABLE	8
DISCUSSIONS TO BUILD UNDERSTANDING OF HEARING AND DEAF BIPOC LIVED EXPERIENCE	9

INCLUSIVE EXCELLENCE FUNDING

Subcommittee of the Council on Diversity and Inclusion

Frequently Asked Questions

What types of initiatives are eligible for Inclusive Excellence Funds?

Inclusive Excellence Funds can be used to cover:

- speaker and consultant honoraria, fees, travel and lodging, etc.,
- film screening licenses,
- catering for events,
- purchase of materials in support of initiatives,
- costs related to professional development such as registration or travel,
- stipends to faculty, staff, and students for projects above and beyond their contracted obligations.

The Committee intends to award funding for one-time events or as “seed funding” for new projects. Recurring programs and initiatives should seek to establish themselves within their department’s and/or division’s budgets, or seek funding from other sources at Framingham State University.

Who is eligible to apply for funding?

Inclusive Excellence Funds are available to Framingham State University faculty, staff, and students. Please note that we make funds available through department or organizational accounts. In some cases, the Office of Diversity, Inclusion, and Community Engagement will process the invoice. We do not award funds directly to any individual at FSU.

* Students applying for funding must have a faculty or staff sponsor for their initiative.

What is the deadline for submitting my application?

Applicants must submit their proposal by midnight on the dates shown below. The Committee will notify applicants with a decision approximately two weeks after the deadline. Please note that this is a change in practice from prior years – the Committee is no longer accepting and reviewing applications on a rolling basis.

- Deadline 1: October 6, 2022
- Deadline 2: December 1, 2022
- Deadline 3: March 2, 2023
- Deadline 4: June 1, 2023 – this deadline is for summer projects, Arts and Ideas programs, and other events taking place during the 2023-2024 academic year

May I use Inclusive Excellence Funds to cover program/event expenses retroactively?

No. Any costs incurred prior to the grant award are not eligible for Inclusive Excellence Funds.

INCLUSIVE EXCELLENCE FUNDING

Subcommittee of the Council on Diversity and Inclusion

What should I include in my funding request?

We request that applicants:

- include as much detail as possible about how they plan to spend the requested funding;
- address how their initiative aligns with one of the [five Inclusive Excellence Principles](#);
- describe intended outcomes for their initiative;
- obtain pricing quotes and formulate as accurate a budget as possible.

Proposals that meet the following criteria will receive priority consideration:

- address two or more of the [five Inclusive Excellence Principles](#);
- involve collaboration with other FSU community members and/or departments;
- invite participation from a broad audience of FSU and/or non-FSU community members;
- receive funding from additional sources such as Arts and Ideas; the Center for Excellence in Learning, Teaching, Scholarship, and Service (CELTSS); academic departments, etc.

I have been approved to host an Arts and Ideas program. Can I also apply for an Inclusive Excellence Funds grant?

Yes! The Inclusive Excellence Funds Committee is proud to continue its ongoing relationship with Arts and Ideas. We set aside \$5000 each year to provide supplemental funding for Arts and Ideas programs that meet the criteria for Inclusive Excellence Funds.

If you are applying for Inclusive Excellence Funds for your Arts and Ideas program, we encourage you to submit your application by the August 1 deadline.

Arts and Ideas applicants will complete a shorter application, and we will ask you to also submit a copy of your Arts and Ideas proposal.

Is there a maximum amount that I can request?

Applicants can request up to \$2000 from the Inclusive Excellence Funding Committee. However, the Committee has the discretion to decide whether to fully or partially fund the proposal based on the quality of the application and other proposals received.

For reference, awards since Fall 2019 have ranged from \$200 to \$1600, with an average award of \$720. We encourage applicants to seek funding from additional sources whenever possible.

I just submitted my proposal. What can I expect now?

Upon submission, you will receive confirmation that the Committee has received your proposal. The Committee will notify you of its decision approximately two weeks after the submission deadline. Possible outcomes include full funding, partial funding, or no funding. In some cases, a member of the Committee might reach out to you for additional information before making a decision.



INCLUSIVE EXCELLENCE FUNDING

Subcommittee of the Council on Diversity and Inclusion

I received funding! Is there anything else I need to do?

After you finish your program/initiative, we will request a brief summary of outcomes. We also encourage awardees to attend a Council on Diversity and Inclusion meeting speak about their program and answer any questions that attendees have. This is a great way to help others think about their own program and inspire opportunities for future collaboration!

I just realized I need additional funding. Can I apply for more money?

We encourage applicants to submit as complete a budget as possible with their proposal. However, we recognize that situations might change. If you need additional funding, you may submit an additional application, although we cannot guarantee the availability of money.

I finished my initiative and did not spend the entire award. What should I do?

If you do not spend the full amount awarded to you, please complete a budget change and return the money to the Inclusive Excellence Funds. The Fund/Org/Account (FOAPAL) numbers are T12026/P160/XT176.

I received Inclusive Excellence Funds but need to postpone my event. What should I do?

If the event will take place within the same fiscal year, please notify the Inclusive Excellence Funding Committee. If you need to postpone to the following fiscal year, we will ask that you return the funding to the Committee so that we can make it available to other applicants.

Am I allowed to apply for more than one Inclusive Excellence Fund grant per academic year?

Yes. We welcome multiple proposals from an individual or group hosting different initiatives throughout the year.

Can I speak with a member of the Committee about my proposal before submitting?

Yes. Please email Cara Pina at cpina1@framingham.edu with any questions you have about your intended proposal.

If I still have questions, whom can I contact?

Please email Cara Pina at cpina1@framingham.edu with any additional questions you have about this process or your proposal.



INCLUSIVE EXCELLENCE FUNDING

Subcommittee of the Council on Diversity and Inclusion

Examples of Past Initiatives Awarded Inclusive Excellence Funds

Graphic solidarity: Female empowerment through comics

Type of initiative: Speaker/panel discussion, class visit, workshop

Description of initiative

Traditionally, male comic artists have received more critical attention than female artists. It is necessary to illuminate the important contributions of female comic artists, and in the Hispanic world, graphic artists have created work supporting women's rights initiatives such as #NiUnaMenos, the #8M (National Women's Day) protests, and #MeToo movements. This two-part event demonstrates how female creators of comics promote solidarity and awareness about gender and racial inequalities. Part one consisted of an evening Zoom panel featuring prominent female artists (Pepita Sandwich, Quan Zhou, and Power Paola) representing various spheres of the Hispanic world from Argentina, the United States, Spain, Ecuador, and Colombia. The second component featured an in-person visit by Pepita Sandwich (Josefina Guarracino), an Argentinian artist based out of New York, with two classes, as well as a sequential art/animation workshop for students in the art department and any other interested students.

Inclusive Excellence Principle(s): Diversity in the Curriculum and Co-Curriculum, Institutional Climate, Learning and Development

Funding applied to: Speaker fees

Additional funding and support: Arts and Ideas, World Languages Department, Art and Music Department

Summary of outcomes

Over 200 people registered for the panel discussion and included attendees from universities and institutions around the world. The event showcased the innovative, interdisciplinary work Framingham State Departments are doing related to comics studies, and how this work contributes to the Arts and Ideas theme of "good trouble" and social justice movements.

Students read the works by the artists in class before the event and helped to formulate questions and plan the Zoom panel. Many students expressed that this event and meeting Pepita Sandwich was the highlight of their semester.



INCLUSIVE EXCELLENCE FUNDING

Subcommittee of the Council on Diversity and Inclusion

What can Indigenous knowledge teach us about climate justice pedagogy?

Type of initiative: Speaker

Description of initiative

Dr. Robin Wall Kimmerer's virtual visit to FSU sparked discussion and action related to teaching and learning about sustainability and climate justice. This proposal came from a cross-disciplinary group of faculty, staff, and students who are involved in climate action work on campus. The Center for Excellence in Learning, Teaching, Scholarship, and Service also supported this year-long experience, specifically the book group discussion.

Inclusive Excellence Principle(s): Diversity in the Curriculum and Co-Curriculum, Learning and Development

Funding applied to: Speaker fees

Additional funding and support: Arts and Ideas; Campus Sustainability; Whittemore Library; The McAuliffe Center; The Center for Excellence in Learning, Teaching, Scholarship, and Service; FSU Green Initiative; and the Departments of Biology, Chemistry and Food Science, English, Psychology and Philosophy, Nutrition and Health Studies, Education, and Environment, Society, and Sustainability

Summary of outcomes

Over 200 attendees joined via Zoom along with 30 in-person attendees. The organizers plan to carry forward Dr. Kimmerer's teachings and community discussions in our climate justice work on and off-campus in the years to come.



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Spanish language table

Type of Initiative: Community-building events

Description of initiative

The Spanish Language Table is a partnership between the World Languages Department and Dining Services. In this biweekly event, students, faculty, and special guests engaged in informal conversation in Spanish, discussing career opportunities for bilingual professionals and sharing study abroad experiences.

Inclusive Excellence Principle(s): Institutional Climate

Funding applied to: Cost of meals at the Dining Commons for students, faculty, and guests who participated in the Spanish Language Tables

Summary of outcomes

Due to scheduling constraints, three Spanish language table events took place during the semester, with 22 total participants.



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Discussions to build understanding of hearing and Deaf BIPOC lived experience

Type of initiative: Class visits, workshops

Description of initiative

This funding provided a series of facilitated discussions to build an understanding of hearing, and Deaf BIPOC lived experiences. The goals of this series were to:

- create a more welcoming climate for BIPOC students,
- foster open and honest discussion about how interpreters can address microaggressions and racism on the job,
- explore how interpreters can work effectively as BIPOC/white interpreter teams,
- witness the lived experience of BIPOC Deaf people.

Inclusive Excellence Principle(s): Diversity in the Curriculum and Co-Curriculum, Institutional Climate

Funding applied to: Honoraria for workshop and discussion facilitators

Summary of outcomes

Using the framework of intent versus impact helped students develop a deeper understanding of the effects of their actions, outside of their intentions. This enhanced self-awareness will inform future decision-making.

Key takeaways include:

- awareness, as a white interpreter, of the differences between working with an interpreter of color versus another white interpreter;
- changing perspective from “How do I get what I need?” to “What questions can I ask to learn more about my colleagues and classmates so that I can understand them better?”;
- recognizing intersectional identities and how to not only be an ally to the Deaf community but how to be an ally to Deaf and/or hearing BIPOC individuals;
- the need to break the taboo of talking about race due to the fear of offending someone, and realizing that white allies have to be a part of the conversation.

