Diversity Incentive Grants 2015

AHC D&I Campaign
The AHC is dedicated to help educate its faculty, staff and students to provide culturally competent care to anyone who walks through our doors. This program provides a series of events in the month of February on the medical campus to support our goal. Our event keeps expanding as the need for continued education in this area grows.

Autism Spectrum Disorder
The increasing prevalence of autism spectrum disorder (ASD) suggests more of these individuals will enter colleges in the coming years. These individuals have unique needs that necessitate specialized supports and services, especially in the areas of academic, social, and employment success. The purpose of this project is to develop College Success Services (CSS), a collaboration between the School of Education and Academic Excellence Support Services (AESS), to meet the unique recruitment and retention needs for students with ASD.

Bridges to D&I
UC Libraries (UCL) embraces the university’s mission to strive toward excellence through diversity and inclusion of all students, faculty, and staff. Building on the success of last year’s grant, UCL will continue to support the international community and broaden the scope of programs and services to other underrepresented groups across campus. Our focus to embrace diversity and inclusion across campus is threefold: instruction, promotion of library resources and services, and community building for UC students, faculty, and staff. The programs and projects impact within the proposal are designed to enlighten the participants, to engage them in learning and intellectual discourse, and to excite them about the vibrant, multicultural, and inclusive UC community.

CAHS & CCE Diversity Enhancement Program
The College of Allied Health Sciences (CAHS) and the Center for Community Engagement (CCE) will join together to expand and enhance CAHS Diversity Enhancement Program. The Program will increase UC’s enrollment, retention and graduation of African American students. The Program builds on the successes of the past three years with the continuation of the dual enrollment Medical Terminology course for Hughes STEM High School seniors, and the CAHS Connections Mentoring Program, which pairs UC students enrolled in CAHS with a CAHS alumnus. In order to increase the enrollment of students from Hughes STEM and increase their success at UC, an ACT Preparation Course and the administration of the ACT Test will be offered to 25 juniors who will be supported by UC mentors. College visits, student shadowing and power lunches will continue to be offered to increase access to UC.
Campus Services Scholarship
Housing and Food Services (HFS) has seen an increase in students who have expressed a desire to apply for on campus housing, however, have been unable to afford the $150 deposit and application fee. Currently, HFS does not have a program to assist these students and they are subsequently turned away. In addition to the deposit/application fee assistance, the grant would be utilized to fund a one-semester housing scholarship. The Campus Services Diversity & Inclusion Committee will select the scholarship winner based on a student essay submission and a letter of recommendation from either their high school counselor or one of their teachers.

Clermont Leading the Way
This proposal seeks funding to train employees of the UC Clermont campus to ensure that people with disability have the proper tools and resources to learn. This collaborative effort is between two faculty members from two different academic units; the BLT unit and the MCGP unit at Clermont College. The goal of the proposal is to ensure that the faculty and staff of University of Cincinnati will have sufficient training on matters of disability inclusion and that our online activities are accessible to all students, regardless of their disability status. We also plan to implement Universal Designs for Learning (UDL) in our online courses. This initiative is well aligned with the goals and objectives of UC’s diversity plan of enhancing diversity and inclusion through innovative practices.

Diversity & Academic Success Through Mentoring & Advocacy
At UCBA we understand that what is at stake for our students’ lives and the viability of their futures includes a small window to access competitive programs, coupled with a need to maintain aid eligibility that affects the overall UCBA retention and completion agenda. We believe that we can make a difference through the Diversity Scholars (DSP) and Academic Success and Advocacy (ASAP) programs. The offices of Multicultural Affairs and the Assistant Dean’s Office for Academic Affairs will collaborate to offer workshops and develop outreach strategies designed to maximize student involvement. The two offices will also develop a pilot peer-to-peer mentoring and training program for the DSP program. DSP/ASAP Supporters/Collaborators are the following: Academic Advising, One-Stop, Academic Labs (Math, Science, Writing Center and Foreign Language Labs), Academic Affairs, and Student Life.

Expert Social Justice Educator
Student Affairs and partners are hoping to bring an expert diversity and social justice educator/facilitator to campus to provide two days of workshops to three different audiences. The facilitator would lead the following sessions/programs: 1) educate staff and students around inclusive dialogue facilitation and awareness of triggers, 2) programming with an inclusive lens and helping staff members create spaces conducive to learning, and 3) working with the Student Affairs Diversity Council to further develop desired outcomes referencing the 5 year diversity plan and working through the current climate and needs of the University.
Not to Exclude You
Micro-aggression is an unintended form of discrimination. While most micro-aggression research targets race and racism, micro-aggression occurring at the college of nursing (CON) also includes unconscious bias against male nursing students, persons of lower socioeconomic status, and persons born outside the United States. The purpose of this project is to identify the specific micro-aggression occurring in the CON and then develop and implement a plan to reduce and prevent micro-aggression committed by students, staff, and faculty members in the CON. Data will be collected through interviews/focus groups, formal evaluation, and pre/post incidence surveys. These data will be analyzed using constant comparative analysis, descriptive statistics, and appropriate parametric/non-parametric statistics. Upon accomplishing our project, we will have facilitated achievement of the UC Diversity Plan Goal IV: “The University of Cincinnati will create and support a learning and work environment that reflects the university’s mission which includes a commitment to excellence and diversity.”

Safe Bathrooms Initiative
The Safe Bathrooms pilot project helps reframe the conversation on gender equity away from the position that gendered spaces are inherently exclusive to one that encourages the community to make gendered spaces inclusive. We also expand the conversation beyond the (important) need for gender-inclusive bathrooms to how we can engage in every day actions that transform our existing spaces into safe spaces. By partnering with academic and administrative departments across the three campuses, we create more educated, engaged, and empowered allies to help continue to reframe this discussion. By placing signage at the pilot bathrooms, we not only send a clear message to our trans* community that we support their safety, we provide passive education to everyone who uses the space. And by encouraging people to contact the Title IX Office, we make the issue a civil rights matter, which inherently frames the conversation around diversity and inclusion.

STEMs with Latin Roots
The UC Hispanic/Latino faculty aims to increase recruitment of Latino students and faculty, to retain Latino talent on our campus, and to create an inclusive environment that values Latinos as an essential component of UC’s diverse community. To address each of these goals, we will present STEMs with Latin Roots, a year-long project in which six Latino scholars in six different disciplines will visit UC to share their research and network with students and faculty. Each Latino scholar will engage in five activities during their visit to UC: 1) Present a public lecture; 2) Host a small group research meeting; 3) Attend a networking session, organized by the student organization Latinos en Accion; 4) Meet with administrative representatives to address recruitment and retention of Latino faculty; and 5) Meet with LEAF leadership to discuss solutions to special challenges Latino faculty can face at majority institutions.
Summer CAMP Cincinnati
Summer CAMP Cincinnati Architecture Mentoring Program is a one-week architecture and design survey program for 8th and 9th grade underprivileged and underrepresented students from the Cincinnati metro area. Since its inception in 2006 the organization has exposed “CAMPers” to the discipline and education of architects through walking tours and field trips to architecturally significant sites and prominent professional practices in the city, and by intensive design instruction under the guidance of faculty, students and alumni from University of Cincinnati’s Architecture program. Our mission is to increase the roles of minority enrollment in schools of architecture and design, and ultimately, the number licensed practicing professionals in the discipline.

WILL
UC Women in Leadership and Learning (WILL) is a multi-year leadership development program for undergraduate women, gender non-conforming, and trans* students that aims to build a community of leaders committed to social justice and feminist leadership through experiential learning. This program incorporates a core curriculum based in the Department of Women’s, Gender, and Sexuality Studies (WGSS) as well as co-curricular leadership development programming coordinated through the UC Women’s Center (WC).