

Charlye O. Farris Social Justice Resource Center

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Call for Programs

About the Farris SJRC. The mission of the Charlye O. Farris Social Justice Resource Center (SJRC) is to serve as a hub for education and advocacy. We strive to build community connections around the issues of racial and social justice through activities encouraging reflection and dialogue. Through internal partnerships with academic disciplines, we can provide training and development opportunities – practical implementation of theory and expertise -- for community leaders and business partners focused on improving equity and inclusion in their organizations. The Farris SJRC... turning intentions into actions.

What is social justice? Attempting to determine how we can best contribute to the creation of a more equitable, respectful, and just society for everyone. Both process and goal, social justice demands we address the policies, practices and behaviors that slow our progress toward being an equitable campus. Social justice, as a framework, guides us to recognize and resist unfairness in decision-making and resource distribution – and to cultivate a community that is safe and secure for everyone.

Farris SJRC Guiding Framework. All events and efforts coordinated by the SJRC are intended to create space for reflection, dialogue and collaboration around issues of diversity, equity and inclusion (DEI) in our Wichita Falls community. With that in mind, every activity will promote one or more of the following intentions.

- Awareness. Calling attention to issues or needs in our community which inhibit equity and/or inclusion; or, increasing understanding of culture, general or specific, and the skills/knowledge for effective intercultural relations.
- Acknowledgement. Recognizing the role each of us can play in maintaining or resolving injustice and inequity within our own sphere of influence; or, providing opportunities to develop skills and knowledge for addressing injustice and inequity in our personal, professional and civic lives.
- Action. Creating or contributing to local efforts to address inequity and injustice.

Desired Programming Topics (2021-22)

- o Special Topics “Teach Outs”
 - o Race/racism
 - o Intercultural competency
 - o DACA
 - o Identity based harm
 - o Social mobility, classism
- o Anti-Racism in Action Workshop
- o Allyship and Advocacy Training
- o Better World Book Club

Program Proposal Submission Timeline. Applications are accepted year-round. Submissions will be reviewed quarterly.

- o August 1 – 15: Successful programs for fall (September – November) schedule are selected with notification sent to the presenters.
- o December 1 – 15: Successful programs for spring (February – April) schedule are selected with notification sent to the presenters.
- o March 1 – 15: Successful programs for summer (May – August) schedule are selected with notification sent to the presenters.

Application Outline

- o Contact info
- o Credentials
- o Additional presenter information
- o Proposed program title
- o Ideal audience
- o Description
- o Program Outline
- o Evidence of the conceptual foundation for proposal content including ways the program content is grounded in research, relevant experience, a cogent model, or appropriate theory.
- o Program session sponsorship (other organizations or groups who will be sponsoring/co-sponsoring). Provide a brief description as to relevance to the selected organization(s) or group(s).
- o Program logistics
 - o Type of space needed
 - o Equipment needed
 - o Materials needed
 - o Type of program
 - o Lunch ‘n’ Learn – Style (30 minutes): Designed to give participants actionable ideas and tools to take back to their campus. Presenters will share ideas for 20 minutes, followed by 10 minutes for questions. An example of a session title appropriate for this format is "10 Practices for a Global Mindset."

- o Lecture (60 minutes): Usually consisting of the presentation of a program, data, research, or theoretical concept followed by audience questions and brief discussion.
- o Facilitated discussion (60 minutes): Less formal ways to engage attendees around a central topic. Facilitators usually provide a brief introduction to a topic (5-10 minutes) and then lead a discussion with several prompting questions.
- o Training (75 – 90 minutes): Presentation of a specific topic that includes an interactive skill-building or active learning opportunity for participants.
- o Panel (75 – 90 minutes). Typically, 3-4 speakers will each provide a brief lecture offering different perspectives on a single topic, followed by a series of moderator–initiated and/or audience questions to the panel.
- o Teach-Out (90 – 120 minutes). Essentially a panel discussion (3-4 speakers) with facilitated participant discussion -- all addressing a single, general topic.
- o Poster Session, Exhibit or Display: Designed for sharing research or program evaluation. Presenters will visually represent their data and present their content during an opening or closing reception.
- o Creative work/performance: Examples include poetry or dramatic readings, dance performances or display of artwork. Ideally, the performer or director will offer a Q&A afterward.
- o Delivery mode – virtual, in-person, hybrid
- o Required acknowledgements. I acknowledge my proposal and program meet the expectations reflected in the following SJRC commitments.
 - o Equity and inclusion. As a center focused on the local community, the SJRC and its programs are aligned with the MSU Texas commitment to diversity, equity and inclusion. As such, events and activities sponsored or co-sponsored by the SJRC will demonstrate that we value and support diversity, seek to achieve equity, reflect multiculturalism, and promote inclusion and social justice in our communities. Like MSU Texas, “we strive to create an environment that celebrates differences, respects diversity, provides equity for opportunities, and fulfills the potential of everyone.”
 - o Inclusive and Bias-Free Language. Any program, event or publication connected to the SJRC utilizes inclusive language and our staff, volunteers and presenters strive to recognize and eliminate any marginalizing language (e.g., ableist, ageist, gendered, racist, homophobic, classist) in our presentations, publications and promotions. Verbally and orally, we strive to describe people without bias across a range of topics and specific guidelines that address the individual characteristics of age, disability, gender, participation in research, racial and ethnic identity, sexual orientation, socioeconomic status, and intersectionality.
 - o Universal Design. The purpose of Universal Design Principles for Presentations is to support the design of materials, discussions, and educational activities that are accessible to all participants. Examples of implementing Universal Design Principles include but are not limited to: using the provided microphone during a session, designing presentations with contrasting colors and sans serif fonts, and providing opportunities for participants to engage content in multiple ways (e.g., presentation, discussion, activities).

- o Land Acknowledgement. A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. Each SJRC event is expected to begin with the reading of a land acknowledgement. We do this to recognize the land as an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context. Colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.
- o Method of evaluation/assessment
 - o Learning Outcomes and Goals (25-word limit for each): Learning outcomes and goals should outline what participants will hopefully gain from your session. Each learning outcome should be specific and measurable. They should be relevant to the topic and achieved in the outline of the session.

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Review process and criteria

Applications will undergo review by an SJRC sub-committee convened for this purpose. The review will consider the following:

1. The extent to which the proposal addresses social justice issues and/or needs, or aligns with the SJRC guiding framework (awareness, acknowledgement and/or action)
2. The likelihood that the program, if successful, will lead to improved knowledge and skills for participants
3. The likelihood that the proposed program will promote improved intercultural relations in the community or leave something of value within the community following its conclusion
4. The degree to which the proposed program is consistent with the mission of SJRC
5. The quality of the plan to evaluate/assess the program's success and impact
6. Involvement of one or more community partners