

**Faculty Staff Diversity Mini-Grant Application.** Electronic submission is required. A signature page signed by each team member is required; please include a scanned/digitized copy with your submission or send the signature page separately to the Diversity and Inclusion Office.

**Project Title** (up to 25 words)

Using StrengthsQuest to help students understand themselves and others so they can thrive academically and relationally.

**List the members of the team and indicate their roles on the project. One member should be identified as Team Leader.**

- |              |                            |   |
|--------------|----------------------------|---|
| 1 (required) | <u>Sharon George</u>       | Role on team: <u>Team Leader: Chair and FSUS Instructor</u>       |
| 2 (required) | <u>Paul Kwant</u>          | Role on team: <u>Strengths RSO Advisor and FSUS Instructor</u>    |
| 3 (required) | <u>Diane Maguire</u>       | Role on team: <u>FSUS Instructor</u>                              |
| 4 (optional) | <u>Lori Armstrong</u>      | Role on team: <u>FSUS Instructor</u>                              |
| 5 (optional) | <u>Joe Rolnicki</u>        | Role on team: <u>FSUS Instructor</u>                              |
| 6 (optional) | <u>Carri Griffis</u>       | Role on team: <u>FSUS Instructor</u>                              |
| 7 (optional) | <u>Mary Holmes</u>         | Role on team: <u>FSUS Instructor</u>                              |
| 8 (optional) | <u>Jackie Hughes</u>       | Role on team: <u>FSUS Instructor</u>                              |
| 7 (optional) | <u>Stephanie Mellinger</u> | Role on team: <u>Student: Presenter, Trainer, RSO Facilitator</u> |

**Contact Information for Team Leader:**

**Sharon George, Director of Student Academic Affairs**  
College of Business  
BUS 200A  
(231) 591-2420  
[SharonGeorge@ferris.edu](mailto:SharonGeorge@ferris.edu)

**Paul Kwant, Internship Coordinator**  
College of Business  
BUS 324  
(231) 591-3049  
[PaulKwant@ferris.edu](mailto:PaulKwant@ferris.edu)

**Project Summary** (150-200 words). If the application is approved the project summary will be posted on the Diversity and Inclusion Office website.

The purpose of this project is to help students understand themselves and others so they can thrive academically and relationally. Students will take the StrengthsQuest assessment and receive their top 5 five naturally recurring talent themes or “Strengths”. FSUS instructors will review the Strengths resources with the students to help them understand how to apply their natural talents toward relationships and academics to succeed in college.

### **Self**

Instructors will help students understand their Strengths. Students who understand themselves can be more strategic in their own success (e.g. a student with the “Focus” strength may feel depressed or stressed when college life gets chaotic, but can use the “Arranger” strength to get organized and back on track).

### **Academics**

Instructors will help students leverage their Strengths to do well in college. A student who lacks Strengths in the “Executing” category may use Strengths in the Strategic Thinking, Influencing, and Relationship categories to organize a study group, thus forcing oneself to study.

### **Relationships**

When students understand individuals are different, they learn to respect their distinctiveness and find creative ways to work together toward a common goal. Strengths allow students to see diversity, not as black/white or male/female, but as individual human beings who have their own talents that make them unique.

**Project Narrative.** Please be Concise. Structure your narrative as follows. Do not omit any section.

1. Discuss the need for this project;
  - a. **Concise Need:** We need \$2,700 to fund StrengthsQuest access codes and to cover print costs.
    - i. We need to purchase 220 StrengthsQuest access codes at \$10 each (**\$2,200**) so the students enrolled in “Strengths-based” College of Business FSUS courses in fall 2016 may take the StrengthsQuest assessment and receive their top 5 Strengths (natural talent themes), which will be used in discussion. Because the final enrollment count is not explicitly known at this time, we may have extra access codes. Any extra access codes will be used for College of Business students interested in Strengths as a tool to improve academic and personal development.
    - ii. An estimated **\$500** to print resources. StrengthsQuest provides documentation essential to help people comprehend, manage, and use their strengths, while understanding other people and their strengths.
      1. All 34 Themes Brief Description (5 color pages)
      2. All 34 Themes Full Description (17 color pages)
      3. Balconies and Basements (3 color pages)
      4. Domains of Leadership (1 color page)

5. Theme Insight Cards (9 color pages)
6. Instructor StrengthsQuest Activity Workbook (192 color pages)

Students will be given copies of the first five documents, which would be approximately 20 color pages back-to-back. For 220 students, that would equal 4,400 copies. The copy center charges 12 cents a copy for black/white and 65 cents a copy for color. It would cost \$528 to print 4,400 double-sided copies in black and white. Instructors may print worksheet handouts for each student from the Activity Workbook as well.

- b. **Background:** In 2014 and 2015, David Nicol (Dean, College of Business) had approved the purchase of StrengthsQuest access codes for each student enrolled in a FSUS Strengths-based course. The Dean also approved funding for training, student assistance, and release time. During the past two years, we have been compiling data and adjusting teaching strategies to have a stronger impact on the student's success in academics, on the student's understanding of people's differences, and on student retention. Dean Nicol approved the initial assessment fee with the understanding that student participants would absorb the cost or we would solicit other funding sources. Recently, we were informed that the request to institute a student fee was not approved by the University for the StrengthsQuest access codes to be used by the students registered in the fall 2016 FSUS courses. This is quite disappointing based on the continued progress we are making in enhancing the program and establishing a measurable baseline.
  - c. **Project Need:** If we are able to continue this project in 2016, we will be able to use the baseline data to measure the improvement and effectiveness of our teaching strategies, which use the concepts of StrengthsQuest to improve student understanding of themselves and others. We believe this understanding will result in higher retention rates and decrease the achievement gap.
2. Provide a detailed description of the project, including how it will be implemented and the specific roles of each member of the team;

**a. Detailed Project Description:**

This project is an innovative attempt to assist incoming freshman in finding and using their talents to help them succeed. Simply put, students who discover their talents are able to perform at a higher level and get better results. Gallup has been studying the behavior of humans for over 70 years. About 40 years ago, they became inspired by the question, "What would happen if we studied what is *right* with people?" Rooted in over 40 years of research, the StrengthsQuest assessment was created in 1998 and since it's birth, they began promoting this idea in the educational arena.

"We begin with the student for several reasons. First, the major goal of a college education throughout its history has always been one of helping students "know thyself." Students come to college with potential, but often undeveloped or at least not yet fully developed, and during college they have opportunities to explore, to experiment, to learn, and develop in ways that prepare them for life and a career. Second, those who can learn what is meaningful to them, rewarding to them, and

reflective of their desires and inner self, are more apt to be engaged. Thus, knowing one's Strengths has a strong motivating factor. Third, persons who build on their Strengths are more likely to be successful in what they pursue." –Larry Braskamp, Gallup

With this project, we are joining over 600 schools and universities in North America in using this tool to help students become more self-aware and accepting of others. As we incorporate the concepts of Strengths into each FSUS topic, students will:

- Gain a better understanding of their own identity and individuality,
- Enhance their academic self-efficacy,
- Reduce bias and prejudice,
- Increase their expectations of themselves to graduate,
- View themselves as a scholar,
- Understand others better,
- Become influential team members and leaders,
- Improve their relationships with others.

We, as educators, can no longer stand around and do nothing but analyze and talk about the "problem." We talk about unprepared students, achievement gaps, social justice, privilege, retention, and the like. We must start somewhere and do something. If funded, fall 2016 will be the third year of this project and we have continuously refined and redesigned our strategy and teaching methods to enhance the affect we have on our students. We have base-line data to measure against and are enthusiastic that our approach will increase retention rates while reducing the achievement gap.

**b. How the Project Will be Implemented:**

Below is a sample of how the project will be implemented within the FSUS course. The order of each week's topic and teaching approach may vary by instructor, but the essence of how the Strengths might be infused for each topic is embodied. Please Note: The class is not 100% focused on Strengths and the details about the daily activities are incomplete below in effort to highlight how we might infuse StrengthsQuest into the learning process solely for the purpose of this grant application.

- August 19, 2016: Order 220 StrengthsQuest access codes.
- August 31, 2016: Class 1 – Introduction/Campus Technology. Issue the StrengthsQuest codes and instructions to students. One of the assignments is for the students to send their instructor an Email. Before they send the Email, they need to create a signature that includes their name, phone number, and list of Strengths.
- September 7, 2016: Class 2 – Introduction to StrengthsQuest. Describe the 34 Strengths Themes, Balconies and Basements, and Leadership Domains.
- September 14, 2016: Class 3 – Time Management. Given a scenario and a list of Strengths, groups will formulate strategies on a fictitious student might manage his/her time better. This will help the student think about how they can leverage their own Strengths to be more organized.

- September 21, 2016: Class 4 – Core Values and Campus Resources. Students will break up into 6 groups. Each group will have a core value. After collaborating, they will present to the class what their core value is, identify an example of a scenario in which they have seen this core value demonstrated on campus and apply 3 Strengths that were used in the scenario.
- VARIOUS DAYS: We will meet with our students one-on-one to talk about the results of their MapWorks survey and their StrengthsQuest Assessment/Top 5 talent themes. We will talk to them about how they can use their specific 5 Strengths to leverage any challenges they may be having academically or relationally that week. They may be doing well academically, but struggling with their roommate. They may be homesick or struggling to make new friends. They may be struggling academically because of a fixed mindset.
- September 28, 2016: Class 5 – Academic Integrity and Classroom Etiquette. Some students will be given a disruptive role based on Strengths that they must act out (texting, talking to friend, disengaged, dominating the conversation, etc.) The rest of the students, using their Strengths, must work together to accomplish a common goal notwithstanding the frustrating behavior of the other classmates.
- October 5, 2016: Class 6 – Academic Advising. All of our FSUS classes will meet together to hear a presenter from the College of Business speak on MyDegree and registering for classes.
- October 12, 2016: Class 7 – Wellness and Stress Management. The students will analyze the balconies and basements of their Strengths and identify 3 areas of tensions they might find. For example, a basement of the Restorative strength is to be critical and negative. This conflicts with the Positivity strength and may cause one to feel bad about oneself. When aware of the reasons for the bad feelings, one can make adjustments to reduce or eliminate that tension.
- October 19, 2016: Class 8 – Job Shadows and Internships. Paul Kwant will visit class to speak with students about using their Strengths to help them secure an internship and career focus.
- October 26, 2016: Class 9 – Diversity. All of our FSUS classes will meet together to hear Mike Wade talk about diversity. He will explain how understanding ourselves (what makes us tick) can help us overcome our bias. We can accomplish much more when we couple our Strengths with other people's Strengths. This mindset that EVERYONE (regardless of race, gender, orientation, etc.) are inherently different helps us to view others in a different light. It helps us to naturally look for the talents in a person instead of finding an assumption based on a stereotype.
- November 2, 2016: Class 10 – Money Management. The students will write a journal entry about a how they will use their Strengths to solve a financial issue in a case study. A student who has Strengths in the Relationship domain may ask a friend for a job, while a student who has Strengths in the Strategic domain may come up with a budget plan.
- November 9, 2016: Class 11 – Learning Styles and Study Skills. The student will learn about their learning style and Myer-Briggs. The student will analyze what leadership domain their Strengths fall into. Based on what they know about

themselves and given a scenario, they will use the chart that integrates their Strengths and the MBTI preference to solve the issue in their scenario.

- November 16, 2016: Class 12 – Personal Safety. A representative from Campus Police will come to speak to the class about their services and about campus safety. We will have a short discussion on how people with certain Strengths may react in a scenario where a friend was suspected of being slipped a “roofie” at a party. Someone with the Intellection strength may want more information before responding, while someone with the Relator strength might realize something is terribly wrong and respond immediately.
- November 23, 2016: No Class – Thanksgiving Recess.
- November 30, 2016: Class 14 – College of Business Panel Discussion. All FSUS students will meet together to hear how leaders in the College of Business have used their Strengths to get where they are today and what their role is in the college.
- December 7, 2016: Class 15 – FAFSA and Financial Aid. A representative from Financial Aid will come talk about the FAFSA. Students will be required to take the StrengthsQuest assessment.
- December 16, 2016: Analyze and summarize the results of the StrengthsQuest assessment (Measurable Outcome 1).
- February, 2017: Each instructor will do a comparison analysis and write a summary of the results from their fall 2016 student evaluation and their fall 2015 student evaluation (Measurable Outcome 2).
- September 2017: We will request reports showing the retention percentages for each instructor’s FSUS courses ever taught. We will request an additional report to show the retention percentages among non-white students for each instructor’s FSUS courses ever taught (Measurable Outcome 3).
- September 29, 2017: Submit final report to the Diversity Mini-Grant Committee.

c. **Roles of Each Team Member:** On page one, there were four roles listed. Below is an explanation of each role:

- i. **Team Leader:** This individual has been and will continue to schedule regular collaborative meetings with the rest of the team. In these meetings, we:
  1. Discuss what is working and what is not working,
  2. Share ideas and teaching strategies to be more effective in applying StrengthsQuest activities,
  3. Coordinate times that all our classes will meet together in an auditorium,
  4. Reflect on what we could do better,
  5. And to plan methodologies and practices we might use in the future.

The team leader has also gathered information on various funding opportunities to eliminate costs to the students. She will also continue to solicit COB administrative and faculty support for the program. Further Strengths credentialing will be completed (funded by COB). She will investigate models on student mentoring (RSO) for underprepared students.

- ii. **FSUS Instructor:** These individuals teach the FSUS courses and actively participate in the aforementioned meetings. They are committed/dedicated to

using StrengthsQuest in their courses and with their students. They encourage students to take the end of course survey and consent to sharing data about their course to help measure the effectiveness of the project. They also model how they use their Strengths to succeed.

- iii. **Strengths RSO Advisor:** This person works with the students who want to further their Strengths experience by participating in the Strengths RSO, which is called BOSS (Building on Strengths for Success). He specializes in Strengths and recruits new faculty and students to get involved. He also assists in Strengths training. Further Strengths credentialing will be completed (funded by COB).
  - iv. **Student:** This person meets regularly at the aforementioned meetings to give us a student perspective. She has started a Strengths RSO, BOSS, and helps the members who have not taken the StrengthsQuest assessment to get started. She also trains people on Strengths. Student assistances (funded by COB) will replace graduates so that there will be continuity in the program.
3. Provide the timeline for the project. Be sure to specify at what point the grant will be considered complete;
    - a. **Project Timeline:** This specific project will begin on August 15, 2016 with the purchase of the 220 StrengthsQuest codes, which we will administer to the FSUS students the first week of class.
    - b. **Project Completion:** We will submit a thorough report to the Diversity Mini-Grant committee before September 30, 2017. We chose this date because we will not be able to get the results of the data compiled for student retention (Measurable Outcome 3) until after the 4<sup>th</sup> day of fall semester on September 1, 2017.
  4. Describe the target audience and indicate how many participants are expected. Discuss how the project will be publicized and promoted and, if appropriate, how participants will be selected.
    - a. **Target Audience:** The target audience includes students in the College of Business Strengths-based FSUS courses and FSUS instructors for these courses. Ultimately, we would like to provide the assessment tool to all students interested in joining the RSO.
    - b. **Number of Participants:** While the number of students in the FSUS courses is not explicitly known at this time, we anticipate approximately 220 participants.
    - c. **Publicized and Promoted:** We do not need to publicize or promote this project to increase participation since the participation is based on course enrollment. However, we will create a promotional video to communicate to the campus community this innovative and strategic approach FSUS instructors are taking on teaching and learning and explain how this project broadens student perceptions on their academic abilities and their relationship with others; especially others who are different from them.
    - d. **Participant Selection:** The participants include the 220 College of Business new students who are taking Strengths-based FSUS courses in the Fall 2016 semester and, if we have codes left, students participating in the RSO.
  5. Discuss specifically how the project will address at least one FSU core value, at least one FSU strategic initiative, and at least one FSU Diversity plan goal;

- a. **FSU Core Value:** We think this project addresses all of our core values:
- i. **Collaboration:** Eight FSUS faculty have partnered together with a common goal of equipping students with a tool that will help them understand themselves as an academic scholar and to see others as individuals with talents and abilities. As a result, our students will learn to collaborate with each other and work as a team toward common goals.
  - ii. **Diversity:** We want to stress that diversity is bigger than color lines. StrengthsQuest is a perfect way to help our students see beyond traditional diversity “labels” and deep into the core of an individual. We believe that that by knowing each other’s Strengths, we learn to respect and support each other.
  - iii. **Ethical Community:** By understanding another’s demeanor, it is easier to comprehend their point of view and treat them with dignity. Though we may not agree, we will still understand their point of view. We will better be able to respect them and treat one another with integrity.
  - iv. **Excellence:** Infusing StrengthsQuest into the FSUS curriculum is an innovative way to help freshman students who may be underprepared to reach their full potential academically and in their relationships with their instructors and peers.
  - v. **Learning:** The introduction of StrengthsQuest in the freshman seminar courses will foster lifelong learning because it is experiential. Students will be more aware and observe their own behavior and analyze themselves critically as they interact with one another in class, with faculty and staff, and with friends and family. These experiences absorbed with the knowledge of Strengths will foster responsibility and prepare them for life and careers.
  - vi. **Opportunity:** Freshman students come to campus trying to figure out who they are and how they fit in to a scholarly environment. To provide them the opportunity to take the StrengthsQuest assessment and to apply the concept to the various FSUS topics will help the students understand themselves academically and it will help them to interact with others productively. By using their talents when partnering with others who have diverse talents, they will take ownership of their lot and succeed. StrengthsQuest will equip them with the skills and knowledge they will need to be an academic scholar. It will give them the confidence to take a leadership role in their own life and advance through all the stages of college.
- b. **FSU Strategic Initiative:** Initiative five of the College of Business Action Plan for 2015-2017 is to expand incorporation of experiential learning in all curricular programs (e.g. internships, multi-cultural experiences, RSO involvement). The strategy of this initiative is a continued focus on retention. Action steps listed include:
- i. Multi-modal promotion of experiential opportunities available to COB students, and



- ii. Embrace experiential learning as a distinctive aspect of our offerings.

We believe that instilling Strengths into all areas of our FSUS courses will provide experiential learning opportunities, increase the retention rate (i.e. reduce the achievement gap), and increase RSO involvement.

- i. **Experiential Learning:** By incorporating Strengths in all aspects of our FSUS activities and journal reflections, the students will learn through reflection and doing. Applying Strengths is a cognitive process, when practiced, happens continuously and naturally.
  - ii. **Retention:** By incorporating Strengths, students will learn to have a Growth Mindset and take ownership of their own success. They will learn to use the skills they naturally have to find ways to succeed in each micro-step of their college career.
  - iii. **RSO Involvement:** While not a part of this project, the members of this project team have been involved with the creation of the B.O.S.S. RSO based on Strengths, which is facilitated by our team member and current student, Stephanie Mellinger. Entitled B.O.S.S., Building Of Strengths and Success, this RSO gives students the opportunity, if joined, to collaborate with other students and apply their Strengths when working on community projects and events. The exciting thing about this RSO is that it includes a diverse (as defined by race, ethnicity, gender, etc.) group of students, applying their diverse (as defined by Strengths) talents to accomplish goals. They will partner with underrepresented groups and international students to do community service work.
- c. **FSU Diversity Plan Goal:** While the goals of the diversity plan are general, the specific strategies of the Diversity Plan insinuate that diversity is a label assigned to a group of people. When working with Strengths, we want the students to see people as individuals and not a label or a category. With that said, it was challenging to perfectly align what we are doing to a particular strategy.
- i. **Goal 1: Create a University that is respectful of differences and civil toward people who are different.**
    - 1. **Strategy B:** Provide diversity and anti-bias training annually for Residence Advisors, Student Government, and Leaders of Registered Student Organizations.
    - 2. **Registered Student Organizations:** The Strengths RSO, B.O.S.S., provides training on Strengths to its members. Strengths, by nature, acknowledge and honors people's individual characteristics. This may not be the training that the writers of the diversity plan had intended, but the outcomes of this training perpetuates respect and civility toward all people, not just people categorized by a group or label.
    - 3. **Training:** The FSUS course includes the topic of diversity where freshman students are first exposed to our culture of respect and civility.

- ii. **Goal 3: Recruit, retain, and graduate a diverse population.**
    - 1. **Strategy D:** In each college, someone should be charged with monitoring the achievement gaps in the college.
    - 2. **Achievement Gaps:** This project is monitoring the achievement gaps among students in Strengths-based FSUS courses (See Measurable Outcome 3) and comparing it to the University statistics in effort to determine if incorporating Strengths into FSUS is affective in the retention of non-white students compared with white students.
  
  - iii. **Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.**
    - 1. **Strategy E:** Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate research opportunities based in diverse communities.
    - 2. **Research:** Depending on the results of the measurable in this project, the next step would be to try this project with another area to see if the results are similar (i.e. retention and achievement gap rates) in other college's FSUS courses across campus.
    - 3. **Teaching and Learning:** We can share our teaching methods to other faculty by:
      - a. Presenting in the Faculty Center for Teaching and Learning's "Compelling Approaches to Teaching" series,
      - b. By presenting at the FSUS year-end banquet.
    - 4. **Incorporating Diversity:** We have already partnered with some of the Ferris Youth Initiative (FYI) students whom will be trained by the BOSS RSO and hope these may get involved with BOSS. We are especially interested in partnering with the Center for Latin@ Studies on a Strengths project, but have yet to design the plan.
  
  - iv. **Goal 6: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.**
    - 1. **Strategy E:** Create ways to intentionally bring students and local community people together.
    - 2. **Partnerships:** As stated in the RSO involvement section above, we believe that some FSUS students will join the Strengths RSO (BOSS) as a result of their experiences in the course. This RSO will intentionally seek to partner with students from underrepresented groups and international students to do community service work.
6. List at least 3 measurable outcomes for this project/event. For each outcome, identify how it is connected with the values, initiatives, and goals that the project is meant to address and include a description of how the outcome will be assessed;
- a. **Measurable Outcome 1:** Last year, we added a 40-question StrengthsQuest post-survey and required all College of Business freshman Strengths-based FSUS students to take it. The survey has questions categorized by personal, relationships, academic, and professional. We have analyzed the results (see attached) of the survey to determine

the effectiveness of our teaching and integrating the concept of StrengthsQuest in all aspects of each FSUS topic (e.g. Respect/Diversity, Teaching/Learning Styles, Advisor/Advisee Relationships, Participation/Contribution to Campus/Community, etc.). On the survey, we have observed areas in which we need improvement and are meeting regularly to come up with teaching and learning strategies that will increase the “Strongly Agree” and “Agree” percentages in the highlighted question on the attached. The highlighted questions are mostly related to relationships and academic success. The specific measurable outcome will be the percent increase for the “Strongly Agree” and “Agree” responses to the highlighted survey questions.

- b. **Measurable Outcome 2:** After each semester, the students complete the FSU Seminar course evaluations. The data from the evaluation is compiled and returned to each instructor. The highlighted items in the attached Course Evaluation form are related to relationships and academic success. If we are integrating the concepts of StrengthsQuest seamlessly into the FSUS topics, we believe that the mean scores for each highlighted criteria will increase from Fall 2015 to Fall 2016. Furthermore, in the student comments section of the survey, we hope to see more students list the Strengths survey as one of the most helpful topic/activity in their FSUS course. While this data is more qualitative and difficult to measure, it helps the individual instructor to know how the student felt overall. As you can see from the 3<sup>rd</sup> page of the attached FSUS Course Evaluation, one student said the Strengths survey was most helpful; that is good. Adversely, notice that one student wanted more emphasis on diversity; that is disturbing and now the instructor knows to what area of enhancement to make.
- c. **Measurable Outcome 3:** Dr. Kristen Salomonson ran the attached “Retention of Select FSUS 100 Courses” report to show the retention rate among FSUS students from all FSUS courses taught by a particular instructor. According to this report:
  - i. 57% of the 2012 students stayed as seniors and juniors. 73% of them were here as sophomores. Something happened during their sophomore year that made them not return for their junior year.
  - ii. 72% of the 2013 students are still here as juniors. 83% of them came back for their sophomore year.
  - iii. 55% of the 2014 students returned for their sophomore year. Why was there such a low retention rate this year? What changed? What could their FSUS instructor have done better?

By having this data, each instructor can measure the impact being made on the retention rate. We will run this report for each instructor and include a segment with the percentages for non-white students to help us measure the impact we have made on the achievement gap among freshman. We can also get the data comparison to the entire population of Ferris freshman. Please note that before we can submit our final report to the Diversity Mini-Grant committee, we will have to wait until September 2017 to get this report with accurate data. We will not know if our students came back for their sophomore year until after the 4<sup>th</sup> day of the fall 2016 semester.

- 7. Describe how the results of the assessment will further the diversity goals of the university.

- a. The results of this project will most likely lead into more research questions and projects, which will affect the Diversity Goals listed in above in question five under sub-point C.
  - i. **Goal 1: Create a University that is respectful of differences and civil toward people who are different.**
    1. **Strategy B:** Provide diversity and anti-bias training annually for Residence Advisors, Student Government, and Leaders of Registered Student Organizations.
    2. **Registered Student Organizations:** We believe that as the number of students who are exposed to StrengthsQuest increase; the number of students who participate in the BOSS RSO will also increase. Because each person in the RSO gets special Strengths training, there will be an increase in the number of people trained overall.
    3. **FSUS:** Depending on the data results from the measurable outcomes listed above, we may want to continue this research by adding another college or cohort of students. Because the FSUS course includes the topic of diversity and because we stress using Strengths to collaborate with others, we will continue to grow a culture of respect and civility.
    4. **Create a University:** We can inform people about this project by:
      - a. Creating a promotional video,
      - b. Presenting in the Faculty Center for Teaching and Learning’s “Compelling Approaches to Teaching” series,
      - c. By presenting at the FSUS year-end banquet.
  - ii. **Goal 3: Recruit, retain, and graduate a diverse population.**
    1. **Strategy D:** In each college, someone should be charged with monitoring the achievement gaps in the college.
    2. **Achievement Gaps:** We would like to expand this research into another college or cohort (e.g. Center for Latin@ Studies) to see if the results of Measurable Outcome 3 tend to close the achievement gap. We would also like to compare the results to the University statistics in effort to determine if applying Strengths training is affective in the retention of non-white students. If the application of Strengths into FSUS courses increases retention and decreases the achievement gap, it would be worth applying university wide.
  - iii. **Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.**
    1. **Strategy E:** Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate research opportunities based in diverse communities.
    2. **Research:** Depending on the results of the measurable in this project, the next step would be to try this project with another area to see if the results are similar (i.e. retention and achievement gap rates) in other college’s FSUS courses across campus.
    3. **Teaching and Learning:** After reviewing the results of the data from Measurable Outcomes 1 and 2, we would like to apply better

approaches to our teaching strategies that will engage the students more and to create a more active-learning environment.

- iv. **Goal 6: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.**
  1. **Strategy E:** Create ways to intentionally bring students and local community people together.
  2. **Partnerships:** The BOSS RSO is new and is a by-product of the FSUS Strengths project. Therefore, we predict that a result of this project will increase the membership of the RSO and that the RSO will intentionally seek to partner with students from underrepresented groups and international students to do community service work.

**Budget and budget Justification. Use the attached budget form. Required components are:**

2. Itemized list of expenses with a brief explanation of each;
  - a. **Two Expenses:** We need to funding for:
    - i. 220 StrengthsQuest access @ \$10 each = **\$2,200** purchased in bulk. Codes will be administered in the College of Business for proper utilization, tracking and accounting purposes.
    - ii. An estimated **\$500** to print resources. StrengthsQuest provides documentation essential to help people comprehend, manage, and use their strengths, while understanding other people and their strengths.
      1. All 34 Themes Brief Description (5 color pages)
      2. All 34 Themes Full Description (17 color pages)
      3. Balconies and Basements (3 color pages)
      4. Domains of Leadership (1 color page)
      5. Theme Insight Cards (9 color pages)
      6. Instructor StrengthsQuest Activity Workbook (192 color pages)

Students will be given copies of the first five documents, which would be approximately 20 color pages back-to-back. For 220 students, that would equal 4,400 copies. The copy center charges 12 cents a copy for black/white and 65 cents a copy for color. It would cost \$528 to print 4,400 double-sided copies in black and white. Instructors may print worksheet handouts for each student from the Activity Workbook as well.

3. Itemized list of funds anticipated from other sources;
  - a. **No other Sources:** We are unable to secure funding for 2016 from the College of Business for StrengthsQuest assessment access. We do not want FSUS students to purchase their own codes as the bookstore adds a mark-up of \$2.00 so students will pay \$12.00 for the StrengthsQuest codes vs. \$10 individually.
4. Amount requested from the Faculty and Staff Diversity Mini-Grant.
  - a. **Amount Requested:** \$2,700

**Final Report.**

A final report is required. Failure to submit the final report will exempt all team members from future mini-grant funding.

Expected completion date: Friday, September 29, 2017

The final report is due 90 days after the expected completion date. Final reports should be submitted to the Diversity and Inclusion Office.

<b>Budget Overview</b>			
	<b>Requested Grant Funds</b>	<b>Funding from other sources</b>	<b>TOTAL BUDGET</b>
<b>STIPEND</b>			
<b>HONORARIA</b>			
<b>TRAVEL</b>			
<b>FOOD</b>			
<b>RENTALS</b>			
<b>PRINTING &amp; DUPLICATING</b>			
<b>PROMOTION</b>			
<b>SUPPLIES &amp; POSTAGE</b>			
<b>RESOURCE MATERIALS</b>	<b>500</b>		<b>500</b>
<b>ASSESSMENT TOOLS</b>			
<b>OTHER</b>	<b>2200</b>		<b>2200</b>
<b>TOTAL</b>	<b>\$2700</b>	<b>\$0</b>	<b>\$2700</b>