

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): Initiating Dialogue on Gender-Themed Issues at Ferris State University

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

1 (required) Jody Gardei	Role on team: Program Planning Collaborator
2 (required) Gayle Lopez	Role on team: Program Planning Collaborator
3 (required) Vanessa L. Marr	Role on team: Program Planning Collaborator
4 (optional) Leah Monger	Role on team: Program Planning Collaborator, Grantwriting Team Leader

Add additional lines as necessary to list all team members

Contact Information for Team Leader:

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

Ferris students, faculty, and staff have many opportunities to broaden their cultural horizons through existing diversity and inclusion programs and/or curricular activities. A vast majority of these opportunities center on cultural exposure or immersion, which then can lead to deeper learning experiences in areas that have yet to be explored. One such area could focus more on issues related to gender equity. Campus members can experience various aspects of diversity and inclusion to heighten their own awareness and sense of understanding across gendered differences as these differences intersect other forms of identity. As far as gender is concerned, however, opportunities to learn more about it within social and cultural contexts are limited.

To further promote intercultural competence that fosters deeper interaction and meaningful engagement, this project's purpose is to initiate dialogue on gender-themed topics, gauge interest in activities related to women and gender within the Ferris community, and serve as a catalyst for future programs and initiatives. This learning opportunity will provide a practical approach to understanding the influence of gender differences in social interactions and holistic practices that could mitigate potentially harmful situations.

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

1. Discuss the need for this project;

Ferris State University has made significant strides in its efforts to promote diversity and inclusion for all institutional stakeholders. The campus community continues to expand co-curricular programming to address cultural differences among students representing a variety of backgrounds, identities, and experiences. Staff, both newly-hired and established, have access to professional development opportunities that are timely and relevant in this regard. An increasing number of faculty are taking advantage of innovative programs that explore varying aspects of teaching and learning in relation to a diverse student population. According to the 2015 Diversity Audit, a general sentiment across campus reflects that "This is a different Ferris." As the 2016-2020 Diversity Plan enters the implementation phase, there appears to be widespread support to build on the University's commitment to improve campus climate.

Despite these endeavors and their collective impact, there is currently no sustained programming to discuss women's issues and promote women's leadership at Ferris. Though not explicitly stated in the Diversity Audit or subsequent Diversity Plan, deep concerns regarding perceived negative interactions between (male) faculty and female students, women's safety on campus, persistent negative stereotypes towards female students pursuing nontraditional careers (e.g., construction trades), and limited opportunities for female faculty and administrators to advance their careers at Ferris have long been recognized informally (through anecdotal evidence) and formally (through other institutionally-sponsored research). This project will create opportunities for the entire campus community to address some of these concerns as a means of supporting and sustaining efforts that promote gender equality.

2. Provide a detailed description of the project, including how it will be implemented and the specific roles of each member of the team;

Team members are collaborating to develop a series of three programs on gender-themed issues to be offered during Spring 2016. Workshops will be offered on Thursdays at 11:00 a.m. with light lunch to encourage post-session conversation. The lead program on February 25, 2016, will be an interactive discussion on gender communications facilitated by Vanessa L. Marr (PhD, Communication). We will poll participants at the first session to determine the topics of the other two sessions. Some possible subjects include the work of Amy Cuddy (body language/power poses), Brené Brown (vulnerability, courage, authenticity, shame), or Sheryl Sandberg (women's leadership). We have already received grant funding from the Michigan ACE Women's Network for the initial session, and we are seeking additional funding for the second and third sessions. Sessions will be held in FLT405, which is equipped with teleconferencing capability; faculty and staff who do not work on the main campus will be able to participate remotely. To accommodate those with scheduling conflicts or accessibility issues, we will record, close caption, and archive the sessions. As additional incentives for participating, three copies of books relevant to the day's discussion topic will be given away as door prizes. Remote participants will also be included in the door prize drawing.

Team members have contributed equally to the planning of this program series. Vanessa Marr and Jody Gardei will coordinate promotion and logistics through FCTL and SCTD. Vanessa Marr

will facilitate the first workshop. Facilitators have not yet been assigned for the other two workshops. Leah Monger drafted grant applications. As Ferris' institutional representatives to the Michigan ACE Women's Network, Leah Monger and Gayle Lopez were jointly awarded an Institutional Representative Microgrant for the maximum amount of \$500 as seed money for this project.

3. Provide the timeline for the project. Be sure to specify at what point the grant will be considered complete;

The first session will be held on February 25, 2016. Dates for the second and third sessions have not yet been determined, but all sessions will be held on Thursdays at 11:00 a.m. during spring semester, 2016. Series will conclude by the end of April.

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.

Faculty and staff are the primary audience, but student participation will also be welcomed. Our intent is to attract both women and men to participate in this initial dialogue. FCTL and SCTD will jointly publicize and promote the workshops through UWNs, their websites, and print promotions. We hope to attract 30 people on site to each workshop in addition to remote participants through videoconferencing. Advance registration will be highly encouraged both to get an accurate headcount for lunches and to ensure that the space in FLT405 is adequate for the number of participants. We can seek a larger space if needed to accommodate more people.

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;

This project arguably supports all FSU core values of collaboration, diversity, ethical community, excellence, learning, and opportunity. Planning for this project has been a *collaborative* effort involving personnel from the Faculty Center for Teaching and Learning, the Staff Center for Training and Development, and the institutional representatives to the Michigan ACE Women's Network; we will encourage workshop participants to share their insights and experiences and to *collaborate* in future initiatives beyond this pilot project. The topical theme of the project is gender difference, an important aspect of *diversity*. Creating a welcoming environment for women is one hallmark of an *ethical community*. *Excellence*, defined as a "superior university experience" in the Ferris strategic plan, needs to be perceived by both men and women in a comparable fashion; if "our attitudes, processes, services, and interactions" are unfavorable to women, the experience of both men and women at this institution will fall short of "superior." This program series is intended to be a *learning* and personal growth opportunity for all participants.

This project supports the overall "Living our Values" theme of the Ferris Strategic Plan in addition to specific planning initiatives from the Academic Affairs and Administration and Finance divisions related to diversity, staff and faculty development, and women's leadership development. Initiating a dialogue on gender issues will enhance the FSU environment to be more welcoming to women and to improve recruitment and retention of women in the Ferris

workforce. These outcomes support the Diversity Plan's goals to welcome diverse populations and recruit and retain a diverse workforce.

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;

While each session will have its own micro-level goals (e.g. the desired outcome of the first session is for participants to increase their understanding of gender differences in communication in order to be more tolerant and accommodating to those differences), the macro-level goals of the entire program series are of overarching importance, and we will deem the workshop series as a whole to have been successful if there are follow-up programs and initiatives. The desired outcomes for this project are inter-related:

- **Momentum to develop future gender-themed programs and initiatives at Ferris:** We will assess this project as a success if it serves as a catalyst for future gender-focused programming and initiatives at Ferris during FY17. This desired outcome correlates with all of the Ferris core values as delineated in Section 5 of this mini grant proposal.
 - **Identification and prioritization of gender-related issues at Ferris:** The survey instrument used for each session will ask participants to identify their top concerns regarding gender-oriented issues at Ferris. We will compile the responses to share with workshop participants after completion of the three workshop sessions. This priority list will help build the momentum for future action. Future action would correlate with all of the Ferris core values as delineated in section 5 of this mini grant proposal.
 - **Identification of other potential leaders to develop a sustainable, ongoing effort to promote gender-related issues and enhance the environment for women at Ferris:** The momentum for future action can only be achieved if additional members of the Ferris community are willing to help lead the effort. The survey instrument used for each session will ask participants about their interest and capacity for future action. Future programming and initiatives would correlate with all of the Ferris core values as delineated in Section 5 of this mini grant proposal.
6. Describe how the results of the assessment will further the diversity goals of the university. The assessments will not only evaluate the impact of the events from the perspective of participants, but the tools will provide a lens through which the project organizers can examine some of the interests and concerns raised by participants regarding gender issues at Ferris State University and surrounding communities. Contrary to popular belief, these concerns affect *all* campus and community members, not only women; an intersectional analysis of the data could provide further insight. Any progress made in addressing gender issues is also progress made in furthering diversity goals in the broadest sense. Given the collaborative nature of the project, the assessments will also give participants a voice as to its future content, thus empowering audience members to decide collectively which topics should be brought to the fore. This workshop series is designed to build interest and momentum across cultures and genders, generating a spark that will develop into new initiatives and partnerships that will build a truly inclusive campus.

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

1. Itemized list of expenses with a brief explanation of each;

2. Itemized list of funds anticipated from other sources;
3. Amount requested from the Faculty and Staff Diversity Mini-Grant.

See the Mini Grant Rubric for additional guidance. If required components of the grant are missing, the grant will be returned.

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: April 2016

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

Budget Overview			
	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
STIPEND	0	0	0
HONORARIA	0	0	0
TRAVEL	0	0	0
FOOD			
\$720-food (box lunch, soup & salad, or Pizza buffet from campus catering	\$265	\$500*	\$765

services. 30 people x \$8.00 x 3 events) \$45-beverages (\$.50 can/bottle x 30 people x 3 events)			
PRINTING & DUPLICATING	0	0	0
PROMOTION (SCTD and FCTL will provide publicity and advertising to faculty and staff)	0	0	0
SUPPLIES & POSTAGE	0	0	0
RESOURCE MATERIALS	0	0	0
ASSESSMENT TOOLS (SCTD will administer feedback surveys with online survey tool)	0	0	0
OTHER: Door prizes and closed captioning of recorded sessions \$110--3 copies of 3 books related to the discussion series \$540--Closed captioning of archived video recordings (\$3.00/minute x 3 sessions x 60 minutes/session)	\$650	0	\$650
TOTAL	\$915	\$500	\$1415

*We have been awarded a \$500 grant from the Michigan ACE Women's Network as seed money for this project.

Budget Narrative:

The Faculty Center for Teaching and Learning and the Staff Center for Training and Development are providing in-kind services including pre-event publicity, a location for the workshops, technology to broadcast and record the sessions, facilitators to lead the discussions, and administration of post-session feedback surveys.

Leah Monger and Gayle Lopez successfully applied for a micro-grant and received the maximum possible award of \$500 from the Michigan ACE Women's Network. If we do not receive additional grant funding, we will still hold the workshops, but unless we can identify other campus sponsors, the incentives of food and prizes to boost attendance will be scaled down or eliminated for the second and third sessions in order to stay within a \$500 budget. Because this gender-themed programming is a pilot project that we hope will whet appetites for more, we would like to pull all the stops in attracting attendees, both on site and remotely, not just to boost participant numbers, but to get as much feedback as possible regarding priorities for future initiatives on gender issues at Ferris.