

**Ferris State University  
Faculty and Staff Diversity Mini-Grant Application**

**I. Identification**

Name of Primary Applicant: Greg Gogolin, Ph.D.

Members of Team: Anjali Satraboina  
Shannon Yost  
Doug Blakemore, Ph.D.  
Jim Furstenberg

Department or Unit: Information Security & Intelligence

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**II. Event Title (25 words or less)**

Indian Student Cultural Exchange and Campus Integration

**III. Specific core value, strategic initiative, or goal related to diversity that the event will address. (See the University Strategic Plan and the Diversity Plan)**

FSU core values:

This proposal incorporates collaboration in a number of ways including the process of planning and executing the project, incorporation of diverse cultures to provide an opportunity for cultural understanding, and provide a learning opportunity in a non-traditional environment.

FSU Diversity goals:

This proposal provides an opportunity to provide a welcoming environment to a diverse population through an experience that will help retain existing students. It will also provide an opportunity for students to be the teachers and educators in an experience that will likely provide a vehicle to recruit a diverse student population to Ferris in the future. Importantly, it will provide an opportunity for faculty and staff to more deeply understand a particular student population that will likely be a part of Ferris for their entire careers.

**IV. Abstract (150-200 word, use additional paper if necessary). If the application is approved the abstract will be posted on the Diversity and Inclusion Office website.**

The Indian student population, which is 1% of the main campus student population, is the fastest growing minority population in the FSU system. The Indian population is underserved in a number of ways including no specific program or funding support.

These students provide the opportunity for a cultural exchange to the campus community that for many campus members may be their first exposure to Indian culture. Because the local culture is dramatically different from Indian culture, and the FSU community is one that is not likely able to travel to India, we are in a unique position to provide a cultural exchange. Without a retention initiative that includes acclimating Indian students to the local area and an effort of the local community to understand and appreciate Indian culture, it will be difficult to retain and grow the Indian student population at FSU.

**V. Event Narrative (up to 4 pages single-spaced)**

a. The conceptual framework that explains how the event will augment Ferris's long-term commitment to diversity and inclusion.

The conceptual framework of how this project will augment the Ferris commitment to diversity and inclusion is through experiential learning and communication. To conduct a class or hold a meeting is a somewhat sterile and unilateral way to exchange ideas regarding cultural understanding and diversity. By removing the barriers of a formal classroom setting we are striving to provide an opportunity for cultural understanding and appreciation to occur in an immersive environment. We believe that this investment by Ferris will generate innumerable stories and interactions about multi-cultural cooperation that have not had the opportunity to flourish in the local area. Additionally, the graduate program in Information Security & Intelligence (ISI) is the fastest growing program on the Ferris campus and it is important to Ferris that the enrollment gains, which can primarily be attributed to the International Office's efforts in India, be maintained.

The project members will participate in on-campus orientation and coordination sessions prior to travel to South Manitou Island in the Sleeping Bear Dunes National Lakeshore for a four-day camping trip at the group campsites at Weatherstation Campground. The orientation and coordination session will provide logistical planning and team member assignments and expectations.

The project will serve to provide a greater depth of understanding of Midwestern culture and history to the student participants while also serving as a vehicle for creating a presentation of Indian culture that can benefit the campus community. The deliverable will be a formal presentation of Indian culture and a presentation of this trip to a local school, the campus community, and the Information Security & Intelligence student association. Additionally, a multimedia presentation will be created that can be hosted on the FSU website that highlights diversity and cultural exchange.

Project roles are as follows:

Greg Gogolin – team lead – establish project agenda, lead island orientation and historical/geographical tour. Greg has been to the location many times and is well versed in

local history and geography. He has led groups on camping/backpacking trips. Greg is an ISI faculty member and participated in the fall 2014 Indian day trip.

Anjali Satraboina – coordinate student communication and activities, assign responsibilities, responsible for project experience documentation including pictures/videos/media, lead demonstration project effort. As an ISI student, Anjali is familiar with the local Indian community.

Shannon Yost – logistical arrangements and communications, budget administration. Shannon is familiar with FSU policies and budget procedures. Shannon also knows all of the ISI graduate students.

Doug Blakemore – lead geocaching exercise, cooking. Doug is uniquely qualified as he was a Navy cook. Doug is an ISI faculty member and participated in the fall 2014 Indian day trip.

Jim Furstenberg – lead team building exercises, consult on demonstration project development, coordinate soccer games, assist with campsite creation/takedown. Jim has led many team building exercises and has coached soccer for many years. Jim is an ISI faculty member and participated in the fall 2014 Indian day trip.

\* Project membership/responsibilities may alter should conditions warrant.

b. The goals and intended outcome(s) of the event.

The first outcome will be an experience that serves to retain an established minority population on the Ferris campus. Students that feel valued and respected become great ambassadors for Ferris. The assessment tool will be structured around student sense of community and the types of activities that would foster recruiting and retention. The Indians are 1% of the FSU main campus student population.

The second outcome will be a formal presentation of Indian culture and the project experience to the campus community, a local school, and the Information Security and Intelligence Alliance (ISIA – the ISI student association). All new International students will specifically be invited to the campus and ISIA presentations.

The third outcome will be a multimedia presentation of the project.

c. A statement on how the event relates to the curriculum or a specific discipline, if appropriate.

Information Security & Intelligence is a global environment. Cyber attacks, terrorism, and other threats to society are often based on ignorance and lack of respect. The ISI and former ISM programs are historically the most diverse on campus in part because we see the threats and their causes, and we realize the importance of working together to solve our problems. Cultural presentations and exchanges are a rich history of the ISI programs including faculty and student exchange, Fulbright Scholarship, diverse faculty, and International education. This proposal is consistent with the long term activities and goals of the ISI programs.

**d. Project Timeline:**

March 2 – Project announcement to students

March 16 – Selection of student participants

March 30 – Orientation session

April 13 – Project status session

June 15 – Project status session

June 29 – Packing and final logistics, trip to Grand Rapids Indian store for supplies

June 30 – Depart Big Rapids for Leland, Manitou Island Transit to South Manitou Island (10am). Island orientation, hike to campsites, establish camp, evening presentation on Michigan history.

July 1 – Team building exercises, island hike to west dunes, presentation workshop, presentation of Indian culture. The day's main meal will be prepared by the Indian students and will be authentic Indian.

July 2 – Team building exercises, island hike to farms, presentation workshop, presentation of Indian culture. The day's main meal will be prepared by non-Indians to the degree possible and will be authentic Indian.

July 3 – Presentation workshop, free time, tour Sleeping Bear Dunes, return to Big Rapids

July – Coordinate presentation development

September 15 – Presentation open to campus community

September 22 – Presentation to ISIA student association

September 30 – Delivery of multimedia presentation to Diversity Office, International Office and College of Business.

September – Presentation at local school

\*Note that reservations for South Manitou cannot be made until March 1. As such, dates may be adjusted per availability of the group campsites and transportation.

**e. Target Audience:**

Participants of this project will primarily be Indian students enrolled at Ferris State University. Our goal is to have approximately 75% of the student participants be Indian and 25% of the student participants that are not Indian. However the overall goal is to provide an opportunity for up to 24 students and the percentages will be adjusted if necessary. Indian students will be given preference in participating, followed by other International students (ISI program), followed by International students from any program, followed by domestic ISI students, followed by domestic students any program.

The local and campus communities are the target audience for the presentation of the project outcomes. It is estimated that this will number between 100 and 200 participants.

**f. Expected Impact**

Without a strategy to provide a welcoming environment, our attempts to recruit, retain, and graduate a diverse student population will be compromised. The proposers of this project have historically had the largest and most diverse student population on campus, with students from

almost 50 countries being enrolled. We experience a dramatic decline of our previous International student body in part because Ferris did not focus on International students and did not provide enough meaningful opportunities for them to engage. This proposal is a significant step toward engaging the diverse student population at Ferris in a way that they will enjoy themselves and tell others of their experiences. Specifically, the expected impact is to help insure a decline in International enrollment does not happen again. The proposers did a small version of this project during Fall 2014 in the form of a day trip to the Sleeping Bear Dunes. The students that participated in that experience told their friends and it resulted in seven students applying to Ferris and four matriculations. It is anticipated that this project would have a similar if not greater impact. Additionally, it is expected that several dozen people will learn about Indian culture through the presentations that are outcomes of this project.

**g. Assessment Plan**

Assessment will be qualitative and quantitative. The student participants will be assessed at the first orientation session, at the conclusion of the trip, and at the conclusion of the Fall 2015 semester. They will specifically be asked about their feeling of community with Ferris at each of these times. Additionally, they will be asked what they feel are critical success factors to recruiting and retention of International students, including types of events and activities that they would like to participate in. At each of the three sessions (orientation, trip conclusion, conclusion of Fall 2015 semester) each participant will be asked to articulate their perceived value of the project. A qualitative item analysis will be performed. An additional assessment will be taken with the participants of the presentation sessions to establish their perceived value of the presentations and how their perception of Indian culture may have changed. Assessment results will be provided in writing to the Diversity Office, the International Office, and the College of Business.

**VI. Budget**

**a. Anticipated expenses**

Anticipated expenses are \$5,624. This includes \$750 stipend, which would be \$500 for Anjali Satraboina and \$250 for a student that she appoints to assist her with the planning and coordination activities, as well as lead the presentations. Travel of \$2,194 includes \$50 for a trip to the Indian grocery store in Grand Rapids for supplies (mileage reimbursement), \$324 for FSU van mileage (66 cents/mile x 2 vans taking 2 trips to Leland), \$480 for van rental (2 vans for 2 days at \$120 per day), \$360 for van driver wages (\$10 hour x 2 drivers x 7 hours delivery day x 11 hours pick up day), \$980 for ferry tickets (28 people x \$35). Food in the amount of \$1,175 includes meals for 28 people during trip. Rentals of \$500 for camping equipment for the students. Promotion materials for signage of \$200. Supplies and postage estimated at \$15. Resource materials related to production and distribution of presentation and assessment report estimated at \$50. Park entrance fees and similar expenses estimated at \$240.

**b. Funds anticipated from other sources**

Funds from other sources include \$500 from the Accounting Finance Information Systems Department and \$500 from the International Office.

c. Total amount requested from Faculty and Staff Diversity Mini-Grant  
Total requested from Faculty and Staff Diversity Mini-Grant is \$4,124.

**VII. Final Report**

A final report is required and it will appear on the Diversity Office’s website. That report is due no later than three months after the funded activity. The final report should address:

- a: A self-evaluation
- b: Results of the event assessment
- c: Attendance figures
- d: Final budget

Applicants’ Signatures:

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Submission Date: \_\_\_\_\_

Submit applications to Patty Terryn, Diversity and Inclusion Office, CSS 312. Review of applications will begin upon receipt and continue contingent on available funds. **At the committee’s discretion, applicants may be asked to participate in a brief interview to better explain their proposal.**

## Budget Overview

	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
STIPEND	\$750		
HONORARIA			
TRAVEL	\$1,694	\$500	
FOOD	\$1,175		
RENTALS	\$500	\$500	
PRINTING & DUPLICATING			
PROMOTION	\$200		
SUPPLIES & POSTAGE	\$15		
RESOURCE MATERIALS	\$50		
ASSESSMENT TOOLS			
OTHER	\$240		
<b>TOTAL</b>	<b>\$4,624</b>	<b>\$1000</b>	<b>\$5,624</b>

Criteria	Points Possible	Points Received
<p><b>Need For Project</b></p> <ul style="list-style-type: none"> <li>❑ The activity/program/event has a strong conceptual framework that can be identified as strengthening Ferris’ long-term commitment to diversity. (5pts)</li> <li>❑ The activity/program/event reflects the mission and core values of Ferris as expressed in the University’s Strategic Plan. (5pts)</li> <li>❑ The activity/program/event has a direct impact upon a significant portion of the University community or targets an under-represented or under-served group at the University and has broad visibility. (5pts)</li> <li>❑ The activity/program/event brings clear and valuable benefits to the FSU community (5 points)</li> <li>❑ The activity/program/event is new and/or innovative to the Ferris community (10pts)</li> </ul> <p><u>Comments:</u></p>	30 points	
<p><b>Quality of Project Design</b> (The activity/program/event is clearly defined with easily identified starting and ending points, specific activities, specific goals, and measurable outcomes, and a plan for assessing learning.)</p> <ul style="list-style-type: none"> <li>❑ Goals, Objectives, and Outcomes Specified (4 pt)</li> <li>❑ Goals, Objectives, and Outcomes Measurable (4 pt)</li> <li>❑ Clear description of activities (3 pt)</li> <li>❑ Clearly defined project leader and project team with roles specified and information about qualifications. (5 pt)</li> <li>❑ Clearly specifies the audience and, if different, the beneficiaries of the project (5 pt)</li> <li>❑ Has a clear project timeline, specifying what events will occur, when, and in what order (3 pt)</li> <li>❑ The project design makes use of specific and relevant data (1pt)</li> </ul> <p><u>Comments:</u></p>	25 points	
<p><b>Budget</b></p> <ul style="list-style-type: none"> <li>❑ Itemized budget indicates all funding required for the project with a clear delineation of what funding is being requested in this application (10 pt)</li> </ul>	10 points	



<u>Comments:</u>		
<p><b>Quality of Evaluation Plan</b>  (The activity/program/event is clearly defined with easily identified starting and ending points, specific activities, specific goals, and measurable outcomes, and a plan for assessing learning.)</p> <ul style="list-style-type: none"> <li>❑ Goals, objectives, and outcomes produce quantitative or qualitative data (5 pt)</li> <li>❑ Assessment has a clear time-frame, with a schedule for completion, and itemized activities that assess the impact of the activity/program/event. (22 pt)</li> <li>❑ Assesses impact on Ferris and surrounding community (3 pt)</li> <li>❑ Indicates how assessment results will be used to develop future activities and plans (3 pt)</li> <li>❑ Indicates how information will be disseminated (2 pt)</li> </ul> <p><u>Comments:</u></p>	35 points	
<b>Total</b>	100 points	