

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: Using a Diversity and Inclusion Certificate to Create Opportunities for Staff, Faculty, and General Education

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

1 Victor Piercey, Director of General Education

Role on team: Team Leader; Complete diversity and inclusion certificate program; Develop, facilitate, and assess general education retreat; contribute to development, facilitation, and assessment of staff training program; lead preparation of final certificate recommendations

2 Jody Gardei, Director of Staff Center for Training and Development

Role on team: Develop, facilitate, and assess staff training program; contribute to development of general education retreat; contribute to final certificate recommendations

3 Tracy Nichols-Busch, Director of the Museum of Sexist Objects

Role on team: Advise and provide materials, including reflection prompts, for the inclusion of the Museum of Sexist Objects in both the staff training program and the general education retreat; contribute to final certificate recommendations.

4 Lisa Kemmis, Director of the Jim Crow Museum

Role on team: Advise and provide materials, including reflection prompts, for the inclusion of the Jim Crow Museum in both the staff training program and the general education retreat; contribute to final certificate recommendations.

Contact Information for Team Leader:

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Project Summary/Abstract If the application is approved the project summary will be posted on the Diversity and Inclusion Office website.

The 2016-2021 Ferris Diversity and Inclusion Plan includes promoting professional development for staff and faculty in order to create a more inclusive atmosphere on campus. We propose to create a staff training program and a retreat for faculty involved in general education, each of which will be informed by and modeled on Cornell University's online Diversity and Inclusion Certificate program. Upon the conclusion of the project, we will prepare a detailed set of recommendations for the Office of Diversity and Inclusion intended to lead to the creation of a Diversity and Inclusion Certificate program at Ferris, one of the specific goals set forth in the Diversity Plan.

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

1. Discuss the need for this project:

Goal 1 of the Ferris State University Diversity Plan reads:

“Create a University that is respectful of differences and civil toward people who are different.”

Under this goal, Recommendation A reads:

“Offer ‘Respectful Workplace’ program to all faculty and staff.”

In addition, Goal 5 of the plan reads:

“Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research” specifically including Recommendation D:

“Create a Diversity and Inclusion Certificate program which will create opportunities for faculty and staff to explore topics related to diversity and inclusion.”

There have been some efforts to improve inclusive environments for faculty through the Staff Center for Training and Development as well as the Faculty Center for Teaching and Learning and for staff: Diversity training is an integral part of the Ferris Employee Leadership Development Program and Supervisor Development Program. Sessions offered include “Being a Diversity & Inclusion Leader,” “Inclusion Advocacy and Affirmative Action Seminar,” “Anti-Harassment and Non-Discrimination at FSU,” “Handling Accommodation Requests,” “Conflict Resolution for the Workplace,” and “Managing the ARC of Diversity.” Occasionally, sessions are offered to Ferris employees on Macroaggression awareness, Managing the ARC of Diversity, and creating accessible documents, PDFs, forms, and video. In addition, the Faculty Center for Teaching and Learning has launched a recurring faculty learning community on equitable and inclusive classrooms.

The “Diversity and Inclusion Certificate” program has not yet materialized.

In addition, while the thrust of Goal 5 is to incorporate diversity and inclusion across academic work and programs, in Ferris’ general education program these matters are only required to be addressed specifically in courses with the “Diversity” general education tag. Diversity and inclusion matters are not necessarily addressed elsewhere in general education (such as Communication, Collaboration, or Problem Solving). To the extent that they are addressed in other areas, it is often unsupported and unrecognized. The general education program constitutes approximately 1/3 of the total credit hours taken by all Ferris undergraduates. Committees and subcommittees dedicated to general education include approximately ¼ of all tenured/tenure-track faculty along with several non-tenure-track faculty.

This project aims at these needs by (a) funding the participation of the Director of General Education in another institute’s diversity and inclusion certificate program to investigate it as a case study and to use what is learned to (b) work together with the Director of the Staff Center for Training and Development to develop and pilot a certification program for staff and faculty on diversity and inclusion, utilizing the Museum of Sexist Objects and Jim Crow Museum in collaboration with their directors, and (c) hold a

retreat with members of all committees, subcommittees, and faculty involved with general education to spread diversity and inclusion across the general education program and in our teaching practices, with follow-up discussion through a standing item on the committee agenda.

At the conclusion of the program, the team will provide a report to the Office of Diversity and Inclusion that includes detailed recommendations for creating a diversity and inclusion certificate.

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

We propose a program with three components:

1. participation by the Director of General Education (DGE) in Cornell University's eLearning Certificate in Diversity and Inclusion Program;
2. the development and piloting of a staff training program (the Staff Training Program) on diversity and inclusion that utilizes the Jim Crow Museum and Museum of Sexist Objects; and
3. a retreat (the Gen Ed Retreat) among faculty and committee members on spreading diversity and inclusion across the general education curriculum following which the status of diversity and inclusion in the teaching and curriculum of general education will be a standing item on the general education committee agenda.

The participation of the DGE in the certificate program will inform the design and implementation of both the Staff Training Program and the Gen Ed Retreat. At the conclusion of the project, the team's report from the grant will include a set of detailed recommendations for the creation of a Diversity and Inclusion Certificate at Ferris State University based on the experience of both the DGE in Cornell's program, the experience of the team in designing and piloting a staff training program, and the feedback from the participants in the general education retreat. See the figure below.

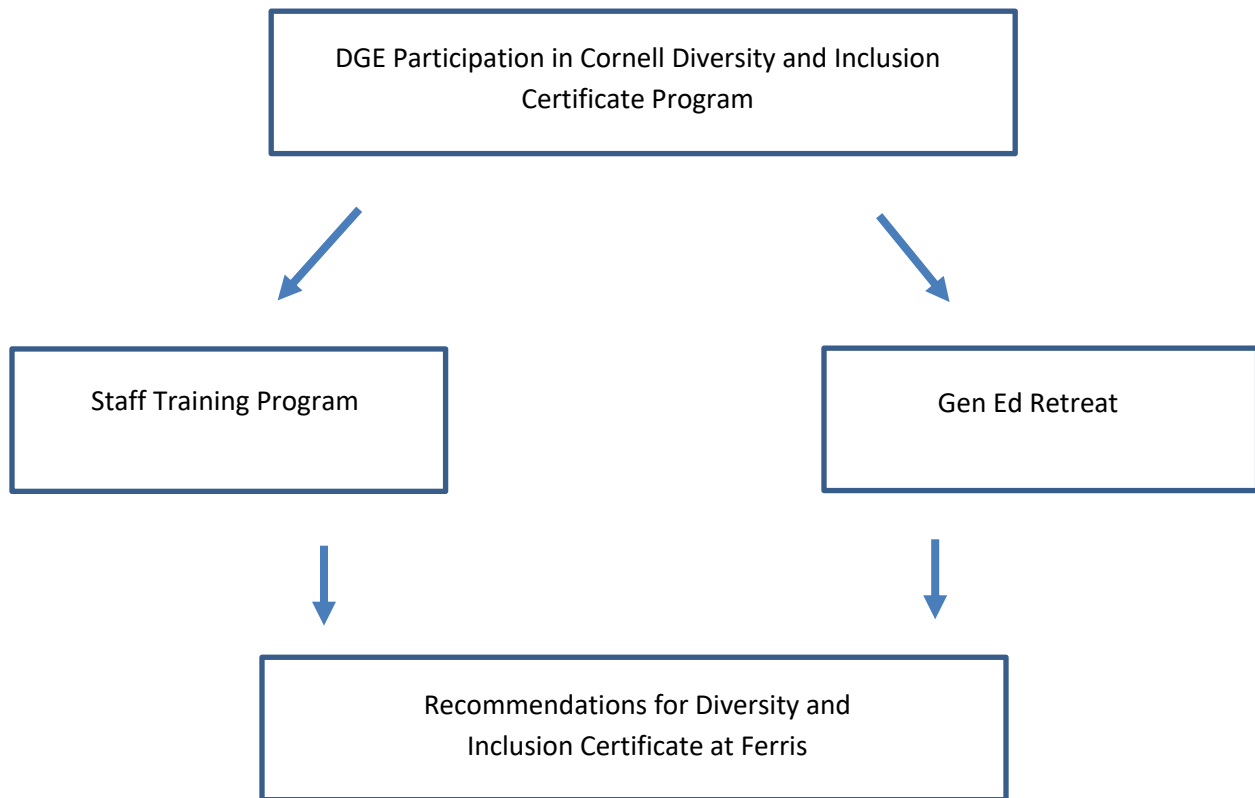
The Diversity and Inclusion Certificate at Cornell includes four fully online courses, taken consecutively. Each course lasts two weeks and requires five hours of work per week. The DGE will complete the program in Summer 2019.

Victor Piercey, the Director of General Education, will complete the Cornell Diversity and Inclusion Certificate program and will lead the development of the Staff Training Program and the Gen Ed Retreat. In addition, Piercey will lead the Gen Ed Retreat and monitor the results and may lead one or more sessions in the Staff Training Program.

Jody Gardei, the Director of the Staff Center for Development and Training, will work with Piercey in preparing and delivering the Staff Training Program. She will use her expertise and knowledge of best practices in staff training to maximize the effectiveness of the program, assign appropriate session facilitators, and monitor progress. Piercey will use what he learns from Gardei in the process in the design of the Gen Ed Retreat.

Lisa Kemmis and Tracy Busch, Directors of the Jim Crow Museum and Museum of Sexist Objects (respectively) will provide best practices for using the museums and reflecting on the experience. They will design tours of the museums that match their purpose in the Staff Development Program and Gen

Ed Retreat, assist Gardei and Piercey in designing effective reflective exercises connected to museum tours, and help schedule tours and provide docents with the needed support to deliver the redesigned tours.



First Component: The Cornell Diversity and Certificate Program

The courses included in the Cornell Diversity and Inclusion program, and the benefits that they offer in the creation of the Staff Training Program and Gen Ed Retreat, are:

Course 1: Improving Engagement

Description: Research shows that engagement is the key factor that promotes higher performance and effort, greater returns, and lower turnover. Yet across companies, industries, and countries, studies show that only 11-19% of employees are highly engaged. In this course, you will examine the foundational drivers of engagement, explore the components of successful engagement initiatives, and identify strategies for creating stronger engagement in teams.

Benefit to Proposed Activities: This course will help us guide participants in the Staff Training Program and in the Gen Ed Retreat to create engaging environments for their employees, fellow-committee members, fellow faculty, and students. At another level, this course will help us make sure both the Staff Training Program and the Gen Ed Retreat are engaging.

Course 2: Counteracting Unconscious Bias

Description: There is no such thing as a workplace that lacks diversity. Despite decades of legal and social reform aimed at reducing discrimination in the workplace, inequality continues to be a significant problem in all societies and most workplaces.

In this course, you will identify the perceptual and psychological processes that impact the way that individuals interact with people who are demographically dissimilar from them. You will examine the psychological processes that impact decision making within organizations and identify how professionals can design better work practices and help to more effectively leverage the potential among employees.

As a trained psychologist with research and consulting expertise related to diversity and inclusion, Cornell University Professor Lisa Nishii is uniquely positioned to help course participants understand the complex underlying diversity challenges and opportunities within organizations.

Benefit to Proposed Activities: Implicit bias will be a key component of both the Staff Training Program and the Gen Ed Retreat. In both, participants will take one or more of the Harvard implicit bias tests. This course will inform how we address the results (which participants will keep confidential) in both the Staff Training Program and the Gen Ed Retreat.

Course 3: Diversity and Inclusion at Work

Description: The management of diversity and inclusion has evolved from a focus on compliance to a strategic-level effort with a demonstrated positive impact on an organization's performance. In the current business climate, companies that strive for both diversity and inclusion are achieving intended business results. They provide the proof that diversity and inclusion are much more than a legal or moral requirement; they're also a competitive advantage.

This course provides an overview of the evolution of the management of diversity and inclusion and presents targeted and high-involvement diversity practices. It examines diversity in the contexts of teams and leaders, and it frames diversity in terms of current business and cultural challenges.

During this course, you will complete a project in which you identify sources of inclusion, align inclusion to improve employee engagement and business results, and determine methods to assess the effectiveness of inclusion initiatives. At the end of the course, you will use the results from the project to prepare a final presentation describing how to apply your work to your organization.

Benefit to Proposed Activities: This course will help in both the planning and delivery of the Staff Training Program and the Gen Ed Retreat. In addition, the content of this course will help us identify deliverables for our proposed activities as well as more refined approaches to assessing their success.

Course 4: Fostering an Inclusive Climate

Description: Inclusion is a relational construct. It's ultimately about how your team functions and performs based on the quality of social connections, openness to learning, agility, and depth of decision

making. How can you foster greater inclusion within your workgroup? Throughout these modules, you will be asked to reflect upon your own experiences and apply the lessons in the modules in your own role.

You will examine the concept of climate, specifically inclusive climates, as well as learn about the specific behaviors and skills you need to demonstrate in order to be successful in shaping an inclusive climate.

Benefits to Proposed Activities: This course will inform the content of both the Staff Training Program and the Gen Ed Retreat. We will generate activities based on what is learned in this course in which participants will examine how they can make their workspaces, committees, and classrooms more inclusive. This will lead to deliverables.

Second Component: The Staff Training Program

The staff training program will be designed in Summer of 2019 and piloted in each semester of the 2019-20 and 2020-21 academic year. One session will be a visit to the Jim Crow Museum and another will be a visit to the Museum of Sexist Objects, both with follow-up reflective activities. Other sessions will be devoted to discussion and activities distilling from the courses from the Cornell Diversity and Inclusion Certificate program as well as working on an individual plan to implement what they have learned into their everyday practice. These activities will draw on the museum visits as well as the Harvard Implicit Bias Tests. At the end of the sessions, participants who completed all requirements will be given a certificate that indicates their completion.

Third Component: The Gen Ed Retreat

The Gen Ed Retreat will take place on Ferris' campus over one and a half days during the week before Welcome Week in August, 2020. Prior to the retreat, participants will be scheduled in teams to visit the Jim Crow Museum and the Museum of Sexist Objects and complete reflective activities. They will also be asked to complete one or more of the Harvard Implicit Bias Tests.

The first day of the retreat will be broken into 2-hour sessions, each dedicated to discussion and activities distilling each course in the Cornell Diversity and Inclusion Certificate program and drawing on the visits to the museums and the Harvard Implicit Bias Tests. Sessions will be broken up by coffee breaks and lunch. The second day will be a half-day and structured so that participants identify their area of influence in general education (such as a committee or classes), outline a plan for using what they have learned to improve inclusion in their area of influence along with assessment plans, and present to their plan (briefly) to other participants and make a commitment to follow-through. At the end of the retreat, participants who completed all requirements will be given a certificate that indicates their completion.

Over the course of the 2020-21 academic year, Piercey will monitor participants' progress and follow-through on their plans, and report findings to the general education committee periodically as a standing item on the committee's agenda.

Final Product

Upon completion of the project, as part of the required report, the team will prepare a detailed set of recommendations to the Office of Diversity and Conclusion regarding building a Diversity and Inclusion Certificate program at Ferris State University. These recommendations will be based on the experience in all three components of this project.

3. Provide the timeline for the project. Be sure to specify at what point the grant will be considered complete. Final Report is due within 3 months after completion;

Summer 2019:

- Piercey completes Cornell Diversity and Inclusion Certificate
- Team outlines the Staff Training Program
- Team designs the activities for the Staff Training Program
- Promotion materials for the Staff Training Program designed and delivered.

Fall 2019:

- First implementation of Staff Training Program,

Spring 2020:

- Completion of first implementation of Staff Training Program; evaluation and revision by team
- Piercey outlines Gen Ed Retreat
- Piercey promotes and recruits participants for the Gen Ed Retreat

Summer 2020:

- Team prepares activities for the Gen Ed Retreat
- Piercey delivers Gen Ed Retreat
- Gardei monitors progress of first participants of Staff Training Program

Fall 2020:

- Second implementation of Staff Training Program
- Gardei monitors progress of first participants of Staff Training Program
- Piercey monitors progress of participants of Gen Ed Retreat

Spring 2021:

- Completion of second implementation of Staff Training Program, final evaluation by team
- Gardei monitors progress of participants of Staff Training Program
- Piercey monitors progress of participants of Gen Ed Retreat
- Team prepares recommendations on Diversity and Inclusion Certificate program at Ferris

Official end of project: May 9, 2021.

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.

Staff Training Program

Our target audience for the Staff Training Program are staff members who serve in supervisory roles at Ferris, but participation will not be limited to any particular type of faculty or staff member. We will allow 25 participants. We will distribute flyers, hang posters, send emails, and utilize university-wide notices to invite participants. A deadline for expressions of interest will be set for each semester, and priority will be given to the target audience designated above. Otherwise, participants will be selected in the order that they expressed interest.

Gen Ed Retreat

Our target audience for the Gen Ed Retreat are faculty involved in general education at Ferris State University, whether through committee involvement, teaching, or otherwise. We will allow 30 participants. To recruit participants, we will send emails, utilize university-wide notices, and reach out to specific individuals (such as committee chairs). A deadline for expressions of interest will be set, and priority will be given so that at least one member of each general education committee and at least two non-tenure-line faculty who teach in general education are included. Otherwise, participants will be selected in the order that they expressed interest.

5. Discuss specifically how the project relates to the current Ferris State University Diversity and Inclusion Plan;

The Staff Training Program is a response to Goal 1, Recommendation A of the Diversity and Inclusion Plan:

“Offer ‘Respectful Workplace’ program to all faculty and staff.”

While there are priorities in the target audience for the Staff Training Program, it will contribute to the further development of such programs that could be offered at a larger scale.

The Gen Ed Retreat will address Goal 5 in general:

“Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research”

Each participant in the Gen Ed Retreat will be required to prepare a plan to incorporate diversity and inclusion in their academic area of influence within general education, and their progress will be monitored.

The final set of recommendations that will be prepared based on our experience will directly guide the Office of Diversity and Inclusion in fulfilling Goal 5, Recommendation D:

“Create a Diversity and Inclusion Certificate program which will create opportunities for faculty and staff to explore topics related to diversity and inclusion.”

6. List at least 3 measurable outcomes for this project/event. For each outcome, identify how it is connected with the Ferris State University Diversity and Inclusion Plan. Include a description of how the outcome will be assessed.

Outcome 1: The Staff Training Program effectively improves the inclusivity of the Ferris workplace. This is connected with Goal 1, Recommendation A of the Diversity and Inclusion Plan:

“Offer ‘Respectful Workplace’ program to all faculty and staff.”

This outcome will be assessed by the percentage of capacity for each implementation of the program that is filled, attendance percentage at each session of the program, completion percentages for each session, and the percentage of completers who persist in their plan through the end of the monitoring period. Other assessments may be prepared by the team, including participant surveys and surveys of those working in the same workspace as each participant.

Outcome 2: The Gen Ed Retreat will result in the effective incorporation of diversity and inclusion in each of the general education competency areas. This is connected broadly with Goal 5 of the Diversity and Inclusion Plan:

“Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research”

This outcome will be assessed by the percentage of capacity for the Gen Ed Retreat that is filled, the extent of participation in the Gen Ed Retreat by faculty involved in each of the competency areas, completion percentages for each session and broken down by competency areas, and the percentage of completers who persist in their plan through the end of the following academic year broken down by competency areas. Other assessments may be prepared by the team, including participant surveys and surveys of colleagues or students who work with each participant.

Outcome 3: The team will prepare an actionable set of recommendations for the design and implementation of a Ferris Diversity and Inclusion Certificate program. This is connected with Goal 5, Recommendation D of the Diversity and Inclusion Plan:

“Create a Diversity and Inclusion Certificate program which will create opportunities for faculty and staff to explore topics related to diversity and inclusion.”

This outcome will be assessed with an evaluation survey that we will ask the Vice President for Diversity and Inclusion to complete after review of the recommendations.

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

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

The budget for the proposed activities is:

Cornell Diversity and Inclusion Certificate program: \$3600.

This is the tuition cost for Piercey to enroll in the program.

Printing for Staff Training Program Recruitment: \$1200

These costs will be used to print reusable fliers and posters to recruit participants for the Staff Training Program as well as the reproduction of materials for the program itself.

Gen Ed Retreat: \$1200

These costs are for space, AV, and catering for 30 participants in a 1.5-day retreat on Ferris campus in the University Center as well as reproduction of materials for the retreat.

Item		Amount	Total
Cornell D&I Certificate Program		\$3600	\$3600
Staff Training			\$1200
	Marketing Materials	\$600	
	Pilot Program Materials	\$600	
Gen Ed Retreat			\$1200
	Space, AV, Catering	\$600	
	Retreat Materials	\$600	
Total			\$6000

2. Itemized list of funds anticipated from other sources;

Academic Affairs: \$1,000 towards the Gen Ed Retreat (see attached email).

3. Amount requested from the Faculty and Staff Diversity Mini-Grant: \$5000.

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: May 9, 2021

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