

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

I. IdentificationName of Primary Applicant Mari Kermit-CanfieldMembers of Team Randall Schroeder, Emily MitchellYuri KonovalovDepartment or Unit Diversity Committee, FLITE LibraryCampus Address FLITE 140G1010 Campus DriveTelephone 231-591-3636E-mail address kermitt@ferris.edu**II. Event Title (25 words or less)****Diversity Training for FLITE Employees****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)**

Diversity: By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.

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.

Dr. David Pilgrim will present the internationally renowned OUCH - That Stereotype Hurts diversity training program to FLITE Library's staff in Summer 2011. A follow-up discussion will be held in Fall 2011.

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

– see attached

- a. The conceptual framework that explains how the event will augment Ferris's long-term commitment to diversity and inclusion.
- b. The goals and intended outcome(s) of the event.
- c. A statement on how the event relates to the curriculum or a specific discipline, if appropriate.
- d. A timeline.
- e. Description of the target audience, including the estimated number of participants.
- f. The expected impact that the event will have on Ferris.
- g. A specific plan to assess the impact of the event on the University.

VI. Budget

- a. Anticipated expenses (itemize and briefly explain).
- b. Funds anticipated from other sources (please list).
- c. Total amount requested from Faculty and Staff Diversity Mini-Grant.

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:

[Signature]
[Signature]
[Signature]
[Signature]

Submission Date: 1/28/11

Submit applications to Patty Terryn, Diversity and Inclusion Office, CSS 312. Review of applications will begin upon receipt and continue contingent on available funds.

Budget Overview			
	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
STIPEND			
HONORARIA			

TRAVEL			
FOOD			
- For 60 people at the initial training	\$400 (Pepper's Deli)		
- For an estimated 30 people at the follow-up discussion	\$200 (Pepper's Deli)		
Total	\$600		
RENTALS			
PRINTING & DUPLICATING			
PROMOTION			
SUPPLIES & POSTAGE			
RESOURCE MATERIALS			
ASSESSMENT TOOLS			
OTHER – Staff Hours			
Part-time Adult staff- \$8.20 per hour			
- 2 PTAS x 5hrs			
- x 2 sessions (needed to staff the desk during full-time staff training)	\$164.00		
Student Staff - \$7.65 per hour			
- 11 SS x 2.5hrs	\$210.38		
Totals	\$374.38		
TOTAL	\$974.38	\$0	\$974.38

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

<p>Quality of Evaluation Plan (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"> □ Goals, objectives, and outcomes produce quantitative or qualitative data (5 pt) □ 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) □ Assesses impact on Ferris and surrounding community (3 pt) □ Indicates how assessment results will be used to develop future activities and plans (3 pt) □ Indicates how information will be disseminated (2 pt) <p><u>Comments:</u></p>	35 points	
Total	100 points	

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.

FLITE Library has approximately sixty employees (staff, faculty, part-time, student employees), many of whom interact with a diverse cross-section of the university and local community as a daily part of their job duties. Library resources are a combination of collections and services that may consist of sensitive, uncomfortable, and personal content. Some of FLITE's employees have worked for the library for more than thirty years and have had very little (if any) training on diversity issues during that time. Those who have been trained may have attended their training many years ago. As global understanding of inclusion issues evolves our staff members must be provided with updated information and training so that they may be non-judgmental and supportive of our patrons and our materials. Libraries are often considered to be glowing examples of openness and awareness in all things; FLITE employees need training to fulfill that kind of potential.

In the past FLITE has had trouble providing training to all staff because the Circulation Desk must always be staffed when the library is open. If training is to be held for all full-time staff during the day, part-time staff or students must be brought in to cover the Circulation Desk, a need that is difficult to fill because of our staff's personal schedules. Likewise if training is held during the evening it is difficult to find full-time staff to replace the part-time and student staff who might attend at that time. Either scheduling arrangement is made more difficult by the funds needed to pay staff members for hours in excess of their normal schedule.

An existing precedent for employee training at FLITE is our series of weekly In-FLITE seminars held over the summer. We would follow this precedent by holding our diversity training in the summer semester when the library's student usage is lighter and our faculty members' schedules are a bit more flexible.

The FLITE Diversity Committee believed that to hold a major training of this nature we would need to bring in an outside trainer, who would undoubtedly be expensive. We asked Dr. Warren Hills to recommend a local diversity trainer or training program to us. After some consideration Dr. Hills suggested that we utilize Ferris's local resources in the form of Dr. David Pilgrim's offering of the *Ouch! That Stereotype Hurts* program (<http://www.ouchthatstereotypehurts.com/>). This choice will be considerably more cost effective than bringing in an outside trainer. Discussion with Dr. Pilgrim confirmed that he is willing to lead the library staff in two separate sessions of this training program this summer.

The Dean of the Library has agreed to make attendance at one of the two offered trainings mandatory for all twenty-five full-time FLITE staff and administrative personnel and those student employees who work for us over the summer. By contract, our twelve faculty members cannot be required to attend departmental meetings. It is our hope that our faculty members will recognize this training as a professional development opportunity as well as a method of improving their own awareness and will choose to attend regardless of any requirements.

To assess the effectiveness of this training we plan to have a non-mandatory follow-up discussion about a month after the initial date, open to anyone who participated in the original training. Participants will be asked to think about how they have seen issues covered in the

training present themselves in daily life, how the experience made them feel, how they dealt with issues, and how they would like to deal with such issues in the future. Because this follow-up session will not be mandatory we will hold the meeting over a catered lunch as an incentive to attend.

It is our belief that updated diversity training will help all FLITE staff members to increase their sensitivity to patrons' needs, acceptance of unusual materials in the library collection, kindness to each other, and ability to work as a team to fulfill Ferris's diversity goals.

Timeline:

| January, 2011- Application due to the Diversity and Inclusion Office.

March, 2011- Set training dates with Dr. David Pilgrim. Reserve rooms at FLITE, make other arrangements as necessary.

April, 2011- Announce training dates and times to FLITE staff members so that they may have plenty of advance notice to arrange their schedules.

June, 2011- Training sessions.

August, 2011- Follow-up discussion.