



FERRIS STATE UNIVERSITY
OFFICE OF UNIVERSITY RECREATION

April 9, 2012

Dr. David Pilgrim, VP for Diversity and Inclusion
Diversity and Inclusion Office
1201 S State St., CSS 312
Big Rapids, MI 49307

RE: Ferris State University Faculty and Staff Diversity Mini-Grant

Dear Dr. Pilgrim and Granting Committee,

We appreciate the opportunity to apply for this *Ferris State University Faculty and Staff Diversity Mini-Grant*. The collaborative effort to author this application is between The Department of University Recreation and The Educational Counseling and disabilities services Office. The Department of University Recreation has matched \$2500.00, of the \$5000.00 being requested from the Mini-Grant application, to assist in purchasing two identical pieces of equipment for the fitness center in the Student Recreation Center. Additionally, the Department of University Recreation has agreed to fund any maintenance on this equipment.

This unique opportunity will afford us the ability to provide much needed adaptive equipment for our underserved population of students with disabilities. It is our belief that the Inclusive Health and Wellness project will enhance Ferris State University's efforts to "...conceptualize, assess, and cultivate diversity as an institutional and educational resource." While the equipment we've chosen is adaptive, it is not exclusive, so anyone can use it.

We have attached our application for your consideration. Please feel free to contact me should you have any unanswered questions.

Sincerely,

Cindy Vander Sloot
Assistant Director, Department of University Recreation
231-591-2624
vandersc@ferris.edu

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

I. Identification

Name of Primary Applicant: Cindy Vander Sloot, MS
Members of Team: Mikael Snitker-Magin, PhD, CRC, LPC
Cindy Horn
Department or Unit: Department of University Recreation
Campus Address: 401 South Street
Student Recreation Center
Telephone: 231.591.2624
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II. Event Title (25 words or less)

Inclusive Health and Wellness

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)

Core Values: Collaboration, Diversity, Ethical Community, Excellence, Learning, Opportunity

FSU Strategic Plan: Goals and Initiatives: 1.1, 1.3, 1.5, 2.1, 2.4, 2.5, 2.6, 3.2, 4.7, 5.2, 5.4, 6.1, 6.3

FSU Diversity Plan:

- 1.a Create a division that is welcoming to diverse populations
- 2.a. Recruit, retain, and graduate a diverse student population
- 3.a. Hire and retain a diverse workforce
- 4.e. Create environments for student learning that are inclusive and sensitive to a diverse student population

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.

To ensure that Ferris State University is contemporary and welcoming for all students and users of the Student Recreation Center, and consistent with the principles of Universal Design, accessible exercise equipment is needed to provide a physical activity experience to our underserved population of students with disabilities. This project will evidence our institutional commitment to the diversity of its students, faculty/staff, and Ferris community population. Funding in the amount of \$5,000.00 is requested to assist in the purchase of two pieces of adaptive exercise equipment, SCIFIT, Total Body Exerciser (PRO230-INT).

This equipment is ideal for rehabilitation, active aging, and adaptive physical education. While being completely adaptive for persons with disabilities, it is not exclusive, and can

be used by everyone. We would like to promote and facilitate increased participation in physical activity by creating a more inclusive and welcoming environment for all. It is important that exercise machines adapt to each user's abilities. This allows users to personalize their exercise program to suit their needs, abilities and goals. Individuals who exercise regularly are healthier and tend to enjoy a better quality of life than those who are sedentary. Everyone can gain the health benefits of physical activity - age, ethnicity, shape or size do not matter.

V. Event Narrative

a. The conceptual framework that explains how the Inclusive Health and Wellness project will further enhance and evidence Ferris's commitment to diversity and inclusion.

Approximately 11% of all US college students experience one or more disabilities and 41 million residents of the US report one or more disabilities, making people with disabilities one of the largest minority groups. Activity interference as a result of chronic illness and disability is believed to be a significant predictor of sequel events such as secondary disabilities (e.g., diabetes and depression as a result of inactivity) and has "...profound effect[s]..." in the areas of familial, economic, and social standing for the individual with a disability (Livneh, 2005). Students of racial and disability statuses may feel additional pressure to 'assimilate' into the predominant culture, have more difficulty finding suitable role models, and face implicit negative perceptions and covert discrimination (Olkin, 1999).

Whether the disability is temporary in nature, such as a student-athlete injury, or more chronic in nature, the response to disability onset is generally consistent in its trajectory (Livneh, 2005). One important predictor variable in recovery is the person's belief in their capacity to accomplish goals in measurable tasks (task specific self-efficacy) and an important predictor variable which is evident across a breadth of treatment and support settings ranging from cardiac rehabilitation to post-secondary education student services--and a variable which is linked to other measures such as perceived quality of life, self-satisfaction, etc. (Bandura, 1969; Bandura, 2005; Lox & Freehill, 1999; Snitker-Magin, 2010). It could be hypothesized that quality of life ratings and other variables such as student persistence and retention are significantly related to each other in correlative terms.

Ferris strives to conduct on-going self-assessment through surveys to identify areas of strength and improvement. Other institutions have developed inclusive exercise programs, as well as operational and capital funding to facilitate student learning about disability and diversity, the value of exercise for all students, faculty, and staff irrespective of disability severity and status. While Ferris has strengths in disability as diversity efforts across the campus, Ferris offers little in the area of physical recreation for these students, staff and community members.

To become a "...center for excellence in educational quality...", Ferris must demonstrate it is not only contemporary with other institutions, but must lead the way in developing an environment for teaching which reflects the values of diversity by incorporating diversity in curricula. Without equipment from which disability diversity and exercise can be demonstrated, it is not possible to model behaviors and attitudes that are inclusive of people with physical disabilities, and wellness.

As a model of excellence in disability as diversity and wellness, Ferris can further recruit students who are of multiple minority groups. With suitable facilities and equipment to model inclusiveness in exercise, students with physical disabilities will experience initial welcoming messages.

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

The main goal of this project is to offer adaptive equipment to support the participation in health-related fitness activity by persons with disabilities.

The intended outcome is to increase awareness of all campus community and Student Recreation Center users including students, faculty, and staff about inclusive education and physical exercise for students of single or multiple minority groups (disability, and other minority group membership).

The measurement of goals is discussed below in 'Section g'.

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

This project is intended to model adaptive ways to exercise for Student Recreation Center users with temporary and permanent disabilities who seek to maintain their current level of physical health and wellness through exercise.

Other institutions have programs modeling Universal Design, as well as adaptive technology, which rely on the breadth of expertise across the range of academic disciplines. As an example, the University of Wisconsin-Madison which is well respected in the field of disabilities and inclusion, has developed inter and intra college programs that reflect academic expertise, instructional supports, and innovative ideas which are in part the result of stimulating discussion and research about disability as diversity within the campus community.

This project can draw interest across academic disciplines, ranging from Engineering Technology to Recreational Leadership. We expect academic disciplines, such as Recreation Leisure Services and Wellness, to use this equipment to enhance their education of the future leaders in the field of health, wellness and recreation.

d. A timeline

The purchase, receipt, installation and advertisement of equipment will take place during the 2012-2013 academic year. If approved, the timeline will be as follows:

May/June 2012:	Place order for equipment
July/August 2012:	Delivery of equipment and staff training
August/September 2012:	User training sessions will be held
September/October/November 2012:	Ongoing usage assessment and tracking with daily usage counts Develop and administer survey to determine impact of equipment on users
November 2012:	Final Report

e. Description of the target audience, including the estimated number of participants

As described above, the target audience is current and prospective Student Recreation Center users, including community members. Our goal is to provide physical activity options for our underserved population of students with disabilities.

f. The expected impact that the event will have on Ferris

The impact of this project will be that Ferris will further its reputation as an institution that values disability as diversity, in the area of physical activities and training of Ferris students, in preparation for work in the global community. The project will also help create a welcoming, accessible environment to enhance participation in physical activity and enable positive lifestyle changes.

g. A specific plan to assess the impact of the event on the University.

This project will be assessed in two different ways:

- Equipment usage will be monitored on a daily basis for a complete semester to determine its importance to patrons of the Student Recreation Center.
- A survey will be developed to assess satisfaction with the users of the SCIFIT PRO2 Total Body Exercisers.

This project will promote and enhance Ferris State University's dedication to diversity within the campus and Big Rapids community. Having these adaptive pieces of equipment in the Student Recreation Center, and on our website, will further our goal of creating an inclusive and welcoming environment.

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.

(Inclusive Health and Wellness).....BUDGET	Est. Expenses
(2) SCIFIT PRO2 Total Body Exerciser @ \$3565.00 x 2	\$7130.00
Preventative/Routine Maintenance (per year)	\$ 120.00
Printing: Informational/training sessions promotion and assessment	In-kind
Staff to teach about equipment at informational/training sessions	In-kind
Misc. expenses (freight/labor/installation)	\$ 250.00
Total Est.	\$7500.00
Department of University Recreation matching funds	[\$2500.00]
Shortfall	\$5000.00

a. Anticipated expenses

- Equipment pieces: (2) SCIFIT PRO2 Total Body Exercisers
- Maintenance of equipment: Preventative and routine maintenance will need to be done on the pieces by both professional services and staff of the FSU Student Recreation Center
- Freight/Labor/Installation of equipment through Direct Fitness Solutions, LLC.
- Materials to promote the new equipment and offer informational/training sessions to learn about the pieces.
- Materials used to assess this equipment’s impact on the Ferris State community.

b. Funds anticipated from other sources

If grant is approved, the Department of University Recreation will give \$2500.00 to this project to cover expenses over the \$5000.00 requested.

c. Total amount requested from Faculty and Staff Diversity Mini-Grant

The amount of \$5000.00 is requested from the Ferris State University 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

A self-evaluation will be conducted on an on-going basis through user surveys

b: Results of the event assessment

n/a

c: Attendance figures

n/a

d: Final budget

Applicants' Signatures:

Cindy Vander Sloot
Mikael Snitker-Magin
Cindy Horn

Submission Date: April 10, 2012