

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

**I. Identification**

Name of Primary Applicant: Dr. Mischelle Stone, School of Criminal Justice

Members of Team: Dr. Todd Stanislav, FCTL  
Mr. Michael Berghoef, Social Work  
Ms. Michelle Richardson, MSCTE, Alliance of Ferris Employees

Department or Unit: COEHS/School of Criminal Justice  
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**II. Event Title**

This event is titled "Put This On The {Map}"

**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)**

This event addresses a number of diversity-related goals. Among these goals are:

- Advocating for diversity and inclusion;
- Introducing diversity into the culture of the University;
- Provide expertise and leadership on diversity and inclusion related matters, for example, the challenges facing LGBT students as they encounter social isolation and violence
- Infusing diversity issues into the broader discussion of discrimination and prejudice
- Promoting the benefits of pluralism and diversity, both locally and globally, and
- Creating an environment at FSU that is inclusive and sensitive to a diverse population
- Preparing our students to be active, productive citizens in a diverse society.

**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 event entitled "Put This On The {Map}" includes a three-part presentation that examines how twenty-six young people exercise courage in creating social change in Seattle. In confronting bullying and other acts of violence, these young people chronicle

the movement from fear and social isolation to fearlessness and liberation. The first part of the presentation consists of an educational roundtable by the filmmakers and some of the film's participants to discuss the history of making the film and the grass roots movement that resulted in a candid evaluation of the school, family, and community experiences of queer youth. The second part of the presentation consists of a 34-minute documentary film that reveals how young activist voices and conversations about intersecting identities and popular culture result in systemic change. Part three of the presentation—the talk back session--seeks to steer the conversation beyond the symptom of bullying, to address systemic issues and deeper beliefs about gender and sexuality that impact queer/trans youth.

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

The goal of this film series is to bring together the members of the gay, bisexual, transgender, and straight communities to enhance the dialog about challenges facing members of the LGBT community in America. As part of their *Reteaching Gender and Sexuality* tour, the filmmakers and some of the film's participants are reaching out to mid-Michigan to share the documented real life experiences of LGBT youth. It is unique in its portrayal of twenty-six Seattle youth who get fed up with a lack of queer visibility in their community and throughout the United States, and decide to chronicle their experiences on film. Having both the filmmakers and some of the participants available for the roundtable and the talk back session increases the opportunity for deeper and more meaningful learning.

The event also includes a copy of the film for FLITE.

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

FSU students, faculty, and other employees all participate in day-to-day life at Ferris that provides many opportunities for engaging with individuals from diverse backgrounds. Despite many opportunities for doing so, many people continue to operate within their own "comfort zones." This film and its collateral activities brings people of diverse backgrounds and ideologies together in a safe and mutually respectful environment with an overarching goal of gaining greater understanding of the challenges facing LGBT members as they live and work in small town America. In doing so, it is the intent of the series to reinforce that FSU is an environment for student learning that is inclusive of and sensitive to a diverse student population.

Consistent with the FSU's goal of advocating for diversity and inclusion, this film and the accompanying roundtable and talk-back session introduce diversity into the broader culture of the University and provide expertise and leadership on diversity and inclusion related issues. They not only address issues of intolerance and discrimination facing

LGBT youth, they also address the systemic issues that underlie these social phenomena.

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

- Advocating for diversity and inclusion;
- Introducing diversity into the culture of the University;
- Provide expertise and leadership on diversity and inclusion related matters, for example, the challenges facing LGBT youth, and the impact of intolerance;
- Infusing diversity issues into the broader discussion of discrimination and prejudice

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

This film, the didactic roundtable, and the talk-back session are clearly interdisciplinary in their benefit; however, it has particular import for students in criminal justice, social work, and other human service disciplines. As police are often the “gatekeepers” of the criminal justice system, it is imperative that they have a comprehensive understanding of and appreciation for, the diversity of the population with whom they will interact. This understanding is especially significant because the interaction that police have with the LGBT community can either serve to protect them from the victimization they so often experience, or it can serve to re-victimize them. This is especially true of our LGBT youth, who often do not have a strong enough voice in the system and risk further rejection from and isolation in the system itself. Though students pursuing a career in social work are generally at the other end of the CJ system continuum, they too, play an important role in helping LGBT youth successfully adapt to and cope with discrimination and harassment that exists within the criminal justice system and the larger society as a whole. This lack of understanding of, and sensitivity to, the issues concerning the LGBT community can result in disparate treatment at best, and further victimization at worst. For students seeking professional careers in any field, an awareness of, and appreciation for, our differences can result in a greater understanding of “just” responses to LGBT victimization and can serve as a catalyst for systemic changes that can eradicate this victimization altogether.

**d. The film series timeline**

March 30, 2011: Announce to faculty so they can build it into syllabi, assignments, or extra credit.

March 30, 2011: Heavy promotion via flyers and FSU Torch and University-Wide notices, continuing until the main event.

April 14th, 2011: Educational Roundtable, Film and Talk Back : Pizza and Pop

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

This event is open to all individuals, and varying perspectives are encouraged. We anticipate that approximately 150 people will attend.

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

It is anticipated that this event will provide a safe and welcoming environment for lively dialog about challenges that LGBT youth face in their efforts to acknowledge their sexual nature and live productive lives. The events are intended to infuse diversity issues into the broader discussion of discrimination and prejudice with a goal of preparing our students to be active, productive citizens in a diverse society.

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

This impact of this event will be assessed through evaluations that will be handed out to participants near the conclusion of the event. The evaluations will ask students to rate their level of awareness of issues before and after their viewing of the films. The surveys will use a Likert-type scale that will not only assess levels of awareness, but other issues related to the goals of the project as described above.

**VI. Budget**

- a. Anticipated expenses (see below):
- b. Funds anticipated from other sources (see below).
- c. Total amount requested from Faculty and Staff Diversity Mini-Grant (see below).

**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**

A final report will be delivered by June 1, 2011.

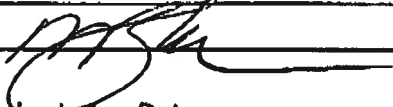
Applicants' Signatures:

Michelle F. Stone  
Michelle Richards  
Todd Stone  
See attached

Submission Date: 3/23/11

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

**Applicants' Signatures:**

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

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## Budget Overview

	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
<b>STIPEND</b>			
<b>HONORARIA (Filmmakers/Participants)</b>	<b>\$1,200</b>		<b>\$1,200</b>
<b>TRAVEL/HOTEL/MEALS</b>	<b>\$250</b>		<b>\$250</b>
<b>FOOD (Pizza and Pop)</b>	<b>\$385</b>		<b>\$385</b>
<b>RENTALS (Movies)</b>			
<b>PRINTING &amp; DUPLICATING</b>	<b>\$50</b>		<b>\$50</b>
<b>PROMOTION</b>	<b>\$10</b>		<b>\$10</b>
<b>SUPPLIES &amp; POSTAGE</b>			
<b>RESOURCE MATERIALS</b>			
<b>ASSESSMENT TOOLS</b>	<b>\$5 (Paper)</b>		<b>\$5</b>
<b>OTHER</b>			
<b>TOTAL</b>	<b>\$1,900</b>		<b>\$1,900</b>