

Ferris State University
Faculty and Staff Diversity Mini-Grant Application

I. Identification

Name of Primary Applicant: Dr. Mischelle Stone, Chair, Academic Senate
Diversity Committee

Members of Team: Dr. Mischelle Stone, Criminal Justice
Dr. Todd Stanislav, FCTL
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II. Event Title

There are two events scheduled in conjunction with Dr. Renn's visit during National Coming Out Week. The first is a keynote address by Dr. Renn entitled "Intersections of Teaching, Learning and Diversity: Improving Classroom Climate for Lesbian, Gay, Bisexual and Transgender (LGBT) Students." This 50-minute keynote address and Q&A session are scheduled for 11:00 am on October 10, 2011. Later in the afternoon on that same day, a 90-minute workshop for faculty and staff entitled "Diverse By Design: Creating Diverse Learning Environments to Promote Student Success" will be facilitated by Dr. Renn. In this workshop, faculty and staff will learn how to structure student interactions to promote academic success and foster inclusiveness. Importantly, it will also help faculty and staff to develop concrete strategies for improving retention among this vulnerable student population.

We should note that, while Dr. Renn's presentations are intended for faculty and staff, we sincerely invite and welcome students to participate fully in the events.

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)

The events associated with Dr. Renn's visit to Ferris State addresses and support several of the University's core values, strategic initiatives, and goals, including those that are diversity- and inclusion-related. Among these are:

Core Values:

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

Ethical Community: Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

Strategic Goals:

Goal 1: Become a demonstrable center of excellence in educational quality and student learning.

Strategic Initiative 3: Cultivate a stimulating, student-centered learning environment that integrates theory and practice.

Strategic Initiative 4: Support the emphasis on quality performance by faculty, staff, administration that demonstrably improves student learning.

Goal 2: Develop a university community where all are valued, welcomed, and informed.

Strategic Initiative 1: Implement and sustain the Ferris State University Diversity Plan.

Diversity Goal 1: Create a University that is welcoming to diverse populations

Diversity Goal 2: Recruit, retain, and graduate a diverse student population

Diversity Goal 4: Create environments for student learning that are inclusive of and sensitive to a diverse student population—

Strategic Initiative 5: Enhance the sense of community for everyone at Ferris State University, including those attending or working online and at all FSU sites.

Strategic Initiative 7: Develop and implement a plan to enhance retention.

Goal 5: Foster collaborative internal and external working relationships.

Strategic Initiative 2: Develop and implement strategies for increasing collaboration among divisions, colleges, programs and student organizations.

University Vision:

Ferris State University will be:

- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity.

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. Renn's keynote address and workshop are designed to heighten faculty and staff awareness of the challenges LGBT students face in the classroom. These challenges range from benign neglect of LGBT perspectives and student perceptions that faculty do not understand them, to experiencing outright hostility from faculty and other students.

Research (e.g., Cotton-Huston and Waite, 2000; Lopez and Chism, 1993) suggests that lesbian, gay, and bisexual students experience high rates of discrimination and harassment on campus and that classroom environment has an impact on students' coming-out experiences. There is also research (e.g., Malinowitz, 1995) to suggest that the coming-out experiences of students are linked to the retention and success of students in colleges and universities. This keynote address and workshop are designed to heighten faculty and staff awareness of these issues and provide them with concrete strategies for how to address them in the classroom.

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

The goal of these events is to bring together the members of the gay, bisexual, transgender, and straight communities to enhance the dialog about challenges facing LGBT students at Ferris. The goals of intellectual exploration, academic freedom, and critical thinking are consistent with reflective self-examination and provide a context in which the respect, tolerance and support needed to sustain diverse communities can be promoted.

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

FSU students, faculty, and staff all participate in day-to-day life at Ferris that provides many opportunities to engage with many individuals who self-identify as lesbian, gay, bisexual and/or transgender. Despite many opportunities for confronting their reactions to these interactions, many faculty, staff, and students continue to operate within their own "comfort zones." Dr. Renn will identify and present the challenges these "comfort zones" create in the classroom and will help faculty, staff, and students develop effective strategies to support and strengthen the University's ability to create and sustain learning environments that are inclusive of and sensitive to LGBT student concerns.

Consistent with the FSU's goal of advocating for diversity and inclusion, these events will introduce diversity into the broader culture of the University and provide expertise and leadership on diversity and inclusion related issues, specifically as they relate to classroom learning environments, be they face-to-face or online. They not only address

issues of intolerance and discrimination facing members of the LGBT community, but also provide strategies for how to effectively address these issues in the classroom.

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

Goals:

- Help create and sustain a University that is welcoming and supportive of all people
- Advocate for diversity and inclusion;
- Enrich and strengthen the University community's ability to examine and openly discuss diversity- and inclusion-related subject matter, issues, etc.
- Infuse diversity issues into the broader discussion of discrimination and prejudice
- Provide expertise and leadership on diversity and inclusion related matters, for example, the challenges facing LGBT students in the classroom, and the impact of intolerance.

Intended Outcomes:

At the conclusion of the keynote and/or workshop, participants will be able to:

- Describe at least three challenges or obstacles that GLBT students face in the classroom
- Integrate at least three practices, methods, dispositions, or other teaching and learning strategies that create and sustain a more welcoming, sensitive, and inclusive learning environments and experience for GLBT students.

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

These events are clearly interdisciplinary in their benefits; however, it has particular import for faculty as the overall focus of Dr. Renn's presentations is on ways faculty and staff can create welcoming, sensitive, and inclusive learning environments and experiences for GLBT students.

d. The event timeline

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

September, 2011: Place notice in University-Wide Announcements to remind faculty and staff of the event.

Distribute postcard to all faculty mailboxes; by University-Wide Notice, provide a link to a video that Dr. Renn created to introduce herself and briefly describe her keynote and workshop.

October 10, 2011: Keynote address (11:00 am – 12:00 noon) and Workshop (3:30-5 pm).

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

These events are open to all individuals, and varying perspectives are encouraged. We anticipate that approximately 75 people (faculty, staff, and students) will attend the keynote presentation, and 25 faculty and staff will attend the workshop.

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

It is anticipated that these events will provide a safe and welcoming environment for lively dialog about challenges LGBT students face in the classroom. 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 these events will be assessed through evaluations that will be handed out to participants near the conclusion of the keynote address and the workshop. The evaluations will ask participants to rate their level of awareness of issues before and after their participation, and will ask them to rate the value of the strategies they developed as a result of their participation. 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 (please see below):
- b. Funds anticipated from other sources (Faculty Center for Teaching and Learning; please see below).
- c. Total amount requested from Faculty and Staff Diversity Mini-Grant (please 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 December 1, 2011.

Applicants' Signatures:

Michelle T. Stone
Todd Stanisil
Michelle Richardson

Submission Date: 8-30-11

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	\$0	\$0	\$0
HONORARIUM (Kristen Renn)	\$0	\$1,250	\$1,250
TRAVEL/HOTEL/MEALS (Hotel [one night]; Mileage round trip to-from Lansing; presenter meals	\$370	\$0	\$370
FOOD (catering box lunches; refreshments)	\$475	\$0	\$475
RENTALS	\$0	\$0	\$0
PRINTING & DUPLICATING	\$150	\$0	\$150
PROMOTION			
SUPPLIES & POSTAGE			
RESOURCE MATERIALS			
ASSESSMENT TOOLS	\$25 (Pens/Paper)		\$25
OTHER			
TOTAL	\$1,020	\$1,250	\$2,270

References

- Cotton-Huston, A. and Waite, B. (2000). Anti-homosexual attitudes in college students: Predictors and classroom interventions. *Journal of Homosexuality*, Vol. 38(3), 2000, 117-133.
- Lopez, G. and Chism, N. (1993). Classroom concerns of gay and lesbian students. *College Teaching*, Vol. 31, No. 3.
- Malinowitz, H. (1995). *Lesbian and Gay Students and the Making of Discourse Communities*. Portsmouth, N.H.: Heinemann.