

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 Project I-Dentify (Project ID)

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

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|-----------------------------------|---|
| 1 (required) Mari Kermit-Canfield | Role on team: Project lead and general project work |
| 2 (required) David Scott | Role on team: Publicity; general project work |
| 3 (required) Stacy Anderson | Role on team: Assessment and general project work |

Contact Information for Team Leader:

Mari Kermit-Canfield, Project lead (marikermitcanfield@ferris.edu), x3636

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

The Project I-Dentify (Project ID) is an interactive art installation consisting of a large corkboard panel hung prominently and permanently in FLITE. The panel will be studded with 120 or more randomly placed push-pins, each bearing a tag labeled with a diversity descriptor (e.g. Asian, born in MI, likes men, Republican). For 1 month "Project ID" will be accompanied by a bag of many yarn balls in a variety of colors. All Ferris students, faculty, and staff who visit FLITE will be encouraged to spend time with Project ID and pick a ball of yarn to wind around the diversity descriptors that they feel best match their own personas. At the end of the month Project ID will have developed into a beautiful multi-colored web of yarn that represents both the diversity found here at Ferris and the many ways we are alike. An accompanying display case will highlight the concepts of infographics demonstrating how information can be represented visually using Project ID as a prominent example.

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

1. Discuss the need for this project;

This interactive art project will allow FLITE to create an activity that involves and represents the diversity of Ferris State University as well as demonstrating how people are connected. This project shows FLITE's participation in and support of diversity and inclusiveness and serves as a long-lasting visual demonstration of who we are.

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

Team members will paint a cork bulletin board which will then be mounted on a prominent pillar or column in FLITE by an employee in the Physical Plant. Team members will create labels for large push pins (approximately 120); each push pin will have a label with a discrete identity description. The team will brainstorm and solicit ideas for these identity descriptions. The team will then mount the push pins on the cork board and place yarn out for the Ferris community members to wind around the descriptions that they feel match and represent them.

Mari Kermit-Canfield is the project lead. She will order the supplies, work with the physical plant to mount the board, and lead the painting of the board, printing of the labels, and arranging for the yarn to be placed near the installation. She will also be the lead designer of the accompanying display case. She will also monitor the installation throughout the active participation phase of the project.

David Scott will assist with the construction of the installation, including the brainstorming phase. He will write press releases and other informational text that can be shared in university-wide notices, on social media, and in other promotional materials. He will also be the contact person for the Ferris Torch. He will also monitor the installation throughout the active participation phase of the project.

Stacy Anderson will assist with the construction of the installation, including the brainstorming phase. She will construct the assessment tools, collect and analyze the data, and write the final report. She will also monitor the installation throughout the active participation phase of the 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;

- **Jan. 26, 2018 – Grant awarded**
- **Feb. 5, 2018 – purchases of supplies**
- **Feb. 5, 2018 – marketing plan devised & identity (peg) ideas generated**
- **Feb. 19, 2018 – supplies arrive**
- **Feb. 19, 2018 – work order submitted for wall mounting**
- **March 13, 2018 – installation opens**
- **March 13, 2018 – publicity begins**

- April 13, 2018 – installation closes for active participation
- May 14, 2018 – assessment complete; project is complete
- June 4, 2018 – submit final report to Diversity & Inclusion Office

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.

Everyone in the Ferris campus community is the target audience (students, staff, and faculty). Because anyone can participate, there will be no selection of participants.

The project will be publicized with a FLITE display case, classroom outreach where there is library instruction, the Ferris Torch, a University Wide Notice, FLITE social media, and library liaison outreach to the various colleges and departments at Ferris.

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

This project relates directly to the 2016-2021 Diversity and Inclusion Plan, especially Goal 1, item H: “Display art with diversity and inclusion themes across the campus.”

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: *Create a permanent art exhibit that exhibits diversity and inclusion.* This meets the Diversity and Inclusion Plan Goal 1 (Create a University that is respectful of differences and civil toward people who are different), Section H (Display art with diversity and inclusion themes across campus). This art piece will be on long-term display. Assessment will be a simple question:

- Does this piece have a permanent home within the library? (yes or no)

Outcome 2: *Members of the Ferris campus community will interact with one another as they create and/or observe the art installation.* This meets the Diversity and Inclusion Plan Goal 1 (Create a University that is respectful of differences and civil toward people who are different) while meeting a challenge cited in the report as “creating more opportunities for interaction among people from different identity groups” (pg. 8). Assessment will be done by asking by asking participants and observers to rate these statements and/or answer these questions:

- (Project I-Dentify (Project ID) helped me engage with other people in the Ferris community rated on a scale of Strongly agree, agree, undecided, disagree, strongly disagree)
- What one word comes to mind when you think about your involvement this project or your observation of the art work? (open ended)

Outcome 3: *Students will have a demonstrable change in their perceptions and recognition of their similarities with other people.* Goal 5 (Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research). Assessment will be done by

asking participants and observers to rate these statements: (rated on a scale of Strongly agree, agree, undecided, disagree, strongly disagree).

- Project I-Dentify (Project ID) was a good way to examine my similarities with other people;
- Project I-Dentify (Project ID) allowed me to demonstrate who I am to the Ferris community;
- Project I-Dentify (Project ID) demonstrates the diversity of the Ferris community

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

1. Itemized list of expenses with a brief explanation of each;
 - Cork Bulletin Board 40x94 - \$700 - the base of the installation
 - Paint 160z - \$10 - to paint the board
 - Painter's tape - \$10 - to paint the board
 - Brushes - \$2 - to paint the board
 - Push pins - 120+ (very large) - \$60 - these are the posts that the yarn will be wound around
 - Labels - \$20 - to place on the push pins with descriptors
 - Circle punch - \$20 - to shape the labels so they fit on the push pins
 - Glue gun and glue - \$15 - to affix the labels to the push pins
 - Brass plaque - \$30 - to identify the project
 - Yarn (will also ask for donated yarn)- \$75.00 - what will be wound around the posts to create the art itself
 - Countdown calendar and other print promotional material – will print in house
 - Infographics posters - \$55.00 - for the display about infographics and the visual representation of information

2. Itemized list of funds anticipated from other sources;

n/a

3. Amount requested from the Faculty and Staff Diversity Mini-Grant.

\$1000

See the Mini Grant Rubric for additional guidance. If required components of the grant are missing, the grant will be returned.

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: June 4, 2018

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

Budget Overview			
	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
STIPEND			
HONORARIA			
TRAVEL			
FOOD			
RENTALS			
PRINTING & DUPLICATING			
PROMOTION			

SUPPLIES & POSTAGE			
RESOURCE MATERIALS	\$ 1000		
ASSESSMENT TOOLS			
OTHER			
TOTAL	\$ 1000	\$0	\$0

Signature Sheet for Diversity Mini-Grant

Mari Kermit-Canfield

A handwritten signature in black ink that reads "Mari Kermit-Canfield". The signature is written in a cursive style with a horizontal line extending from the end.

David Scott

A handwritten signature in black ink that reads "David A. Scott". The signature is written in a cursive style with a horizontal line extending from the end.

Stacy Anderson

A handwritten signature in black ink that reads "Stacy Anderson". The signature is written in a cursive style with a horizontal line extending from the end.