

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

Addressing Cultural Competency in the Human Services Professions

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

- 1 (required) _Dean Arrick Jackson Role on team: _____ Team Lead
- 2 (required) _Dr. Liza Ing Role on team: _____ Member
- 3 (required) _Dr. Andrea Kitomary Role on team: _____ Member
- 4 (optional) __Dr. Joseph Ferrandino Role on team: _____ Member
- 5 (optional) __Mr. Glen Okonoski Role on team: _____ Member

Add additional lines as necessary to list all team members

Contact Information for Team Leader:

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Project Summary/Abstract

Human Services Professionals and those aspiring to go into these fields (Education, Criminal Justice, and Digital Media) should embody a culturally competent paradigm as they teach students, serve communities, and seek to give visibility and voice to clients desires through media. The College of Education and Human Services seeks to assess and develop cultural competence among its faculty/staff and students by utilizing the CQ Intelligence Test followed-by opportunities of education and learning. It is imperative that human service professionals prepare men and women in these fields that are apt in knowledge and strategy of how to communicate and interact in the diverse communities they will

participate in and serve; therefore, education in cultural competency is equally important to faculty and students.

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

1. Discuss the need for this project;

The need for this project is directly related to a recent (spring, 2018) College of Education and Human Services (COEHS) Student Survey. In review of the results, one notable area of improvement for COEHS was in diversity. Specifically, about 40% of students felt as if they had not engaged in diversity related activities sponsored by the COEHS, another 20-30% have never or didn't know if they have interacted with students who are diverse, 70% of students felt as if they didn't know how to engage with others from diverse backgrounds, and on average 40% of students have not engaged on a social level or in a classroom with diverse others. From the college's self-assessment, we realized more training is needed to assist faculty and staff in cultural competency to increase student engagement inside and outside of the classroom. At the same time, students need to be exposed to assessing their own cultural competency and given guidance on how to develop in this area. The College of Education and Human Services requests funding to support faculty/staff and students to complete the CQ assessment and receive training on their results.

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

This project serves to address COEHS concerns in the area of diversity as revealed through a COEHS Student Survey taken in the spring of 2018. To address this area, we began to investigate diversity education. COEHS is aware of the university's current use of the IDI assessment on campus. In review of this assessment, it did not address all the needs of the college as reflected in the data and it lacks a guide for helping develop cultural competency. However, the CQ Intelligence Test provides a perception of one's cultural competency along with a plan for development and growth in the areas of one's drive, knowledge, strategy, and action. Furthermore, the test provides a cultural values assessment that will help faculty/staff and students become aware and understand how to navigate how their cultural values/norms coincide or create potential conflict with cultural values/norms of other cultural heritages. In evaluating our needs as a college, the CQ Intelligence Test suits our needs and provides applicable ways for growth in cultural competency.

The plan for implementing this project is two-fold. One part of implementation is with faculty and staff in COEHS and the other is student implementation.

Both faculty and staff and students will take the CQ test online at their convenience from October 1-12th. During the assessment window, email reminders will be sent by the department team members to ensure all results will be ready for dissemination at a scheduled training.

For faculty, a college-wide meeting will be scheduled by the lead team member (Dr. Jackson) for faculty and staff in COEHS in October from 11 am -1 pm to allow all faculty/staff in the college to participate in the training seminar provided by a certified CQ trainer. This training will help

faculty understand an overview of their scores in the four areas (drive, knowledge, strategy, and action) as well as learn about how to interrupt their values in relation to other’s cultural values/norms.

During another college-wide meeting, in November, scheduled by Dr. Jackson faculty/staff separated by department will reflect on the CQ training seminar learning through targeted dialogues that focus on how to increase cultural competency in classroom instruction as well as how to integrate it in preparing students for the field. Each department team member will help facilitate discussion and provide a plan for how to integrate development and growth of cultural competency into classroom instructional practices or field experiences.

Student implementation will happen per department and is provided in the chart below.

EDUCATION	CRIMINAL JUSTICE	DIGITAL MEDIA
Students in FSUS 100 (SOE sections) will self-select by signing up to take the assessment. Department team member (Dr. Ing) and team member (Dr. Kitomary) will promote the CQ Test and training. Recruitment began late August-September 2018.	A random sample of 30 freshmen and 30 senior students will be selected to participate in the project. Communication will be sent out by the department team member (Dr. Ferrandino) requesting participation and explaining what is involved. Random sample to be selected in October 2018.	Students in FSUS 100 (DAGD section) will self-select by signing up to take the assessment. Department team member (Mr. Okonoski) and the team member (Dr. Kitomary) will promote the CQ Test and training. Recruitment began September 2018.
Students will receive the assessment by email to complete online. Students will be informed that they may opt out of the study at any time without penalty.	Students will receive the assessment by email to complete online. Students will be informed that they may opt out of the study at any time without penalty.	Students will receive the assessment by email to complete online. Students will be informed that they may opt out of the study at any time without penalty.
Students will complete a reflective essay on what they learned about themselves and how their current assessment results could help or hinder them in their fields. This assignment will not be graded, but counted as completed in the FSUS course for the diversity portion of the course.	Students will complete a reflective essay within two weeks on what they learned about themselves and how their current assessment results could help or hinder them in their fields. In conversation with Dr. Ferrandino, he felt assured that students would complete the essay.	Students will complete a reflective essay on what they learned about themselves and how their current assessment results could help or hinder them in their fields. This assignment will not be graded but counted as completed in the FSUS course for the diversity portion of the course.
Students will complete a survey at the end of the academic year that has a reflective essay included on their learning and growth in	Students will complete a survey at the end of the academic year that has a reflective essay included on their learning and growth in	Students will complete a survey at the end of the academic year that has a reflective essay included on their learning and growth in

cultural competency for internal department use only.	cultural competency for internal department use only.	cultural competency for internal department use only.
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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;
- Recruitment for student participation began August 27 and will run through September 30, 2018. Student signups through FSUS courses are completed for Education FSUS sections. For the DAGD section no recruitment is needed as all students in one section of FSUS for DAGD will participate.
 - Dean Jackson will schedule college-wide meetings for October and November in a timely fashion.
 - CQ codes will be purchased by September 30, 2018. We are in the process of finalizing the vendor contract and the CQ vendor guarantees test readiness by 10/1/18.
 - CQ codes and information will be shared with department/program team members (Dr. Kitomary, Mr. Okonoski, Dr. Ferrandino, and Dr. Ing) to get the codes out to their students by email.
 - CQ codes and information will be sent by Dr. Kitomary by email to faculty.
 - All participating students will take the assessment from the time period of October 1-12th. This is an online assessment and Dr. Kitomary will be able to monitor who has and has not completed the test to send out reminders.
 - The faculty/staff training seminar will take place in October 2018. The contract will be complete by September 30.
 - The student training seminars will be held in collaboration with the FSUS 100 course as the vendor will provide educational resource kits for faculty/staff or team members to conduct discipline specific trainings.
 - Education students may choose to review his/her CQ test results and discuss the student's plan for growth in cultural competency with his/her advisor or Dr. Kitomary.
 - Criminal Justice students will complete a reflective 2 page essay on their results and the impact of the results on their field and devise a plan for growth within two weeks of the CQ training.
 - SOE and Digital Media students will complete a reflective essay on their results as part of their FSUS 100 course and it will not be graded but counted as completed.
 - Students will complete a survey on CQ learning and perception of growth and be required to comment on their learning in essay form on the survey at the end of their FSUS course and at the end of April to have two data assessment points. Having a mid-assessment point will assist in gathering data while students are still in their FSUS 100 courses.
 - Student data will be analyzed in May-July to complete the project.
 - A final report will be ready at the end of August 2018.
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. The target audience is COEHS faculty/staff and students. It is expected that 25 COEHS faculty and staff will take the assessment, participate in the training, and follow-up discussions. It is expected that 110 students will take the assessment from the three colleges combined.

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

This project relates to the current Ferris State University Diversity and Inclusion Plan Goal 1 *to create a university that is respectful of differences and civil toward people who are different.* Under this goal, item letter c states, “Ferris should conduct climate surveys to direct further action.” In COEHS, we conducted a student survey to assess ourselves and found diversity to be an area of concern for students. It is not enough to educate students, as our faculty and staff need to be aware of their own cultural competency and actively work on how to develop cultural competencies that can be integrated into the classroom.

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.

Measurable outcomes for this project include:

- 1) Identifying reflective growth in faculty and staff through deliberative dialogues and creation of a department plan to help develop cultural competency in the classroom;
- 2) Student growth will happen in the area of knowledge for 50% of students by the end of fall semester and 80% of students who take the assessment by spring 2018; and
- 3) Eighty percent of students will highly value or value learning about their cultural competency and how it can apply in their field.

All of the measurable outcomes are related directly to Goal 1 from the Diversity and Inclusion plan as the outcomes are designed to create a university that is respectful of differences and civil toward people who are different.

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

1. Itemized list of expenses with a brief explanation of each;
2. Itemized list of funds anticipated from other sources;
3. Amount requested from the Faculty and Staff Diversity Mini-Grant.

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: July 31, 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- Requested funds will go toward supporting a certified trainer in CQ. Other funding will be provided from the 4S Grant in the School of Education.			
HONORARIA	\$2956.25	\$2043.75	\$5000
TRAVEL-fuel will be covered for the trainer to travel from Grand Rapids to Big Rapids from SOE 4S Grant		\$100	\$ 100
FOOD- Dinner and beverages/snacks will be provided for the trainer from the SOE 4S Grant		\$50	\$50

RENTALS			
PRINTING & DUPLICATING			
PROMOTION			
SUPPLIES & POSTAGE			
RESOURCE MATERIALS			
ASSESSMENT TOOLS <u>Requested funds:</u> 15 (CJ & Digital Media) Faculty/staff @ \$18.75 ea. (\$281.25 Total) this includes the CQ test and Cultural Values assessment 80 students (CJ & Digital Media) @ \$18.75 ea. (\$1,500 Total), which includes CQ test and Cultural Values assessment 10 students (SOE) @ \$26.25 ea. (\$262.50 Total), which includes a Pre/Post CQ tests and one Cultural Values assessment <u>Contribution funds from SOE 4S Grant:</u> 10 faculty/staff (SOE) @ \$18.75 ea. (\$187.50 Total), which includes the CQ test and Cultural Values assessment 50 SOE students @ \$26.25 ea. (\$1,312.50 Total), which includes a Pre/Post CQ	\$2043.75	\$1500	\$3543.75

tests and one Cultural Values assessment			
OTHER			
TOTAL	\$5000	\$3693.50	\$8693.50

The request from the Diversity and Inclusion Office is in the amount of \$5,000 to support the efforts of the College of Education and Human Services to strengthen cultural competency among the faculty/staff and students.