

Faculty and Staff Diversity Mini-Grant Final Report

Project title _Addressing Cultural Competency in the Human Services Professions

Grant Recipients _Dean Arrick Jackson, Dr. Liza Ing, Dr. Andrea Kitomary, Dr. Joseph Ferrandino, and Mr. Glen Okonoski

Date Project Started _October 1, 2018

Amount of Money Funded by the Mini-Grant _\$5,000

1. How was the grant used to address a diversity or inclusion related goal?

The grant addressed the Diversity and Inclusion Goal 1, which is to create a university that is respectful of differences and civil toward people who are different. The grant addressed this goal by having students, staff and faculty gain self-awareness of his/her own cultural competency by completing the Cultural Intelligence Quotient (CQ) assessment. Follow-up trainings or individual appointments were taken to help students/faculty/staff understand assessment results and how to develop his/her cultural competency.

2. Describe the audience that was impacted by the grant's implementation. Provide quantitative data, if available.

The grant was utilized to conduct a pilot study among select students and faculty in COEHS in October, consisting of assessment completion and seminar training for students and a separate session for faculty. Due to our financial savings on the honoraria paid to the CQ trainer in late October, COEHS received permission to open the CQ study up to all faculty/staff in COEHS. At the annual COEHS College-Wide meeting in spring January 2019, thirty-eight faculty/staff were given an overview about COEHS climate study results on students' perceptions of how faculty/staff engage or handle diversity topics in our college, a brief presentation on the importance of customer service as it relates to creating a welcoming environment for all students, and an overview of the CQ assessment and the benefits to taking the assessment (See Appendices). Faculty and staff were given the opportunity of opt-in participation. Students were selected from each of the COEHS departments in varying ways to opt in to taking the CQ assessment. In total 49% (69/140 anticipated students) and 52% of COEHS faculty/staff (31/59) completed the assessment. However, the impact within the three departments varied based on student and faculty/staff participation.

In the School of Education, students from the SOE FSUS 100 main campus sections were offered the opportunity to take the assessment as an option to complete the diversity requirement for the course. The FSU-GR EDUC 101 course was also offered the CQ assessment. It was anticipated that up to 60 students would complete the assessment. There were 32 students that opted to complete the assessment and 22 attended the CQ Seminar (main campus) and/or had a one-on-one appointment to learn about CQ Development Plan (see appendices) to intentionally grow his/her cultural competency in the areas of Drive, Knowledge, Action and Strategy. Additionally, in the School of Education, 9 out of 10 faculty/staff completed the assessment and 6 faculty/staff participated in the seminar training or had a one-on-one appointment with Dr. Kitomary to understand the significance of their assessment.

In the Digital Media Department, their FSUS section was used to disseminate the CQ assessment. Sixteen out of 18 students completed the assessment and wrote a reflection paper based off their results. Among the Digital Media faculty/staff, eight out of 13 completed the assessment and 5 attended a seminar training on the assessment. Unlike, SOE and DADG, the Criminal Justice Department took a different approach to selecting student participation.

In the Criminal Justice Department, the goal in using the CQ assessment was to examine if the CJ Department was preparing culturally competent students throughout the CJ program. In CJ, a freshman and a senior level CJ course was selected to receive the CQ assessment. Student were asked to opt in to participate. In the freshman CJ course, 19 out of 24 completed the assessment. In the senior course only 2 out of 19 completed the assessment. Unfortunately, not enough CJ seniors opted to take the assessment to make a comparison. Out of 10 CJ faculty/staff 6 completed the assessment and 3 completed follow-up training.

3. Grant recipients are required to provide a short narrative that details the specific efforts each of the collaborators made to the implementation of the grant.

Each of the grant collaborators were involved in the promotion or dissemination of the CQ assessment to his/her department staff and /or students. Dr. Kitomary was responsible for promoting the CQ assessment to students in the SOE FSUS 100 courses and the FSU-GR, EDUC 101 course. For SOE faculty, Dr. Ing arranged an opportunity for Dr. Kitomary to explain the CQ assessment at the monthly department meeting. From the School of Digital Media, Mr. Glen Okonoski used his DADG FSUS 100 section to encourage student participation. Mr. Okonoski made the CQ assessment the primary diversity component in his course for the semester requiring students to complete a reflection paper based on the assessment results. Mr. Okonoski also encouraged his faculty and staff to complete the assessment and attend trainings. Dr. Ferrandino in the Criminal Justice Department worked with faculty to select one freshman level CJ course and one senior level CJ course and asked

students to opt in to CQ assessment participation. His goal was to compare cultural competency readiness. He wanted to examine if senior level CJ students were more culturally competent than freshman CJ students. For faculty in CJ, Dr. Ferrandino encouraged assessment completion and training attendance.

Dr. Kitomary also coordinated efforts to bring in a guest CQ trainer who trained SOE students and selected COEHS faculty/staff. The training consisted on an overview to help students understand the four areas of domestic version of the cultural competency (Drive, Knowledge, Strategy and Action), and the cultural values assessment (See appendices). The 2.5 hour presentation involved large and small group interactive activities, discussions on how their CQ and Cultural Values results could affect teaching practices in the classroom, and the importance of developing cultural competency as a teacher. The guest CQ trainer also conducted a training for select faculty and staff. Originally 15 selected faculty/staff from COEHS were anticipated to complete the CQ assessments. Ten out of 15 faculty/staff participated in the CQ Seminar held in October 2018. This training was similar to the student training but engaged faculty/staff in some of the research behind the CQ assessment and the importance of persons serving in the human services occupations to become cultural competent.

Furthermore, Dr. Kitomary consulted with Dean Jackson on the College-Wide meeting agenda for January 2019 and worked together to plan a special CQ Seminar College-Wide meeting in March. Dean Jackson encouraged all COEHS faculty/staff to complete the CQ assessment and attend the March CQ Seminar training through several email communications. At the COEHS College-Wide meeting in the January 2019, all COEHS faculty/staff in attendance were briefed on the CQ assessment and its' benefits. The March 2019 CQ Seminar training concentrated on helping faculty/staff understand their test results, but more directly focused on data suggesting faculty/staff were creating an unwelcoming classroom environment and student's perception of a lack of diversity training or interactions with others in the classroom. The training attempted to address the student's perceptions by helping faculty/staff understand ways to develop their cultural competency as well as how to help faculty engage students in inclusive course content and activities. Faculty/staff were asked to complete a reflection sheet on how he/she or their department could begin to incorporate cultural competency learning into the classroom or among student staff working in our areas. [See appendices]

4. What is your overall assessment of the project's impact on the Ferris community? How did this impact compare to what you expected?

My overall assessment of the project's impact on the Ferris community is for students and some/faculty staff this was a first step in gaining self-awareness. As Ferris strives to keep diversity at the forefront of its core values, it is imperative that individuals

(students, faculty, and staff) understand what are their areas of strength and areas where more growth and development can happen.

The CQ assessment allowed many students for the first time to realize their lack of understanding about diversity/cultural competency as evidenced in reflection papers and individual follow-up conversations. Student perceptions regarding the need to adjust ones verbal and non-verbal behavior to the intent of cultural competency fell within the Cultural Blindness phase of the Cultural Proficiency Continuum (Lindsey, Robins, and Terrell, 2003). Cultural Blindness is best identified as “See the difference, act like you don’t.” One comment by a student asserted this phase, “I tend to accept all cultures and don't feel the need to switch up my speech and gestures.” Despite many students displaying cultural blindness, some students were also able to articulate the importance of cultural competency and how it could be applied in their professional fields. When asked on the CQ Seminar evaluation from October 2018, what three actions are you personally going to use in your organization, an education student commented “Be more aware, work on my cultural knowledge, and help everyone no matter differences.” [See appendices] A digital media student commented in his reflection paper “learning acceptable methods of digital communication from culture to culture would be useful.” Students were able to reflect on the cultural aspects of their backgrounds and acknowledge the limitations of their understanding, but also some desired to improve their CQ scores.

The impact on students was consistent with my expectation as this effort was a first step in their cultural competency development. Many of the student participants were first-year students coming from homogenous communities where they were not exposed to different types of diversity or cultural difference. The impact was effective in bringing awareness and planting seeds for most students to want to engage in culturally diverse interactions/experiences with other students inside and outside of the classroom.

The majority of faculty/staff who attended the October 2018 CQ Seminar reported being satisfied or very satisfied with the information provided. Overall, the faculty/staff reported the training gave them information that will help them consider how to use the information in their classes. (See appendices). Faculty/staff that participated in the October or the March or both CQ Seminar trainings were given a task to complete some questions to help them reflect on their class/office or department. Unfortunately due to time constraints, faculty/staff were unable to complete this task so no reflection sheets were collected. The impact on faculty was consistent with my expectations as some faculty had no interest in participating, but others saw this as an opportunity to reflect on how to become more culturally competent in classroom practices.

5. Present a final budget including all funds received and spent related to the project, with special focus on the funds received via the Diversity Mini-grant.

Budget Overview					
	Requested Grant Funds	Funding from other sources	TOTAL BUDGET	Expenditures from Mini Grant	Expenditure from other source
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	\$1227.68	\$0
TRAVEL-fuel will be covered for the trainer to travel from Grand Rapids to Big Rapids from SOE 4S Grant		\$100	\$ 100		\$0
FOOD- Dinner and beverages/snacks will be provided for the trainer from the SOE 4S Grant		\$50	\$50		\$48.78

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</u> <u>4S Grant:</u>	\$2043.75	\$1500	\$3543.7 5	\$2700	\$1500

<p>10 faculty/staff (SOE) @ \$18.75 ea. (\$187.50 Total), which includes the CQ test and Cultural Values assessment</p> <p>50 SOE students @ \$26.25 ea. (\$1,312.50 Total), which includes a Pre/Post CQ tests and one Cultural Values assessment</p>					
OTHER					
TOTAL	\$5000	\$3693.50	\$8693.50	\$3927.68	\$1548.47

Primary Grant Recipient's Signature

Date _____