

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**

**Expanding Horizons: Helping First Generation Students Study Abroad**

**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 <u>Kristin Conley, Assistant Professor, RSS</u>    | Role on team: <u>Team Leader</u> |
| 2 <u>David McCall, Assistant Professor, RSS</u>      | Role on team: <u>Co-leader</u>   |
| 3 <u>Elizabeth Burbatt, TIP Scholars Coordinator</u> | Role on team: <u>Member</u>      |
| 4 <u>Eric Warner, Assistant Professor, CAS</u>       | Role on team: <u>Member</u>      |
| 5 <u>Monica Frees, Associate Professor, RSS</u>      | Role on team: <u>Member</u>      |

**Contact Information for Team Leader:**

Kristin Conley, Phone: 231-591-2808, Email: [KristinConley@ferris.edu](mailto:KristinConley@ferris.edu)

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

Studying Abroad may be one of the most beneficial experiences for a college student. However, this experience is often something first generation General Studies and TIP Scholar students don't experience because 1) they don't realize it is an option and/or 2) they don't realize that there are scholarships and supports in place to assist them in making this opportunity available to them. The Expanding Horizons: Helping First Generation Students Study Abroad project is a highly visual messaging campaign aimed at raising awareness of the study abroad opportunities available to first generation college students- specifically General Studies and TIP Scholar students. Its aim is to educate students about the process and experience of studying abroad; support them as they complete required applications, and, once the program is completed, gather a list of best practices to better support future first generation General Studies and TIP Scholar

students participate in this experience, which will ultimately lead to increased GPA's and graduation rates for this population (Malmgren & Galvin, 2008).

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

1. Discuss the need for this project:

Studying abroad may be one of the most beneficial experiences for a college student. In fact, according to testimonials by those fortunate enough to have done them- they are transformative and life changing (Kuh & Kinzie, 2018). However, many General Studies first generation college students are unaware that this opportunity exists or that there are programs in place to support them, so they are not so fortunate. Many never learn about the opportunities provided through the university's International Education Office, or they often do not learn about the opportunity until they are nearing the end of their college experience and the opportunity is missed. The *Expanding Horizons: Helping First Generation Students Study Abroad* project wants to change this.

In the last few years, as the university seeks to improve retention and graduation rates, there have been several focused efforts aimed at breaking down some of the barriers that first generation college students encounter (i.e. Early Move-in, Linked Courses, Focus on First Gen, etc.). These efforts have focused on helping Ferris' "at promise" students overcome challenges. However, *Expanding Horizons* is focused on helping these same students learn about and take advantage of an *opportunity*. An opportunity to explore new cultures and gain expanded worldviews different from their own. This will aid them significantly as they progress within their field of study, and, ultimately, into their career. Since study abroad is considered a high impact educational practice linked with improved GPAs and higher graduation rates (Malmgren, & Galvin, 2008), this project is needed to better inform and support General Studies first generation college students, and more specifically Gilman Scholarship eligible (Pell Grant eligible) students, as they take advantage of this transformative and life changing experience.

The *Expanding Horizon's* program will not only work to better inform students about the opportunities available to them, it will support students as they work to complete the application process, and it will work to overcome the financial barrier that might impact student involvement by offering financial support for the passport application fee.

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

First, the *Expanding Horizon's* leader and co-leader will collaborate with the TIP Scholars Coordinator working to identify first generation college students, specifically current freshman, who are eligible for the Gilman Scholarship (these students are also Pell Grant eligible). This scholarship provides significant financial support for studying abroad.

The *Expanding Horizon's* team, which includes all members, will facilitate three workshops throughout the 2019-2020 academic calendar year. These workshops will be advertised using fliers and posters created through the project's messaging campaign. Once students have been identified, they will be given an invitation to attend the first workshop. The students who do not attend the first workshop will be invited a second time to either the second or the third workshop that will take place during the spring. All students working on applications will be invited to all the meetings.

Study Abroad –Gilman Scholarship Eligible Informational Workshops: Each of the three workshops will include information about various study abroad opportunities available at Ferris, a panel of students and faculty who have participated in previous study abroad experiences, and help completing the application process. Workshop participants who successfully complete an application will be given a passport application fee voucher. Food/ Snacks will be provided at workshop.

Messaging Campaign: The team will develop fliers and posters encouraging students to study abroad. Ideas include: *First Gen: Where Will You –Study Abroad*; *First Gen: Learn through Study Abroad*; *First Gen: You Can- Study Abroad*. We intend to continue to use these artifacts to support the Office of International Education after our project is complete.

Passport Fees Voucher: Given that many first generation college students struggle financially, this passport fees voucher will be of significant support for many students considering taking a study abroad. Our goal is to financially support at least 13 students.

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;

Timeline	
Late September	First Team Meeting
Early October	Develop posters, fliers, and messaging

	<p>Book rooms for each workshop</p> <p>Distribute materials across campus</p> <p>Identify students and faculty willing to participate in at least one of the three panel discussions.</p> <p>Order food for each of the workshops</p> <p>Send out invitations to eligible students</p>
Late October	<p>Send out email reminders to the panel.</p> <p>2<sup>nd</sup> Team meeting</p>
Early November	1 <sup>st</sup> Study Abroad –Gilman Scholarship Eligible Informational Workshop
Mid January	<p>3<sup>rd</sup> Team Meeting – Reflect upon the first meeting and make necessary changes to the next meeting.</p> <p>Repost materials across campus.</p> <p>Send invitation to 1<sup>st</sup> group invited to the 2<sup>nd</sup> Workshop</p>
Late January	2 <sup>nd</sup> Study Abroad –Gilman Scholarship Eligible Informational Workshop:
Early February	4 <sup>th</sup> Team Meeting- Debrief about 2 <sup>nd</sup> Meeting and make appropriate changes to 3 <sup>rd</sup> and final Workshop.
Early March	Send out 3 <sup>rd</sup> and final invitation
Late March	3 <sup>rd</sup> Study Abroad –Gilman Scholarship Eligible Informational Workshops:
Early April	Final Team Meeting
Late April	<p>Expanding Horizons: Helping First Generation Students Study Abroad Ends</p> <p>Collect materials across campus to save for the Office of International Education</p>
Late May	Final Report Submitted

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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 for this project are first generation college students who enter the University through the General Studies program and TIP scholars; not only are many first gen, and face financial barriers, but also many feel that their academic standing (under-preparedness) may limit their opportunities for study abroad. An email invitation will be sent to all of these students. The professors who teach within the General Studies program will also share the announcement with their students. Another, more specific, target audience is to identify those eligible for the Gilman Scholarship so that we can not only inform students about the scholarship but help them apply for the scholarship. The General Studies program enrolls over 500 freshman each semester and many of these students are Pell Grant eligible. For this reason, it is anticipated that this project will reach upwards of 200 students. Some students will take advantage of the opportunity right away and others might take advantage of the experience at a later date. The goal is to help these students successful complete a study abroad plan/application, and, if eligible a Gilman Scholarship. We have budgeted funds to offer financial support for up to 13 students. (This financial support is for the picture, passport application fee, and the passport execution fee.) Some students might not require financial support. However, others might not be able to even consider this opportunity if financial support was not provided.

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

Goal 2: Builds and maintain an infrastructure that supports diversity and promotes inclusion. Although a physical infrastructure will not result from this project, a network of ideas and support will be generated through the project's efforts that can be replicated each year as members of the team actively work with the Office of International Education.

Goal 3: Recruit, retain, and graduate a diverse student population. As previously mentioned, students who participate in a study abroad program have higher GPA's and graduate at higher rates. Informing students about this opportunity and assisting them through the application process should allow many of the targeted student population to take advantage of this opportunity.

Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research. Helping students understand that this opportunity is actually available to them will greatly increase the prospects of them taking advantage of this learning opportunity. Once students participate in the experience, they will be exposed to many diverse learning experiences which will effect both them and their families moving forward.

Goal 6: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations. The General Studies program has one of the most diverse student populations on the Ferris main campus (Ferris Factbook, 2018-2019). However, currently this very diverse population does not tend to take advantage of the study abroad experience. By implementing this program, the team will learn about some of the most effective ways to communicate and work with this population. The information will then be shared with the Office of International Education so that these efforts can be continued for future academic years.

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.

a. As a result of participating in the program students will develop knowledge of the study abroad opportunities and resources available to them.

- At the end of each event, students will receive a short survey. To measure their knowledge of study abroad opportunities and resources we will compare the data from the following questions (for example):

Prior to attending this session I believe that study abroad was an option for me to participate in  
Strongly Agree --- Agree --- Do Not Agree or Disagree --- Disagree --- Strongly Disagree

After attending this session I believe that study abroad is an option for me to participate in  
Strongly Agree --- Agree --- Do Not Agree or Disagree --- Disagree --- Strongly Disagree

- This outcome aligns with Goal 6: The data collected from these surveys will help inform practices in General Studies for faculty and staff to best support students in studying abroad. It will also help the Office of International Education reach a larger audience of students. With the two groups working collaboratively, a new partnership will help accomplish these goals.

b. As a result of participating in the program more of the targeted population of students will participate in a study abroad experience.

- This will be measured by the number of passport application fees stipends awarded.
- This outcome aligns with Goal 5 and Goal 3

Goal 5 speaks to increasing inclusivity on campus, which this project helps promote students who may see study abroad as exclusive and out of reach. By covering the variety of programs and opportunities (at various costs), we hope that students will see study abroad as an option for them to participate. Goal 3 to retain and graduate diverse students will be accomplished by encouraging students to participate in high impact practices linked to retention and graduation.

- c. As a result of implementing the program, the team can understand which supports are most effective in increasing student participation in studying abroad and share this with the Office of International Education.
  - This outcome aligns with Goal 2 and Goal 6
    - Goal 2 focuses on creating an infrastructure to support diversity and inclusion on campus, which is directly tied to our plans to create best practices based on the information we gather. We also plan to continue the collaborative work into future semesters. For Goal 6, we believe that this new partnership between multiple offices and departments will create more opportunities for students.

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

1. Itemized list of expenses with a brief explanation of each;  
**Picture Fee (15), Passport Application Fee (110), and Execution fee(35) - \$160.00 x 13 = \$2080**
  - **Food: Catering food for 3 events = \$2000**  
**Printing and duplication: Poster fliers, copies, invitations - \$500**  
**Promotional Material -\$ 400**
2. Itemized list of funds anticipated from other sources;  
**Food: Dessert for 3 events and rolls for 3 events = \$330**  
**Printing and duplication- \$26**  
**Supplies and Postage- \$150**  
**Student Worker (developing promotional material) - 25 hours @ \$10.25 = \$256.25**
3. Amount requested from the Faculty and Staff Diversity Mini-Grant.  
**Total Amount Requested = \$4,980.00**

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

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

	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
<b>HONORARIA</b>  Passport picture (\$15), application fee (\$110, and execution fee (\$35) for up to 13 students.	\$2080		\$2080
<b>FOOD</b>  Catered Food: (3 Events – \$1000, \$500, \$500) Dessert:(3 Events- \$150, \$75, \$75) Coffee/ Rolls: Team Meetings \$30	3 Events – \$1000, \$500, \$500 = \$2000	\$330  Conley’s Bakery Dessert	\$2330
<b>PRINTING &amp; DUPLICATING</b>  Event printing: fliers, copies, etc	\$500	\$26.00  In-kind office/program budgets  .13 X 200 copies	\$526.00
<b>PROMOTION</b>  Materials to be used for events and reused by OIE	\$ 400		\$400



SUPPLIES & POSTAGE			
Stamps, letterhead, envelopes		\$150	\$150
OTHER			
Student Workers: creation of promotional materials (i.e. fliers, video recordings, etc.)		25 hours @ \$10.25 = \$256.25	\$256.25
TOTAL	\$4980	\$762.25	\$5742.25

**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:**   May 31, 2020  

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

Signatures:

1 Kristin Conley Signature: \_\_\_\_\_

2 David McCall Signature: \_\_\_\_\_

3 Elizabeth Burbatt Signature: \_\_\_\_\_

4 Eric Warner Signature: \_\_\_\_\_

5 Monica Frees Signature: \_\_\_\_\_