

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: *First Generation College Student Celebration 2018: Focus on First Gen!*

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

1. Elizabeth Burbatt, TIP Scholars Coordinator, R&SS Role on team: Team leader
2. Jody Maloney, Academic Advisor, R&SS Role on team: Co-leader
3. Dave Darrow, Director of Academic Affairs, EHS Role on team: Researcher
4. Diane Jackson, Sociology Instructor Role on team: Researcher

Contact Information for Team Leader: Elizabeth Burbatt, Phone: 231-591-2400, email: burbate@ferris.edu;

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

Through the *2018 First Generation College Student Celebration: Focus on First Gen!*, R&SS will collaborate with faculty and staff across main campus to lay the groundwork for celebrating and serving first-gen students with intentionality. We will connect a network of campus faculty, staff and students through participation in the 2nd annual nation-wide First Generation College Student Celebration, establish an interdisciplinary workgroup to broaden support for First Generation College Students among faculty and staff, and produce a highly visible messaging campaign intentionally designed to celebrate First Generation College Students and help build a supportive campus-wide community that promotes a sense of belonging for First Generation College Students at Ferris.

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

1. Discuss the need for this project:

Need for the 2018 First Generation College Student Celebration: Focus on First Gen! Project
Nationally, 14% fewer first generation college students (FGCS) graduate with a bachelor's degree than their multi-generation peers during a six-year time frame (McCartney, 2017). The graduation rates for FGCS at Ferris are assumed similar to the national rate, however we cannot compare rates of first generation students, because, until 2018, FGCS identity had not been tracked for academic affairs use. Across the nation, first generation students are retained and graduated at lower rates than their multigenerational peers, despite having similar academic aptitude to their peers. Creating community for first generation college students across campus colleges and divisions is essential to improving individual student experiences, student retention rates, and degree achievement outcomes.

For several years, Ferris admissions has had ongoing efforts to recruit FGCS. Recruitment is working but after students enroll, campus-based efforts to support FGCS are unclear. As of fall 2018, 1,970 first-generation college students were enrolled in classes on the Main Campus of Ferris State University (Ferris WebFocus, 2018). While many campuses who recruit FCGS have TRiO SSS or other programs to serve them, there are no offices or programs at Ferris that are intentionally dedicated to serving this exceptional population of students with high growth potential. Historically, FGCS at Ferris have been compelled to fend for themselves when it comes to navigating through college, meeting the expectations of the hidden curriculum, connecting with other first-gen students and faculty to share experiences, and combatting stigma that surround being the first generation in a family to pursue a university degree.

Around 2014, a small group of FGCS tried to form a first-generation student RSO on campus. They never got it off the ground. In a second attempt to form a FGCS student organization in 2016, the SLAAC decision-making board expressed skepticism that such a group was necessary, because student and faculty members of the board felt that the needs of FGCS were already being met by existing offices or programs on Main Campus and expressed that a FGCS group would be redundant; these were an inaccurate assertions. After much discussion, and the helpful vote of a roommate of a FCGS, SLAAC narrowly approved the group. The RSO soon recruited as many as 15 members, and after striving to recruit additional members and potential officers to take over for graduating students, the group reported that many Ferris students who are FGCS do not identify with the term or hadn't ever heard it. They struggled to recruit because Ferris has not done a thorough job of identifying and serving FGCS. The FGCS RSO realized that they needed help from campus to initiate such conversations in order to foster growth. The endeavor to build community and create the support system they wanted to have at Ferris proved to be overwhelming and exhausting for this small group of FGCS who were still very much trying to navigate through their own first-gen college experience.

2018 First Generation College Student Celebration: Focus on First Gen! project leaders want to work harder for FGCS at Ferris, based on their belief that Ferris needs to work harder for FGCS. FGCS needs are neither comprehensively nor systematically addressed by existing services for intersecting populations of students because the FGCS population is comprised of students of all backgrounds—all races, ethnicities, statuses, achievement levels and socioeconomic statuses. Even with some intersectionality, FGCS possess skills, assets and needs particular to coming from a family situation where their parent(s) did not complete a university degree. Having a parent that has successfully navigated a university degree helps children to accumulate college knowledge and prepare for navigating college culture from an early age. For this reason, FCGS may experience challenges in transition to college and beyond, and thus, must be served with intention and complexity. To

support the complexity of FGCS needs, a college environment must work to provide obvious and intentional educational access to resources that support cultural navigation. Assuming that serving FGCS through coincidentally overlapping resources that intersect with a shared identity is a disservice. First gen students must be able to identify as first gen through raising campus awareness of what it means, they must have access to first gen peers and mentors, they benefit from visible campus programming intended for a first gen audience, and they must have opportunity to build positive capital through outreach, services and resources provided through faculty, staff and peer interaction on campus. Our project is designed to raise awareness about what being FGCS means, to connect students to Ferris faculty and staff, and to be a flagship event to build a better community that celebrates and serves FGCS year round. First Generation College Students deserve to hear, see, and understand that they are not alone, and that they belong at Ferris.

By intentionally recruiting FGCS, Ferris has an obligation to intentionally meet their needs, and through this project, Project Leaders from R&SS intend to lay the groundwork for our campus to do just that. *First Generation College Student Celebration 2018: Focus on First Gen!* project will make broad, initial efforts to connect, serve and celebrate first-gen students through a high-visibility campaign, a network of support from campus faculty, staff and peers, and through participation in a nationally-recognized event intentionally designed to celebrate FGCS and help them succeed.

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

Project Description

The *First Generation College Student Celebration 2018: Focus on First Gen!* project started with the Team Leader and Co-Leader attending the NASPA/NRC Institute on First Generation Students in July 2018 at University of South Carolina. The conference charged participants from campuses without FGCS-serving programs to be the point people to launch programming on their campus. Both project leaders have committed to collaborating across campus to more intentionally serve first gen students. Through this short but multi-faceted project, leaders propose to: create a *workgroup* to bring together like-minded supporters of faculty and staff from across campus to develop low-cost, high impact ways to serve and connect FGCS to a network of first generation faculty and staff, and supportive multi-generational faculty and staff; hold a student-faculty-staff *celebration* for FGCS on November 8, 2018, which coincides with the 2nd annual National Celebration for First Generation Students spearheaded by Council for Opportunity in Education and the Center for First Generation Student Success; and create a high-visibility multimedia positive *messaging campaign* directed toward FGCS, staff and faculty. The three aspects of the project, *Workgroup, Celebration, and Messaging Campaign* are described below:

Workgroup: Project leaders will work with colleagues across Main Campus to build community around supporting first gen students, creating a new workgroup for serving FGCS. During this project, the workgroup will meet three times. R&SS has already identified a network of like-minded faculty and staff to begin this campaign. At the first workgroup meeting, project leaders will:

- provide these faculty and staff participants with information related to asset building for first gen students
- share new national research from NASPA and NRC about what first-gen students have identified as helpful and how campuses across the nation are serving first gen students
- ask faculty and staff participants to self-identify if they want to be on a list of cultural ambassadors for FGCS

- request written contributions for the “We’re Glad Your Here” poster campaign.

Faculty and staff workgroup members will:

- develop ideas for staff and faculty logo stickers that they can place outside of their office to denote if their office is first-gen focused
- discuss FGCS support across campus as well as national research on best practices.

The workgroup is designed to allow for growth, and to encourage any workgroup members to bring in new ideas, provide leadership, and identify resources and people to help build a stronger FGCS initiative past fall 2018. The agenda for the second and third meeting will be related to building support for this project, but also will encourage participants to network, discuss, and plan for innovative future efforts. We will crowdsource future agenda items to ensure that a framework for building community and shared leadership is established.

Celebration: Main campus FGCS will be invited by email and postcard to this November 8 celebration, which will be held in the University Center. The celebration will have snacks, cake and first-gen related decor, but more importantly, an atmosphere for building community. Students, staff and faculty who participate will be provided with materials to foster connections and initiate conversation around first-gen experiences, including giveaway buttons and stickers to celebrate being first gen at Ferris, and faculty/staff stickers to help identify their offices as first-gen focused, information about what being first gen means, opportunity to participate in multimedia interviews of first-gen students, staff and faculty, table games, and informal interaction, all with the goal of creating a positive messaging campaign across campus called “Focus on First Gen.”

Messaging Campaign:

Through the efforts of workgroup, the project will develop visual banners, poster and video campaign across campus called “Focus on First Gen.” The initial campaign work will start in late September and continue through the end of November. Themes may vary under the “Focus,” including student, staff and faculty profiles about “Why I’m First” and positive messages from supportive faculty and staff contributing to a “We’re Glad You’re Here” poster. In addition, R&SS will develop tools, such as a first-gen profiles lookbook created from faculty, staff and student interviews, to provide faculty and staff with a strengths-based, asset-focused lexicon to combat deficit language surrounding first-gen students. We intend for these artifacts to be models for similar resources and to be continuously revisited and revised for relevance in the future. The intention is that this campaign will lead to cross-campus interest in FGCS student success and in future professional development at Ferris related to serving FGCS.

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	<i>First Generation College Student Celebration 2018: Focus on First Gen!</i> project begins First Workgroup Meeting
Early October:	Develop posters, multimedia visuals, and banners for messaging campaign Design and order materials for Celebration (buttons, stickers, posters, banners) Distribute materials across campus through workgroup partners, the CLACS office, and university TV display systems. Order catering and décor for celebration. Being conducting and assembling interviews for lookbook Arrange for campus photographer and videographer from R&SS for celebration Invite Torch to celebration
Mid-Late October:	Second Workgroup Meeting Generate a list of first-gen focused faculty and staff Send out postcard and email Celebration invites to faculty, staff, and FGCS Continue to promote Celebration through email blasts
Early November:	Confirm presence of at least 20 faculty and staff for the celebration. Email blasts. Confirm catering Confirm media
Nov. 8th:	Hold First Generation College Student Day Celebration in UC. Take videos, photos and set up interviews with first generation students, staff and faculty. Distribute first-gen button, stickers and information materials. Collect emails and information for future community building
Mid-November:	Send out participant survey and aggregate data for final report.
Late November:	Final Workgroup Meeting (for this project) Faculty/staff working group will reconvene to debrief about the event, discuss survey results and brainstorm moving the initiative past a single event and into a strategic, ongoing campus-wide campaign. Additional work will continue through November. Interviews will be combined into a “Why I’m First” LookBook for faculty, staff and student profiles that can be shared across campus for future first gen programming and outreach.
December 21:	<i>First Generation Student Celebration 2018: Focus on First Gen!</i> Project ends.

4. Target Audience. 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.

Target Audience

The target audience for this project is 1,970 Main Campus students who are FGCS, with an emphasis on first-year students, as well as faculty and staff who identify as first generation, or who support FGCS on campus. Our project has the following goals for serving our FGCS population, faculty and staff: Goal for participation in working group: 20 faculty or staff (minimum); Goal for celebration participation from student population: 5-10% of on campus FGCS (100-200 students); Goal for participation in supportive list and first-gen focused sticker campaign: 25 faculty and staff (minimum); Goal for interview(s) for First Gen Profiles in “Why I’m First” Look Book: 10 or more.

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

Alignments with Diversity and Inclusion Plan Goals

Goal 1: This project addresses the “top two challenges” identified in the D&I Plan for 2016-2021, specifically by creating a highly visible opportunity for interaction among people from different identity groups. The celebration will bring together students, staff and faculty under the umbrella of being and supporting first generation, and will build community around FGCS, a group that intersects a multiplicity of identities, statuses and achievement levels, and which currently has no home on campus. Through the campus-wide visibility campaign for “Focus on First Gen” we will promote connections between faculty, staff and first gen students who have different backgrounds, but who are knit together by their own first generation identity and/or a drive to see first gen students succeed in college. The supportive staff and faculty list, the lookbook, and materials created through this program will serve as artifacts that current and future first gen students and their families can look upon to see themselves as belonging at Ferris.

Goal 2: Although the project leaders do not have the resources to create a physical infrastructure that supports diversity and inclusion, the efforts of this project will create a virtual network of supporters, and a connected community of students through celebrating and intentionally serving FGCS. Project activities will serve to build the foundation to be the figurative FGCS home away from home, with the intent of one day devoting a physical structure or shared physical space to FGCS.

Goal 3: Efforts to recruit FGCS have been ongoing through Ferris admissions for years, but after the first day of class, the work to acknowledge and retain this population of students is largely invisible. Until Ferris FGCS know that we specifically care about them, we cannot expect for them to feel that they belong here. By holding the Celebration, Ferris is making an effort to tell this special population of students that they are valued, and to help them realize that they are not alone—that they belong, that they’re not alone, that people care and we’re glad they’re here. Part of being a FGCS is knowing who you are and where you belong. By forming a workgroup and participating in a nation-wide event celebrating first gen students for what they’ve already achieved, the project should catalyze future initiatives devoted to FGCS belonging and success.

Goal 6: The First Generation Student Working Group will be newly formed in 2018, and will consist of staff, faculty and students from multiple colleges and divisions on campus. While the leaders of this project are from R&SS, it is very important for the long-term success of first gen students that a first-generation student initiative extends beyond the scope of this single project. Aligning with goal six, the working group build a new, caring, community on campus that will generate ideas for student and family support, community building, and faculty/staff development, to help bridge, enhance and improve the FGCS degree completion experience and graduation rates.

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

- A. As a result of participating in the First Generation Celebration students will develop a stronger sense of belonging at Ferris State University
- After the event, students who signed in with receive a follow up survey regarding the event. To measure the sense of belonging, we will compare data from question 1 about before the event (questions regarding feeling involved and feeling connected) to the data from question 3's answers regarding after the event. The survey questions are below.
 - This outcome aligns with the Diversity Plan Goal 1: Create a University that is respectful of differences and civil toward people who are different. First generation, and non-first generation students will have the opportunity to talk more about their experiences at Ferris, and meet faculty and staff who have shared similar experiences while in college.
 - This outcome also aligns with Goal 2: Build and maintain an infrastructure that supports diversity and promotes inclusion. This event will allow for Ferris to show support for a diverse group of students and validate their experiences.
- B. As a result of participating in the First Generation Celebration students will interact with other first generation students, faculty and/or staff members
- To measure students' interactions, we will compare data from question 2 regarding interactions prior to attending the event, to data from question 4 regarding interactions with faculty, staff, and students during the event.
 - This outcomes aligns with the Diversity Plan Goal 4: Recruit, employ, and retain a diverse workforce. Faculty, staff, and students from across campus are invited to help with the planning of this event. This provides an opportunity for faculty and staff to get involved and get connected to peers across campus.
 - This outcome also aligns with Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research. Looking forward, we have discussed a partnership with Faculty Center for Teaching and Learning to create a learning community focused on first generation college students' needs. We are hoping to launch this for spring 2019.
- C. As a result of participating in the First Generation Celebration students will develop knowledge of resources and support available to them
- To measure students' knowledge of resources, we will compare data from question 1 about before the event (questions regarding knowledge of resources and having a community of peers) to the data from question 3's answers regarding after the event. This outcome aligns with the Diversity Plan Goal 3: Recruit, retain, and graduate a diverse student population. Students will have the opportunity to interact with faculty, staff, and students to discuss possible opportunities to get involved through TIP, OMSS, CLS, and other offices on campus. There will also be informal mentoring promoted, through Peer Success Coaches and informal meetings with students who are interested.
 - This outcome also aligns with Goal 6: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations. The goal of this program is to create a campus-wide collaboration to help support first generation students. Representatives from various offices and departments across campus (36 people) have been invited

to an initial Workgroup meeting to discuss fall semester outreach. We believe that this partnership will allow for major strides across campus to continue to recruit and retain diverse students.

Question Pro Survey to Student Participants

1. Before participating in First Generation Day, I:	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Felt involved with others at the university					
Felt connected to the campus community					
Had knowledge of resources for first generation students					
Had a community of peers like me					

2. Before participating in First Generation Day, have you directly interacted with:	YES	NO	UNSURE
First generation Ferris State faculty			
First generation Ferris State staff members			
Other first generation college students			
Student mentors (upper class students)			

3. After participating in First Generation Day and directly after, I	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Felt involved with others at the university					
Felt connected to the campus community					
Had knowledge of resources for first generation students					
Had a community of peers like me					

4. During First Generation Day, have you directly interacted with:	YES	NO	UNSURE
First generation Ferris State faculty			
First generation Ferris State staff members			
Other first generation college students			
Student mentors (upper class students)			

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

1. Itemized list of expenses with a brief explanation of each;

Itemized list of Expenses:

Food: Campus Catering (light appetizers, coffee, lemonade, tea, cake for 200 people)= \$1200

Printing and duplicating:

- **Stickers 1000 3-inch stickers at .80/sheet=\$150 (Copy Center)**
- **400 Color Postcard invite printing= \$200 (Copy Center)**
- **200 Color Posters and Flyers: \$300 (Copy Center)**

Promotion:

- **Design for banners for celebration and campaign, 2 @ \$20=\$40 (FCTL)**
- **Banner Printing, 4@\$90= \$360 (Copy Center)**
- **Stickers, 200+ sheets@.80/page=\$200 (Copy Center)**
- **Buttons, 600 @ .25/button=\$150 (CLACS office)**

Supplies and Postage:

- **Postage for 400 postcards (for off-campus FGCS): \$200**

2. Itemized list of funds anticipated from other sources;

Printing and duplicating (Copy Center & R&SS Office):

- **Other Source: BW Copies of LookBook, Interview Forms & Workgroup Materials: \$200 (R&SS)**

Supplies and Postage:

- **Celebration décor: table cloths, table décor, balloons, etc: \$100 (TIP and R&SS will supply)**

Resource Materials:

- **Interactive table games for celebration: \$100 (TIP and R&SS will supply)**

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

TOTAL AMOUNT REQUESTED: \$2800

Budget Overview

	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
FOOD Celebration cakes, light apps, beverages	\$1200		\$1200
PRINTING & DUPLICATING Postcards, Flyers, Stickers, Copies	\$650	\$200	\$850
PROMOTION Banners, Buttons	\$750		\$750
SUPPLIES & POSTAGE Invitation postage, Celebration decor	\$200	\$100	\$300
RESOURCE MATERIALS Table Games		\$100	\$100
TOTAL	\$2800	\$400	\$3200

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: Project completion: DEC 21st. Report submission: On or before JAN 31st.

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

Signature of leadership team:

1. Elizabeth Burbatt Signature: _____

2. Jody Maloney Signature: _____

3. Dave Darrow Signature: _____

4. Diane Jackson Signature: _____