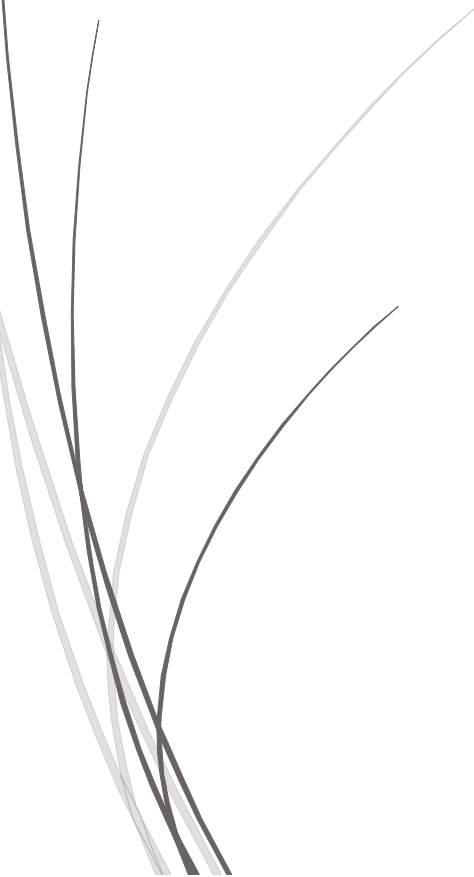




2017-2018

Student Affairs Diversity Report



August 2018

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The Division of Student Affairs assumes a leadership role in enhancing diversity and promoting inclusion. This work is accomplished through education, advocacy, leadership, recruitment and support of a diverse student body, and the provision of programs and other events focused on the development of cultural intelligence.

The Division of Student Affairs includes the following Departments/Units:

- Enrollment Services (Registrar's Office, Admissions, Financial Aid, Veteran's Resource Center, and Institutional Research and Testing)
- Birkam Health Center/Personal Counseling Center
- Student Life (Dean of Student Life Office, Office of Multicultural Student Services, Student Conduct Office, Title IX, University Recreation, the University Center, the LGBTQ+ Resource Center, and the Center for Leadership, Activities, and Career Services).

Highlights of our progress on the goals within the University's 2016-2021 Diversity & Inclusion Plan from July 1, 2017 through June 30, 2018 are bulleted below; however, a complete list can be found in the following pages of this report by individual department/unit (Diversity & Inclusion Plan Goal contained in parentheses):

- Various Birkam Health Center (BHC) and Personal Counseling Center (PCC) employees completed the Institute on Inclusion and Inclusive Classrooms Workshop Series offered through the Faculty Center for Teaching and Learning (FCTL), and one member of the BHC team attended the 2017 ACHA Annual Conference where diversity is promoted and celebrated in various forms of learning and understanding. (Goal 4)
- A multicultural, Latino-based fraternity, Sigma Lambda Beta, was added to the Interfraternity Council in December 2017. They have a network of alumni advisors and institutional support through connections to the Center for Latin@ Studies and other Registered Student Organizations (RSOs), such as the Hispanic Student Organization. They welcomed 13 members this year and finished the school year with an average cumulative GPA of 3.161. (Goal 1)
- A preferred first name procedure was implemented by the University to provide all students and employees the opportunity to specify a name for use in our official Ellucian Banner System. (Goal 1)
- The Office of Multicultural Student Services (OMSS) established the Multicultural Student Programming Council (MSPC). This is a group of students that support the mission, programs, and outreach efforts of the OMSS, and serve as positive, outgoing, creative and enthusiastic ambassadors who will heighten the importance of cultural awareness on our campus and increase participation of such programming. Lastly, the MSPC serves as a regular opportunity to gauge the experiences of our underrepresented student populations. (Goal 2)
- The LGBTQ+ Resource Center organized the first ever Lavender Graduation, recognizing nine students in the LGBTQ+ community who graduated in 2018, and partnered with

AEGIS to put on a Second Chance Prom, providing an opportunity for individuals to be able to celebrate the prom ritual while embracing their respective identities. (Goal 1)

The Division will continue to strengthen our commitment and deepen our work to meet the needs of all individuals in our community and to provide a campus environment where everyone feels at home and can thrive. Next year the Student Affairs Diversity Committee will focus on:

- Reviewing our programs and services for accessibility to non-traditional students (older students, parents, veterans)
- Advocating for gender inclusive housing options
- Sponsoring programs, events, and trainings focused on intersectionality and exploring identity in relation to one's own self, peers, and community

The initiatives and activities highlighted in this report is a testament of how the Division's efforts have positively influenced the community of Ferris State University.

2017-2018 Diversity & Inclusion Programming

AUGUST

- **Transitions to Success: Multicultural Freshman Orientation** – organized, implemented, and sponsored by the Office of Multicultural Student Services (OMSS). Transitions to success impacts our institution's diversity efforts by exposing students of color to the many resources on campus that will encourage their retention and overall success. In addition, Transitions provides students opportunities to meet faculty and staff from diverse backgrounds.
- **Bulldog Beginnings Inclusion Campaign** – organized by the Center for Leadership, Activities, and Career Services (CLACS) in collaboration with Bulldog Beginnings activities. This campaign provides campus with a visual representation of our welcoming community, and includes buttons and yard signs welcoming students.

SEPTEMBER

- **Minority Student Get Acquainted Day** – organized, implemented, and sponsored by OMSS. This event impacts diversity by giving students opportunities to meet and establish relationships with diverse Registered Student Organizations at the beginning of the school year. Also, students have an opportunity to meet and find out more information regarding departments that will support their educational journey.
- **Hispanic Heritage Celebration Events** – organized, implemented, and sponsored by OMSS. Events that are coordinated for this cultural heritage celebration are designed to expose our campus community to the many important contributions made to our country by our Latino/a/x culture.
- **Conversations on Race** – organized, implemented, and sponsored by OMSS. This event serves as a campus dialogue series that will take place once a semester and will aim to address events, issues, and trends surrounding race in our society. The main topics to be discussed are selected by the students, and OMSS seeks to collaborate with faculty and student organizations to serve as panelists for each discussion.
- **Take Back the Night** – organized, implemented, and sponsored by Social Work, the Dean of Student Life office, the Diversity and Inclusion office, OMSS, the Student Conduct office, and various off-campus partners. This is an annual event to raise awareness about sexual assault, and to create a community of support for survivors. It involves a march, educational events, and a speak-out for individuals to share their stories, reactions, and emotions.

OCTOBER

- **Career Week** – a cooperative initiative among the Office of International Education and CLACS to provide information and resources for international students seeking employment for graduate school in the United States as well as students seeking opportunities abroad.

- **Hazing Prevention Week** – organized, implemented, and sponsored by CLACS Greek Life Center and Club Sports. This week is filled with a variety of events and education addressing culture of care, bystander intervention, and hazing awareness.

NOVEMBER

- **Native American Heritage Celebration Events** – organized, implemented, and sponsored by OMSS. These events highlight the many contributions made to our society by our Native American community.
- **Leadership Week** – organized, implemented, and sponsored by CLACS. Students who participate can develop their personal mission, values, and skills; learn and practice leading in groups; and learn in a way that creates change in our world.

JANUARY

- **MLK Celebration Events** - organized, implemented, and sponsored by OMSS along with various departments from across campus. These coordinated events positively impact diversity on our campus by highlighting and promoting the legacy of Dr. Martin Luther King, Jr. and his impact on civil rights in our country.
- **Spring Semester Welcome** - organized by CLACS in collaboration with Bulldog Beginnings activities. This campaign provides campus with a visual representation of our welcoming community, and includes buttons and yard signs welcoming students.

FEBRUARY

- **Black History Month Celebration Events** – organized, implemented, and sponsored by OMSS. These coordinated events promote diversity by highlighting the many contributions made to our society by the Black community.
- **Career Week** – a cooperative initiative among the Office of International Education and CLACS to provide information and resources for international students seeking employment for graduate school in the United States as well as students seeking opportunities abroad.

MARCH

- **Women’s History Month Celebration Events** – organized, implemented, and sponsored by OMSS. These coordinated events and activities promote diversity by highlighting the many contributions made to our society by women.

APRIL

- **OMSS Pignic** (end of year picnic held at North Quad) – organized, implemented, and sponsored by OMSS, and is open to all faculty, staff, students, community, and alumni. This is an annual event that promotes diversity by giving students and alumni from diverse backgrounds an opportunity to celebrate the successful completion of another academic school year.

- **Torchbearer Leadership and Service Awards Ceremony** – organized, implemented, and sponsored by CLACS and various student leaders. The program recognizes the accomplishments of a diverse community of leaders and RSOs.
- **Multi-Cultural Graduate Recognition Program**- organized, implemented, and sponsored by OMSS. This event is designed to pay special recognition to underrepresented students who have been approved to participate in commencement, thus fulfilling their requirements in earning an associate’s, bachelor’s, master’s degree, or higher in a program from Ferris State University.
- **Leadership Week** – organized, implemented, and sponsored by CLACS. Students who participate can develop their personal mission, values, and skills; learn and practice leading in groups; and learn in a way that creates change in our world.
- **Sexual Assault Awareness & Prevention Month** – organized, implemented, and sponsored by Social Work, the Dean of Student Life office, the Diversity and Inclusion office, OMSS, the Student Conduct office, and various off-campus partners. These month-long coordinated activities raise awareness about sexual assault and prevention of sexual assault.

ON-GOING

- **T.O.W.E.R.S.** – (*Teaching Others What Establishes Real Success*) Leadership Development Program – activities organized, implemented, and sponsored by OMSS. This program is a platform for success that emphasizes leadership through multicultural student engagement, learning, and development.
- **Cultural Awareness Celebrations** – organized, implemented, and sponsored by OMSS. Cultural Awareness Celebrations are recognized and celebrated on our campus each year. Some of the traditional celebrations are Hispanic Heritage Month, Native American Heritage Month, Dr. Martin Luther King, Jr. Celebration, Black History Month, Women’s History Month, and Asian Awareness Month. The OMSS recognizes that there are a multitude of cultural heritage celebrations in addition to ones mentioned and encourages students, faculty, and staff to share their ideas regarding other celebrations we can possibly highlight on our campus.
- **The President’s Military Veterans’ Breakfast** – organized, implemented, and sponsored by the President’s Office and Enrollment Services. This event is designed to pay special recognition to our military veteran students.
- Members of the Student Affairs Division will continue to support Registered Student Organizations (RSOs) in creating programs that promote diversity, social justice, and inclusive communities.

- **Campus Pride Index** – initiated participation in this program by the Enrollment Services Department. This program has increased awareness of our efforts and services to support the LGBTQ+ community.
- **Black Male Network** – organized, implemented, and sponsored by OMSS. This initiative is designed to address the many issues associated with the achievement gap of this particular demographic. The goal is to increase retention and graduation by coordinating discussions and activities to promote academic success.
- **Lavender Graduation** – organized, implemented, and sponsored by the LGBTQ+ Center. This ceremony honors lesbian, gay, bisexual, transgender, queer, and ally students, and to acknowledge their achievements and contributions to higher education.
- **Pride Week** – organized, implemented, and sponsored by the LGBTQ+ Center. This week long of activities promotes our support for the LGBTQ+ community.
- **Trans Day of Remembrance** – organized, implemented, and sponsored by the LGBTQ+ Center. This is an annual event to honor and remember those who died at the hands of violence, being a target due to their transgender identity.
- **Second Chance Prom** – organized, implemented, and sponsored by the LGBTQ+ Center and AEGIS. This ceremony provides an opportunity for individuals to be able to celebrate the prom ritual while embracing their respective identities.

What are your success and challenges with Solutions in Support of the Diversity and Inclusion Plan?

1. **Create a University that is respectful of differences and civil toward people who are different.**
 - The BHC/PCC Director serves as a member of the Student Affairs Diversity Committee.
 - BHC/PCC is represented at the OMSS Get Acquainted Day, Founder's Day, Orientation, Bulldog Bonanza, Bulldog Beginnings, and Women's Health Fair.
2. **Build and maintain an infrastructure that supports diversity and promotes inclusion.**
 - The BHC and PCC utilize a current electronic program for health records allowing for demographic information to include preferred name, gender, pronouns, and sexual orientation if a patient chooses to disclose.
 - The BHC and PCC provides translation services via an interpreter line using three-way telephone conferencing for student patients who wish to use their first language, if not English, when receiving health care.
 - BHC building renovations are complete, including an ADA compliant check-out counter, allowing for ease of use for students in wheelchairs or those needing physical assistance.
3. **Recruit, retain, and graduate a diverse student population.**
 - A PCC Counselor served as a mentor for the Promesa Scholarship program sponsored by the Center for Latin@ Studies.
 - A PCC Counselor provided a workshop titled, "Stress Management with Cultural Considerations." This was a psychoeducational program for first-generational Latino students. The focus was to help students understand the significance of cultural influence on their learning and academic stress.
 - A PCC Counselor serves as a long-standing faculty advisor for the Active Minds RSO, committed to reducing the stigma for mental health issues.
4. **Recruit, employ, and retain a diverse workforce.**
 - Various BHC/PCC employees completed the Institute on Inclusion and Inclusive Classrooms Workshop Series offered through the Faculty Center for Teaching and Learning (FCTL).
 - The BHC/PCC renewed institutional membership with ACHA, allowing the departments to benefit from various webinars and trainings focused on diversity.
 - One member of the BHC team attended the 2017 ACHA Annual Conference, where diversity is promoted and celebrated in various forms of learning and

understanding. The BHC attendee focused on diversity related topics, specifically related to the LGBTQ+ populations.

- All BHC/PCC employees attended an anti-harassment workshop offered by Kylie Piette with Equal Opportunity.

5. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

- A PCC Counselor provided “Questions, Persuade, Refer (QPR)” training to Faculty and Staff (on main and GR campus).
- PCC Counselors/Staff are actively using inclusive language and recognizing diversity when presenting a general overview on mental health and how to access services for classroom instructors as requested.

6. Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations.

- A PCC Counselor co-presented on Micro aggressions in partnership with the Center for Latin@ Studies (CLS), which was open to campus community.
- A PCC Counselor is a faculty advisor for DSAGA.
- A PCC staff serves on various campus committees including the Students with Disabilities and Student Life Committee. PCC staff also serve on the Community Task Force to address underage drinking and sexual assault.
- The Director assisted in planning the “Take Back the Night” program.

What other diversity and inclusion successes were implemented by your department?

- BHC worked in partnership with Battle Creek VA Medical System to launch the very first University-based VA clinic for students in the United States.
- Health & Wellness Week 2017: Hosted a Body Image Panel to discuss accepting our differences.
- We hosted the Silence Shoot to help create awareness around bullying, suicidal ideation, and mental health stigma.
- PCC sponsored Active Minds Mental Health First Aid Training to help reduce stigma and increase knowledge of mental health awareness.
- A PCC Counselor attended “Slams against Stigma,” hosted by Active Minds, to facilitate discussion and be available for counseling.
- The BHC/PCC Director facilitated a presentation on “Your role in helping students in distress” to Ferris staff and faculty (x3).
- The BHC/PCC Director presented on HIV/AIDS awareness, which was hosted by the student group, YBBW, for National AIDS Day.

What are the major diversity and inclusion challenges facing your department and what needs to be done to address those challenges?

- We are challenged to find new ways to reach out to diverse populations to communicate the need for specific health-related concerns addressing their race, culture, gender, etc.
- We would like to design and implement more inclusive events and programming throughout the school year.

What are your success and challenges with Solutions in Support of the Diversity and Inclusion Plan?

1. Create a University that is respectful of differences and civil toward people who are different.

- The average attendance for the Five Star lectures were 289 people per event compared to 202 the year prior.
- The Student Leadership and Activities Council (SLAAC) approved the Model Arab League and the German Club.
- We provided a RSO Collaboration grant to assist with program funding for “Black Males Today,” sponsored by Flutter, Kappa Alpha Psi, Fraternity Inc., and BLACK.
- LGBT Speaker, Shane Bitney Crone, was hosted by Entertainment Unlimited in October, near National Coming Out Day.
- A multicultural, Latino-based fraternity, Sigma Lambda Beta, was added to the Interfraternity Council in December 2017. They have a network of alumni advisors and institutional support through connections to the Center for Latin@ Studies and other RSOs such as the Hispanic Student Organization. They welcomed 13 members this year and finished the school year with an average cumulative GPA of 3.161.
- A Career Peer Advisor program, including remote career services called, “What’s Up? Walk Up,” was launched to extend the reach of career services to diverse students. Diverse students are recruited to be College Positive Advocates (CPAs) so they can connect with students with similar experiences.
- The Greek Life Coordinator attended the National Institute for Hazing Prevention, which aligns with inclusion work for learning how to gain membership through embracing human dignity instead of attempting to tear it down.
- Card swipe data was collected at large events in fall 2017 and all events in spring 2018 to track demographic information including sex/gender, ethnicity, residential status, academic program, and class standing.
- A “Welcome Home” themed inclusion campaign began fall 2017, which included passive visual branding and education via campus signs, buttons, window clings, and homecoming T-shirts.
- A CLACS employer interview room has been converted to a lactation room for nursing mothers.

2. Build and maintain an infrastructure that supports diversity and promotes inclusion.

- The Director of CLACS serves on the Student Affairs Diversity Team which supported the LGBTQ+ resource center with financial, promotion, and staff support.
- Michele Albright, CLACS Career Center Coordinator, provided career development opportunities and related resources for the new LGBTQ+ Coordinator & Center including articles, a webinar, and an opportunity to provide onsite practice interviews with several students in the social work program.
- The CLACS worked with Ferris TAC and HANDSHAKE to provide students an option to use preferred name within the university recruitment platform.

3. Recruit, retain, and graduate a diverse student population.

- SafeZone training was completed by all professional staff. The Greek Life Coordinator became a SafeZone facilitator.
- Kognito training was completed by all professional staff.
- The Career Center Coordinator attended and shared the following trainings:
 - Webinar: Charting a Path: Career Services for the Adult Student – Academic Impressions
 - Webinar: College to Career Transition: Leveraging the ADA Accommodations at Work
 - Webinar: Career Exploration & Search for the LGBTQI Community – NCDA
- We assisted Promesa Scholars with creating and using an OrgSync portal to enhance engagement and communication of their program participants.
- The Career Center is working with Center for Latin@ Studies to enhance career resources and increase involvement of students in employment fairs and workshops.
- Handshake data was analyzed to identify correlations between GPA's, academic programs, persistence to graduation, and type of involvement with the CLACS Career Center. Based on this assessment, an intentional outreach with services will be directed toward first and second year students, as well as under-performing and career undecided students.
- We collaborated with OMSS and the Office of International Education (OIE) to create a lobby event “Trick or Treating around the World.” 102 attendees participated in a photo challenge, were introduced to different cultural traditions, and engaged with CLACS, OMSS, and OIE offices.
- Professional staff tailored presentations regarding campus and community engagement for the following groups:
 - Woodbridge Promise College Prep students
 - TIP/ Scholars Program
 - Towers Program/ GEAR UP
 - Students with Children
 - Ferris Youth Initiative

- Changsha Visiting Faculty
- The Finance Division, advised by CLACS professional staff, Teresa Fogel, continues to partner with diverse populations to fund events such as You Beautiful Black Woman's Day of Love Lock-in and the Fashion Show; Social Work Association for the Vagina Monologues; Black Leaders Aspiring for Critical Knowledge with A Weekend to Remember, which includes the Image Awards and the Carlos Hardy Comedy Show; and with Entertainment Unlimited and all their programming throughout the year. Many of these events are also co-sponsored with OMSS and/or the Diversity Office.

4. Recruit, employ, and retain a diverse workforce.

- The CLACS student staff is currently comprised of Latino, African American, Native American students, and a military female student.
- The Career Center Advisory Council includes representation from the Office of International Education, Women in Technology and Men in Healthcare, the Student Veteran Association, Greek Life, and Student Government. The Student Chairs include a Latino female and an African American female.
- The CLACS Career Center launched a job shadow program in which 46 students were aligned with working professionals and able to explore career options. Survey responses were received by 49% of the participants. Students ranked that this experience helped clarify their career path and goals. This has become a required assignment for CARE courses during fall 2018.
- The CLACS Career Center continued the Soft Skills online training program in which 103 students learned, reflected, and applied knowledge related to work ethics, empathy, conflict resolution, and 9 additional skills expected in a diverse workforce. There was a 16% completion rate of all 15 program modules in this self-paced and self-regulated program.

5. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

- Michele Albright, Career Center Coordinator, completed a full assessment of student, alumni, and employer profiles, demographics, and usage in Handshake to improve resources and customize programming to meet student needs and interests.
- Big Interview was provided as an online interview practice program in which faculty are actively using as course assignments, and students can easily access anytime on their mobile device, as well as select who they want to provide review.
- The CLACS Career Center introduced services via online platforms, mobile APPS and skype/face time to accommodate off site, adult, and online learners with personal career coaching appointments.
- The CLACS Career Center shared related educational resources, webinars, and assignments with Faculty, Academic Advisors, Educational Counseling and Disability Services, LGBTQ+ Center, Retention and Student Success, the

Career Exploration (CARE) curriculum writer, and the College Of Business Internship Coordinator.

6. Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations.

- We enhanced partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employees (i.e. employment opportunities for spouse/partner, housing, religious organizations, and social integration in the region).
- The CLACS Volunteer Center coordinated eight host sites for the MLK Day of Service participants.
- The CLACS Volunteer Center coordinated a large scale service project each month to engage students in hands-on community service supporting a sub-population within the local community.
- Entertainment Unlimited, under supervision of the CLACS Activities Coordinator, collaborated with OMSS for the MLK speaker, Monti Washington, for his program called “Which Lives Matter?”
- The CLACS collaborated with Latin@ Center to add a student award during Torchbearer.
- The CLACS Volunteer Center created a ListServ to share out weekly volunteer requests and news with departments and community members.
- Online career services, including Handshake and Big Interview, were introduced to Kendall College and other offsite locations, and they are now utilizing these services.

What other diversity and inclusion successes were implemented by your department?

- The Coordinator of Career Services met with Ferris Youth Initiative students to provide career planning and employment assistance.
- An initial baseline was created to track and evaluate types of demographic information for our sorority/fraternity community. We hope this provides information supporting trends similar to the general student population in regards to race/ethnicity.
- The Panhellenic Community was trained on Title IX through a gender justice lens, by Kevin Carmody, the Title IX Coordinator, and Ashley Schulte, a former violence prevention/education facilitator.
- Fall 2017 Fraternity/Sorority Race/Ethnicity Demographic Data:

Race/Ethnicity	Count of Race/Ethnicity	% of Fraternity/Sorority Members
American Indian/Alaskan Native	2	0.35%

Asian	11	1.94%
Black or African American	34	6.00%
Hispanic/Latino	31	5.47%
Multiracial	17	3.00%
Unknown	32	5.64%
White	440	77.60%

- Spring 2018 Fraternity/Sorority Race/Ethnicity Demographic Data:

Race/Ethnicity	Count of Race/Ethnicity	% of Fraternity/Sorority Members
American Indian/Alaskan Native	2	0.34%
Asian	11	1.90%
Black or African American	41	7.07%
Hispanic/Latino	36	6.21%
Multiracial	20	3.45%
Unknown	28	4.83%
White	442	76.21%

What are the major diversity and inclusion challenges facing your department and what needs to be done to address those challenges?

- The governing council structure within fraternity/sorority life at Ferris State University lacks a place for multicultural fraternal organizations. Our goal in 2018-2019 is to create a Multicultural Greek Council to house both multicultural organizations (Sigma Lambda Gamma & Sigma Lambda Beta), and encourage growth for additional multicultural or diverse fraternal organizations. Ideally, with the launch of the LGBTQ+ Resource Center, we hope to see coordination of a Queer fraternal national organization at Ferris in the near future if there is interest.
- Implementing many of campus-wide programming is challenging without a critical mass to do the work. Therefore, it has been a slow start. We hope to see big progress made in both Safe Zone and DignityU (the new anti-hazing curriculum) within Fraternity/Sorority Life in 2018-2019.
- 20,168 Volunteer hours were self-reported during the 2017-2018 academic year. Based on an array of learning outcomes that students selected from tied directly to general education learning outcomes and desired learning outcomes by Student Affairs, we were surprised to see that only 2% of entries identified diversity and inclusion as a learned outcome. We assumed that as students served our underrepresented populations in the local community, they would reflect upon their experiences with people that may be different than they are. Examining this more closely, we discovered that their volunteer service entries were not directly and physical assisted to our community's underserved

populations. We will use this information to explore ways to create more meaningful and diverse volunteer experiences.

- Working in a shared space with several services directed toward unique student populations, student staff require additional and on-going training in topics related to diversity and inclusion.

What are your success and challenges with Solutions in Support of the Diversity and Inclusion Plan?

1. Create a University that is respectful of differences and civil toward people who are different.

- A preferred first name procedure was implemented by the University to provide all students and employees the opportunity to specify a name for use in our official Ellucian Banner System (Registrar).

2. Build and maintain an infrastructure that supports diversity and promotes inclusion.

- The Office of Admissions devised a creative strategy for maximizing the impact of our available financial support for group visit transportation costs. Keeping the amount to a total of \$15,000, we began the practice of having the schools arrange their bussing from companies more local to their facility, and we reimbursed those dollars. Previously, we would use a Ferris bus/driver or one of the companies approved by our Motor Pool. Because this often resulted in extra mileage and driver time, the costs were increased (sometimes significantly). Using this new procedure, we increased the number of schools that were funded. We utilized these funds to provide bus transportation for group visits from institutions where there is a high degree of diversity in the student populations (Admissions).

We provided transportation funding assistance to the following schools:

Fall 2018

- Lake City High School
- Holton High School
- West Ottawa High School
- Muskegon Heights Academy
- Wyoming High School
- Wayland Union High School
- Jalen Rose Leadership Academy- visit #1
- Jalen Rose Leadership Academy- visit #2
- Detroit School of Arts
- Muskegon High School
- Freeland High School
- Oscar Carlson High School
- Galesburg-Augusta High School

- Newaygo High School
- Kenowa Hills High School
- Alanson & Pellston High Schools
- Brown City & Marlette High Schools
- East Jordan High School
- Kalamazoo Central High School

Six FSU Charter Schools visited with transportation in FSU motor coaches. Transportation costs for these visits was provided by the Charter Schools Office.

Fall 2017

- Wayland Union High School
- Cesar Chavez Academy
- GR Griffins Youth Foundation
- Saginaw High School
- Cass Tech High Schools
- The Office of Institutional Research and Testing reports that from Fall 2016 to Fall 2017 total enrollment for Ferris overall declined and Ferris minority students increased very slightly. There was a decline in the overall population of 3.6%, and an increase in minority students +10, less than 1%. The largest decline was in our International Students with -92. The only other minority students to decrease were American Indian -7 and Native Hawaiian/Pacific Islander -4. The increases in minority students were Hispanic +42, Two or More Races +37, Black or African American +20, and Asian +14. An important fact to note is that Minority Students, NOT INCLUDING International students, is the highest it has been in the past 5 Years, up 12% (Institutional Research).

	<u>Minority</u>	<u>Unreported</u>	<u>International</u>	<u>Minority no Intl</u>
Fall 2013	2,630	591	404	2,226
Fall 2014	2,744	475	439	2,305
Fall 2015	2,999	427	536	2,463
Fall 2016	2,784	391	390	2,394
Fall 2017	2,794	395	298	2,496

- The Office of Institutional Research completed its second year of collaboration with the Center for Latin@ Studies to provide enhanced demographic and pre-enrollment data on students in the Promesa program, as well as Ferris students utilizing their services. We provide retention and academic achievement data, as well as college participation of those students who opted to attend another post-secondary institution (Institutional Research).

3. Recruit, retain, and graduate a diverse student population.

- Our Coordinator of Recruitment & Community Engagement, Omar Gonzales, continues his efforts collaborating at the T2C Studio while working within the community of Grand Rapids. Here, he meets with students on an individual basis while also assisting at events and presentations hosted by the T2C Studio, such as the T2C Studio College Mixer, parent panels, as well as high school group visits. His work at the studio is helping bridge the gaps for high school students and to help ease the transition to college. Omar had the opportunity to share this innovative work with a Ferris State Board of Trustees Subcommittee at their May meeting (Admissions).
- Jason Daday, Assistant Director of Admissions, continues to refine and expand the diversity initiatives for our group visitation program. Over the course of this academic year, Admissions collaborated with the Office of Multicultural Student Services and other areas at Ferris to enrich this program (Admissions).

Here are the visit details for 2017-18:

1. Collaborated with the OMSS for 26 Group Visits.
 2. Partnered with the Center for Latino Studies for seven Group Visits.
 3. Worked with Tony Baker for a Group Visit with Innovation Central HS in GR.
 4. Collaborated with The Ferris Youth Initiative for a State of MI DHHS Group Visit.
 5. Hosted the Saginaw-Chippewa tribe and the Nottawaseppi Huron Band of Potawatomi for a group visit.
- Our staff continues to mindfully plan a variety of activities and strategies to ensure prospective students from all backgrounds are engaged and excited about the Ferris community. Here are some highlights of these recruitment efforts over the past year (Admissions).
 - LAUP Youth Conference - Omar attended as a volunteer to assist in higher education access for predominately Hispanic students. This year Omar was also joined by David Darrow from the College of Education and Human Services.
 - Staff participated in the Detroit Decision Day program as well as the newly created Grand Rapids Decision Day event. The goal of both events is to provide all students in the respective public school systems to have on-site admissions decisions.
 - Arielle Miller, Recruiter, continued her work in expanding the work with the STEM Tea Events with the College of Engineering Technology. The hosted events are developed to engage women in academic programs and careers where they are underrepresented.
 - We hosted a table at four of the National Hispanic Institute (NHI) National College Fairs in Chicago.

- Three recruiters attended the Metro Detroit Youth Day event in Detroit to assist in promoting better futures for the youth in the Metro Detroit Area.
- Staff collaborated with College of Arts and Sciences for visits to Innovation Central High School in Grand Rapids. Staff met with the Juniors and Seniors, as well as presented to a group of them on campus.
- Staff assisted at the MACAC Camp College event held on the campus of Grand Valley State University. This event helps promote college readiness to many first-generation students around the region through a collaborative effort of the members of MACAC. Tyrone Collins continues to serve on the committee to help plan this event.
- We are a featured institution in the Campus Pride Index again this year, which is primarily focused around LGBTQ+ students.
- We continue to collaborate with our Center for Latin@ Studies to develop better recruitment efforts and better tracking of our Promesa students.

4. Recruit, employ, and retain a diverse workforce.

- Our Student Admissions Representatives (STARs) program embraces diversity on campus. We have two students on staff able to speak Spanish with incoming Spanish populations covering both phone conversations and tours. In addition, our group of student staff reflects the diversity of our prospective students and their families. This year, about one quarter of our STARs are from minority and LGBTQ populations. Our current STAR staff has representation from every college on our main campus, including the two graduate programs of Pharmacy and Optometry, allowing us to better recruit a diverse group of students for the entire campus. In addition, 25% of the current STAR staff are first-generation college students (Admissions).
- Orientation has provided a wide variety of opportunities to promote diversity on campus. Through our orientation leader program, we hire students from a wide variety of racial, religious, sexual orientation, gender, and cultural backgrounds. This promotes diversity not only within the group, but as a first impression with our guests visiting campus for orientation. Orientation provides training to the leaders from OMSS and the LGBTQ+ Resource Center, while also having open conversations on the topic. During the Family & Friends Resource Fair, OMSS, the Center for Latin@ Studies, and the LGBTQ+ Resource Center are all available for students and families to meet and discuss opportunities on campus. This year, we also provided a Transitions for Success Presentation aimed at minority parents during orientation while students register for classes. OMSS and CLS participated in the parent panel as well. The LGBTQ+ Resource Center was included in the welcome presentation to promote their services as a new department on campus (Orientation).

5. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

- All Enrollment Services staff members completed 'Safe Zone' Training at one of two sessions offered Spring 2018 (Enrollment Services).
- All Enrollment Services Leadership Team members completed the "Veterans on Campus for Faculty & Staff" Webinar (Enrollment Services).

6. Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

- The Office of Financial Aid and Scholarships continues their highly successful "Get Real" financial literacy event. The program offers a fun and interactive way to learn about debt management, credit, and what to expect upon completing college and entering the "real" world. This event is held for current Ferris Students as well as local High School Students who are bussed to Campus for the event (Financial Aid).
- The Office of Financial Aid and Scholarships collaborated with a University-wide committee to educate Ferris Students about the availability of year-long Pell funding. This change in federal regulations resulted in many low-income students using Pell dollars to fund their education for the Summer semester. For Summer of 2017, the total awarded was \$589,753 while for Summer 2018 the total was \$1,876,700 (Financial Aid).

What other diversity and inclusion successes were implemented by your department?

- The Enrollment Services Unit contributed \$5,000 to fund the establishment of the LGBTQ+ Center on the Big Rapids Campus. It was a small amount of money in the overall budget, but we wanted to demonstrate to our prospective and current students our commitment and support. (Enrollment Services).
- Admissions collaborated with members of the Academic Community to develop a pilot program to offer a test optional admissions path beginning in September 2018. We strive to continue the Ferris tradition of opportunity. By providing this alternative mechanism, our goal is to be as fair as we can in considering a student for admission (Enrollment Services).

What are the major diversity and inclusion challenges facing your department and what needs to be done to address those challenges?

- While we were successful in placing the preferred name in the Ellucian-Banner systems, the technical administrators for Blackboard have been unable to include preferred name in their data load. As a result, critical items for students – such as class lists and shared communication platforms with classmates are unable to display their preferred name.
- For our enrollment services staff, providing quality service to our increasingly diverse student prospective and current student population is certainly a

growing challenge. As we continue to add new and refine existing efforts to attract a diverse student applicant pool, the realities of people and purchasing power remain a significant barrier.

What are your success and challenges with Solutions in Support of the Diversity and Inclusion Plan?

1. Create a University that is respectful of differences and civil toward people who are different.

- The OMSS developed and coordinated the following cultural awareness events:
 - Latin@ Heritage Celebration
 - Native American Heritage Celebration
 - Dr. Martin Luther King, Jr. Celebration
 - Black History Month Celebration
 - Women's History Month Celebration
 - Asian Pacific Islander Heritage Celebration
 - Multicultural Graduate Recognition
 - Conversations on Race

2. Build and maintain an infrastructure that supports diversity and promotes inclusion.

- The OMSS established the Multicultural Student Programming Council (MSPC), a group of students that support the mission, programs and outreach efforts of our office. OMSS envisions students involved in the MSPC to be positive, outgoing, creative, and enthusiastic ambassadors who will heighten the importance of cultural awareness on our campus and increase participation of such programming. Lastly, the MSPC serves as a regular opportunity for our department to gauge the experiences of our underrepresented student populations.

3. Recruit, retain, and graduate a diverse student population.

- We worked to strengthen the academic resources in our office and foster a stronger collaboration between OMSS, colleges, and faculty to create intentional learning opportunities for students.
 - During the spring 2018 semester, the OMSS collaborated with Professor Stephanie Thomson's COMM 340 Public Advocacy course. As a semester-long academic service learning project, a student group from the course worked with the OMSS and the Center for Latin@ Studies to coordinate the first annual Cesar Chavez Celebration.

4. Recruit, employ, and retain a diverse workforce.

- The OMSS actively shares opportunities of available positions within our institution to our diverse alumni and professional networks (i.e. Black Alumni Association, FSU Minority Faculty & Staff, NASPA, NCORE and ACPA).
- The OMSS staff serves on various university-wide search committees.

5. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

- N/A

6. Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

- The OMSS continues to cultivate existing partnerships with on-campus partners from Student Affairs, Academic Affairs, Administration and Finance, Diversity and Inclusion, and Advancement and Marketing. The OMSS also intentionally builds relationships with a variety of student organizations across campus.
 - During the 2017-2018 academic year, the OMSS collaborated with over 55 on-campus partners to successfully coordinate 50 cultural awareness programs of which approximately 3500 students attended.
- The OMSS continues to collaborate with the Ferris Foundation and the Alumni Office to identify alumni from diverse populations to engage with the institution in a variety of capacities.

What other diversity and inclusion successes were implemented by your department?

- The OMSS coordinated a successful outreach campaign to incoming students of diverse backgrounds during the Summer 2018 New Student Orientation. Over 100 incoming students signed up to be engaged with our department.

What are the major diversity and inclusion challenges facing your department and what needs to be done to address those challenges?

- Obtaining the necessary financial and human resources to provide high quality support and engagement opportunities for our diverse student populations continue to be a challenge. Increased institutional support for departmental diversity initiatives (i.e. monetary support, additional staffing, and fundraising/grants) is needed.

What are your success and challenges with Solutions in Support of the Diversity and Inclusion Plan?

1. Create a University that is respectful of differences and civil toward people who are different.

- We changed gendered pronouns to non-gendered pronouns in the Code of Student Community Standards.

2. Build and maintain an infrastructure that supports diversity and promotes inclusion.

- None to report.

3. Recruit, retain, and graduate a diverse student population.

- None to report.

4. Recruit, employ, and retain a diverse workforce.

- None to report.

5. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

- None to report.

6. Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

- We continue to build partnerships with foster youth agencies and departments within the State of Michigan government in support of the Ferris Youth Initiative.

What other diversity and inclusion successes were implemented by your department?

- We attempt to regularly provide professional development to staff on being aware of unconscious biases and being more culturally intelligent.

What are the major diversity and inclusion challenges facing your department and what needs to be done to address those challenges?

- None to report.

What are your success and challenges with Solutions in Support of the Diversity and Inclusion Plan?

1. Create a University that is respectful of differences and civil toward people who are different.

- The Title IX Coordinator provided training for appellant agents, including cultural competence within Title IX investigations.
- The Title IX Office presented, alongside Lindsay Barber, the Choices, Communication and Consent presentation for FSUS students, which focused on inclusive language and diverse sexualities.
- The Title IX Office collaborated with the Social Work Association to organize the, “Take Back the Night” March during September.
- The Title IX Office coordinated two “Coffee with Kevin” events to increase awareness of the Title IX Coordinator, and to remove barriers to reporting sexual misconduct or relationship violence.
- The Title IX Office sponsored nine different programs during Sexual Assault Awareness Month in April, including collaborations with the Wesley House, Sigma Lambda Beta fraternity, the Office of Housing & Residence Life, and WISE. These programs included building awareness and challenging myths; Bystander Intervention strategies; and information and awareness on how to support a friend who has experienced a sexual assault. Specifically, the “What Were You Wearing” installation highlighted male survivors, and combatted harmful myths surrounding sexual violence. More than 100 people attended the installation.
- The Title IX Office collaborated with the Athletics department to bring in Steve Thompson to train all athletes about sexual violence and bystander intervention.
- The LGBTQ+ Resource Center Open House was attended by more than 60 students, faculty, and staff. A banner was presented to Dr. Eisler in thanks of his support, and signed by more than 20 students.
- The LGBTQ+ Resource Center hosted a week of events surrounding Pride Week in April, including focusing on *Invisible Identities*, *Portrayal of the LGBTQ+ Community in the Media*, *LGBTQ+ History*, and *LGBTQ+ Art*.
- The LGBTQ+ Resource Center partnered with AEGIS to put on a Second Chance Prom, providing an opportunity for individuals to be able to celebrate the prom ritual while embracing their respective identities.
- The LGBTQ+ Resource Center organized the first ever Lavender Graduation, recognizing nine students in the LGBTQ+ community who graduated in 2018.

2. Build and maintain an infrastructure that supports diversity and promotes inclusion.

- We opened the first ever LGBTQ+ Resource Center in the University Center.
- We hired and trained the first LGBTQ+ Program Coordinator (Kendree Berg). This position is designed to mentor and advocate for LGBTQ+ students throughout their career, develop and provide programming, education, advising, information, and other resources from a wide variety of perspectives.
- Dr. Mischelle Stone, Jody Gardei, and Todd Stanislav, LGBTQ+ Program Coordinator (Kendree Berg), and the Title IX Coordinator collaborated to serve as an advisory committee for the Safe Zone Training. These trainings will be put on by demand for groups of 8 or more, and also once per year out of the Staff Center for Training & Development, and out of the Faculty Center for Teaching and Learning.

3. Recruit, retain, and graduate a diverse student population.

- The Title IX Coordinator addressed all incoming students during Summer Orientation to introduce himself, his office, and to decrease barriers in help-seeking and reporting behaviors.
- The LGBTQ+ Program Coordinator had an information table during Summer Orientation to connect with incoming students, families, and community.

4. Recruit, employ, and retain a diverse workforce.

- We hired the first LGBTQ+ Program Coordinator (Kendree Berg)

5. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

- None to report.

6. Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

- We partnered with Dr. Mischelle Stone, Jody Gardei, and Todd Stanislav to successfully propose a grant-funded Safe Zone Train the Trainer opportunity. This training was led to 11 faculty and staff members, and 1 student going through a three-day training in an effort to help the University implement a Safe Zone program.
- The Title IX Coordinator participated in the Sexual Misconduct Task Force; holistically reviewing our policies, processes, and efforts to respond and prevent sexual misconduct. This work is ongoing, but will provide a vital document to inform future efforts and collaborations to address this issue on campus.
- The LGBTQ+ Program Coordinator created a Queer Council; including members of AEGIS and D-SAGA to inform programmatic and advocacy efforts, as well as to create further opportunities for collaboration between the two groups and the LGBTQ+ Resource Center.

What other diversity and inclusion successes were implemented by your department?

- We implemented the Campus Climate Survey to gain information related to the scope of sexual misconduct and relationship violence experienced by our students, to obtain their perceptions of how the University will respond to these issues, and to determine the degree to which the amount of efforts to educate the student body has been successful at reaching the student body.

What are the major diversity and inclusion challenges facing your department and what needs to be done to address those challenges?

- Reaching individuals who would not self-select to attend the programs is a challenge. Choices, Communication, and Consent was mandatory for students enrolled in FSUS, and Steve Thompson's presentation was required for all student athletes, coaches, and trainers. Greater collaboration and partnership across the University will help with creating more opportunities to infuse these trainings with captive audiences.
- Due to the part-time nature of the LGBTQ+ Program Coordinator position, the Coordinator experienced challenges in building connections with the community, and contributed to the Coordinator resigning after 6 months. Reviewing the job description and determining if additional funding can be secured to help with tuition for a Master's degree, or to make the position full-time will be vital in the future.
- Greater effort must be made to allow for communication and coordination of the Safe Zone Advisory group. Regular meetings scheduled far in advance will likely help to make sure that this group is able to clear the time, and not lose momentum.
- There is a very small amount of time within Orientation to connect with students (less than 5 minutes). In addition to the in-person talk, a pamphlet has been created that will increase the visibility and awareness of the Title IX Office.
- The Title IX Coordinator's time became frequently tied up with investigations and response to complaints of sexual misconduct. This left a gap in leadership on awareness and prevention efforts. Partnerships have begun with members of Student Life, Faculty, and other staff members who can assist with spearheading prevention efforts, as well as individuals who can assist with outreach and intake for complaints, which will allow for greater time of the Title IX Coordinator to lead this work.
- Continued changes to Federal Guidance around Title IX is a challenge. Continued professional development for the Title IX Coordinator, and utilization of a built-in network of Title IX Coordinators at Public institutions through Michigan will be vital at staying current on these changes. Broader communication using the Title IX Newsletter, and the Title IX website will be vital.

What are your success and challenges with Solutions in Support of the Diversity and Inclusion Plan?

1. Create a University that is respectful of differences and civil toward people who are different.

- The University Center has supported event planning with several diverse organizations and programs to ensure safe and successful outcomes.

2. Build and maintain an infrastructure that supports diversity and promotes inclusion.

- The University Center worked with the Student Affairs Diversity Committee to recommend space and support for an LGBTQ+ Center. We provided support for construction of the office and relocation of the Five Star Registered Student Organization Offices.

3. Recruit, retain, and graduate a diverse student population.

- None to report.

4. Recruit, employ, and retain a diverse workforce.

- The University Center continues to support diversity in our student employment hiring. We hosted a mini job fair in an effort to recruit a diverse student employee population.

5. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

- The University Center Director supported the colony of Sigma Lambda Beta as an associate member of the Interfraternity Council.

6. Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

- The University Center is currently working with the Wesley House Student Organization to establish a dry-good food pantry in the University Center.
- The Director of the University Center serves on the Student Affairs Diversity Committee.

What other diversity and inclusion successes were implemented by your department?

- The University Center has provided private location spaces for nursing mothers when requested.

What are the major diversity and inclusion challenges facing your department and what needs to be done to address those challenges?

- The University Center continues to be a highly sought out location for new offices or centers. This will become more challenging with future requests without relocating or moving current services to other facilities.

What are your success and challenges with Solutions in Support of the Diversity and Inclusion Plan?

1. Create a University that is respectful of differences and civil toward people who are different.

- The Director of University Recreation serves on the Student Affairs Diversity Committee.
- UREC professional staff participated in employee dignity, harassment, and discrimination training, hosted by the Director of Equal Opportunity.

2. Build and maintain an infrastructure that supports diversity and promotes inclusion.

- We participated with Outdoor Nation to promote and encourage engagement with the outdoors. 281 individuals reported more than 2,300 hours of outdoor activity in the 6-week program. This was the first year that Ferris participated and finished 3rd in the competition for our division. Here is link to the final report: <https://ferris.edu/HTMLS/studentlife/u-rec/pdfs-docs/ON2017Report.pdf>

3. Recruit, retain, and graduate a diverse student population.

- None to report

4. Recruit, employ, and retain a diverse workforce.

- UREC conducts employment interviews with incoming students during summer orientation. This process assists new students by helping them find a pathway to campus employment early in their Ferris experience. The application and interview process is available to all students participating in orientation. Most UREC student employees continue with UREC throughout their academic career at Ferris.

5. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

- None to report.

6. Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

- We developed partnerships with Retention and Student Success and FSUS to remove barriers from participation in the Ferris ropes course. The intention is to engage FSUS students in experiential-based group activities in a series of

sessions at the ropes course. The program has been created over the past year and will be implemented in fall 2018.

What other diversity and inclusion successes were implemented by your department?

- None to report

What are the major diversity and inclusion challenges facing your department and what needs to be done to address those challenges?

- We have *not* included UREC student staff in the employee dignity, harassment and discrimination training due to the high volume of student staff (150+). While all staff would benefit from this training, we will focus the training efforts on students with leadership positions (30+) who supervise other students.
- We planned to participate in Outdoor Nation during 2018-19 year and to build upon the momentum created during our first year. Unfortunately, Outdoor Nation lost its sponsorship funding and cancelled the challenge for 2018. We are currently developing and refining #FerrisGetOutside as a way to continue to engage the Ferris community with the outdoors.