

FERRIS STATE
UNIVERSITY

FERRIS FORWARD

Student Affairs Diversity Report

August 2020

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The Division of Student Affairs is committed to fostering an equitable learning environment that furthers opportunity and values human dignity. We strive to create a culture of inclusion at Ferris State where members are comfortable to bring and be their full selves and can thrive within the University community.

This work is accomplished through programs, services, resources, advocacy, and recruitment that values each human being and is sensitive to how race, color, religion, national origin, gender, sexual orientation, age, socioeconomic status, disability, and veteran status can impact a student's experience.

In addition to the initiatives and activities highlighted in this report, the Student Affairs Diversity Committee is leading work groups within our Division focusing on the following four areas:

- The development of educational programs for student staff training and an ethical leadership module for Registered Student Organization Leaders
- A review of current divisional policies for equitable practices
- The creation of conversation guides and activism landing page
- Diversity, Education, and Inclusion Lunch & Learn Series for Divisional Staff and Faculty

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

- Enrollment Services (Registrar's Office, Admissions, Financial Aid, Veteran's Resource Center, Orientation, 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, Fraternity & Sorority Life, Anti-Violence Awareness, and the Center for Leadership, Activities, and Career Services).

The initiatives and activities highlighted in this report is a testament of how the Division lives our Core Value of Diversity and how our efforts are ongoing and seek to positively influence the community of Ferris State University.

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
- **Black Student Welcome** – organized by OMSS to support students who identify as Black/African American in an effort to increase retention among this population. Academic success tips were shared as well as how to utilize resources, and key faculty and staff were introduced. In addition, students were able to make healthy networking connections with their peers who share their interest of study
- **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 the 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 the 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 the 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 the OMSS seeks to collaborate with faculty and student organizations to serve as panelists for each discussion

OCTOBER

- **Diversity and Inclusion Summit** – a collaborative event for student organization leaders where they will learn about and engage in conversation around diversity, anti-bias, and inclusion
- **Hazing Prevention Week** – organized, implemented, and sponsored by the 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 the OMSS. These events highlight the many contributions made to our society by our Native American community

- **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
- **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

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 the 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 the OMSS. These coordinated events promote diversity by highlighting the many contributions made to our society by the Black community
- **The Color of Music** – organized by OMSS. This event is an interactive lip-sync program which gives students the opportunity to research legendary singers and learn their contributions to the music industry. In addition, they have an opportunity to participate in lip-sync performances to showcase their talents

MARCH

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

APRIL

- **Multi-Cultural Graduate Recognition Program**- organized, implemented, and sponsored by the 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 Conference** – organized, implemented, and sponsored by the 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, the 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

- **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
- **Women of Achievement Panel** – Organized by the OMSS as an event to highlight the achievements of our Ferris faculty and staff and to highlight tips for our students to be successful in their career goals

MAY

- **Lavender Graduation** – organized, implemented, and sponsored by the LGBTQ+ Center. This ceremony honors lesbian, gay, bisexual, transgender, queer, and ally students, and acknowledges their achievements and contributions to higher education

ON-GOING

- **T.O.W.E.R.S. (*Teaching Others What Establishes Real Success*)** - Leadership Development Program – activities organized, implemented, and sponsored by the 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 the 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
- 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 Empowerment Network (BMEN)** – organized, implemented, and sponsored by the 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
- **Pride Week** – organized, implemented, and sponsored by the LGBTQ+ Center. This week long of activities promotes our support for the LGBTQ+ community
- **Five Star Events** – A select number of RSO or Department sponsored special guest lectures are chosen by a committee each semester. Many topics are related to diversity, inclusion, and anti-violence topics

What are your successes, 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.

Successes:

- We implemented additional questions to our patient satisfaction survey regarding cultural sensitivity and perceived respect and comfort with clinical providers and services

Challenges with Solutions:

- Getting voluntary participation in completing the survey

Student Affairs Learning Outcomes:

- Demonstrate personal responsibility and accountability
- Explore and demonstrate how making healthy lifestyle choices affects their success

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

Successes:

- Employees at BHC and PCC, including student staff, were urged to and compensated for attending campus-offered diversity trainings and events

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

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

Successes:

- PCC offers numerous group offerings delivered specifically to a diverse student population's needs

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Explore and demonstrate how making healthy lifestyle choices affects their success

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

Successes:

- We recruited and maintained a diverse group of student employees within BHC and PCC

Challenges with Solutions:

- Retention may prove difficult with decrease in student wage dollars and student graduation

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Explore and demonstrate how making healthy lifestyle choices affects their success
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

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

Successes:

- PCC Counselors provided numerous QPR (Question, Persuade, and Refer) Training to faculty, staff, and students (on main and GR campuses)

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Explore and demonstrate how making healthy lifestyle choices affects their success
- Develop skills to think critically and apply knowledge

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

Successes:

- BHC and PCC are partnering separately with the LGBTQ+ Resource Center for various service offerings and individual support to students

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Explore and demonstrate how making healthy lifestyle choices affects their success

Additional diversity successes, and challenges with solutions, outside of the Diversity and Inclusion Plan

Successes:

- We created and facilitated a therapy group for females promoting empowerment and value
- We created and facilitated a therapy group for Resident Advisors providing support with various RA specific issues

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Explore and demonstrate how making healthy lifestyle choices affects their success
- Develop skills to think critically and apply knowledge

What are your successes, 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.

Successes:

- **CLACS** coordinated the Student Affairs Lunch and Learn Panel: Understanding and Engaging the Adult Learner on January 9, 2020
- **CLACS** coordinated the MLK Day of Service, “Operation Safe Sidewalks,” on January 20, 2020
- Three of the Five Star speakers that were able to take place this year were diversity based. Saul Flores spoke of his 5,000 mile journey through ten countries to document the grueling and dangerous journey of immigrants. Chris Singleton, a professional baseball player whose mother was killed in a church in downtown Charleston, SC by a white male who wanted to start a race war, spoke about how love is stronger than hate. He told about how he was able to forgive his mother’s killer. Ryan Tillman, a black police officer in Southern California, spoke to the audience about making relationships within the community you serve (**CLACS**)
- The University Center (**UC**) worked with several diverse organizations in their event preparations and activities to insure they were safe and successful. Some examples are the MLK activities in the UC and the Juneteenth event
- **UREC** continues to offer programs, events, and activities that cater to all students and community members
- **UREC**’s aquatic program offers all level of swim lessons for children and adults
- We offer different types of intramural events from traditional sport leagues, to card games, to Esports events (**UREC**)
- **UREC** uses a fitness platform that offers over 400 fitness videos for users with all different fitness levels and goals
- We ran a weeklong ‘Love Your Body’ event encouraging people to embrace one another and to understand that everyone is different and should not be judged (**UREC**)
- A recently hired Associate Director joined the Student Affairs Diversity Committee (**UREC**)

Challenges with Solutions:

- Attendance is always a challenge; however, the 35 people who attended the first summit increased to 82 at the second session. We will look to invite speakers that students recognize, get student input on topics, and advertise in unique ways (**CLACS**)
- There is little to no programming around civility or handling conflict. **CLACS** will look to add this topic to the annual Diversity and Inclusion Summit
- It becomes a challenge to create new and exciting programs that will engage our students and community. We are limited in what we can offer due to limited spaces on campus, most which charge a rental fee. As we continue to expand, we will have to continue to think of new programming ideas (**UREC**)

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Gain access to an educational experience

- Explore and demonstrate how making healthy lifestyle choices affects their success

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

Successes:

- We added a virtual appointment option for all services and appointments making them more accessible for students that are off-site, on internship, and online (**CLACS**)
- We extended **CLACS** office hours into the evening once a month to provide accessibility for additional students
- We funded diversity professional development for all staff and student employees in **CLACS** that included:
 - Intern Bridge Webinar: The Career Identity Program: Engaging Students in a Career Readiness Journey, on January 17, 2020
 - Inclusive Language
 - Clifton Strengths
 - Student Affairs Diversity Lunch and Learns
 - Diversity and Inclusion Summit
 - Book Clubs - “Dare to Lead,” “Grit,” and “So You Want to Talk About Race”
- Based on student feedback, we rearranged our weight room to make it more user friendly and inviting for all types of students at all levels of fitness (**UREC**)
- **UREC** created two studio spaces that allow students to feel more comfortable when doing certain workouts and gives them a sense of a ‘private’ workout

Challenges with Solutions:

- Extended evening hours did not see a lot of traffic. We will not be offering those this year but will continue evening and weekend activities and virtual appointments (**CLACS**)
- We need to review **CLACS**’ policies with equity and inclusion in mind. We are seeking good training or resource to do this effectively
- Our spaces in our building are filling up fast. It becomes difficult to accommodate every user’s request (**UREC**)

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Demonstrate personal responsibility and accountability

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

Successes:

- **CLACS** participated in Coffee Chats with the LGBTQ+ Center
- We hosted Career Center walk-in hours in the Veteran Resource Center during Fall 2019 on Tuesdays, from 11am - Noon (**CLACS**)
- We met with the International Student Organization to present career resources (**CLACS**)
- We presented for students in the FYI program (**CLACS**)
- We created the Peer Success Coaching program for all Fall 2020 FTIAC students (**CLACS**)
- **UREC** continues to update our facility’s equipment to the likes of our students.
 - Updated soft fitness equipment in studios and soft fitness areas
 - Updated weights in our weight room
- **UREC** worked every orientation in the summer of 2019 to help make students feel welcome during their first visit at Ferris.

- We presented to tour guides to inform them of all the programs and offerings UREC has so they can be knowledgeable when giving tour visits.

Challenges with Solutions:

- There is a difficult political and employment climate for international students. We were able to provide international job search strategies, applicable employment laws, and assist with the application process and hiring practices in the USA (CLACS)

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Appreciate and increase an understanding of individual differences and similarities within our global society
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills
- Enhance their degree of engagement and sense of belonging.

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

Successes:

- There was intentional outreach to first year students with work study funding by inviting students to the Student Employment Job Fair held August 27, 2019. There were 100 attendees (CLACS)
- We converted the in-person spring student employment job fair to a virtual format in order to help align students with jobs for fall 2020 (CLACS)
- We provided the American Association of University Women (AAUW) Start Smart Salary Negotiation Workshop (CLACS)
- Peer Success Coaches are intentionally diverse to match Ferris' student population (CLACS)
- We coordinated the Alternative Remote Student Employee Initiative in March - May 2020. This allowed students to continue working while the University went to remote instruction, even if their department supervisor didn't have any remote work. Forty-three students were matched for remote work (CLACS)
- The University Center (UC) continues to employ a diverse student staff to meet the needs of the University Community.
- UREC conducted the Aquatics Coordinator search, adhering to EEO guidelines, resulting in a female candidate accepting the position.
- During the fall semester of 2019, UREC hired 20 new student employees.
 - Hired students from freshmen level to graduate level
 - Participated in recruit employment during freshmen orientation
- The hiring process is consistent for all students with a resume, cover letter, and an application needed to be considered.
- We followed up with an interview for those qualified students

Challenges with Solutions:

- Few students received job offers for the coming academic year due to uncertainty with the pandemic and budgets. However, because the job fair event was converted to virtual, employing departments were able to collect student interest before summer department budgets became much lower which makes it difficult to hire. CLACS is looking at creative solutions and working to ensure that at least all work study eligible students are able to obtain an on-campus job
- CLACS has a need but difficulty in recruiting diverse students, specifically students of color and students who identify as male, to work in our office. The Coaching position was new and we reached out to our partners in Diversity Centers and had success with a referral of two minority students, of whom we hired.

- We will continue this outreach and the team will evaluate the ways we interact with diverse students to gain relationships and therefore encourage employment in our office (CLACS)
- There was a Title IX Complaint from one of our student staff members that we addressed with the assistance of the Director of Equal Opportunity and the Title IX Coordinator (UC)
- UREC receives hundreds of applications during the first few weeks of classes in the fall. It can be challenging to keep up with all of these applications which may result in missed opportunities for certain students. It is also hard to hire during the semester as we need our full staff ready to go when we open our doors for the fall, which usually happens before classes begin

Student Affairs Learning Outcomes:

- Enhance their degree of engagement and sense of belonging
- Develop skills to think critically and apply knowledge
- Demonstrate personal responsibility and accountability
- Appreciate and increase understanding of individual differences and similarities within our global society
- Gain access to an educational experience

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

Successes:

- Summer 2020 internship opportunities were limited, rescinded, or shortened due to COVID-19. CLACS collaborated with the Criminal Justice summer internship class (182 students) to provide a unique Ferris lead internship opportunity. We provided three assignments for the class: the Clifton Strengths book and assessment, Essential Skills Training and assessment, and two State of the Industry virtual panels with employers
- We offered two Diversity and Inclusion Summits this year, one on November 23, 2019, with 35 attendees and a second one on February 27, 2020, with 82 attendees. Students were able to listen to Dr. Pilgrim, Dr. Matt Chaney, Sarah Doherty, Dr. Brooke Moore, Kaylee Burke and Kylie Piette. The Summits included a welcome Keynote by Dr. Pilgrim, breakout sessions, and a Q&A panel of all speakers. Assessment was completed and students told us their knowledge increased and they would like to see this opportunity continue on campus (CLACS)
- We introduced the Alumni in Residence Program, which hosted alumni representatives from various academic programs and demographics (CLACS)
- UREC added two new diversity trainings for our staff
 - Microaggressions training
 - Tough Conversations with Students
 - Taught by Nicholas Campau from the Office of Student Conduct
- We brought in a counselor to speak with our managers about working and speaking with patrons who may have intellectual disabilities (UREC)

Challenges with Solutions:

- Technology availability and knowledge is limited among our students. CLACS will look into providing learning opportunities this coming year for Zoom, Microsoft Office, and online application systems
- Previously, it was hard to train our entire student staff due to its large size. We are moving certain trainings online so that we can reach all student employees

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society

- Gain access to an educational experience
- Develop skills to think critically and apply knowledge
- Demonstrate personal responsibility and accountability

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

Successes:

- A yearlong partnership with the West Michigan Hispanic Chamber of Commerce (WMHCC), Building Bridges to Education (BBTE), and the Center for Latin@ Studies (CLS) allowed us to collaborate to pilot a career development & internship program for Latinx students, which launched the Amigos de Promesa Scholars program for 2020-2021. We hosted speakers from BBTE at an Internship Round Table Meeting to spread greater awareness
- We aligned the Women in Cybersecurity RSO with employer representation
- We obtained an \$8K Census Grant to inform the greater community on the impact of Census data on schools, community services, healthcare, childcare, highway infrastructure, emergency funding, business development, and voter registration lines
- We collaborated with the Political Engagement Project to support programming and Voter Registration awareness
- Through the RSO Collaboration Grant, CLACS was able to support a variety of cultural events and diversity. Sigma Lambda Beta applied for the grant to support a Day of the Dead celebration. The event would also be a collaboration with the Hispanic Student Organization and Sigma Lambda Gamma. The event was a part of the Friday's at Ferris program which provided additional advertising and support. All of the RSOs took different roles in the planning, including music, food, decorations, and setting up the Day of the Dead celebration. Afro-Latin Dance Night was also a great event funded by the grant. It was a collaboration between the Hispanic Student Organization, Sigma Lambda Beta, and the African Student Union where 38 students attended. The Afro-Latin Dance night showcased a variety of Latinx music and showcased the importance of that music in the culture
- UREC worked with the CLACS office to host the Spring RSO fair. More than 80 RSOs and over 400 students attended this fair

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Gain access to an education experience
- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

Additional diversity successes, and challenges with solutions, outside of the Diversity and Inclusion Plan

Successes:

- For the past four years, UREC's student staff has worked with the Special Olympics Area 5 Athletes. They provide an opportunity for these Special Olympic Athletes to compete in sports they love while engaging with college students in a campus environment

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Demonstrate effective communication skills

What are your successes, 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.**

Successes:

- We continue to make progress towards a more fully developed Preferred First Name (PFN) practice. We are implementing a new version of self-service that incorporates more widely used PFN amongst the self-service pages. In addition, self-service contains other elements that move us forward in our diversity and inclusiveness efforts. The new version of self service will allow a student to select a PFN and have it appear immediately in the system. There will no longer be a delay due to the need for form submission or manually processing (**Registrar**)
- In addition, the latest version of self-service allows the PFN to appear in many more places for the student than in the past. This will allow information to be present where a student might interact with an advisor or faculty member. Canvas has been able to load batch PFNs into class lists for a more seamless use of PFN. There continues to be a need for the integration to work without delay or manual intervention (**Registrar**)
- Lastly, the newest version of self service will allow a student to select a pronoun and gender. While neither piece of information is currently available for use (i.e. pronoun on a class list), we hope our system provider continues to update and have advancements made (**Registrar**)
- We worked with the LGBTQ+ Center and Human Resources to develop a current list of widely used pronouns and gender designations. These will be the current options available for student and staff selection. We will continue to collaborate with both offices to ensure these options stay up-to-date. While neither piece of information is currently available for use (i.e. pronoun on a class list), we hope our system provider continues to update and have advancements made (**Registrar**)

Challenges with Solutions:

- Technological challenges remain a significant impediment to progress. This includes things such as the availability for seamless integration with Canvas, the time it takes to fully test and implement the latest version of self service and the areas in which technology is still lacking, such as pronoun information can be collected but does not appear anywhere for use

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

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

Successes:

- The Office of Institutional Research and Testing reports that from Fall 2018 to Fall 2019, total enrollment for Ferris overall declined and Ferris minority students also decreased. There was a decline in the overall population of 5.9%, and a decrease in minority students (-96), a 3.5% decrease. The data reveals that a proportion of students in our diverse population compared to our overall population grew because the rate of their decline was less. The largest decline was in our International Students with -50. The other minority students to decrease were Asian -44, Black or African American -19 and Native

Hawaiian/Pacific Islander -2. The increases in minority students were, Hispanic +7, Two or More Races +7, and American Indian +5 (**Institutional Research**)

	<u>Minority</u>	<u>Unreported</u>	<u>International</u>	<u>Minority no Intl</u>
Fall 2015	2,999	427	536	2,463
Fall 2016	2,784	391	390	2,394
Fall 2017	2,794	395	298	2,496
Fall 2018	2,745	383	238	2,507
Fall 2019	2,649	325	188	2,461

- The Office of Institutional Research collaborated with the Center for Latin@ Studies and the Office of Multicultural Services to provide enhanced demographic and pre-enrollment data on students in the Promesa program and others. (**Institutional Research**)

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

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

Successes:

- The Coordinator of Recruitment & Community Engagement, Omar Gonzales, began an important collaboration with the Center for Latin@ Studies to buoy recruitment efforts. With the loss of funding for a position for the office, Omar supplements high school visits and contacts to enhance the Promesa Scholars program (**Admissions**)
- The Associate Director of Admissions, Angela Garrey, leads the Ferris First Generation efforts in collaboration with staff from Retention and Student Success. Many students of color are first generation students, and the outreach and community-building can be a critical force in increasing a diverse enrollment (**Admissions**)
- Assistant Director of Admissions, Jeff Stewart, coordinates the process of securing college lead names from a variety of sources. Each enrollment season, we procure a number of names with a diversity mindset. One of the most important is the ACT underserved students. We received contact information from 325,000+ juniors and seniors. We created a digital and terrestrial campaign to urge them to consider Ferris State for their post-secondary education career (**Admissions**)
- The Coordinator of Recruitment & Community Engagement, Omar Gonzales, continues 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 schoolers to help ease the transition to college (**Admissions**)
- The Assistant Director of Admissions, Jason Daday, continues to provide visit opportunities for a wide array of students through our group visitation program. Prior to the March interruption, Admissions collaborated with the Office of Multicultural Student Services, the Jim Crow Museum, and FLITE to enrich this program with joint efforts with the OMSS for 19 Group Visits and the Center for Latin@ Studies for 4 Group Visits (**Admissions**)

- Other activities and strategies include:
 - Collaborated with the Ferris Charter Schools Office to provide visit and recruitment opportunities to all of our high school partner institutions. We developed a work group to continue to track progress and forge unique recruitment tactics to increase access to Ferris to these diverse populations
 - The Office of Admissions provides \$20,000 on an annual basis to support recruitment and visit activities to schools and populations with financial challenges
 - Three recruiters attended the Metro Detroit Youth Day event in Detroit to assist in promoting better futures for the youth in the area
 - Admissions collaborated with members of the Academic Community to expand the Test Optional admissions path for Fall 2020. Educational research suggests that standardized tests are inherently biased and this path offers all students a more level opportunity to achieve a Ferris education
 - We participated in a comprehensive email and text marketing campaign to attract TIP eligible students to the University. These efforts included a message from the President, a number of emails and texts highlighting the support services for TIP students, and a Virtual Event for prospective TIP students hosted by the Admissions Office this Spring
- Virtual and remote opportunities are critical in our efforts to attract a diverse student body. These are important points of connection that provide a convenient view of what the University has to offer. The following list is not exhaustive (**Admissions**)
 - We recorded presentations and made them available on our Visit webpage of our Daily Visit in English and Spanish
 - We enhanced the YouVisit virtual tour with 360° capability of most viewed Campus Assets available in English and Spanish
 - The Virtual View Book includes video content and resources covering all aspects of the Ferris experience
 - Our Recruiter One-On-One Visits with Prospects, Applicants, and Admitted Students are hosted via the University's Zoom platform
 - Our Financial Aid Advisor One-On-One Visits with Prospects, Applicants, and Admitted Students are hosted via the University's Zoom platform
- 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**)
 - Participation in the Detroit Decision Day and 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
 - We hosted a table at three of the National Hispanic Institute (NHI) National College Fairs in Chicago
 - Omar attended the LAUP Youth Conference as a volunteer to assist in higher education access for predominately Hispanic students
 - 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
 - We are a featured institution in the Campus Pride Index again this year which is primarily focused around LGBTQIA students
 - Collaboration with our Center for Latin@ Studies enabled us to develop better recruitment efforts and better tracking of our Promesa students

- Although we were unable to host orientation on-campus this year, we have collaborated to raise awareness using our online orientation platform and virtual events including the Admitted Student Live and Explore Ferris Live. Topics including our Office of Multicultural Student Services, Center for Latin@ Studies, LGBTQ+ Resource Center, Live-Learn Community opportunity such as DEAL (Diversity Awareness, Engagement Experiences, Academic Enhancement, and Leadership Skills) program, the Tuition Incentive Program (TIP), and more. Additionally, staff continue to attend professional development and participate in diversity committee work to assist at the University **(Orientation)**

Challenges with Solutions:

- Adapting to the changes as a result of the COVID-19 virus has been challenging for everyone. With the disease disproportionately impacting students of color and lower-income populations, assistance is needed more than ever before to guide students to college. Disruptions in the school year and the related services provided there will make the next year (at least) be just as tricky to navigate

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

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

Successes:

- Enrollment Services is pleased to add a new recruiter to our full-time Admissions Staff. He was a first-generation student of color and a graduate of Ferris **(Admissions)**
- Enrollment Services is pleased to add a new financial aid advisor to our full-time Recruitment Staff. She is Latinx **(Financial Aid)**
- 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 communities. In addition, 25% of the current STAR staff are first-generation college students **(Admissions)**

Challenges with Solutions:

- The hiring pools remain; however, with expanded networking and posting we are making progress in this area

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

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

Successes:

- Several Enrollment Services staff members completed diversity related training at sessions offered by the University **(Enrollment Services)**

- Admissions staff collaborated with the 160/90 design firm on the development of the new recruitment marketing material for the Fall 2021 cycle. As part of that process, the drafts were reviewed deliberately and critically to be sure that the content was consistent with and demonstrated our commitment to inclusive recruitment practices (**Enrollment Services**)

Challenges with Solutions:

- Efforts to move Enrollment Services operations to remote platforms meant significant time and resources were redeployed from other areas

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

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

Successes:

- Financial Aid disbursed \$660,600 from the Student Hardship Fund to 2,202 students who experienced financial hardship to COVID-19 in Spring 2020 (**Financial Aid**)
- \$1,789,600 in CARES Act Higher Education Emergency Relief Fund Grants has been distributed to 4,475 students to provide support to those who experienced expenses due to the disruption of campus operations due to COVID-19 (**Financial Aid**)
- For the 7th year, 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. The event this year had 475 participants (**Financial Aid**)
- Two staff members from the Enrollment Services family continue in the Ferris Youth Initiative program for the Fall 2019 cohort (**Enrollment Services**)
- Melanie Mulder, from the Office of Financial Aid and Scholarships, visited 9 rural poverty centers to provide valuable information on financing a college education (**Financial Aid**)

Challenges with Solutions:

- A greater than typical staff turnover in some departments comprised our abilities in this area

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

Additional diversity successes, and challenges with solutions, outside of the Diversity and Inclusion Plan

Successes:

- None to report

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- None to report

What are your successes, 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.

Successes:

- FSL: The Greeks Lead programming model continues to offer professional development for fraternity & sorority members within areas of social justice such as education around mental health/suicide prevention, bystander intervention, LGBTQ+ allyship, and hazing prevention, focused on increasing awareness of issues that impact diverse populations in unique ways
- AVA: The awareness, education, and prevention opportunities in anti-violence work are offered to create empathy for survivors and intervene in instances when valuable populations/individuals are at risk

Challenges with Solutions:

- FSL: The Greeks Lead program is missing a current anti-racist focused component and, in general, could benefit from more participation as the outcomes are generally extremely positive for those who attend, but in its second year, is still not reaching the critical mass of the fraternity & sorority community
- AVA: The programming offered through the Peer Educators could benefit from more participation

Student Affairs Learning Outcomes:

- FSL & AVA:
 - Demonstrate personal responsibility and accountability
 - Explore and demonstrate how making healthy lifestyle choices affects their success
 - Develop skills to think critically and apply knowledge

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

Successes:

- FSL: The Panhellenic Council added two permanent positions at elections in the Fall 2019 semester: a Black Greek Council Representative, a dedicated council member who would serve as a liaison between Black Greek Council and Panhellenic Council, and a Diversity & Inclusion Coordinator, who primarily brings opportunities and information from campus programs to the council
- FSL: The Fraternity & Sorority Community welcome two permanent changes in our RSOs: 1) Cygnets - The Official Interest Group of Gamma Phi Omega Sorority, Inc., a historically Latinx multicultural sorority. 2) United Greek Council - a new governing body for multicultural fraternal organizations. The addition of these two organizations to our campus embed an infrastructure in Fraternity & Sorority Life that greatly increases opportunities for non-white students to thrive and feel included while at Ferris
- AVA: The Anti-Violence Alliance, in general, expanded this school year by recruiting its second year of Peer Educators, a vastly more diverse representation of the student body and identities on campus than the first year. This was done intentionally by asking for nominations for Peer Educators across campus

Challenges with Solutions:

- FSL: Not all councils have the same commitment to positions as the changes above and we can continue to work to embed structural and permanent changes to be more inclusive

- AVA: The programming we have offered is fairly stagnant and needs to be amended to reach different student populations. The goal is that the new Violence Prevention Coordinator position can assist and dedicate strategic planning with the AVA Peer Educators to work towards this

Student Affairs Learning Outcomes:

- FSL & AVA:
 - Enhance their degree of engagement and sense of belonging
 - Demonstrate personal responsibility and accountability

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

Successes:

- FSL: Participation based on race/ethnicity in Fraternity & Sorority is more diverse than the general student population; the opportunities for belonging specifically in our Black Greek Letter Organizations (BGLOs) and Multicultural Greek Letter Organizations (MGLOs) are specific ways students feel included within similar identity and values-based organizations
- AVA: At the core, the Anti-Violence Alliance exists to minimize and prevent the impact of sexual violence, something that disproportionately impacts marginalized and unrepresented communities (non-white, LGBTQ+, persons with disabilities, and women), although impacts all students through a public health lens

Challenges with Solutions:

- FSL: Members in many of our organizations still struggle with maintaining their GPA. This is especially true in our BGC organizations. Unfortunately, we see students take pauses in their academic journey and/or stay longer due to taking repeated courses
- AVA: None to report

Student Affairs Learning Outcomes:

- FSL & AVA:
 - Gain access to an educational experience

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

Successes:

- FSL: None to report
- AVA: None to report (mentioned in earlier section on demographic and training of new Peer Educators)

Challenges with Solutions:

- FSL: None to report
- AVA: None to report

Student Affairs Learning Outcomes:

- FSL: None to report
- AVA: None to report

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

Successes:

- FSL: None to report
- AVA: In Summer 2019 and Fall 2019, we had a social work intern who did research on prevention programs and best practices. Through her contributions, we were able to imbed Dating/Domestic Violence prevention research into her course and internship work, as

well as provide access to the OneLove programming and educational opportunities we would have otherwise not had the capacity to explore

Challenges with Solutions:

- FSL: None to report
- AVA: None to report

Student Affairs Learning Outcomes:

- FSL: None to report
- AVA:
 - Develop skills to think critically and apply knowledge
 - Gain access to educational experiences

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

Successes:

- FSL: There have been many additional relationships forged through the creation of the United Greek Council and adding Gamma Phi Omega to our community. Additionally, the opportunities available to FSL this summer have been refreshing and innovative. For example, many organizations are abolishing their legacy requirements; therefore, we are moving in that direction at Ferris, due to the explicit and historical exclusionary practices in historically white Fraternities and Sororities
- AVA: This year we entered into a formal relationship with the Michigan Coalition to End Dating and Sexual Violence, bringing our trauma-informed, intersectional, and survivor-centered abilities to the forefront of our awareness, education, and prevention work. This is done through a DELTA Grant opportunity with the Center for Disease Control to hire a staff member to lead prevention work, our peer educators, and our bystander intervention training

Challenges with Solutions:

- FSL: Our fraternities and sororities from all councils struggle with having local, off-campus advisors due to the rural nature of the institution and lack of diversity in the Big Rapids area to initiate alumni or honorary members as advisors, specifically for our BGC and UGC organizations. This is also an issue on campus with overlapping advisors for multiple multicultural FSL organizations as we lack the diversity on staff which, in-turn, creates and upholds the over-taxing labor of our colleagues of color
- AVA: None to report

Student Affairs Learning Outcomes:

- FSL & AVA:
 - Appreciate and increase an understanding of individual differences and similarities within our global society

Additional diversity successes, and challenges with solutions, outside of the Diversity and Inclusion Plan

Successes:

- FSL: Our Greek Life Coordinator participated and helped to facilitate the book discussion on *So You Want To Talk About Race?* By Ijeoma Oluo in Summer 2019; Many FSL members participated in the *Black Lives Matter Enough is Enough* protest held in June on the Big Rapids campus where FSL leaders from Black Greek Council and United Greek Council spoke at the event. This has led to increased conversation in our communities and within our social media that has not been noticed before

- AVA: Many Peer Educators participated in *End Rape On Campus* and in the upcoming SPETCRUM opportunities virtually this summer that had social justice topics related to prevention and responding to sexual violence, especially in underserved communities

Challenges with Solutions:

- FSL: None to report
- AVA: None to report

Student Affairs Learning Outcomes:

- FSL :
 - Appreciate and increase an understanding of individual differences and similarities within our global society
 - Develop skills to think critically and apply knowledge
 - Demonstrate personal responsibility and accountability
 - Gain access to educational experiences
- AVA :
 - Demonstrate personal responsibility and accountability
 - Explore and demonstrate how making healthy lifestyle choices affects their success
 - Develop skills to think critically and apply knowledge

What are your successes, 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.

Successes:

- The Coordinator developed and delivered three one-hour trainings tailored to new and returning Housing staff on LGBTQ+ student needs, and building skills around interrupting oppressive dynamics and supporting positive identity development and student well-being
- In collaboration with Katie Cortright, the Coordinator collaboratively developed and delivered a training on multiple identities and intersectionality for Housing staff during the winter refresher training
- The LGBTQ+ Resource Center delivered LGBTQ+ inclusion training and interactive workshop content for the winter refresher Housing training
- The Coordinator developed training content and a handout for CLACS student staff on LGBTQ+ inclusion
- We piloted a LGBTQ+ Gaymes Night event as part of the 2019 Bulldogs Beginning lineup, which had 50 students attend. In addition, the Welcome Reception saw traffic from 70 students, faculty, and staff
- The Coordinator collaborated with the Director of Equal Opportunity and the Director of Student Conduct to respond to incidents involving heterosexism and cissexism
- The Coordinator and Senior BSW Intern, Lauren McGahan, wrote training material and presented educational and best practice materials to Student Affairs Division staff, as one of the Diversity Committee's "Lunch and Learn" professional development offerings around the complexities of the concept and lived experience of "coming out," and discourse around coming out
- We piloted a Homocoming Reception for Homecoming weekend in the LGBTQ+ Resource Center
- We held a week-long Polaroid Photography program for National Coming Out day in October. Students, faculty, and staff were invited to take photographs or be photographed in any way they wanted to express themselves, many using the specific pride flag(s) of their identity(ies), and then decorate the physical Polaroids with words or art with permanent markers. Some chose to take these tokens of their pride home with them, and some left the photos to be displayed in the LGBTQ+ Resource Center as a visual display that drew attention, fondness, and feelings of pride from visitors all year
- We held the third annual Lavender Graduation in May 2020, which was a planned two-day dual event for both the Grand Rapids campus and the Big Rapids campus. After the Lavender Graduation event, students then pivoted to a joint online program with congratulatory videos. This was covered in a national trans and queer podcast, *Queersplaining*, in 2020. The episode is called "The Queer Class of 2020" and features audio from the event, as well as interviews with two graduates
- We collaborated with RSOs Advocacy and Education for Gender Identity and Sexuality (AEGIS) and Diverse Sexualities And Gender Alliance (DSAGA) to cosponsor DSAGA's drag show in fall 2019; to cosponsor the AEGIS Second Chance Prom, which was moved online in the pandemic; and the department also planned to cosponsor the You Beautiful Black Woman (YBBW) fashion show before it was cancelled due to the pandemic

- Every month from September to June, we held screenings of films centering LGBTQ+ communities of color, including online screenings after the university moved to online programming during the pandemic
- We continued to hold a disability and size inclusive stress-reliever program, All Bodies Dance Party, by Janitza Sawyer-Ocasio, throughout fall 2019
- We successfully continued and increased the frequency of monthly, then biweekly, QTBIPOC student dinners as community builders and support for QTBIPOC students
- In collaboration with a group of students from a Communications course, the Coordinator and the students planned a takeover of the departmental social media to “break the silence” ~#FerrisBTS—which featured student videos and text posts, as well as a Coordinator video and written material to express why each person thought it was useful to speak up for LGBTQ+ justice
- We engaged students with library books and book giveaways, and invited historian and curator, Hugh Ryan, to give a book reading, and participate in a question and answer session during a dinner event for LGBT History Month in October
- The Coordinator spoke as an invited speaker on the topic of disability and sexuality, and worked behind the scenes with the organizer to shift a panel of invited student speakers for Disability Awareness Month to be more diverse and inclusive of queer and trans people of color
- The Coordinator spoke as a panelist at both the 2019 and the 2020 Diversity and Inclusion Summits, and presented workshops on LGBTQ+ inclusion to multiple student leaders in collaboration with student staff of the LGBTQ+ Resource Center
- The Coordinator spoke as a panelist on the topic of body politics from her lived and professional experience in specifically queer and trans fat liberatory and disability justice movements and communities, as well as generally about common issues around embodiment, body image, and desirability politics, at a program organized by the Housing department’s Harmony Project
- The department participated in Wellness Wednesday outreach on positive sexuality and consent, as well as on sexual health and sexuality education for queer, trans-centered, and all-audiences during tabling in the University Center

Challenges with Solutions:

- On several occasions, Dining staff either lost or did not honor QTBIPOC dinner reservations of private spaces, which damaged the trust and risked the safety of program attendees. The Coordinator and student staff QTBIPOC outreach assistant both had conversations with management and began calling ahead the day of the event to ensure that the space would be available, which helped

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Demonstrate personal responsibility and accountability
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

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

Successes:

- The Coordinator and student staff established a more fully functional resource library within the LGBTQ+ Resource Center

- The Coordinator further publicized streamlined Preferred Name procedures to trans students
- The Coordinator provided extensive information, personal connection, and encouragement to prospective transgender and queer students, which has led to a few students enrolling in fall 2020
- After collaborative meetings with VP Pilgrim, AVP Harris, and Assistant Director Ortiz in Housing, as well as the Dean of Student Life and the LGBTQ+ Resource Center Coordinator, Ferris Housing policy changed to allow for gender-inclusive, mixed-gender housing options in all varieties of student housing, reserved outside of the first-come-first-served online housing sign-up system
- After meetings with Housing leadership and building staff, the Coordinator submitted a proposal for a Living Learning Community (LLC) within Housing for students interested in learning about LGBTQ+ cultures and identities, which was accepted for 2019-2020: the LGBTQ+ Liberation House, which may be established in South Bond Hall. If student enrollment does not support the LLC in the wake of COVID-19, the logistics and building blocks will still be in place to roll it out earlier in the course of the year for 2020-2021

Challenges with Solutions:

- The logistical and financial barriers to legal name changes are significant, and not part of student financial need determinations. The Coordinator worked with the Dean of Student Life to connect a limited number of transgender students with additional financial aid out of one-time financial allocations, for them to use for the purpose of legal name change, and additionally the Coordinator is working on establishing a donation-supported scholarship specifically to address transgender students' social and legal transition costs, which can be a barrier to retention and graduation

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Explore and demonstrate how making healthy lifestyle choices affects their success
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

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

Successes:

- We staffed Orientation tables for five weeks during the summer, and made significant contact with LGBTQ+ and ally students and some of their families, as well as strengthening community building with returning students employed by Orientation
- We provided extensive emotional and logistical support to LGBTQ+ students struggling with university bureaucracy and perceived bias or discrimination in housing, social, and classroom situations
- We provided logistical support and advocacy to students dealing with crises at home with families of origin both in person and via online/voice/text communication in the wake of the pandemic
- We built on the continuing weekly LGBTQ+ community building program, Coffeehouse, to build relationships between students and the LGBTQ+ Resource Center and to connect students with resources and with each other. Traffic increased to an average of 20+ students per week

- We collaboratively designed and supported a limited-duration support and discussion group for students questioning their sexuality and gender identities, Kaleidoscope. The group became one of the support group offerings of the Health Center, jointly advertised by our two departments due to the support from Dr. Kathryn Woods of the Social Work department; Counselor, Elisa Cotter; and from Birkam Health Center
- We supported BSW Intern's conception and founding of a support and discussion group, called *Love Like Love*, for bi, pan, and fluid identified students
- We transitioned *Love Like Love* to a dedicated room in the Discord server after the pandemic crisis
- We transitioned the weekly Coffeehouse to a virtual weekly Coffeehouse, which continued to draw student participation through the spring semester and throughout the 2020 summer term
- The LGBTQ+ Resource Center Coordinator personally reached out to dozens of students via email, social media, telephone, and over the Discord server in the wake of the pandemic, and provided regular support, encouragement, and education multiple times per week to returning students and recent graduates
- We held online daily study sessions hosted by LGBTQ+ Resource Center student office assistant, Okema Moore, in the LGBTQ+ Discord server, starting in April 2020

Challenges with Solutions:

- Despite several outreach and communications efforts by the LGBTQ+ Resource Center and the Housing Department, some students communicated to the Coordinator confusion about the policies and processes to opt into gender inclusive on-campus housing. There may be a solution in adding a section or sections to the LGBTQ+ Resource Center website and running a social media campaign at the time of Housing sign-ups, depending on staff capacity

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Enhance their degree of engagement and sense of belonging

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

Successes:

- We continued to employ student staff specialist positions to do outreach to create programming specifically for 1. Transgender populations and 2. Black and Indigenous and people of color communities
- Student staff generalist positions created included racially and gender diverse hires that included members of LGBTQ+ communities with different skills, experience, and backgrounds
- Job descriptions and pay rates for student workers doing complex diversity work were updated and increased
- The Coordinator, Sarah Doherty, is now the Coordinator with the longest tenure in the position, having passed 5 months in the position

Challenges with Solutions:

- The power of hiring and retaining out, visible, queer and trans staff cannot be overstated in creating an LGBTQ+ culture. As the culture of the staff stands, the Coordinator is one of a very small handful of visible, out people working at Ferris. This is neither sustainable nor attractive to marginalized workers. There must be sustained, resourced, targeted recruitment of LGBTQ+ and particularly LGBTQ+ of color workers. This will necessitate

addressing pay inequities and policy barriers that currently exist, as well as an intentional recruitment and retention strategy

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging

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

Successes:

- We initiated and produced an educational document with Dr. Stefanie Snider, co-chair of the KCAD Faculty Committee of Diversity, Equity, and Inclusion, that was sent to all FSU faculty, including all KCAD faculty, at the beginning of each semester, advising on trans- and LGBTQ-inclusive practices and rationales
- The Coordinator spoke on two panels in Professor Elizabeth Post's classroom, as part of a social work panel, as a person with experience in LGBTQ+ higher education social work
- The Coordinator collaboratively developed a training tailored to Education students about K-12 LGBTQ+ cultural competencies, resources, example curricula, and student support
- The Coordinator served as the field supervisor to Senior BSW Intern, Lauren McGahan, who established programming, staffed the LGBTQ+ Resource Center, learned about practice and ethical considerations around creating and maintaining a diverse and inclusive milieu, and completed an independent research project and public-facing presentation on issues facing aging populations of LGBTQ+ people
- The Coordinator served as the field supervisor to Senior BSW Intern, Avley Hentschel, in summer 2020
- The Coordinator collaborated with an undergraduate graphic design for that student's final project on visual branding and designing outreach materials

Challenges with Solutions:

- The Coordinator provided job shadowing and one-on-one interviews for multiple undergraduate students, as well as visiting students from other institutions who were interested in student affairs work, LGBTQ+ work, social work, and higher education work in general
- LGBTQ+ students have continued to feel disempowered to set clear boundaries about what they would talk about, and have felt tokenized or otherwise disrespected in some educational settings. The Coordinator has continued to do work with student leaders to model and validate the process of setting boundaries

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Explore and demonstrate how making healthy lifestyle choices affects their success
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

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

Successes:

- We planned and held a collaborative Professional Development workshop for LEAD By Design and Education students, featuring educational slides and student panelists, which was presented by the LEAD By Design Coordinator, Dr. Kitomary, and an Education undergraduate student, Brianna Bentley
- We used the weekly Coffeehouse program to bring campus and community partners into the LGBTQ+ Resource Center and increase student access to local resources, including the Career Center, Director of Orientation, Title IX Coordinator, and Director of Equal Opportunity
- We held a joint welcome reception for LGBTQ+ and ally students for Kendall College, Grand Rapids Pharmacy, and statewide students in partnership with Kendall College's Nicole DeKraker, Statewide's Jocelyn Goheen, and Pharmacy's Dawn Schavey in August 2019
- The Center participated in multiple career and resource fairs on multiple campuses, including a prospective student resource fair at Kendall, Founders Day tabling, Bulldog Beginnings tabling, Orientation, and more
- The Coordinator made a point of attending each welcome event for students of color throughout the first week of classes, and multiple diverse campus department partner events each month, to build relationships and make the resources and staff of the center known to students
- The Coordinator advocated for LGBTQ+ and people of color specific antiviolence frameworks and programming strategies with the Ferris Anti-Violence Coalition, and planned and executed collaborative social media campaigns to highlight appropriate antiviolence materials from the LGBTQ+ Resource Center library
- The Coordinator collaborated on multiple occasions with the Title IX Coordinator and Equal Opportunity Director to address queer-misic and trans-misic incidents and dynamics brought to their offices' attention, often but not exclusively due to the Coordinator acting as a Responsible Employee
- The LGBTQ+ Coordinator, the Title IX Coordinator, and the Equal Opportunity Director developed and presented joint trainings on LGBTQ+ inclusion and fostering respectful and safe workplace cultures for Dining staff in early and late fall of 2019
- The Center hosted a fall and spring semester Welcome Reception that highlighted campus partners and LGBTQ+ community focused RSOs
- The Coordinator and the student staff QTBIPOC Outreach Assistant, Malik Kingsby, collaborated with the Office of Multicultural Student Services Assistant Director to host a two-day online screening and discussion of a webinar addressing COVID-19, anti-Asian racism, and anti-Blackness
- The department cross-promoted events and supported student staff professional development through paid attendance at select events addressing diverse cultures and identities.

Challenges with Solutions:

- The mostly poor and working class student staff of Ferris State does not have the time or ability to attend events not directly tied to a paycheck or a grade. The contrast between the low attendance at the first Diversity and Inclusion Summit, and the high attendance at the second Diversity and Inclusion Summit at which Student Affairs Division student employees were paid for attending, is a clear example of the power of the division to support student professional development and valuing of diversity, equity, and inclusion through appropriate financial resourcing

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Demonstrate personal responsibility and accountability
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

Additional Diversity Success and Challenges with Solutions Outside of the Diversity and Inclusion Plan

Successes:

- The Coordinator attended multiple professional development webinars, some of which led directly to programming for students
- The Coordinator attended networking and professional development gatherings organized by the National Consortium of LGBT Higher Education Professionals
- In her off-work time, the Coordinator raised money for and built relationships with the Grand Rapids Trans Foundation
- In her off time, the Coordinator founded, organized, and collaboratively led a racial and disability justice mutual aid project to respond to COVID, the Grand Rapids Area Mutual Aid Network, which has distributed over \$130k in cash and grocery donations to disabled, elder, and directly affected people of color in the Grand Rapids area as well as organizing mutual support networks, in partnership with leaders from communities of color and with some students, faculty, and staff of Ferris State University
- In her off time, the Coordinator continues to serve on the board of a national queer and transgender fat justice organization, Nolose, which informs her campus work
- The Coordinator accompanied multiple students through difficult Title IX and Equal Opportunity reporting processes as a supportive staffer, both for students in LGBTQ+ community and also for students not in the LGBTQ+ community who approached the Coordinator as a visibly disabled staffer who might understand and affirm their experiences

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Develop skills to think critically and apply knowledge
- Enhance their degree of engagement and sense of belonging

What are your successes, 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.

Successes:

- The OMSS successfully coordinated and/or sponsored over 40 events throughout the academic year, alongside over 45 campus partners, which included the following cultural awareness events and initiatives:
 - September/October - Latinx/Hispanic Heritage Month Celebration
 - September - Black Student Welcome
 - November - Día de los Muertos Celebration
 - November - Native American Heritage Celebration
 - January - Dr. Martin Luther King, Jr. Celebration
 - February - Black History Month Celebration
 - February - Color of Music
 - March - Women's History Month Celebration
 - March - Women of Achievement
 - April - Asian Pacific Islander Heritage Celebration
 - April - Town Hall on Anti-Asian Racism
 - May - Multicultural Graduate Recognition
 - Various - Conversations on Race Campus Discussion Series
 - Various - Deliberative Dialogues in the Classroom
 - Various - Student organization sponsored events
 - Sigma Lambda Beta (Day of the Dead Ball)
 - YBBW (You Beautiful Black Women Fashion Show, Women's Conference)
 - RHA (Residence Hall Association)
 - BGC (Black Greek Council)

Challenges with Solutions:

- Continued coordination of a variety of cultural awareness opportunities at a quality level with limited funding is a challenge
- Strategically trying to provide adequate high quality virtual programming options in the wake of the COVID-19 Pandemic is a challenge
- Creatively addressing current social justice issues during a stressful social justice climate (i.e., George Floyd, Breonna Taylor, etc.) is especially challenging

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills
- Enhance student learning centered around multiculturalism and inclusion, implicit bias, micro-aggressions, and systemic racism

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

Successes:

- We continued the Multicultural Student Programming Council (MSPC), a delegation of student representatives from various multicultural organizations who promote the history

and traditions of a specific culture, as well as provide support for members of the culture within the campus community

- The goal of the MSPC was to increase intercultural connections, collaboration, and support with multicultural organization student leaders, as well as for the OMSS to better support and engage with those students

Challenges with Solutions:

- As with the previous year, attendance at MSPC meetings was still marginal, and communication and overall planning of organization events continues to be a challenge.
 - To address this challenge, we will continue to meet students where they are on the various social media platforms and via connections like “Group Me” to continue best practice communications efforts with student leaders. In addition, we feel that our model of programming with the students and not just for the students is a best practice model for student engagement

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

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

Successes:

- We facilitated/co-facilitated over 35 group visits and/or presentations in partnership with Admissions for prospective students of diverse backgrounds
- Year-to-year for the past four years, the OMSS has been able to retain between 90 to 95 percent of students who actively participate in our student success programs - the TOWERS Leadership Development Program (Teaching Others What Establishes Real Success) and the Black Male Empowerment Network (BMEN). During the 2019-2020 academic year, over 50 TOWERS & BMEN students earned active recognition for their participation

Challenges with Solutions:

- The OMSS staff availability to facilitate group visits and/or admissions focused events (i.e. Dawg Days and Admitted Student Open Houses) is a challenge
 - To address this challenge, the OMSS has trained our student staff to be available and prepared to be a representative for the OMSS at Admissions events, and to facilitate a presentation at the Admissions office, or to a visiting group that may stop by the OMSS
- Each of our student success programs, TOWERS & BMEN, has their unique challenges, which include attendance and overall participation for the entire academic year
 - As with last year, to address this challenge, the OMSS will continue our approach of engagement during the upcoming academic year, which includes required visits to the OMSS (weekly), one-on-one academic excellence plan meetings with staff and student success coaches (monthly), and connect session workshops and discussions with all students in the specific program (monthly)

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Appreciate and increase an understanding of individual differences and similarities within our global society

- Enhance their degree of engagement and sense of belonging
- Demonstrate personal responsibility and accountability
- Explore and demonstrate how making healthy lifestyle choices affects their success
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

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

Successes:

- The OMSS actively shares opportunities of new position openings 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, as well as attends open forums for candidates seeking administrative positions of influence to diversity and inclusion

Challenges with Solutions:

- Minimal opportunities for advancement of diverse, qualified candidates and current staff

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society

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

Successes:

- The OMSS participated in a “Teaching During Trauma” event to help faculty and others i) recognize that structural racism and individual bias are traumatic experiences for people of color throughout their lives, ii) identify ways in which systemic racism and the current protests against it might impact students and their learning, and iii) identify one or more strategies they might use to support students cognitively and/or affectively (socially/emotionally)

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Support faculty efforts in fostering anti-racism student learning
- Gain access to an educational experience
- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

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

Successes:

- 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 2019-2020 academic year, the OMSS collaborated with over 45 on-campus partners to coordinate successfully 40 cultural awareness programs, which approximately 3000 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 (i.e. success stories, fundraising, etc.)

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Appreciate and increase an understanding of individual differences and similarities within our global society
- Enhance their degree of engagement and sense of belonging
- Demonstrate personal responsibility and accountability
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

Additional diversity successes, and challenges with solutions, outside of the Diversity and Inclusion Plan

Successes:

- None to report

Challenges with Solutions:

- As with last year, obtaining the necessary financial and human resources to provide high quality support and engagement opportunities for our diverse student populations is a challenge
 - To address this challenge, our department continues to assess the impact of our programs and scale down where we can, as well as reach out to partners in Multicultural Affairs at other institutions to gain insights on best practices due to similar constraints

Student Affairs Learning Outcomes:

- Gain access to an educational experience
- Enhance their degree of engagement and sense of belonging

What are your successes, 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.

Successes:

- We continue to work with students regarding civility and respectful communication when working through conflict (OSC)
- Student conduct case managers and appellant agents were provided training in sexual misconduct and the Violence Against Women Act (Title IX)
- Student Employee training was updated to include content around empathy building, as well as non-discrimination and anti-harassment broader than sex/gender based discrimination (Title IX)
- The Title IX Coordinator collaborated with the Athletics department to train all athletes and athletics staff members about sexual violence and bystander intervention
- The Title IX Coordinator hosted virtual “Coffee with Kaitlin” events to increase awareness of the Title IX Coordinator, and to remove barriers to reporting sexual misconduct or relationship violence

Challenges with Solutions:

- We continue to see an influx in student communication that is insensitive to others’ values and beliefs. We are seeking to find an educational approach to help students understand that their words have a drastic impact on others (OSC)
- Increasing the reach of our prevention and education programming is a challenge. We saw a decrease in the number of individuals completing Consent and Respect in 2019-2020 vs 2018-2019. As more programming shifts virtually and we roll out a new product for this education, I am optimistic we will be able to increase our reach (Title IX)

Student Affairs Learning Outcomes:

- Demonstrate personal responsibility and accountability
- Develop skills to think critically and apply knowledge
- Demonstrate effective communication skills

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

Successes:

- None to report

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- None to report

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

Successes:

- The Title IX Coordinator assisted in revising the Title IX content for the online orientation, specifically creating more robust content about sexual misconduct
- The Title IX Coordinator reached out to all students alleged to be affected by sexual misconduct or sex/gender based discrimination to provide accommodations and remedies aimed to aid in their persistence

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- None to report

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

Successes:

- The Deputy **Title IX** Coordinator/Director of Equal Opportunity reached out to all employees alleged to be affected by sexual misconduct or sex/gender based discrimination to provide accommodations and remedies aimed to aid in their persistence

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- Appreciate and increase an understanding of individual differences and similarities within our global society

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

Successes:

- Student Employee training was updated to include content around empathy building, as well as non-discrimination and anti-harassment broader than sex/gender based discrimination (**Title IX**)

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- None to report

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

Successes:

- We have partnered with Ten16 Recovery Network to open a collegiate recovery center on campus for students in substance abuse recovery (**OSC**)
- We created and updated MOUs with the law enforcement agencies within the county as well as with **WISE (Title IX)**

Challenges with Solutions:

- The new Title IX regulations include significant procedural requirements that necessitate more people being involved in the resolution of these complaints. This creates an opportunity for us to cross train other campus partners who can assist with the process while diversifying their experience and providing new insights and ideas to our process

Student Affairs Learning Outcomes:

- Gain access to an educational experience.

Additional diversity successes, and challenges with solutions, outside of the Diversity and Inclusion Plan

Successes:

- None to report

Challenges with Solutions:

- None to report

Student Affairs Learning Outcomes:

- None to report