

2021-
2022

Student Affairs Diversity Report

OCTOBER 2022

The Division of Student Affairs is committed to helping students be successful and thrive in the University community as their full and authentic selves. Our collaborative work is aligned with the goals of the 2016-2021 Diversity and Inclusion Plan, and achieved through programs, services, resources, advocacy, and recruitment that values each person 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 meets regularly and provides opportunities for our division to discuss, advocate, collaborate, and support efforts to increase diversity, equity, and inclusion throughout our division and across the University. Moreover, they coordinate professional development for employees to enhance their understanding and knowledge about diversity, and this increased understanding and knowledge enable all of us to better serve our diverse students.

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)
- Student Life (Dean of Student Life Office, Office of Multicultural Student Services (OMSS), Birkam Health Center/Personal Counseling Center (BHC/PCC), Student Conduct Office, Title IX, University Recreation, the University Center, the LGBTQ+ Resource Center, Fraternity & Sorority Life, Anti-Violence Awareness (AVA), Career and Professional Success (CPS), and the Center for Student Involvement (CSI).

This report provides numerous examples of the work that is accomplished by individuals and groups throughout the division and in collaboration with others across the University. A few examples of such collaboration are as follows: the numerous programmatic weeks OMSS collaboratively coordinates to educate and celebrate our community, the broad scope of outreach and programming coordinated by the Anti-Violence Alliance, the myriad of training opportunities fostered for our student affairs professional staff, faculty and student teams and the focus on recruitment and retention activities designed to assist our students. These and all of the material in this report are continued examples of the ways we advance our University's Core Value of Diversity and to help all of our students find their own success.

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 are shared as well as how to utilize resources, and key faculty and staff are introduced. In addition, students are able to make healthy networking connections with their peers who share their interest of study

SEPTEMBER

- **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, in partnership with the Center for Latin@ Studies (CLS). 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
- **Celebrate Bisexuality Day** – organized, implemented, and sponsored by the LGBTQ+ Resource Center. Events coordinated on this day are to recognize and celebrate bisexual people, the bisexual community, and the history of bisexuality

OCTOBER

- **Hazing Prevention Week** – organized, implemented, and sponsored by Greek Life and Club Sports. This week is filled with a variety of events and education addressing culture of care, bystander intervention, and hazing awareness
- **Domestic Violence Awareness Month** – organized, implemented, and sponsored by the Anti-Violence Alliance in partnership with the Dean of Student Life office, the Center for Latin@ Studies, the LGBTQ+ Resource Center, and the Women’s Information Service (WISE). These month-long coordinated activities raise awareness about domestic violence and unhealthy relationships, discuss prevention of domestic violence, and other ways to support survivors and victims

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+ Resource 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
- **Leadership Conference** – organized, implemented, and sponsored by the Center for Professional Success (CAPS). 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

DECEMBER

- **World AIDS Day Events** – organized, implemented, and sponsored by the LGBTQ+ Resource Center. Events that are coordinated for this day are focused on raising awareness about the status of the AIDs pandemic and encourage progress in HIV/AIDS prevention, treatment, and care around the world

JANUARY

- **MLK Celebration Events** - organized, implemented, and sponsored by the 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 Center for Student Involvement. This campaign provides campus with a visual representation of our welcoming community, and includes buttons and yard signs welcoming students
- **Stalking Awareness Week** – organized, implemented, and sponsored by the Anti-Violence Alliance. These events promote awareness of stalking, especially cyberstalking, highlight the impact of stalking on students, and present ways to recognize and prevent stalking behavior in the community

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
- **OMSS Shop to Support** – organized, implemented, and sponsored in collaboration with the Ferris Outfitters Store. This event allows the OMSS to place apparel and items in the store for purchase that support the needs of the Black community. This impacts diversity on our campus by making products available to the African American population that are not otherwise accessible on campus
- **Dating Violence Awareness Month** – organized, implemented, and sponsored by the Anti-Violence Alliance. These events promote awareness and understanding of healthy and unhealthy relationship dynamics aimed at students with limited or no dating experience. The events highlight the impact of unhealthy relationship dynamics on mental health and wellbeing

and provide students with opportunities to learn how to support a friend or a loved one who may be experiencing dating violence

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
- **DEI Summit** – organized, implemented, and sponsored by both the OMSS and Center for Student Involvement (CSI). This is a collaborative event for student organization members and leaders where they will learn about and engage in conversation around diversity, anti-bias, and inclusion

April

- **Multicultural Graduate Recognition Celebration**– organized, implemented, and sponsored by the OMSS in collaboration with CLS, First Gen, the Honors Program, and the LGBTQ+ Resource Center. This event is designed to pay special recognition to underrepresented backgrounds who have been approved to participate in commencement, thus fulfilling their requirements in earning an associate's degree, bachelor's degree, master's degree, or higher in a program of study from Ferris State University
- **Sexual Assault Awareness & Prevention Month** – organized, implemented, and sponsored by the Anti-Violence Awareness (AVA), the Social Work program, 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

ON-GOING

- **SISTAH Circle** – organized, implemented, and sponsored by the OMSS. This initiative is designed to address issues faced by women of color professionally, academically, and socially. The goal is to increase retention and graduation as well as create support and a sense of belonging amongst this demographic by coordinating discussions, workshops, and activities that foster empowerment
- **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
- **Wednesday Night Coffee House** - organized, implemented, and sponsored by the LGBTQ+ Resource Center. This weekly event is an open social hour for LGBTQ community members and allies to come together and discuss current issues facing the community, advocacy, and innovative programming to support the community

Identify and list progress made toward each Diversity Plan goal (6) and the progress (from July 1, 2021 to June 30, 2022).

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

- **The Anti-Violence Alliance (AVA)** created a workshop about relationship green flags and the relationship equality wheel for the LGBTQ+ community on campus. The AVA attended a Coffeehouse with the LGBTQ+ Resource Center to talk about healthy and unhealthy relationship dynamics and the LGBTQ+ Power and Control wheel. The AVA tabled at the “Bulldog Family Asada” during Friends and Family weekend and co-hosted a film screening for *The Ovarian Psycos* with the Center for Latin@ Studies for Hispanic Heritage month. Finally, the AVA hosted a workshop to discuss ways to engage the Black community in domestic violence prevention, facilitated a discussion with Sistah Circle about dating violence, and hosted a workshop about sexual violence in the Black community.
- **The Birkam Health Center (BHC)** continues to promote physical and mental health wellbeing to all students enrolled at Ferris State University. Our licensed clinical staff have participated in training regarding implicit bias, gender affirming care, and human trafficking. We provide preventative services to keep students well and on track with their academic goals.
- **The Personal Counseling Center (PCC)** prides itself on being open, inclusive, and affirming. The PCC hosted educational outreach programs that highlighted the needs and challenges that students face who come from low socioeconomic backgrounds. The PCC presented mental health presentations to multiple student groups on campus including YBBW, the LGBTQ+ Resource Center, FSUS, Resident Advisors, OMSS, and the Center for Latin@ Studies.
- **Title IX** provided training to student conduct case managers and appellant agents for sexual misconduct incidents. Student employee training was provided to offices across the University which included content around empathy building, as well as non-discrimination and anti-harassment broader than sex/gender-based discrimination.
- The Title IX Coordinator collaborated with the OVW Project Director and Director of Equal Opportunity to train all athletic staff members about sexual violence and bystander intervention (**Title IX and AVA**).
- The **Office of Multicultural Student Services (OMSS)** hosted its Annual Black Student Welcome in the IRC Connector. The Black Student Welcome aims to support students who identify as Black/African American by welcoming them to campus and building a sense of belonging, community, and pride at Ferris State University. Students were able to mix and mingle, meet staff, enjoy music, dance, play games, and hear a special inspirational message from Dr. Pink. The Welcome was well attended with 60+ students.
- The **Office of Multicultural Student Services** hosted its Annual Open House. Students had the opportunity to meet the OMSS staff, learn about leadership development programs, employment opportunities, and upcoming events. Over 50 students, faculty, and staff participated in the event.

- The **Office of Multicultural Student Services** hosted its Annual Get Acquainted Day where Multicultural student organizations and campus departments provided students with information on how to get involved on campus and the resources available to them. Students also were able to mix and mingle and enjoy music. Over 70 students checked into the event as they transitioned between classes.
- The **LGBTQ+ Resource Center** collaborated with the Registrar's office to provide a workshop on access and the use of the preferred name policy to the university community.
- The **LGBTQ+ Resource Center** Coordinator worked closely with the Dean of Students to implement the establishment and use of gender-neutral restrooms on campus.
- The **LGBTQ+ Resource Center** hosted the 2nd annual "All Bodies Matter" party & picnic to support the intersectional identities of FSU students.
- The Admissions application was updated to include an additional selection for identifying the sex of the applicant. Under 'Legal Sex,' one may now select from 'male,' 'female,' or 'other sex not listed' to reflect the State of Michigan's standards for selection on State ID and Driver's Licenses as well as those in use on the Common Application for Admission - a widely used national application (**Admissions**).
- Enrollment Services staff underwent web-based training on the University's GCN Platform in September and October of 2021. The sessions were: Diversity for Employees, Diversity for Supervisors, LGBTQ Awareness, and Transgender & Gender Non-Conforming Awareness (**Enrollment Services**).
- Enrollment Services staff underwent Equal Opportunity Office Training on best practices for serving on hiring committees and a review of the University policies related to searches (**Enrollment Services**).
- The Orientation Folder, given to all new students, was designed with the tagline, "If you can be anything, be inclusive," and featured a listing of all offices and services across the University that support diversity. The folders were also donated to the *Promoting the Public* event to hand out to high school counselors from throughout the State of Michigan (**Orientation**).
- The "If you can be anything, be inclusive" design was repeated on the elevator clings in the Timme Center for Student Services (**Enrollment Services**).
- **Career and Professional Success (CAPS)** facilitated with Dr. Pilgrim to lead a portion of the CAPS and Peer Coaching staff training that focused on equity and increasing students' sense of belonging.
- **University Recreation** included two DEI sections within the all-staff student training. The first session was on micro-aggressions and how these can affect fellow classmates, student workers, and patrons using the Student Recreation Center. The second section was on unconscious bias training focusing on identifying individual biases and how biases can play a major role in decision making.

- UREC also offered their student employees paid DEI training at the Diversity, Equity, & Inclusion Summit offered on March 31 (**University Recreation**).
- UREC created a fitness and wellness coaching program designed for students of all workout backgrounds and experiences. Our students worked one-on-one with other students to create a specific workout plan based on each individual student's needs. The goal behind this was to get them in our facility, comfortable with using our equipment, and feeling better and more confident about themselves (**University Recreation**).
- The **Center for Student Involvement (CSI)** co-lead the development of the Ferris State University Diversity, Equity, and Inclusion Summit along with the Office of Multicultural Student Services and Kendall College of Art and Design.
- The **Center for Student Involvement** provided campus programming to support cultural heritage month celebrations.
- The **David L. Eisler Center** hosted the Ferris State University Diversity, Equity, and Inclusion Summit in the Spring semester at no cost to the organizers. Additionally, all student staff were encouraged to attend and paid for their time while attending.

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

- The Office of Student Conduct staff participated in professional development for restorative justice, social justice mediation, and other conflict resolution practices in order to build a spectrum of conflict resolution options for students, address concerns related to student behavior or experience at Ferris that do not violate University policy, and offer an additional conflict/concern resolution process that may be more in line with the students' cultures (**Office of Student Conduct**).
- The **AVA** moved into their office spaces in the Birkam Health Center, providing a location for peer educators to come and socialize, meet with their supervisor, and work on projects for the AVA. The office space provides peer educators with the opportunity to meet and get to know students who are not in their grade or classes but with whom they share interests and work.
- **Birkam Health Center** supports diversity by offering patient specific/individualized care that ensures confidentiality. BHC promotes inclusion by identifying and using a patient's preferred name and pronoun(s) during each stage of their visit.
- **The PCC** strives to maintain best practices in our operations and therapeutic approach. The PCC participates in regular continuing education to stay up to date with all relevant field research that would impact our diverse student body.
- The **Office of Multicultural Student Services'** programming supports diversity and promotes inclusion by providing learning opportunities for students and the campus community (Sistah Circle and Black Male Empowerment Network leadership development programs, monthly cultural heritage celebrations, and various social justice events). OMSS continues to promote an inclusive environment in FLITE, Suite 159, where all students are welcomed and supported. The OMSS strives to educate *all* students on the value of differences and embracing other cultures by being

welcoming to all in the office and offering all students the same opportunities to engage and uncover the ideals of inclusion in a social setting. The OMSS strongly encourages students to take what they have learned by visiting the office and share it with somebody else and challenges them to bring a peer the next time they return.

- The **LGBTQ+ Resource Center** expanded the use of the discord server (established in March 2020) to improve accessibility to programming, support groups, and community.
- The Office of Institutional Research and Testing reports that from Fall 2021 to Fall 2022, total enrollment for Ferris overall declined and Ferris students with a race or ethnicity other than white also decreased, but at a much lower rate. There was a decline in the overall population of 2.8%, but an increase in the number of African American, American Indian/Alaskan Native and Asian students while Hispanic students were flat.

Race and Ethnicity	22 Fall Total	21 Fall Total	Up/Down	% Up/Down
American Indian/Alaskan Native	75	52	23	44.2%
Asian	178	177	1	0.6%
Black/African American	874	818	56	6.8%
International	135	145	-10	-6.9%
Hispanic	647	648	-1	-0.2%
Hawaiian/Pac Islander	9	5	4	80.0%
Two or More Races	312	385	-73	-19.0%
White	7444	7713	-269	-3.5%
Unreported	398	418	-20	-4.8%
Total	10072	10361	-289	-2.8%

- The Registrar’s Office and Institutional Research collaborated with the Navigate Team to provide enhanced retention and student success data for students to feed into the system for implementation (**Registrar’s Office/Institutional Research**).
- The Dean of Enrollment Services and the Dean of Student Life participated in the NASPA Summer Internship Program and hosted an intern for the Summer of 2022. Our intern, Kai Davison, worked on a variety of projects centered on diversity and inclusion particularly in their work with the LGBTQ Center. They performed assessment activities for the office, assisted during Orientation, completed data entry projects with the Registrar’s Office, and more (**Enrollment Services**).
- **CAPS** provides “Coffee and Careers” one time per month within the following identity centers: Veteran’s Resource Center, Center for Latin@ Studies, Office of Multi-cultural Student Services, and International Education.
- **CAPS** purchased a professional headshot photobooth. It provides a free opportunity for students to take professional photos for their networking profiles. This allows students without a device, location, or knowledge to have an excellent professional headshot photo.
- **University Recreation** redesigned our cardio area to make it more welcoming and inviting for all patrons. This design allowed for a better flow throughout the fitness area eliminating users from

being in awkward or uncomfortable positions while working out. Students felt less stressed and more at ease while using the cardio equipment.

- **University Recreation** updated our soft fitness area and studio with newer and more advanced equipment. These areas allow students to work out in a more private and individualized setting.
- **University Recreation** began the school year with 31 club sport teams and over 500 student members. We promote sports of all kinds and competitive levels to include all student interests, no matter how big or small.
- The **David L. Eisler Center** created stronger branding to identify single user restrooms that proudly state that they are accessible for all genders, and available for families and companions. The David L. Eisler Center also funded automatic door openers for all single-user and gender-neutral restrooms to make them more accessible.
- The **David L. Eisler Center** increased signage to promote elevator locations in the facility.

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

- The Office of Student Conduct partnered with the Department of Public Safety and Housing and Residence Life to address inequities in referrals to the Office of Student Conduct. Informal (non-conduct) processes, with recordkeeping, were created to address low-level concerns (**Office of Student Conduct**).
- The OVW Project Director wrote several recommendation letters for peer educators seeking to enroll in graduate school and obtain employment in related fields (**AVA**).
- **Birkam Health Center** provided countless amounts of covid testing, covid resources, information/education, and vaccinations during the pandemic to promote physical wellbeing of our student body and faculty/staff. Optimal physical wellbeing promotes success in the academic endeavors of the student. These were provided free of cost to any student, faculty, or staff regardless of their ability to pay.
- **The PCC** strives to be culturally competent in our therapy practice of being mindful of the various intersections of identity that impact our student's experience in order to effectively help them reach their counseling goals.
- The **Office of Multicultural Student Services** collaborated with the Office of Admissions and Transfer and Secondary Partnerships to introduce FSU charter school students to the University. Students from Hope Detroit, Voyageur Academy, Michigan Collegiate, and Creative Technology Academy received resources available at FSU. In addition, students participated in a panel discussion about college life with current FSU students.
- The **Office of Multicultural Student Services** hosted its Annual Multicultural Graduate Recognition Program in partnership with the LGBTQ+ Resource Center, the Honors Program, the Center for Latino Studies, and First Generation. Fifty students were recognized for their academic success with certificates, cords, and pins.

- The **OMSS FSU MI GEAR UP** traveled to target school sites (Muskegon Middle School, Baldwin Junior High, and Morley Stanwood Middle School) to provide 192 eight grade students in-school tutoring programming. During in-school tutoring, “College Positive Employees” who are current FSU students, provided on-site, one-to-one peer mentorship for identified students, reviewed academic performance, and promoted FSU recruitment.
- The **OMSS FSU MI GEAR UP** traveled to target school sites (Muskegon Middle School, Baldwin Junior High, and Morley Stanwood Middle School) to supplement after-school tutoring programming for 46 student participants. During after-school tutoring, “College Positive Employees” who are current FSU students regularly meet with program participants to review academic progress, overall wellbeing/development, and promote FSU recruitment.
- The **OMSS FSU MI GEAR UP** traveled to target school sites (Baldwin Junior High, Muskegon Middle School, and Morley Stanwood Middle School) to provide assembly programming for 119 student participants. During the 50-minute assembly programming, FSU MI GEAR UP provides college access information, and offers knowledge and skills for the student participants.
- The **OMSS FSU MI GEAR UP** hosted a KCP College Day for 384 total students from local K-12 school sites. KCP College Days introduce students to the idea of postsecondary options after high school and attending a four-year institution. Students come to FSU campus and receive an Admissions presentation. They also participate in a career exploration activity, have lunch on a college campus, and interact with a CPV (College Positive Volunteer) student panel.
- The **OMSS FSU MI GEAR UP** hosted a 5-night residential experience and introduced 28 program participants to the idea of attending a four-year institution. Students had the opportunity to participate in college readiness and/or career exploration activities. These activities help them gain a more defined perspective of their educational strengths and choices for careers. In addition, student participants got to experience career shadowing at the Grand Rapids Public Museum, John Ball Zoo, Van Andel Institute of Education, Kent County Department of Public Works, Grand Rapids Community College, and Ferris State University Kendall College of Arts and Design. This experience was for career exploration in the following subjects: Veterinarian Science, Biology, Engineering, Archeology, Fashion Design, and/or Digital Animation.
- The Office of Scholarships & Financial Aid revamped the qualification criteria for the WNF Scholarship Program to eliminate test scores for all but the highest level (Founder’s Award). Taking standardized tests (like the SAT or ACT) is particularly challenging for students of color and low-income applicants. The change to the criteria helps us recruit and retain a diverse student population (**Financial Aid**).
- The self-report for high school and college transcripts as well as for test scores is now a permanent practice for students seeking to apply to the University. Self-reporting reduces extra steps for students as well as saves money associated with sending score reports and transcripts. It provides an opportunity to connect with applicants and move them to an admitted status sooner (**Admissions**).
- The Office of Scholarships & Financial Aid collaborated with the Center for Latin@ Studies to create an information resource to help families better understand the college application and financial aid process. The goal of the bilingual document is to improve access by enhancing understanding of how to afford a college education (**Financial Aid**).

- Ferris is the only one of the Michigan Public Fifteen Universities that has a zero-cost application for admission for the Fall 2023 cycle. Access is a critical driver in this philosophy. Application fees typically begin at \$30 and may grow to \$75 or more. With more students submitting applications to three schools or more, the costs can add up quickly (**Admissions**).
- The Office of Scholarships & Financial Aid completed their second year of the innovative Verification Completion Program to encourage students to complete their FAFSAs. By placing a priority date of May 15 for prize eligibility, students were encouraged to contact the staff with questions and concerns. While the overall completion rate for the State of Michigan was flat compared to the previous year, our completion rate increased by 2%. Financing remains a significant barrier to diversifying the student constellation at Ferris, and FAFSA is often a challenging process. The program assisted both continuing and perspective students to optimize the dollars they received (**Financial Aid**).
- The Michigan Veterans Affairs Agency, an operation of the state government, has granted 2022 gold-level status to Ferris State University's programming designed to assist students with military service backgrounds (**Admissions**).
- Virtual and remote opportunities are critical in our efforts to attract and retain a diverse student body. These are important points of connection that provide a convenient view of what the University has to offer. The Office of Scholarships and Financial Aid offer a variety of mechanisms for students to interact with them in the mode they most prefer (**Financial Aid**).
 1. Calendly **virtual** advising appointments: 1373
 2. Walk-in advising appointments: 470
 3. Front Desk visits: 1197
 4. Inbound Phone calls: 63,647
- Admissions partnered with representatives from the LGBTQ Center and KCAD to have a booth at the Grand Rapids Pride Day event. Staff and students handed out Ferris merchandise (we ran out and had to get more) and provided information to potential applicants to both Ferris and KCAD (**Admissions**).
- With the return of group tours and visits to our Admissions Office, we distributed \$20,000 to schools to assist with the transportation costs associated with a student program. These dollars target areas with limited resources who often don't have the opportunity to experience a college visit (**Admissions**).
- Admissions' group visits were back in person and very much in demand in 2021-2022. Admissions hosted over 25 groups, with a focus on groups where significant proportion of those visiting were people of color. In total more than 500 students attended those visits (**Admissions**).

Groups included:

1. Lincoln High School (Warren, MI)
2. Hope Academy of West Michigan
3. Godwin Heights High School

4. Wayne Memorial High School- Upward Bound
 5. Oceana County (Hart/Shelby) Migrant Students (collaboration with CLS)
 6. WMU Upward Bound
 7. Southwest Michigan College Educational Talent Search
 8. GRCC Gear-Up
 9. Jalen Rose Leadership Academy
 10. Bridgeport High School
 11. Oakland University Upward Bound
- Resulting from the ongoing pandemic, most of our high school visits were virtual instead of face-to-face. The situation impacted our ability to reach students across Michigan and the Midwest Region and was particularly acute in areas of diverse recruitment. Wayne County (where Detroit Public Schools are located) had strict covid measures in place forbidding recruiters from entering their buildings. In Fall 2021, our Admissions Recruiter was able to start to schedule more in-person visits again. With the ability to conduct in-person high school visits and attend college fairs face-to-face, we saw an increase of 36 FTIACS attending Ferris in comparison to the Fall 2021 enrollment number in Wayne County (**Admissions**).

2021 to 2022 Fall Application/Admit/Enrollment Data Comparison:

County	2021 FTIAC Applications	2022 FTIAC Applications	2021 FTIAC Admits	2022 FTIAC Admits	2021 FTIAC Enrollment	2022 FTIAC Enrollment
Kent	2,296	2,358	982	1164	203	229
Macomb	788	960	437	567	36	77
Muskegon	523	640	261	362	44	78
Oakland	845	1049	427	643	75	77
Ottawa	759	868	412	576	85	117
Wayne	1779	2077	939	1241	67	103

- The First Year Peer Coaching program within CAPS, provides a student leader for each FTIAC student. Coaches are trained on how to appreciate inquiries, pronouns, and common characteristics amongst our diverse array of students. They assist all FTIAC students with creating a sense of belonging at Ferris State. (**CAPS**).
- CAPS events in 2021-2022 saw the following ethnic participation: 3.4% multiracial, 3.4% Asian, 7.3% Hispanic/Latino, 7.6% Black, and 74.4% White (**CAPS**).
- **University Recreation** offers a large variety of programming through club sports and intramural sports that help recruit students to campus and keep students on campus once they arrive. These programs get students involved on campus and connected to resources across campus.
- **University Recreation** continues to be present at Dawg Days to inform students on everything that is available to them through UREC.
- UREC staff meet with tour guides to update them on new programs, equipment, and spaces available for students inside the SRC to help recruit prospective students to Ferris (**University Recreation**).

- The Center for Student Involvement helped sponsor Sigma Lambda Beta's, *Fraternity Inc. Day of the Dean Ball*.

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

- **The AVA** recruited 15 students from across the campus who were enrolled in various programs and came from different backgrounds, including international students, student athletes, and first-generation students to join the peer educator team. The peer educator program helped provide an additional layer of support for students' academic achievements on campus and developing a sense of belonging within the Ferris community.
- **Birkam Health Center** employs individuals trained in cultural competence and implicit bias training to better serve one another as members of the health care team.
- **The PCC** has not hired any new professional staff in the last 5 years; however, actively recruit and train a diverse group of student workers yearly.
- The Title IX Coordinator or 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 (**Title IX**).
- The **Office of Multicultural Student Services** provided *First Thoughts* diversity presentations to faculty/staff groups, including the cohort of staff participating in the Ferris Employee Leadership Development (FELD) Program.
- The **LGBTQ+ Resource Center** has been restructured to have its first full-time coordinator position.
- The **LGBTQ+ Resource Center** provided trainings and workshops to housing staff, RSS/FLITE staff, and Admissions staff.
- Enrollment Services is pleased to add two new recruiters to our full-time Admissions staff who provide support in key areas of DEI. Our first new recruiter is a first-generation student of color and a Ferris graduate. She has recently completed an internship with the Center for Latin@ Studies. Our second addition is a Veteran pursuing a master's degree from KCAD (**Admissions**).
- In addition, an additional staff member was added to the full-time financial aid advisors to better balance gender identification in the office (**Financial Aid**).
- Our Student Admissions Representatives (STARs) and Orientation Leaders programs embrace diversity on campus. This year, about one third of our STARs and Orientation leaders are from diverse group (**Admissions & Orientation**).
- The Director of University Recreation led the Assistant Director of Student Conduct search which brought in a diverse applicant pool (**University Recreation**).
- Each professional staff member in UREC served on at least one hiring committee this past year to assist in promoting a diverse workforce to campus (**University Recreation**).

- UREC continues to hire and train a diverse student workforce. We always offer and accept applications and hire two or three times per year. We provide every student with an interview process in which we ask the same questions. We have at least one professional staff and one student staff in each interview to make sure we are hiring a diverse staff (**University Recreation**).
- The **Center for Student Involvement** intentionally recruited a diverse student staff workforce to better reflect the student population.

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

- During training for the peer educators, the OVW Project Director created an additional training session to specifically address the ways interpersonal violence shows up differently for different marginalized communities, including Black, Indigenous, and LGBTQ+ survivors, and the role we play in helping to bring awareness to the intersectionality of survivors in our community. In our bystander intervention curriculum, we incorporate training on how one's own identities may impact the type of intervention method they will feel most comfortable using and have the audience think about how their identities may help them intervene more effectively. We also incorporated scenario-based exercises into the curriculum that highlight how different groups might talk about and experience interpersonal violence and unpack how our reactions to those experiences change with the identities of the victims (**AVA**).
- **Birkam Health Center** provides gender affirming care by administering hormones and providing for the physical wellbeing of all gender students.
- The **Office of Multicultural Student Services** facilitated "First Thoughts" Diversity Trainings to several FSUS courses and Residence Advisors. Participants learned how to build cultural competency through self-reflection and group activities.
- The **OMSS FSU MI GEAR UP** partnered with the Detroit Area Pre-College Engineering Program (DAPCEP) and target school sites (Morley Stanwood Middle School, Baldwin Community Schools, Muskegon Middle School, and Muskegon Heights Academy) to provide 3 interactive STEM workshops. Student participants were transported to FSU campus and introduced to the creative process of becoming an engineer. Student participants engaged in STEM career exploration activities, had lunch on a college campus, and interacted with a CPVs (College Positive Volunteer) student panel.
- The **LGBTQ+ Resource Center** expanded the lending library of LGBTQ literature to better reflect, support, and meet the needs and identities of the campus community.
- The Office of Institutional Research created a new series of dashboards using the Power BI platform. They include race and ethnicity information on new FTIAC and Transfer enrollment, as well as information on applications, university enrollment, and graduation (**Institutional Research**).
- The Office of Institutional Research, in collaboration with the Dean of Enrollment Services, hosted a series of discussions on the results of the National Assessment of Collegiate Campus Climate

survey (NACCC survey to the Ferris and KCAD campuses). The detailed results were shared and specialized reports for the KCAD campus were created (**Institutional Research/Enrollment Services**).

- **CAPS** held a “Design Your Life” book club. The book assists people in discovering their passions along with their skills and interests to find a career that meets their needs. This includes looking at their unique backgrounds, interests, and expectations.
- **University Recreation**, along with Student Life, launched the You@Ferris platform. This platform is a 24/7 well-being portal that students can access anytime, from wherever they are, and offers over 2,000 diverse resources, both on and off campus, to help students succeed while attending Ferris State. Within the first 12 months, there were over 1500 students that signed up for the platform.

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

- The **AVA** hosted a facilitated conversation with Sistah Circle about dating violence and the challenges young women of color face in the dating world on campus. The conversation provided an opportunity for members of Sistah Circle to engage with the AVA, learn more about what we do, and ask questions and discuss topics that were relevant to their individual experiences. The AVA has been connecting with local law enforcement providers to build a stronger, more collaborative relationship to help keep the community safe. The hope is to be able to provide training to law enforcement partners that will increase their awareness and understanding of intersectionality for students on campus.
- **BHC** continues to collaborate with ElevateU on various health related topics. With ElevateU, we provide free education on Wellness Wednesdays. We provide and coordinate care with other members of the health care team to better serve our student population. We maintain partnerships with the Counseling Center, Ferris Youth Initiative, College of Pharmacy, and the College of Health Professionals Nursing program to provide vaccine clinics.
- The **PCC** partners yearly with multiple groups on campus to provide mental health educational programming. Last year we partnered with OMSS, the LGBTQ Resource Center, the Center for Latin@ Studies, Residence Life, Greek Life, the Anti-Violence Alliance, and FSUS to provide mental health trainings to students in each group.
- The **Office of Multicultural Student Services** collaborated with the College of Pharmacy to identify strategies to recruit a diverse pharmacy student cohort.
- The **Office of Multicultural Student Services** became an official partner of the Battle Creek Central High School Career Academies in Battle Creek, MI. This partnership includes supporting the high school students in career exploration and presenting Ferris as an obtainable option to their desired career pathway.
- The **LGBTQ+ Resource Center** staff joined the PRIDE Big Rapids Board and played an instrumental role in the planning and execution of Big Rapids PRIDE, and an active role in Grand Rapids PRIDE.

- The Registrar's Office and Institutional Research Office provided data and insight to the Aspen/AASCU Transfer Intensive on Student Success and Equity. The project focused on transfer and equity, one-on-one consulting with experts, and worked to identify, collect, understand, and utilize critical transfer outcomes and equity data (**Registrar's Office & Institutional Research**).
- Three staff members from the Enrollment Services family continue in the Ferris Youth Initiative program for the Fall 2022 cohort (**Enrollment Services**).
- **CAPS** staff participate and chair activities of the Ferris Equity Initiative and Navigate. CAPS is a care unit and fully utilizes Navigate for student case management.
- **CAPS** provided a presentation, resume critiques, and simulated interviews for all the students in the Ready for Life program. Staff continue to serve on the Ready for Life Advisory Board.
- The Director for UREC served on the Diversity and Inclusion Committee (**University Recreation**).
- The Club Sports program collaborated with the AVA to host BIB training for all club sport presidents (**University Recreation**).
- **University Recreation** hosted two blood drives with Versiti that provided over 100 pints of blood, which estimates to saving over 100 lives. This blood drive helps a diverse amount of people within the Big Rapids and Grand Rapids area.
- The **Center for Student Involvement** partnered with the Saginaw Chippewa Indian Tribe and the Ziibiwing Center to host their traveling exhibit on campus, as well as visited the Ziibiwing Center to meet with staff and gain a better understanding of the Anishinabek people, history, and culture.

7. List actions to address/implement initiatives in the University Strategic Plan (6 Themes) from July 1, 2021 to June 30, 2022

https://www.ferris.edu/strategic-planning2/strategicplan19_24/pdfs/StrategicPlan2019_2024.pdf

- Institutional Effectiveness, Initiative 1: The Office of Student Conduct has reviewed and updated communication that is sent to students to increase their understanding of the student conduct process (**Office of Student Conduct**).
- Student Success, Initiative 3: The OVW Project Director implemented an internship for a communications major to incorporate communication skills into workshop creation for interpersonal violence prevention and the creation of a training manual for the facilitation of our bystander intervention program. Approaching interpersonal violence prevention from a communication perspective was a unique way for the student to blend what they learned in their degree to our work on campus and provided audience members with additional skills for navigating tough conversations and dynamics in relationships (**AVA**).
- Student Success, Initiative 2: **Birkam Health Center** promotes the dimensions of physical and mental/emotional wellness to foster academic success to students at Ferris State University.

- Student Success, Initiative 2. Symptoms of a mental health disorder can have profound and negative impacts on a student's ability to be successful in college. **The Personal Counseling Center** works hard to help educate and treat students who are having difficulty managing their mental health so they can successfully complete their degree and go on to be successful both professionally and personally.
- Student Success, Initiative 2: The Title IX Coordinator reached out to all students who disclosed experiencing sexual harassment or sexual misconduct to offer supportive measures and accommodations. These supportive measures help support academic success when a student is working through the aftermath of an incident (**Title IX**).
- Student Success: The **Office of Multicultural Student Services** supports student success through our GEAR UP Programming in targeted districts who have low socioeconomic status and are Pell eligible. This demographic of students has a high percentage of Tuition Incentive Program (TIP) eligibility and given Ferris' unique standing in offering associate degree programs, the OMSS contributes to the pipeline of matriculating these students to Ferris State University.
- Student Success: **The Office of Multicultural Student Services** provides a supportive and welcoming environment to *all* students, operating within OMSS' 5 pillars: Advocacy, Mentorship, Leadership Development, College Access, and Cultural Awareness. The OMSS provides rich learning and engagement opportunities, access to free printing and school supplies for Ferris students, and various engagement opportunities to develop transferrable leadership skills through initiatives such as SISTAH Circle and BMEN.
- Pride and Community: **The Office of Multicultural Student Services** has built an intentional partnership and mentorship program with the Ferris State University Black Alumni Association (FSUBAA) to provide networking and access opportunities for Ferris students post-graduation.
- Pride and Community: **The LGBTQ+ Resource Center's** approach to programming is rooted in racial justice, intersectional feminism, and disability justice; in centering and being accountable to LGBTQ+ communities typically marginalized and particularly in LGBTQ+ higher education spaces; in providing opportunities for community building, celebration, and pride in gender and sexuality diversity; and in providing opportunities for all students to learn about LGBTQIA+ issues.
- Student Success, Initiative 1: The Office of Transfer & Secondary Partnerships, the OMSS, and the CLS collaborated on a series of informational programming at Ferris Charter Schools in April of 2022. A team of professionals gave a multi-faceted presentation on the history of Ferris, our mission, academic offerings, and what it is like to be a student at the University. We presented to nearly 1,000 ninth to twelfth graders. With excellent feedback from the school administrators and participants, we will make this a regular recruiting practice (**Admissions**).
- Student Success, Initiative 1: To promote knowledge of the financial aid process and to provide additional monetary support for attending Ferris, the Office of Financial Aid created the Bulldog Bonus Scholarship. New FTIAC and Transfer students attended a comprehensive online financial aid workshop to qualify for the \$2,000 award. Our goal was to increase education and prompt early completion of the FAFSA and required processes (**Financial Aid**).

- Enhancing Resources, Initiative 1: Melanie Mulder (Financial Aid) and Kristen Salomonson (Enrollment Services), in collaboration with Deedee Stakley (Transfer & Secondary Partnerships), were awarded a \$5,000 FAFSA Completion Grant from the Michigan College Access Network (MCAN) on April 21, 2022. The program funds strategize to promote all high school seniors to complete a FAFSA form (**Financial Aid & Enrollment Services**).
- Student Success Initiative to “position career readiness and experienceships at the center of a Ferris State education.” The Career and Professional Success office was created to enhance resources and visual brand of the opportunities available to all students to prepare for their career. Life Design career planning was added as a resource that allows for a holistic approach to deciding on and preparing for a career (**CAPS**).
- Student Success, Initiative 3: **University Recreation** had two experienceships last fiscal year. One student worked on ElevateU and You@Ferris as part of the wellness program. We also had a student work in the area of Human Resources.
- Academic Programs and Offerings, Initiative 5: **University Recreation** introduced ElevateU along with You@Ferris as a new wellness program for students. We provided the You@Ferris resource along with various programs throughout the year that focused on our student’s well-being, rounding out the entire educational experience.
- Student Success, Initiative 3: The **Center for Student Involvement** hosted two students in ExperienceShips related to their majors.
- Enhancing Resources, Initiative 1: **The David L. Eisler Center** evaluated the current fee structure and have since implemented new charges for use of a stage and/or backdrop for events.
- Institutional Effectiveness, Initiative 2: **The David L. Eisler Center** replaced our reservation management software in collaboration with Athletics and Housing and Residence Life to ensure utilization of the same software.

8. List major DEI challenges for Student Affairs

- Limited time, resources, and staffing limit our opportunities to keep current services, help meet the individual needs of our students, and limit the need for additional educational programs, support, professional development, and outreach.
- Some students would benefit from additional support and resources but sometimes the individuals who would benefit most from support are those least likely to utilize resources (the resources may exist but not be well utilized).
- I think right now we are struggling to figure out how to re-engage students after covid and how to prioritize DEI initiatives on top of all the other challenges that students are facing at the moment. Embedding DEI initiatives into our programming across the campus should help with some of this, but I still think we need to find new ways to engage students in activities and programs outside of classes.

- There is a need for greater support of the Health Center by persons of leadership at our University. We need to promote a Health Center fee that is nonrefundable. We also need to promote our services to students instead of other local clinics and collaborate with other entities on campus.
- There is a need for a transition/bridge program to assist incoming diverse students with college readiness.
- The Ferris PRIDE committee and initiative (in absence of a campus-wide acknowledgement of PRIDE associated with the LGBTQ community) is causing members of the campus community that identify as LGBTQ+ a high-level feeling of disregard.
- The student population is growing more diverse each year and there is a need to realign our constellation of offices and supports that serve our DEI population.
- The major challenges are time and resources to keep current services and to do more to assist students.
- There is a need for greater collaboration between DEI efforts led by Academic Affairs and Student Affairs particularly in the realm of the Navigate rollout and its first full year.
- The hiring pool for student employees and professional staff is not diverse.
- There are students who do not have money to pay for an academic internship and often, the internship is unpaid. This makes it difficult for some students to gain a good Experienceship.
- Many staff members are overwhelmed with their work, and it is tough to find the time, energy, and resources to really put forth the effort in DEI.
- We discuss DEI a lot, but it seems like we never quite establish anything for the University. We currently do not have an outline for DEI trainings for faculty/staff or student employees. This would be helpful to use each year, especially with student employees.
- The David L. Eisler Center is not as accessible as the building should be. Activation of the automatic door openers are not conveniently located. A main architectural feature of the building is a staircase and to move from the lowest level to the 2nd level could require the use of two elevators.

9. Share any advice you have for creation of the Diversity, Equity, and Community Plan

- I would be curious to know the students' perspectives on what is needed on campus and their level of feeling regarding the sense of belonging on campus and in the larger Big Rapids community. I think doing so will help us identify strengths, needs, and gaps, which can help us tailor and target our approach to supporting students and implementing DEI initiatives across the campus.
- Assess DEI-related programs, services, and funding to determine greater opportunities for partnership/collaboration and resource allocation.

- Talk to students, faculty, and staff from underrepresented groups. What advice do they have? What needs/solutions do they see that may have been missed or not previously prioritized?
- Students with fewer resources and less well-connected families appear to have difficulties navigating unexpected life events (illness, injury, financial change, etc.) which can turn a challenge into a college-ending event. We need a better safety net for students who do not have family resources (lack of college knowledge, lack of financial resources, lack of family involvement) to navigate the unexpected and disruptive.
- Create an expectation that University employees engage in annual diversity and equity training/education.
- The Office of Multicultural Student Services recommends an embracing of traditions and celebrations that are “Black” focused such as Juneteenth. OMSS also recommends a more intentional focus on intersectionality of race, ethnicity, and gender identity, included but not limited to Black, Latinx, Native American, & Asian Americans in the creation of the next Diversity, Equity, and Community Plan.
- The Office of Multicultural Student Services suggests a more streamlined approach and structure to the various campus identity centers, to include both physical and structural location and operation. This would also allow for a more cohesive approach to supporting student’s intersectional identities.
- The LGBTQ+ Resource Center suggests a restructuring and renaming of the PRIDE committee and an implementation of a campus-wide form of acknowledgement of LGBTQ PRIDE.
- Focus a segment of the report on setting goals for reimagining the compensation and work experience for employees. In entry-level administrative roles, there is a struggle to hire and retain diverse candidates. We need to modernize our pay and benefit offerings and embrace more flexible work schedules.
- The student population is growing more diverse each year and there is a need to realign when we schedule courses on the Big Rapids Campus as well as the mix of delivery modes. Students are balancing more than ever while attending school, and running instruction mostly 8:00 to 5:00, Monday to Thursday, is not ideal.
- Provide a lot of opportunities for students to provide ideas.
- Review employee retention and equity.