

2020-  
2021

# Student Affairs Diversity Report

OCTOBER 2021

The Division of Student Affairs is committed to collaborating in order to create, support, and sustain campus diversity, equity, and inclusion opportunities. We strive to help each student find their success, bring their full selves, and thrive in the University community.

Our work is aligned with the goals of the 2015-2020 Diversity and Inclusion Plan, and achieved through programs, services, resources, advocacy, and recruitment that values each human being and is sensitive to how race, color, religion, natural 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)
- Birkam Health Center/Personal Counseling Center (BHC/PCC)
- Student Life (Dean of Student Life Office, Office of Multicultural Student Services (OMSS), 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). \*\*

\*\*Note: The Office of Career and Professional Success and the Center for Student Involvement were previously made up of one center/department titled, the Center for Leadership, Activities, and Career Services. In this report, the titles of the offices will be recorded appropriate to the efforts that each has highlighted.

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 implementation of the National Assessment of the Collegiate Campus Climate Student Survey; training opportunities for faculty and staff to become deliberative dialogue facilitators and to support the ongoing programming for these dialogues; and the participation in the *Conversations that Matter* virtual listening sessions. 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
- **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, 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
- **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 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

#### 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
- **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
- **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

## APRIL

- **Multicultural 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 the Anti-Violence Awareness (AVA), 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+ Resource 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. This is 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+ Resource 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 – 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+ Resource Center. This weeklong 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

Identify and list progress made toward each Diversity Plan goal (6) and the progress (from July 1, 2020 to June 30, 2021).

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

- We began testing and other technical operations on implementing a new version of self-service Banner that incorporates more widely used PFN (Preferred Name) amongst the 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 manual processing (**Registrar**).
- Enrollment Services hosted two training opportunities on the gender pronouns for all regular and student staff (**Enrollment Services**).
- All employees of Enrollment Services were given the opportunity to select their gender pronouns and received a button to attach to their apparel as a way to share the information with others (**Enrollment Services**).
- For Pride Month, we posted informational placards and had “Celebrate Diversity” bulldog pride buttons made for prospective students and their guests to take and wear. A sign explaining why we created the buttons was displayed in the Admissions Lobby to inform prospective students and other guests of our commitment to inclusion (**Enrollment Services**).
- **Title IX** provided training to student conduct case managers and appellant agents in sexual misconduct and the Violence Against Women Act. 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. Title IX collaborated with the Violence Prevention Coordinator to train all athletics staff members about sexual violence and bystander intervention.
- **The Anti-Violence Alliance (AVA)** created and hosted a culturally specific presentation for addressing sexual violence within the Black community; added information to the AVA website about how to support survivors in your friend group; hosted and replayed the recording of a 5 Star event with male sexual assault survivor; hosted 5 Star event for sexual assault awareness month on the ways sexual violence shows up in the Black community and how we can be sensitive to the unique needs of Black survivors.
- **OMSS** created and hosted monthly cultural heritage celebrations to recognize different cultures, including Hispanic Heritage Month, Native American Heritage Month, Dr. MLK Jr. Celebration, Black History Month, Women’s History Month, and Asian American Pacific Islander Heritage Month. OMSS also co-facilitated a “Know Your Right” panel and discussion and a “Conversation on Supporting Policing Relations with Minority Students at FSU.”
- **The LGBTQ+ Resource Center** provided training to Housing staff in fall 2020 and at the beginning of spring 2021 on the basics of gender and sexuality diversity, how to build LGBTQIA+ affirming communities, and presented strategies to support students affected by heterosexism and

cissexism. The Coordinator presented workshops on LGBTQIA+ inclusion strategies in two sessions with the Retention & Student Success (RSS)/FLITE staff.

- **The LGBTQ+ Resource Center and KCAD DEI Committee Chair, Dr. Stefanie Snider,** published an updated version of their trans inclusion guidance document for faculty and staff at the beginning of fall 2020 and spring 2021.
- **The LGBTQ+ Resource Center** provided training on respectful pronoun use and best practices to support transgender people to the KCAD all-college staff and faculty meeting in 2020; in two sessions with RSS/FLITE staff; and to Admissions staff.
- **The LGBTQ+ Resource Center** worked with the Title IX Coordinator and Equal Opportunity Director to address sexuality and gender diversity related discrimination complaints.
- A MSW and advanced BSW intern collaborated with the coordinator to create and present a presentation on body diversity, body dysmorphia, and LGBTQ+ issues that interact with fatmisia, ableism, and racism in treatment and social stigma (**LGBTQ+ Resource Center**).
- We created and posted around campus an informational poster series titled “Expect Respect” (**Fraternity & Sorority Life**).
- The results of the additional questions to the Birkam Health Center and Personal Counseling Center patient satisfaction surveys which ask about the students’ satisfaction regarding cultural sensitivity (94% and 97%), perceived respect (98% and 100%) and comfort with clinical providers and services (89% and 98%) is promising. Those who complete the survey feel that we are providing care in a respectful and culturally relevant way (**BHC & PCC**).
- The Personal Counseling Center offered drop-in virtual group processing sessions to support students in response to the George Floyd murder, as well as during the Presidential Election (**PCC**).

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

- **The Office of Institutional Research and Testing** shared reports that from Fall 2019 to Fall 2020, total enrollment for Ferris overall declined and Ferris minority students also decreased. There was a decline in the overall population of 10.5%, and a decrease in minority students (-267), a 10.1% decrease.

	<u>Minority</u>	<u>Unreported</u>	<u>International</u>	<u>Minority no Intl</u>
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
Fall 2020	2,382	314	135	2,247

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

- The Office of Student Conduct (OSC)** worked in collaboration with the Department of Public Safety, Housing & Residence Life, Office of Multicultural Student Services, Enrollment Services, and faculty representatives to review race and ethnicity data of students referred to the OSC. This workgroup, under the direction of the Vice President of Diversity and Inclusion and Strategic Initiatives, the Vice President of Student Affairs, and the Vice President of Administration and Finance reviewed data collected over the four academic years. The committee members analyzed the data, discussed the trends and provided suggestions for accomplishing change. Data was placed into SPSS (a statistics processing software) for analysis. Later a report was published, and a town hall was offered to the community to discuss the findings. Through this work, the group identified four key findings related to student conduct:
  - o A greater than expected number of Black/African American students are referred to the OSC disproportionate to the percentage who reside in Ferris Housing and of the student body.
  - o The data reveal that Black/African American students are referred for more serious policy violations that have resulted in a higher number of suspension sanctions than any other group.
  - o All students are held not responsible for violating University policy at a relatively consistent rate across race and ethnicity groups.
  - o Factors examined other than Race/Ethnicity include student level – freshmen, and to a lesser extent, sophomores are more likely to have a student conduct case in comparison to upperclassmen. NCAA Athletic student status was not a significant factor with respect to conduct.

As a result of this work, the group brainstormed several opportunities to work to lower the rate at which Black/African American students are referred to the Office of Student Conduct. That work will take place over the 2021-2022 academic year.

Below is a chart of referrals by Race to the Office of Student Conduct for 2019-2020:

<u>Total Students Adjudicated by Race (unique)</u>		<u>Total Enrollment Fall 2020</u>
American Indian/Alaskan Native	2	61
Percent	.6%	1%
Asian	5	180
Percent	1.6%	2%
Black/African American	60	918
Percent	20%	8%
Hispanic	16	650
Percent	5.4%	6%
Native Hawaiian/Pacific Island	0	4
Percent	0%	0%
Two or More Races	9	434

Percent	3%	4%
Unreported	1	313
Percent	.3%	3%
White	202	8,469
Percent	68%	76%
Total	295	

- The Title IX Coordinator updated and posted a listing of all single-user and all gender restrooms on the University’s website to increase accessibility to that information (**Title IX**).
- We recruited new peer educators from all areas of the university, including athletics and the DEAL program which intentionally fosters Diversity Awareness, Engagement experiences, Academic enhancement and Leadership skills (**AVA**).
- **OMSS** programming supports diversity and promotes inclusion by providing learning opportunities for students and the campus community (T.O.W.E.R.S and BMEN 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.
- We built on the LGBTQ+ Resource Center Discord server established in March 2020. It is a platform to host discussions; to make informal contact; to create a regular, casual low barrier contact on a twice weekly basis through Virtual Coffeehouse and drop-in FriGay Gaymes programming; and to create group and one-on-one conversations via text and voice channels according to student availability and preferences. We continued to offer a support/social group for bi, pan, and fluid students; established a support/social group for students on the asexual/aromantic spectrums; a social/support group for QTBIPOC students; and a social/support group for transgender, nonbinary, and gender-questioning students (**LGBTQ+ Resource Center**).
- We added significant materials to the lending library for social workers, educators, healthcare workers, psychiatric service providers, as well as materials by/for/about LGBTQIA+ people of color, and reflective workbooks for professionals, for families of LGBTQIA+ people, and for people questioning their gender or sexuality, or considering coming out. (**LGBTQ+ Resource Center**).
- We offer binders and packers that provide transmasculine and genderfluid students with tools to address gender dysphoria or support gender euphoria so that they can better concentrate in class and experience safety on campus. We added breastforms and gaffes to support transfeminine students with related tools (**LGBTQ+ Resource Center**).

- Through our student employee training every Fall/Spring Semester, we promote diversity in our training program (**The University Center**).
- Peer Success Coaches received in-depth training, led by staff experts, on the needs and cultures of a variety of our institution's unique students, such as First Gen, Tuition Incentive Program (TIP) eligible, Multicultural, Latin@, and more (**CLACS/Fraternity & Sorority Life**).
- University-wide student employment training in August 2021 included diversity, equity, and inclusion into every topic (**Fraternity & Sorority Life**).
- We continue to create space and opportunities for all students to use our facility. We reassembled our entire fitness area upstairs to create a more user-friendly environment and space for students to use. We removed ellipticals that were no longer being used and replaced them with treadmills that our students wanted (**UREC**).
- Employees, including student staff, are urged to and compensated for attending campus-offered diversity trainings and events (**BHC & PCC**).

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

Virtual and remote opportunities are critical in our efforts to attract a diverse student body. 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. These are important points of connection that provide a convenient view of what the University has to offer.

- On 100,000+ letters and other communications to prospective and admitted students, the Dean of Enrollment Services has gender pronouns listed in the signature line. The information conveys to all recipients our commitment to DEI and gender identification specifically. In addition, the Dean also lists these pronouns in the email signature. (**Enrollment Services**).
- To reduce the burden to students seeking to apply to the University, a self-report policy was introduced for test scores, HSGPA and transfer GPA. Self-reporting initially cuts down on the number of extra steps for students as well as saves money associated with sending score reports and transcripts. These changes reduce barriers for students and speed the process of admission to the University (**Admissions**).
- Ferris continues to lead the way in having no application fee for domestic undergraduate admissions. It is the only one of the Michigan public fifteen Universities that is zero cost for the fall 2021 cycle. Access is a critical driver in this philosophy. Application fees typically begin at \$30 and may grow to \$75 or more. Other institutions offer fee waivers that increase the time and effort to complete the application process (**Admissions**).
- The Office of Scholarships & Financial Aid implemented a 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. FAFSA is a challenging process, particularly for students of color and low-income applicants. The program assisted both continuing and perspective students to receive all the dollars they were due (**Financial Aid**).

- The Associate Director of Admissions, Angela Garrey, led the Ferris First Generation efforts in collaboration with staff from Retention and Student Success. A large proportion of students of color are first generation students, and the outreach and community-building can be a critical force in increasing a diverse enrollment (**Admissions**).
- The Michigan Veterans Affairs Agency, an operation of the state government, has granted 2020 gold-level status to Ferris State University's programming designed to assist students with military service backgrounds (**Admissions**).
- Charlotte Tetsworth, Associate Director of Admissions, was presented with the 2020 Employer Support of the Guard & Reserve (ESGR) Patriot Award for her support of our Veteran student population. This award is a way to recognize a supervisor or employer for their support to the Army National Guard or Reservists. A representative from the ESGR came to campus and presented Charlotte with the award (**Admissions**).
- The Office of Admissions provided \$5,000 to the First Generation Work Group coordinated for assisting this critical population (**Admissions**).
- 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**).
  1. We recorded presentations and made them available on our Visit webpage of our Daily Visit in English and Spanish
  2. We enhanced the YouVisit virtual tour with 360° capability of most viewed Campus Assets available in English and Spanish
  3. The Virtual View Book includes video content and resources covering all aspects of the Ferris experience
  4. Our Recruiter One-On-One Visits with prospects, applicants, and admitted students are hosted via the University's Zoom platform
  5. Our Financial Aid Advisor One-On-One Visits with Prospects, Applicants, and Admitted Students are hosted via the University's Zoom platform
- Although we were unable to host orientation on-campus in Spring 2021, we have collaborated to raise awareness using our online orientation platform and virtual events including the Admitted Student Live and Explore Ferris Live. Topics include our Office of Multicultural Student Services, Center for Latin@ Studies, LGBTQ+ Resource Center, Live-Learn Community opportunities such as the DEAL (Diversity Awareness, Engagement Experiences, Academic Enhancement, and Leadership Skills) program, the Tuition Incentive Program (TIP), and more (**Orientation**).
- The Office of Multicultural Student Services and the Dean of Student Life Office were selected as a host site for Michigan College Access Network's (MCAN) new College Completion Corp. program in December 2020. The goal of the College Completion Corp. Program is to increase the graduation rate for college students enrolled in two-year degree programs; with a specific emphasis on supporting students of color, low income, and first-generation students. Beginning in December 2020, our Completion Coach, Marissa Kelly, began providing one-on-one, holistic, wrap-

around support for a cohort of 150 students of color enrolled in one of our Associates degrees to obtain their degree through planning, goal setting, implementation, motivation, and connecting them with their advisor and other resources on and off campus. Marissa has built genuine connections in her individual time spent with these students and as a result, has learned a lot about their personal beliefs, passions, and goals. Inevitably, she has also learned a lot about herself in this rewarding process. Often students simply vent to her about challenges they face and together they come up with solutions through a process of motivational interviewing, critical thinking, self-reflection, and SMART goal setting. Marissa has connected students with various resources, on and off campus. In addition to building meaningful relationships with these students to help support their success, Marissa has reached all students in her cohort with outreach to nudge connections with their academic advisor, fall 2021 registration, and completion of their 2021-2022 FAFSA. Marissa has provided holistic wrap around support to a cohort of 94 students in her first 6 months in this role. Forty-eight percent of her first cohort engaged individually with her for at least one (virtual) meeting in the spring semester. Eighty-two percent of the students, who engaged, are registered for fall 2021 (**MCAN**).

- 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 (**Title IX**).
- OMSS leadership development programs, T.O.W.E.R.S and BMEN, support the successful transition, retention, and graduation of a diverse student population. These programs serve as the foundation for mentorship by both faculty/staff and peers. The leadership development programs have been designed as longitudinal models in order to track student progression and identify gaps that may be prolonging completion and address them accordingly.
- The LGBTQ+ Resource Center Coordinator provided significant student support including flexible relationship-building, emotional and practical support to students navigating heterosexism and cissexism and racism in their university experience; provided support in navigating discrimination complaint processes; and provided culturally specific and appropriate, confidential provision of resources, referrals, and information (**LGBTQ+ Resource Center**).
- After the death of long-time LGBTQ+ Resource Center student staffer, Malik Kingsby, we held multiple virtual grief processing spaces. We worked with Greek Life, an anonymous major donor and multiple smaller donors, and University Advancement and Marketing to successfully establish, fund, and award the Malik Kingsby Endowed Scholarship for students who face the dual barriers of racism, and either heterosexism or cissexism, to achieving their educational goals. With Ferris Foundation matches, the scholarship is endowed at \$35k, supporting one student per year at \$1000. This is \$10k away from being funded at a level which would support two students per year (**LGBTQ+ Resource Center**).
- Discord is an online tool that is flexible and useable for students with fast internet as well as unreliable rural internet, and which allows students to choose what to be called and whether to use their voices or images, or just their words, to communicate with the Resource Center staff and with other students. This platform, as well as Zoom and other online tools, led to greater engagement with Statewide students, as well as students who explicitly stated that they were not ready to physically visit the Resource Center, and could not risk being seen associating with the LGBTQ+ community. Students expressed that they felt safe enough to use Discord. Students whose gender

dysphoria associated with their appearance and/or voice was severe enough and their housing situations unsafe enough expressed that they could not and would not have engaged with programming or staff in-person but could engage via text. The pandemic was challenging for the LGBTQ+ student population in particular, but online and flexible programming, the addition of asynchronous programming options and community engagement options, and a shift from focusing on staffing a physical office during daylight hours to providing programming and relationship building and support to students on their schedule, led to greater evening work hours for the Coordinator and student staff and higher rates of high-touch engagement with vulnerable students (**LGBTQ+ Resource Center**).

- The **LGBTQ+ Resource Center** also hosted the fourth ever Lavender Graduation via Zoom and provided certificates and cords to graduates who were celebrated publicly as well as students who could not risk disclosing their names publicly but self-identified as LGBTQIA+ and allies.
- As a part of our 2021 Spring Semester, we added an incentive for our student employees to attend the Office of Multicultural Student Services student tributes (**University Center**).
- Two Peer Success Coaches were hired in early summer to reach out to FTIAC students that were “At-Promise” to ensure early support and intervention as they prepared to arrive at Ferris for the first time (**CLACS/Fraternity & Sorority Life**).
- We collaborated with Center for Latin@ Studies to support the Building Bridges Through Education cohort by providing career readiness workshops and individual support to participants completing the program (**CLACS/Fraternity & Sorority Life**).
- **University Recreation** graduated 11 seniors in May of 2021 all who had been working for UREC for 4 or more years.
- The addition of virtual appointments during COVID allowed the offices to continue to serve students throughout the state with video and telephone appointments helping them with their physical, mental, and emotional health (**BHC & PCC**).
- The PCC provided training and outreach events for Resident Advisors, Athletics, Sororities, Graduate students, and classrooms, as well as presented on the Student Life TV show regarding academics and mental health (**PCC**).

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

- Enrollment Services is pleased to add a new recruiter to our full-time Admissions Staff. She is a first-generation student of color (**Admissions**).
- Enrollment Services is pleased to add a new financial aid advisor to our full-time Recruitment Staff. He is Latinx and a fluent Spanish speaker (**Financial Aid**).
- In addition, an additional male was added to the full-time financial aid staff to better balance gender identification in the office (**Financial Aid**).

- Our Student Admissions Representatives (STARs) program embraces diversity on campus. This year, about one quarter of our STARs are from minority or LGBTQ communities (**Admissions**).
- 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 (**Title IX**).
- We recruited and trained a diverse group of peer educators (**AVA**).
- **OMSS** recently hired a Pre-College Coordinator, Chelsey Brownlee and Director, Danyelle Gregory, both of whom identify as Black/African American women. OMSS hired a diverse group of students to work for the GEAR UP Program and in the office. The OMSS actively shares opportunities of new job postings within our institution to our diverse alumni and professional networks (Black Alumni Association, FSU Minority Faculty/Staff, NASPA, and NCORE). OMSS staff serve on various university-wide search committees, as well as attend open forums for candidates seeking administrative positions of influence to diversity and inclusion (**OMSS**).
- The OMSS plans to once again offer a printed “directory” of Faculty/Staff of color who work on campus along with their title and photo so that students and staff alike, can identify a diverse group of professionals that we currently have (**OMSS**).
- The OMSS also sustains a strong relationship with Ferris Black Alumni Association which has proven to provide educational, mentorship, internships, and sometimes fiscal opportunities to our Black student population, while also keeping our alumni engaged and connected.
- **The LGBTQ+ Resource Center** recruited and retained student staff, including students of color, queer students, transgender students, and disabled and neurodivergent students. The Coordinator supervised one introductory and two advanced BSW interns and one MSW intern.
- **The LGBTQ+ Resource Center** Coordinator supported student staff professional development and holistic well-being with flexible working conditions in COVID and after their coworker’s death. The department paid for student staff professional development training and networking opportunities including the “Creating Change Racial Justice” workshop and the “Creating Change” conference. We provided LGBTQIA+ staff and faculty-only online spaces for faculty and staff to process and build relationships in fall 2020 and spring 2021.
- We employed an international student for the first time (**CLACS**).
- **University Recreation** recruited a whole new staff to begin the 2020 Fall semester. We interviewed all qualified applicants to give students an equal opportunity to work for our department. We hired a diverse group of students from first year students all the way up to graduate students.

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

- The Office of Institutional Research and Testing in collaboration with the Dean of Enrollment Services administered the National Assessment of Collegiate Campus Climate (NACCC) survey in Fall 2020. It is a national quantitative survey on campus racial climate created by the USC Race

and Equity Center, specifically designed for undergraduate students at community colleges and 4-year institutions. The Campus Racial Climate Report, delivered in Spring 2021, provided specific scores in each content area, highlighting both strengths and areas for improvement. The report also includes recommendations to strategically address issues before they escalate (**Institutional Research/Enrollment Services**).

- **The Title IX Coordinator** provided student employee training 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 (**Title IX**).
- **AVA** incorporated culturally specific information into presentations and workshops about the ways interpersonal violence impacts communities with marginalized identities. This was to get the audience to think critically about the ways these issues show up in different communities. We collaborated with CLS and the LGBTQ+ RC on programming for students to talk about the intersections of our work; selected inclusive content for workshops to highlight that these issues impact everyone; included stories in the “What Was I Wearing: exhibit to highlight men’s experiences and sexual abuse for children and included discussions of intersectionality in training sessions for students and peer educators.
- **OMSS** incorporated diversity and inclusion in significant learning opportunities provided to the campus community, including monthly cultural heritage celebrations, Know Your Right Panel and Discussion, A Conversation on Supporting Community Policing Relations and Minority Students of FSU, Black Mental Health and Wellness Workshop, Financial Literacy 101, Career Opportunity, and Financial Advising.
- The Coordinator presented on LGBTQIA+ inclusive social work practice to two combined Advanced Social Work Interviewing spring ’21 classes, and the Art and the SCWK 330 class. The Coordinator presented on LGBTQIA+ inclusive and equitable practices for K-12 education professionals to the Art Education class (**LGBTQ+ Resource Center**).
- We brought national guest speakers via Zoom, Cicely Smith, who spoke on bisexual activism history; Dr. Sydney Lewis, who spoke on the Black and LGBTQ+ roots and multigenerational context of the Black Lives Matter Movement; Jazz McKinney, who spoke on Two-Spirit identities and issues; and Dr. Stefanie Snider of KCAD who spoke about Pride week on L, G, B, T, Q, and A (lesbian, gay, bisexual, transgender, queer, and asexual) artists in history (**LGBTQ+ Resource Center**).
- The Resource Center worked with the Political Engagement Project to host two facilitated discussions around LGBTQIA+ issues surrounding the 2020 elections and their aftermaths (**LGBTQ+ Resource Center**).
- We presented a series of documentary screenings or film clip collections with facilitated discussion and asynchronous participation on bi/pan/fluid community issues and identity definitions; Two-Spirit issues; Transgender community issues in the COVID-19 pandemic; HIV/AIDS and queer and trans communities of color and international populations; LGBTQIA+ music; as well as virtual screenings and facilitated discussion of fictional LGBTQIA of color films, “Rafiki,” and “Hurricane Bianca” (**LGBTQ+ Resource Center**).

- The Coordinator and Advanced BSW Intern ran three focus groups and designed and conducted a survey to assess the effectiveness and relevance of the LGBTQ+ Resource Center, and to review respondents' experiences with the climate at Ferris State University around gender and sexuality diversity. The Coordinator presented results of the survey and recommended focus groups to the Academic Leadership Council with recommendations for further professional development for faculty and discussed the need for changes to the ways that vulnerable students are placed and supported in hostile internship placements (**LGBTQ+ Resource Center**).
- **The University Center** collaborated with the Division of Student Affairs, the Diversity and Inclusion Office; and University Advancement and Marketing to showcase prominent alumni from the Ferris Institute era.
- **University Recreation** included two training modules centered on DEI for staff training. Since our training was virtual, we were able to use our Canvas site to include these modules for all of our student employees to view.

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

- The Office of Admissions received an \$8,000 Michigan College Access Network (MCAN) grant that was used to improve Wi-Fi access on campus, including parking lots and other outdoor areas, to help address internet access issues caused by the closure of coffee shops, libraries, and other community Wi-Fi spaces (**Admissions**).
- Financial Aid collaborated across campus to disburse over \$4,000,000 in Federal Cares dollars. Students must have been enrolled during the declared national emergency and be an eligible student. Eligible students include US citizens or eligible non-citizens. Grants may be used for any component of the students cost of attendance or for emergency costs that arise due to the coronavirus, such as tuition, food, housing, health care, or childcare. The maximum grant amount was \$400 for Fall and \$750 for Spring. FSU has automatically awarded students determined to have the highest financial need, including those who's out of pocket costs are greatest, when compared to their expected family contribution (**Financial Aid**).
- Presented virtually due to the ongoing pandemic, the Office of Financial Aid and Scholarships continued their phenomenally 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 (**Financial Aid**).
- Three staff members from the Enrollment Services family continue in the Ferris Youth Initiative program for the Fall 2020 cohort (**Enrollment Services**).
- Melanie Mulder, from the Office of Financial Aid and Scholarships, conducted 11 virtual high school visits in rural poverty centers to provide valuable information on financing a college education (**Financial Aid**).
- The Title IX Coordinator recruited a pool of faculty and staff members from across the University to serve as University appointed advisors in the Title IX process. Additionally, campus partners in the CLS, the PCC, the OMSS, and the LGBTQ+ Resource Center were invited to

participate in the advisor training so that students can reach out to them for support during the Title IX or sexual misconduct processes (**Title IX**).

- **AVA** collaborated with CLS, LGBTQ+ Resource Center, WISE, Ferris' Fine Art Gallery, and the Ferris Women's Network to create and host programming for interpersonal violence awareness months.
- **OMSS** continued to build upon existing partnerships by collaborating with RSOs, CLS, the LGBTQ+ Resource Center, Ferris Women's Network, CLACS, the Diversity Committee in the College of Business, and professors in Academic Affairs to co-facilitate DEI and cultural programming. The OMSS not only build upon existing partnerships in the aforementioned areas, but we also began new programming initiatives with departments such as CLS and CLACS that will further the work we all do with underrepresented students.
- **The LGBTQ+ Resource Center** collaborated with the Personal Counseling Center in the aftermath of Malik Kingsby's death to support grieving students.
- We collaborated with the Center for Latin@ Studies, Office of Multicultural Student Services, and Violence Prevention Coordinator and Anti-Violence Alliance to host two reading groups for books by queer and trans authors of color: one for Kai Cheng Thom's book, "I Hope We Choose Love: A Trans Girl's Notes from the End of the World;" and Carmen Maria Machado's book, "In The Dream House." (**LGBTQ+ Resource Center**).
- We collaborated with Housing to launch the LGBTQ+ Liberation House and offered programming to students in Bond Hall as well as other interested students on and off campus. CLACS supported the Resource Center by mailing resources to students with confidentiality/safety barriers as opposed to picking up resources and programming supplies in person. We intensified partnership with Housing professionals and student staff to plan for the LGBTQ+ Liberation House approach and programming for 2021-22. We collaborated with the Political Engagement Project (PEP) for election programming; collaborated with Student Disability Services office to offer Computer Assisted Real-Time Translation Services (CART) for major programs; and collaborated with the Student Disability Services and Kendall Student Engagement and Diversity Equity and Inclusion Committee to bring KCAD alum and internationally acclaimed gay disabled artist, Robert Andy Coombs, to facilitate discussion of his work (**LGBTQ+ Resource Center**).
- The Coordinator served on the University Diversity and Inclusion Committee, Division DEI Committee, and Latinx Heritage Month programming committee, as well as the Anti Violence Alliance (**LGBTQ+ Resource Center**).
- We collaborated with Housing, the Bulldog Basic Needs Alliance, and the Dean of Student Life office to intervene in student food insecurity, domestic violence, and homelessness (**LGBTQ+ Resource Center**).
- We collaborated with the Center for Latin@ Studies (CLS) and Ferris Women's Network to provide programming on LGBTQ+ Latinx culture and issues and collaborated with the Center for Latin@ Studies and Student Activities to bring Five Star queer Latina guest speaker, Gabby Rivera, and to facilitate a post-lecture discussion (**LGBTQ+ Resource Center**).

- We hosted the second ever LGBTQ+ Pride Picnic during June 2021 and built relationships with community members that led to the establishment of a planning board for Pride Big Rapids 2022 (**LGBTQ+ Resource Center**).
- The Peer Success and Involvement Coaching program is now partnering with KCAD and Ferris Statewide FTIAC students (**CLACS**).
- The Peer Success and Involvement Coaching program is collaborating with the Center for Latin@ Studies to continue the student coaching program by adding two new coaches that report to CLS but attend all coaching trainings and bi-weekly coaching round tables (**CLACS**).
- It was tough to partner this past year due to COVID and since we had strict limitations within our facility; however, we collaborated a lot with Athletics. We were able to give their teams a safe place to practice when their facilities were at capacity. In return, they allowed us to use some of their varsity fields to help run intramural programming. We also collaborated with them for the Football Showcase camp this summer. Hundreds of high school students came to this event, all who came through the Student Recreation Center (**UREC**).
- We are independently collaborating and building relationships with OMSS, the Center for Latin@ Studies, the LGBTQ+ Resource Center, the AVA, Athletics, Greek Life, the FYI, and with faculty for various service offerings and individual support to students (**BHC & PCC**).

#### **7. List actions to address/implement initiatives in the University Strategic Plan (6 Themes) from July 1, 2020 to June 30, 2021**

[https://www.ferris.edu/strategic-planning2/strategicplan19\\_24/pdfs/StrategicPlan2019\\_2024.pdf](https://www.ferris.edu/strategic-planning2/strategicplan19_24/pdfs/StrategicPlan2019_2024.pdf)

- 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, Initiative 2.3: The Office of Multicultural Student Services and the Dean of Student Life Office were selected as a host site for Michigan College Access Network's (MCAN) new College Completion Corp. program in December 2020. Beginning in December 2020, our Completion Coach, Marissa Kelly, began providing one-on-one, holistic, wrap-around support for a cohort of 150 students of color enrolled in one of our Associates degrees to obtain their degree through planning, goal setting, implementation, motivation, and connecting them with their advisor and other resources on and off campus. Marissa has provided holistic wrap around support to a cohort of 94 students in her first 6 months in this role. Forty-eight percent of her first cohort engaged individually with her for at least one (virtual) meeting in the spring semester. Eighty-two percent of the students, who engaged, are registered for fall 2021 (**MCAN**).
- Academic Programs and Offerings: All of our programs in the AVA are designed to think about students as survivors and students as integral to the elimination of interpersonal violence (IPV). We encourage students to think about ways they can make an impact to eliminate IPV and utilize a variety of teaching methods (videos, activities, interactive exhibits, and games) to disseminate information (**AVA**).

- Student Success: We created a summer internship program about working in interpersonal violence prevention for a Criminal Justice student. We also have a leadership structure within the AVA to encourage our student peer educators to move beyond being a role model to their peers, but to lead their fellow peer educators, staff assistant, and staff lead (AVA).
- Pride and Community: The AVA has worked to strengthen the relationship between Ferris and WISE by collaborating on programs and involving WISE in the drafting of the OVW strategic plan for victim services (AVA).
- Pride and Community: The LGBTQ+ Resource Center's approach to programming is rooted in racial justice, intersectional feminism, disability justice; in centering and being accountable to communities typically marginalized in LGBTQ+ and particularly LGBTQ+ higher education spaces; and 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 (LGBTQ+ Resource Center).
- Academic Programs and Offerings: We continue to offer programming and employment opportunities that foster a rich, student-centered educational experience. The educational experience for students goes beyond the classroom. By providing intramural and club sport programs, students learn to interact with other students that are often from another demographic background. These programs provide leadership opportunities for students on various levels, whether that's running an entire club sports team or creating a residence hall IM team. In addition, our student employment opportunities provide students the chance to lead amongst their peers and enhance their personal skills that are attractive for future employers (UREC).

## **8. List major DEI challenges for Student Affairs**

- The major challenges are time and resources to keep current services and to do more to assist students.
- Ferris State University must allocate significant assets (people and dollars) in DEI. Other institutions appear to put forth a greater commitment in this critical area. The departments within Student Affairs are already doing this work need to be resourced to sustain current initiatives and services. That is not enough. We need additional funding and resources to develop new ones.
- The student population is growing more diverse each year. If Ferris is genuine about its DEI efforts, it must be reflected in resource allocation.
- There is a need for expanded funding for scholarships and to increase the diversity of the student population.
- There is a need for greater collaboration between DEI efforts led by Academic Affairs, Student Affairs, and Administration and Finance.
- Many students still have not heard of the AVA or the work we do and many who have heard of us do not feel they have the capacity to help support our work as peer educators. We are working to correct this gap with marketing support from the Design Project Center (DPC) as well as the social

media committee within the AVA itself. Prevention work in general has historically been spearheaded by white women and we have struggled to get buy in from men on campus as peer educators and to have men on campus engage in meaningful ways with the work of the AVA. We can always increase our participation in the peer educator program from our students of color as well as creating more content that speaks to culturally specific communities on campus but would likely need additional resources for research and content creation (AVA).

- The COVID-19 Pandemic created a challenge for programming in the OMSS. Students did not have an opportunity to visit OMSS throughout the 2020-2021 school year due to the office lobby being closed. Several students stated they do not like virtual programming. Moving forward, we plan to strategize about campus outreach efforts to inform and encourage students about getting involved with OMSS, as well as offer hybrid programming for students online and at KCAD. In addition to pandemic challenges, we continue to face the challenge of students having vastly different experiences based on what part of campus they are frequenting. Ideally, *all* students, majority & underrepresented alike, should feel safe and welcome regardless of where they are on Ferris State's campus. This is an ongoing and concerted effort that we as an institution must continue to make and hold ourselves accountable for via educational opportunities and benchmarks (OMSS)
- **The LGBTQ+ Resource Center** is understaffed and the part-time, no-benefits status of the coordinator position is unsustainable and remains a challenge to staff retention. Kendall College of Art & Design, Statewide, and advanced Pharmacy students have been underserved by the LGBTQ+ Resource Center. The climate at Ferris State University is slowly shifting to be more clearly LGBTQ+ friendly through the work of the Resource Center and dedicated campus and community partners, but student experiences with faculty, staff, students, and the surrounding community are fraught and feel unsafe to many. LGBTQ+ students who are out also experience tokenization in classes, and many students still do not feel safe or welcome enough on campus to risk being seen associating with the LGBTQ+ Resource Center or LGBTQ+ community. There are pockets of resistance to LGBTQ+ inclusive pedagogy, and LGBTQ+ students often feel overlooked or outright disrespected in some classes and student employment environments. The widely publicized comments of the faculty member who was dismissed was just one particularly egregious example of homophobia in the classroom, while students more commonly experience subtler discriminatory attitudes or simple erasure from their curricula. Transgender students who use they/them or neopronouns report regular experiences of being misgendered or mispronounced by faculty, staff, and students. Transgender students and faculty regularly share with the Resource Center that due to the lack or inadequate number of all-gender restrooms, or clarity about their ability to choose which restrooms are safest for them, it is difficult, particularly at Kendall College, but across the university as a whole. There are also challenges which are regional, which affect the effectiveness of Student Affairs DEI work; of note is a dearth of LGBTQ+ competent and explicitly transgender-affirming medical doctors, a shortage of psychiatrists, and a need for greater training in the surrounding area for social service providers to appropriately serve LGBTQIA+ people.
- We struggle to get a diverse student work force. We recruited differently through our identity centers and still did not get any minority applicants this past year (UCB & CLACS).
- We do not have any consistent training or professional development on campus for faculty, staff, and student employees. I think if we had a prescribed lineup of trainings or offerings, or people on

campus (train the trainer) that could help offer this, this would go a long way with our campus community and show that Ferris is committed to DEI. We talk a lot about it, but we don't offer much for our community. I also think a big challenge is to get everyone on campus to buy in. Too often faculty and staff think it is someone else's or another department's responsibility. However, it is the responsibility of the entire campus when it comes to DEI. We experience this with wellness too. Everyone thinks wellness should fall within Birkam, the PCC, or UREC. When in reality, it takes an entire campus to ensure student wellness, much like DEI (UREC).

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

- Conduct an inventory of the dollars each area of campus allocates for DEI initiatives. The exercise is crucial to establish a base where in the respective units of the University, spending is occurring and where it is lacking.
- The OMSS recommends an embracing of traditions and celebrations that are “Black” focused such as Juneteenth, Black graduation ceremonies, and Black Student Welcome. 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 LGBTQ+ Resource Center** recommends converting the part-time Coordinator position to, at minimum, a full-time Assistant Director with benefits. We need to have intentional conversations about intentional growth and leadership to shift Ferris State University culture. We need to appropriately resource all students and professionals with education and further professional development around gender and sexuality DEI. Would a Gender and Sexuality Justice Center with its own director better serve the campus community? Would a move to integrate with the OMSS with additional staff be more effective at interrupting historical trends in LGBTQ+ Higher Education work of centering whiteness and cisgender people in the design and provision of gender and sexuality services? Would simply adding professional staff to share programming and training responsibilities as well as high-level sensitive student contact reduce unsustainable workload as well as pressure and scrutiny on the department? Ferris State University needs to have these conversations. The move to integrate KCAD's Student Engagement with the Big Rapids Student Affairs department is an excellent change that can be built upon. There is an urgent need in all higher education LGBTQ+ resource offices to change practices to center and be accountable to LGBTQ+ people of color, and that also extends to universities across the country. Practitioners doing this work know that the greatest challenges to student retention are with Black Trans women and Black and Brown queer and Trans students. There is a need for more dedicated resources that are culturally relevant and specific to support the well-being of LGBTQIA students of color that should include scholarships, emergency funds, and greater dedication to training and cultural competency in the offices that students struggle the most to work with. The next Diversity Plan must also include regular, rigorous surveys of LGBTQIA student and staff experiences with the university climate, with support from the institution at a higher level than the LGBTQ+ Resource Center and should include plans for upper administration to build communications and governance structures to make decisions about LGBTQ+ people with the input of LGBTQ+ people.
- There is a need for more high-impact DEI initiatives for students, such as a leadership program that focuses on learning and practicing inclusive leadership or paid internship programs for

economically disadvantaged students. This requires human and monetary resources that many departments do not have. How can we better support innovative, high impact practices better? (CLACS).

- There is a need for consistent trainings around campus for students, faculty, and staff. Reaching out to various people, organizations, and companies within the community, so they have a better understanding of what Ferris is trying to accomplish with this plan. There must be faculty buy-in since they are the ones who see students daily. It is important to make sure the plan is easy to articulate, so we do not have to search for the plan and read it every time (UREC).