

## Student Affairs Diversity Committee

### Meeting Minutes

9/29/2021

**Present:** Joy Pulsifer, Angela Palmer, Kaitlin Zies, Kylie Piette, Nick Campau, Sarah Meiser, Eric Haner, Justin Harden, Stacey Sandy, Raven Hills, Ben Avery, Lindsay Barber, Sarah Doherty, Danyelle Gregory,  
**Guest:** Jeanine Ward-Roof & Kristen Salomonson

#### **Annual Diversity Report:**

There is a working draft of the Diversity Report in your email. The final draft is due to Dr. Pilgrim's office on October 15<sup>th</sup>. If you have feedback, please get it to Angie by October 7<sup>th</sup>. If you feel that the new format does not work for you, please connect with Joy.

#### **Work Plan Updates:**

##### Student Employees & Student Leaders – Equitable Leadership/DEI/Programming:

Angela sent an update via email to Joy, which Joy read and includes the following information:

1. On August 31<sup>st</sup> a professional development opportunity was offered to student employees during the Student Job Fair. All topics embedded DEI topics into the conversation.
2. Personal and Group leadership development workshops are beginning. The first session is this Thursday called *Teamwork Makes the Dreamwork*. It talks about group formation and includes DEI topics.
3. The Student Leadership Conference will be offered 3 times this year using the LeaderShape Catalyst curriculum which includes equitable leadership and other DEI topics. The first session will take place in late October.
4. CAPS office now has access to a regular list of student employees and supervisors, and we plan to implement a regular information newsletter but that has not been drafted yet.
5. Over the summer, CAPS assisted the First Lady's Attic in updating their professional attire website to be more inclusive.

If anyone has any ideas for training opportunities, Angela would love to hear them.

Nick shared that the Catalyst Training mentioned in #3 above was a 1 ½ hour training that showed participants how to access the Catalyst materials and did not dig deep in the content of it. Angela has scheduled a follow up meeting to discuss more.

##### Student Membership:

If you have any students who you would like to nominate to be a member of this committee, please let Joy know. Our next meeting is November 3, 2021. Please invite anyone who may want to be part of this team and send their names to Joy.

##### Streamlining Webpage:

Ben has been doing this work. Joy will send an email within the next two weeks to ask you to review our webpage. This will be on the agenda for November to discuss. During the process of working on this, Joy and Ben realized that when you went to the Student Life tab of the home page, it did not contain many of our departments. Ben worked to get those added.

### Revamp/Recreate Diversity Awareness Calendar (Eric):

Eric had a meeting with Eric Hazen to discuss the new Omni update. The new calendar will go live soon. Eric is hoping to have someone from this team to get these dates entered into the system. Nick Campau has offered to have the Center for Student Involvement (CSI) work on this.

Eric shared that he is reading the book, "How to be an Inclusive Leader: Your Role in Creating Cultures of Belonging Where Everyone Can Thrive." He has found it to be beneficial and has shared a PDF copy of the book with this committee (will be sent with the meeting minutes). Eric also shared that there is a new diversity panel on the elevators in TIMME.

### Restart of Green Box Lunch & Learn Series:

The goal is to restart the Lunch & Learn Series in November (scheduled for 11/11/2021) and then every second Thursday of every month (12/9, 1/13). Topic ideas for upcoming Lunch & Learn Series are as follows:

- Inclusive Dress "Codes"
- Boundaries of Free Speech
- Mental Health vs. Mental Illness: Building a Campus Culture of Support, not FIXING
- Green Zone Training
- Restorative Justice

If you are interested in leading a discussion on any of these topics or have a new topic that you would like to discuss, please get with Joy. Joy shared the purpose of these sessions and how they were initiated/led in the past for the benefit of our new members who may have never attended one.

### **National Assessment of Collegiate Campus Climate:**

Kristen shared the Fall 2020 Administration report of the National Assessment of Collegiate Campus Climate Survey, which is an instrument used across several institutions. One advantage to use this instrument is to give us the opportunity to compare ourselves to other institutions and to compare the progress of ourselves over the years. This report contains only a small amount of data that is contained from the survey. Kristen is able to split up the data between KCAD and the Big Rapids campus, between each college major, between on and off campus students, and between other demographic factors. However, we are not able to see who the individuals are who completed the survey. For Ferris, all undergrad students were invited to participate in this survey during the fall of 2020 and 17% completed the survey. One important factor to take into consideration and remember is that we were not on campus when this went out (we were all working and learning remotely).

This report pulls comparative data and highlights it in different content areas. For each content area highlighted in the report, some goals are suggested, and recommended action items are given for areas of improvement.

Highlights shared from Kristen are inclusive but not limited to the following information:

- Gender identification is about 2/3 identifying as women and 1/3 of men who have taken the survey.
- The split of class year mirrors well of our current enrollment.
- Racial identity and age range were also demographics shown and discussed.
- 151 students of the total participants were from KCAD.

- There is a consistent pattern that white students indicate that they matter more strongly with white professors than professors of color. One goal that Ferris has committed to is making progress in the proportion of Black professors that we have.
- There is a large gap between white students and students of color for undergrads who often or almost always experienced support to class distributions.
- This is purely a quantitative instrument and there is no availability to respond in a comment section.
- In the content area of cross racial engagement, some discrepancies between white students and students of color were noted: 28% of white students felt moderately encouraged or completely encouraged about having conversations about race with students of color and 48% students of color felt moderately encouraged or completely encouraged about having conversations about race.
- Conversations from students of color are happening more often with students of color about Black Lives Matter compared to white students having these conversations with other white students.
- In the racial learning and literacy content area, about 1/3 of students indicated that they are not learning about race anywhere on campus. This is an area that is worthy of more investigation.
- For the question of “How well do you think FSU is preparing you to work in a racially diverse setting?” Most reported that FSU is “slightly preparing” or “somewhat preparing.” This is an area that we would like to see increase.
- Students of color assume invisible work on teaching race to peers and others on campus.
- In the encounters with racial stress content area, there is a big gap in terms of feeling included on campus between white students and students of color. There is work to be done here.
- Under the appraisals of institutional commitment content area, there is a bit of a split on the perception seen between white students and students of color of how administration is dealing with racism.
- In the impact of external environments content area, 54% of white students felt moderately welcome or completely welcome in Big Rapids and 32% of students of color felt moderately welcome or completely welcome in Big Rapids.

Some of the feedback and questions asked from the committee regarding the information provided from this survey are as follows:

- Q: Based on the information given, are there any established priorities of where we would like to go and do we have a timeline? A: This survey will help as a foundation for the next diversity and inclusion university plan. It is serving as the foundation of some of the things that we are moving forward with.
- The data shared in this report that 11% of black students reported being asked for ID by campus police when others were not, compared to 1% of white students seems like a tangible piece that we can fix/address with some training.
- Q: Will the professional development modules mentioned in the report be implemented here at Ferris? A: We hope to use them as part of the next diversity and inclusion plan but are unsure that they will be implemented as professional development opportunities.
- Q: Is there a plan to disseminate this info to the students? A: The results are published on the Diversity and Inclusion website:
- <https://www.ferris.edu/administration/president/DiversityOffice/homepage.htm>

- Kylie communicated that the climate survey results will form the work of the Equity Campus Climate team, which has been newly formed and in the early stages of implementation.

**Next Meeting:**

Our next meeting is scheduled for Wednesday, November 3, 2021, from 11:00 am – noon.

Submitted by Angela Palmer, Administrative Assistant to the Dean of Student Life