Facing Challenges:

Strategic Plan Year One and a Half Progress and Updates

Ferris Forward

2021

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YEAR ONE AND A HALF: FACING CHALLENGES

The COVID-19 pandemic has impacted every aspect of the Ferris State University Strategic Plan. Some Key Strategic Targets were adjusted. Nevertheless, much work has been accomplished, and the direction of the University is still encouraging. This report provides details on Progress, Highlights, and Updates on the initiatives defined in the Plan. It also provides insight on changes made to the original Plan due to the worldwide pandemic. Ferris State University stakeholders should be proud of their work and creative approaches to implementing and achieving the Plan.

Academic Programs and Offerings (APO)

APO Initiative 1: Encourage, facilitate, and support innovative degree initiatives in emerging fields.

Progress and Updates

- A draft of a strategic plan for the future of online education is being incorporated into the comprehensive strategic plan for Extended and International Operations to ensure common initiatives and resources are shared. Goals, action items, and signs of success are based on both existing endeavors and best online practices implemented by successful online programs at peer institutions.

- Encouraging academic-driven innovation that supports the mission and strategic plan of Ferris State University is the purpose of the Innovation Development Grant. Projects or initiatives supported include encouraging and facilitating innovative degrees in emerging fields, and promoting and advancing innovative experiences that blend theory and practice.

- The creation of an online Think Tank group is being explored by the eLearning Management Advisory Team (EMAT) and is being included in the Extended and International Operations strategic plan. Market research from EMSI will be used by the Think Tank to make recommendations about new programs ideas, offerings, and delivery mechanisms.

- Hatch*Ed* is Ferris State University's annual celebration of innovation in higher education. It is a conference for innovators and would-be innovators from every college and department across Ferris. Hatch*Ed* empowers exploration and creates an environment where you can make unexpected connections. Hatch*Ed* took place on Feb. 18, 2021.

APO Initiative 2: Honor our commitment to lifelong learning.

Progress and Updates

- Ferris State University realized a multi-year community partnership on the southwest side of Grand Rapids by occupying two classrooms at a new Grand Rapids Public Schools

middle/high school. Space will be utilized to offer dual enrollment, after-school programming, and adult education opportunities to the largely Latinx and African American communities nearby. All programs will be provided in partnership with community-based organizations with the sole purpose of making University resources accessible to this thriving community that has often been disconnected from higher education opportunities.

- The Doctorate in Community College Leadership program has been working on various career development opportunities for graduates. These include monthly webinars, as well as interview prep sessions.

- The Long-Term Care Certificate within the College of Health Professions is being revised so that those working in long-term care facilities can enroll in all four required courses within the same semester. This will allow these individuals to advance within their profession and sit for a state certification exam in a more timely manner.

- The University's Alumni Association has partnered with three vendors, TalentMarks, ClearlyNext, and Alumni Learning Consortium to offer alumni access to national virtual career fairs, career coaching services, and monthly webinars that promote lifelong learning, career advancement, professional development, and help navigating different health, family and life stages.

- The College of Pharmacy offers an annual continuing education program marketed to our alumni, in addition to many alumni volunteer preceptors and providing periodic training programs.

- KCAD is developing a strategy for Professional Development non-credit programming. The programming will leverage KCAD campus resources (faculty, technology, labs, etc.) to support continuing education for working professionals. The programming will include technical skill building and conceptual learning around emerging topics and professional practices, packaged together in a non-credit certificate. Education and training content will be contextualized for learners so it can be applied directly to their professional work. Programming will be made accessible to KCAD alumni through discounted tuition.

- The Student Affairs Diversity Committee hosted a Lunch & Learn on Supporting Adult Learners and identified opportunities for additional support. A panel of four adult learners shared their Ferris experience as a student, in and outside of the classroom. Attendees were able to ask questions to learn how faculty and staff can better support these students.

- In Summer 2020, the Center for Leadership, Activities and Career Services held a virtual Instagram Adulting 101 series to assist graduating students and new alumni in learning about everyday living topics such as buying a house and automobile maintenance. In Spring 2021, the Adulting 101 series returned, along with an additional lineup of events and workshops. These activities shared information, celebrated lifelong learning and successful transitions into the workplace.

- The Black Male Empowerment Network (BMEN), organized by the Office of Multicultural Student Services (OMSS) met bi-weekly with students during the Fall 2020 semester and Spring 2021 semester to cover a variety of topics regarding purpose, leadership and academic success. During these meetings, participants discussed Black mental health, the importance of community service and giving back, serving as role models, career preparation and interviewing skills, and important campus resources.

- Teaching Others What Establishes Real Success (TOWERS), established by OMSS, met bi-weekly with students during the Fall 2020 semester and Spring 2021 semester, and covered topics such as conflict management, career preparation and developing your elevator speech, etc. Staff also met one-on-one with participants to develop an academic success plan and discuss personal barriers to success.

- College of Pharmacy will offer the "Virtual 68th Spring Seminar" in May. Last year's virtual event attracted over 300 attendees, a record for recent programs.

- The College of Pharmacy collaborated with a diverse group of in-state academic institutions to establish articulation agreements for conditionally guaranteed placement in the Doctor of Pharmacy program. The following institutions have signed agreements in place: Aquinas College, Calvin University, Grand Valley State University, and Grand Rapids Community College. Additional discussions are underway with Eastern Michigan University, Henry Ford College, Michigan Technological University, Oakland University, and Saginaw Valley State University.

- College of Pharmacy established a comprehensive plan for student success comprised of peer mentors, career counselling, an early warning system, and targeted remediation to ensure total attrition rate is below the college-imposed maximum of 12%. Current on-time graduation rate is 89.21%.

- The KCAD Innovation Hub launched a survey to help assess the professional development needs of alumni and professionals in the region. The insights on preferred delivery methods, expectations for engagement, value of training, and key skill areas from the survey have informed the development of our non-credit programming. The Innovation Hub piloted its first custom training course, visual communication techniques for engineers, with a local manufacturing business during the Spring 2021 semester. Development of the second training course, human-centered design methods, is under development and will be piloted during the Summer 2021 semester. All of these courses are designed to provide valuable, design-focused skill building for regional professionals in all industries. The Innovation Hub will officially launch a small standard offering in Fall 2021 with a discounted fee for KCAD alumni.

APO Initiative 3: Spur a culture of data-driven decision making across the University.

Progress and Updates

- The Provost's Office has worked with all academic deans to facilitate monthly review and discussion of their respective college budgets. This now standard practice has increased communication between colleges and the Provost's Office on budget matters and serves to inform decision making. Examples of decisions that resulted from this process include: College of Arts, Sciences and Education opened additional Summer 2021 course offerings to support student progression; College of Engineering Technology posted faculty positions to support a plan for growth. This work continues.
- Chairs of the Academic Program Review Council (APRC), University Curriculum Committee (UCC), and University Assessment Committee (UAC) have worked to identify opportunities to coordinate and align their respective functions. These collaborations serve to inform decision making, streamline procedures and strengthen a holistic approach to programmatic assessment. Examples of actions that have resulted from this work include, but are not limited to: adoption of a common set of expectations for assessment across all three Academic Senate committees; consultive review of assessment information on UCC proposals; developing an audit-based assessment system to ensure all courses on check sheets are properly assigned in Nuventive Improve to support complete data population on required APRC reports.

APO Initiative 4: Assess and review processes for academic programs and offerings to increase effectiveness.

Progress and Updates

- The Hospitality Management program Advisory Board serves as a vital component of our program improvement center. Advisory Board member engagements include review of proposed and existing curriculum to provide recommendations on opportunities for improvement and alignment with industry need, industry partnership development for experiential education initiatives, and direct student assessment via the annual Bulldogs to Business (B2B) conference. The B2B conference hosted on campus gives our members direct and personalized engagement with our students. This time with our students and the resulting insight has dramatically improved their perception of the program's strengths and threats. The program has implemented countless curriculum enhancements directly resulting from member feedback and direction. An increased level of student engagement at the events and during the academic year, resulting from the education and mentoring the students receive from the member presentations and sessions at the conference, has been evidenced.
- The Hospitality Management program launched a Specialized Management concentration in 2015 that has recently developed into an increased opportunity for transfer partnerships. In 2020, several articulation agreements have been established to provide transfer students coming to Ferris with a certificate or a two-year degree from partner institutions. This allows

students the opportunity to complete the degree without excess credits and within timely expectations.

- The Construction Technology & Management program upholds the student learning outcomes required by its accrediting body. They are quite comprehensive and specific (20 outcomes in all) and the program is reviewed every six years by a visiting team to ensure compliance. The program also has a very active Industry Advisory Board (IAB) that interacts with our students once a year for their feedback on the program. The session is private between the students and the IAB so that the students will speak freely. Feedback from these sessions was a critical component of our most recent curriculum revision.

APO Initiative 5: Foster a rich, student-centered university educational experience.

Progress and Updates

- A one-year contract with the Easy Virtual Fairs software system was purchased so the University could continue to host large events in a virtual format. Using Easy Virtual Fairs, students and vendors can create accounts and interact in a virtual platform through browsing booth materials, watching informational videos, chatting with attendees, and participating in virtual interviews.

- In Fall 2020, CLACS implemented three Student Leadership Development Experience tracks. The leadership experiences are for personal, group, and student organization development. They each consist of attending five workshops and creating a leadership development plan and SMART goals, and reflecting on how they will use what they learned in their leadership activities on campus.

- The Anti-Violence Alliance (AVA) Peer Educator experience began in January 2019. In 2020, through partnership with the Michigan Coalition to End Dating & Sexual Violence (MCEDSV), the AVA enhanced its program to include mandatory training for all peer educators to elevate their work around intersectionality, sexual violence dynamics, presenting prevention strategies, and program development. Through the Peer Educator role, students engage with one another, with other students, and with the campus community to foster culture change through awareness, education, and prevention opportunities. The AVA Peer Educator role is assessed through evaluation metrics outlined by MCEDSV as well as Student Employee Learning Plans. Being a Peer Educator for the AVA is a high-impact experience focused on self-awareness, critical and creative thinking, and communication through experiential learning.

- In August 2020, the Center for Leadership, Activities and Career Services offered a virtual Becoming a Bulldog First Year Transition Week program. All FTIAC students in the First Year Peer Success & Involvement Coaching program were invited (1462 students) to attend a variety of virtual activities. Learning outcomes included:
    o Get to know other first year students
    o Use Bulldog Connect to find events, learning opportunities, and student organizations

- o Use MyFSU
- o Explore Campus
- o Know campus resources and how to find them
- o Participate in social activities

- The C4 Scholar Program (Cross Curricular Career Community) is a multi-semester learning community for General Studies students (GNST) with developmental placements in English composition, mathematics, and reading. The project is a joint venture between Retention and Student Success (R&SS) and ELWL and Mathematics in the College of Arts, Sciences and Education (CASE). Programming elements consist of three principal elements:

    (1) cohort courses in English composition, mathematics, reading, and study skills;
    (2) course acceleration in English and math accompanied by additional instructor support;
    (3) relational advising and consultation provided by the program coordinator. Each element is guided by a personal accountability framework taken from business management literature.

    Recent evaluation of program effectiveness demonstrate substantive gains. C4 students outperform non-C4 students at statistically significant levels in terms of GPA, DFW rates, first-to-second year return rate, and reduction in time-to-degree by 11 credits. Recruitment of C4 cohort students for 2021-22 is underway. Strategies to extend the academic performance gains beyond the first year and to expand the program to include multiple cohorts are also being explored.

- The Provost's Office held meetings with advisors and directors of student academic affairs from across the division to solicit input on perceived barriers to student progression. The College of Arts, Sciences and Education used internal data to identify students within established credit hour ranges who needed courses in the Communications and English disciplines. Taken together, these data helped inform decisions to schedule additional Summer 2021 course offerings that meet the needs of existing students and support progression.

- The Peer Success and Involvement Coaching program was implemented in August 2020 to connect student leaders with incoming FTIAC students after the student has completed orientation, and continue to coach those students through their first year at Ferris. Peer coaches worked to increase the students' sense of belonging and confidence in their ability to succeed personally and academically. Coaches outreached with incoming students to provide one-on-one and group engagement. Connections were provided through email, text, phone and video calls, and social distanced activities. A full report of results will be available in September 2021.

- The CLACS office implemented three book clubs this past year. The clubs were open to all, provided a free book, were held in a hybrid format, and lasted 4-6 weeks with a weekly discussion meeting. The first club was on the book "Grit" by Angela Duckworth and was

facilitated by Michele Albright. The second was led by student Christine Labby and focused on the themes from the book "So You Want To Talk About Race" by Ijeoma Oluo. The final and most successful book club with 31 participants was a collaboration with Patrick Bishop and Christine Labby who discussed Dr. Bishop's new book "Wisdom of the Animals".

- During the past year and throughout the pandemic, Information Technology Services (ITS) collaborated with various colleges, departments and faculty in procuring and implementing classroom technologies like cameras, microphones, speakers, and amplifiers to enable remote learning through online and hybrid class instruction. These devices were integrated with Zoom and other instructional tools to enable faculty to deliver course materials to students both inside and outside the classrooms. This initiative focused to enhance student educational and learning experience.

- ITS developed a robust and sustainable wireless strategy for the replacement of aged Wi-Fi equipment and to significantly increase the capacity to meet the demand for connectivity. As the number of mobile devices per student and employee increases, so does the demand for connectivity across campus. Implementation of this strategy will have a significant and positive impact on the student on-campus experience. The next step is to devise an implementation plan. This is an infrastructure change with a significant impact to the student experience across campus.

- A support model is being developed for academic programs with higher technical requirements. ITS has partnered with several academic programs that require students to utilize specialized software applications to complete their coursework. ITS implemented a software virtualization application, "AppsAnywhere," that enables students to utilize the software remotely and complete their course requirements.

Student Success (SS)

SS Initiative 1: Expand access through targeted recruitment efforts.

Progress and Updates

- An internationalization plan began in early 2020 led by Piram Prakasam, executive director of the Office of International Education.

- Academic Affairs and Admissions are collaborating on a postcard mailing to Fall 2020 graduates encouraging them to consider enrolling in one of our graduate programs. With decreasing job prospects due to the COVID-19 pandemic, there has never been a better time to begin an advanced degree. Provost Bobby Fleischman has provided a message to include which focuses on the timeliness of the applied nature of our graduate programs and their clear path for career enhancement.

- For the Fall 2021 admit cycle, Academic Colleges and Admissions are collaborating on re-tooling the application process for students. Many of these changes began as a result of our transitions due to COVID-19 but are now being applied more broadly to provide as clear a path as possible to a Ferris education.

- University Advancement & Marketing is leading an effort to document and track all enrollment marketing initiatives throughout the University. Partners include UA&M, Admissions, Statewide/EIO, and KCAD.

- Beginning Spring 2021, the Alumni Association's Student Alumni Gold Club is collaborating with Admissions to implement a student-led, text message outreach program to connect with and encourage enrollment from newly admitted students.

- Beginning November 2020, the Center for Latin@ Studies (CLS), Financial Aid Department, and Admissions Office began coordinating a monthly series called Ferris Adelante to increase bilingual outreach to the Latinx community focusing on questions about financial aid and admissions process.

- For Fall 2020, Academic Learning Center (ALC) tutors and Structured Learning Assistance (SLA) facilitators served as panelists in a presentation for West Michigan Works! College Day. There were 55 high school students in attendance.

- The ALC staff participated in a virtual visit and presented to 15-20 new high school advisors with the Advise MI program in Fall 2020.

- In Fall 2020, KCAD ran a geofenced social media ad campaign targeting undergraduate prospects and their parents encouraging them to "Live local, learn local,", leading to an increase in applications from the targeted areas.

SS Initiative 2: Champion degree completion and ensure a clear path to success.

Progress and Updates

- Student Life, OMSS, and CLS received a Michigan College Access Network grant to provide a College Completion Coach for students of color pursuing two-year degrees at Ferris beginning in December 2020. Services provided include holistic wrap-around support to these students for at least one year with plans to extend up to three years with the renewal of AmeriCorps funds.

- CLACS received a $10,000 grant to help create a Peer Success Coach program to provide a peer coach to all first-year students in 2020-2021 to support their transition to and success at Ferris.

- For Fall 2020 and Spring 2021, tutors and SLA facilitators delivered tutoring and course workshops in-person and virtually. The Tutor and SLA webpages were enhanced to include introductory tutor and facilitator videos.

- In preparation for the Fall 2020 semester, team members of the KCAD Division of Student Success (the Dean, Student Engagement, Counseling and Disability Services, Student Business Affairs) as well as Academic Affairs (Academic Counselor), collaborated and developed the KCAD Student Success Canvas course. This course is now being used as a virtual support resource for students at the KCAD campus. Via the Canvas platform, students are able to access, inquire about, and source out relevant support resources provided in tandem with the existing curriculum structure, specific to the KCAD campus. This Canvas course was developed in keeping cross-collaboration in mind, with intentional programming specific to co-curricular learning opportunity (e.g. Zoom recording of the "Introduction to Cultural Intelligence" with Razel Jones presentation) and professional development (e.g. RSO's, KCAD Virtual Internship Series '21), while at the same time providing student-centered, resource-rich information (retention support), tailored to meet the needs of students.

SS Initiative 3: Position career readiness and ExperienceShips at the center of a Ferris State education.

Progress and Updates

- A taskforce to determine ExperienceShip definitions and processes was created in the Spring of 2019.

- College of Pharmacy

    o PHR 587 - All P1 students take APhA Career Pathways Survey to learn about career interests and skills.

    o PHR 515 - Pharmacy professionals were invited to talk with students about various areas of the pharmacy profession.

    o A leadership elective is offered to P1, P2, and P3 students.

    o PHR 691 - CV review is a requirement of course completion.

- During Summer 2020, the College of Pharmacy created a Career Planning Task Force (CPTF) that includes professionals from a variety of pharmacy professions (e.g. independent, institutional, community, industry, etc.). Seven of the nine members include two COP faculty and five alumni. The CPTF provides input to the COP regarding current job market needs and best practices related to career planning and preparation.

- Alumni Relations and CLACS are working collaboratively to recruit and welcome alumni volunteers each month to actively support students through the Alumni in Residence program.

- KCAD developed and launched the KCAD Innovation Hub to serve as a connection point with regional industry and local community partners. The Innovation Hub will facilitate grant-funded advanced research and sponsored projects that provide faculty and students an opportunity to participate in professional-level project experiences. Projects will provide businesses an opportunity to leverage institutional resources for growth, while students gain internship-like experiences and faculty engage as mentors and project managers. These projects will contribute to the students' professional readiness and possibly lead to future employment. Also, the projects may be implemented into existing coursework, be packaged into special topics coursework, or be used to satisfy internship requirements, so students can gain credit for experiences.

- Beginning in Fall 2019 and continuing, CLS and the Career Center partnered to offer Latinx students access to ExperienceShips in partnership with the West Michigan Hispanic Chamber of Commerce's Building Bridges to Education (BBTE) Fellowship. BBTE's goal is to prepare and connect high-potential Latinx college students with the tools and opportunities to reach their career goals while educating and encouraging business to invest in their communities by creating job and internship opportunities. The 2020-2021 cohort included seven Ferris students who participated in monthly workshops which included an introduction to career services, StrengthsFinder, resume and LinkedIn reviews, a book club, employer information, practice interviews with representatives from the Hispanic Association of Colleges and Universities, and the Kellogg Corporation, and an employer panel discussion.

- College of Pharmacy has established a network of over 150 practice sites and 600 volunteer preceptors (the majority of whom are alumni) across the state.

- To assure readiness for students to enter the advanced pharmacy practice experiences (APPEs) during the final year of the Doctor of Pharmacy, a longitudinal approach to assess student readiness was developed by faculty. Student performance data on the faculty-approved curricular ability-based outcomes within didactic courses and student performance on skills-based assessments are utilized to determine student readiness for APPEs. The continuous review of student data allows for early intervention for at-risk students and enhanced preparation for practice experiences.

- To prepare students for experiential elements of the curriculum, the College of Pharmacy offers a sequence of courses that introduce elements of practice and practices opportunities: PHR 587 (Pharmacy Skills and Patient Care 1): All first-year students take American Pharmacists Association Career Pathways Survey to identify career interests and skills; PHR 515 (Pharmacy and Health Care Systems 1): Pharmacy professionals discuss various areas of the pharmacy profession through sharing their personal experiences; A leadership elective is offered to first-, second-, and third-year students; PHR 691 (Direct Patient Care Introductory Pharmacy Practice Experience): CV review is a requirement of course completion.

- Career Center partnered with the Criminal Justice program during Summer 2020 to create an alternative internship for 182 students when CJ internships were not offered. This included meetings with faculty to determine learning outcomes which resulted in a collaboration to offer: Clifton Strengths, Essential Skills Development online modules, and two employer panel discussions. This collaboration is continuing for 125 Criminal Justice students during Summer 2021.

- The KCAD Innovation Hub partnered with KCAD Student Success, KCAD Academic Affairs, and the FSU CLACS to develop and facilitate a three-part speaker series on virtual internships. The first session provided students with information about the trend in virtual internships and an overview of services and events provided by the CLACS. The second session provided students with practical guidelines and advice for creating a digital portfolio and preparing for a remote interview. The session included a panel discussion with faculty from various art and design programs within KCAD. The third session used a panel of KCAD alumni from various professional creative fields to discuss trends in remote working experiences and help the students understand expectations for these evolving positions. These events helped KCAD students effectively prepare and compete for summer internships and entry-level positions after graduation.

- KCAD recognizes the benefit of creating networks and learning from others. KCAD's Studio Arts programs have partnered with two nationally recognized arts organizations to offer summer professional development opportunities for selected students. Anderson Ranch in Snowmass, Colo., and Chautauqua Visual Arts at the Chautauqua Institute in Chautauqua, N.Y., provide opportunities for learning artists based on a selection process. Anderson Ranch gives a full tuition scholarship to a student for a weeklong workshop with an established artist. This student is selected by KCAD faculty and is further supported with travel funding from the Dean of Academic Affairs. The student also receives mentoring on how to set up travel arrangements and develop a budget. The Chautauqua Visual Arts (CVA) program offers artists a residency for the summer and opportunities to engage with established artists, curators, and experts in the field. The selection process is juried by the CVA faculty and includes feedback from the selection process. Students who are selected receive some funding from the Dean of Academic Affairs and matching funding from CVA. In both instances, the outside-of-KCAD opportunities allow students to understand the larger field of art and to realize their place in it. For the past four years, KCAD has sent students to Anderson Ranch, and each time, the students report back at how life-changing the experience is, for their practice as artists as well as for their pursuance of future career opportunities. For the past two years, the Artistic Director of the CVA, an internationally known artist herself, has given artist's talks and walked students through the process of applying.

Institutional Effectiveness (IE)

IE Initiative 1: Engage in a thorough review of university structures and processes and complete an organizational realignment, to be conducted in a way that provides ownership (or shared understanding) of important university structures while also increasing trust, efficiency, and effectiveness.

Progress and Updates

- UNIVERSITY STRUCTURE AND PROCESSES - *Office of Graduate Studies moved to Extended and International Operations (Fall 2020).* Under the leadership of Dean Steve Reifert, the EIO team is using the 2017-18 recommendations of the Graduate Studies Committee, and the shared governance structure of the University Graduate and Professional Council, to create a robust infrastructure to support all graduate-level education at Ferris State University. With expertise in marketing programs to adult learners and serving students who study at a distance, EIO is uniquely prepared to support graduate studies. This restructure strengthens planning and central office support, in addition to coordinating growth in current programs and development of new degree options, market research and environmental scanning, marketing and recruitment, and support for the online learning environment.

- UNIVERSITY STRUCTURE AND PROCESSES - *Office of Transfer and Secondary School Partnerships (OTSSP) moved to Extended and International Operations (Fall 2020).* Aligning the OTSSP with the statewide footprint of EIO provides an opportunity for increased collaboration and support for dual and concurrent enrollment and academic transfer processes. The EIO team is working with the OTSSP team to strengthen institutional commitment to the recruitment and retention of students via dual, concurrent and transfer pipelines.

- DATA MANAGEMENT AND ACCESS - *Data to Support Re-Enrollment (Fall 2020).* The Provost's Office and Enrollment Services are providing regular reports to inform the academic units regarding re-enrollment for spring semester. For example, enrollment grouped by college and student level comparing new and continuing students helps to understand how spring semester enrollment compares with the previous year. Also, reports highlighting students enrolled in fall but not yet enrolled in spring helps to direct re-enrollment campaigns at the college/department levels.

- DATA MANAGEMENT AND ACCESS - *Data to Support Academic Program Review (Summer 2020).* The Academic Program Review Committee and Provost's Office have streamlined the data needed for APR. For example, specific reports have been identified in Nuventive Improve to provide program and course assessment data. This work continues.

IE Initiative 2: Develop a more effective and transparent campus by standardizing and integrating the use of existing campus software and systems.

Progress and Updates

- A technology plan is currently being developed and led by the Information Technology department.

- In Fall 2020, the Staff Center for Training and Development started providing microlearning posts 1-2 times per week via University Wide Notices about Office 365 applications and hosting a weekly Office 365 Learning Community where employees can learn about the different applications and how they can be used to improve engagement and reduce waste.

IE Initiative 3: Review systems of funding, planning, and degree auditing to identify barriers for student success, thereby increasing the attainability of a Ferris degree.

Progress and Updates

- Advisor training materials are in development in the College of Arts, Sciences and Education to support records review and discussion of applicable associate degrees and certificates into advising for non-returning bachelor program students.

- The Provost's Office held a series of meetings with faculty, advisors and directors of student academic affairs from across the division to solicit their input on strengths and opportunities for coordinating our advising services across the institution. The expected outcome will result in raising awareness of advising services and developing a consistent process for students accessing the same. Perceived barriers to student success were often discussed in these meetings. Feedback captured from these meetings will be used to inform divisional planning for 2021-22 and these conversations are ongoing.

- The University Curriculum Committee (UCC) is now requiring semester layouts on all new curriculum proposals. This is an important step toward increasing the number of students with complete, active plans in MyDegree.

- Exploration of Navigate and Salesforce to Assist Enrolled Students: While several units on campus currently engage Salesforce, a decision on whether to enter into a single source, University-wide agreement with Salesforce or Navigate (EAB product) is pending as we review proposals submitted by the respective vendors. Re-enrollment Efforts Identify Barriers and Solutions: Members of the Academic Leadership Council shared common barriers/challenges for students encountered through their re-enrollment efforts. Academic Affairs has worked to develop materials/resources in response to these barriers to assist academic units as they work with students to re-enroll for Spring 2021.

Pride and Community (PC)

PC Initiative 1: Share our founders' emphasis on opportunity and excellence.

Progress and Updates

- Successfully launched the Ferris Forward brand platform, which has been well received and utilized by all internal and external audiences.

- Expanded digital marketing, direct mail initiatives, and tracking analytics, accounting for the impact of COVID-19 and changing market conditions, to drive stronger emphasis on prospective student applications and yield ROI.

- Launched a newly designed ferris.edu homepage to align it with Ferris Forward branding and improve user experience. Initiating a collaborative plan to transition all other college, department, and office webpage content to the new design in the next 15-18 months with an emphasis on enhancing prospective student content.

- Completed a collaborative effort (UA&M, Athletics, Administration & Finance) to conduct an RFP for a new trademark and licensing vendor. This is the first such RFP in 20+ years. A new vendor was selected to notably improve quality, sales, and overall revenue from our trademark/licensing activities.

- Launched a comprehensive pride initiative that celebrated the University's 135th Anniversary, promoted special pride-related mailings and swag giveaways, recognized achievements of various University departments and student organizations, and partnered with the Big Rapids *Pioneer* to promote articles and ads touting successful town/gown collaborations and honoring key local volunteers.

- Significantly expanded the number of University news stories published while strengthening audience reach and active engagement with related social media and video promotions.

- The Alumni Association collaborated with many campus partners to offer a wide range of virtual events to celebrate HOMEcoming 2020 from Sept. 26 through Oct. 3. More than 600 alumni and friends celebrated Ferris pride not only on campus but from all across the United States, even into Canada. Activities and events ranged from online webinars, photo and cooking competitions to the most popular event, a virtual 5k, with nearly 400 participants.

- The College of Pharmacy Alumni-Advisory Board held its first annual "Virtual Alumni Reception" at the Michigan Pharmacists Association Meeting in February for students and alumni. The event was successful with over 50 attendees.

- Emphasis on excellence by means of advancing new knowledge in pharmacy practice and science by the College of Pharmacy. Evidenced by 108 scholarly publications and 161 presentations, along with national awards and five patent applications for scientific discoveries.

- The College of Pharmacy, working with University Advancement, has conducted over 30 "virtual visits" with alumni across the country. The calls have been very successful with a second round now underway.

- The College of Health Professions and College of Pharmacy established the Central Michigan Recovery and Education Network through a $1M HRSA grant to address substance use disorder/opioid use disorder in the surrounding region including Mecosta, Osceola, and Newaygo counties.

- In 2019, the College of Pharmacy formed the Strategic Planning Task Force comprised of alumni and selected faculty members to identify future trends in the profession, healthcare, and higher education. The group has convened three times providing valuable guidance to college leadership.

- KCAD worked with undergraduate and graduate students to present their work in a virtual exhibition at www.kcad2021.org. This online platform showcases the work of more than 100 senior undergraduates and 11 graduate students representing 19 programs. Developing a virtual exhibition to replace this year's in-person exhibition provided an opportunity to showcase the accomplishments and work of KCAD 2021 graduates. This digital documentation increases our reach and strengthens the reputation of the overall brand through a professional online platform.

- While students may have lost the professional development opportunity to mount a physical exhibition, they have learned to display works in a broader context. Many students have adapted and developed their work beyond what could have been possible with a physical exhibition. Students look forward to the annual exhibition as the culmination of their experience at KCAD. This online exhibition allows students to display multiple works, link their websites and social media accounts, and offers more direct visibility for KCAD programs.

- The typical annual student exhibition would be on view for one week. In contrast, this virtual exhibition remains accessible now and for future reference, allowing both internal and external communities to view and share the work well beyond the traditional annual celebration. The virtual exhibition still celebrates and showcases the breadth of KCAD's art and design programs but can now be shared beyond our campus walls. In addition, the website provides a template for future online components once in-person exhibitions resume and can act as an archive for each graduating class.

- In collaboration with team members from Communications, the Fed Galleries/UICA, Facilities and Faculty, the KCAD Division of Student Success created a physical space to honor Helen Miller Kendall, the founder of Kendall College of Art and Design of Ferris State University. Mrs. Kendall was the wife of David Wolcott Kendall, the college's namesake (a design legend in the furniture design industry). This new space is called the Helen Miller Kendall Welcome

Center, where visitors will be welcomed to campus and be able to view a selection of imagery including alumni success stories, student engagement/campus life activities (curricular and co-curricular), and a designated wall space featuring David Wolcott Kendall. Mrs. Kendall envisioned a school where individuals could hone their technical skills and grow their creativity. The Helen Miller Kendall Welcome Center honors Mrs. Kendall and her vision.

PC Initiative 2: Better utilize alumni as ambassadors to our constituents, partners, and the world.

Progress and Updates

- Established the Alumni Ambassador program, which has grown to more than 30 alumni volunteers in key states to assist the University with engaging alumni, and assisting with recruiting and retaining students from their geographic areas.

- More than 220 alumni participated in "Make A Difference Day" on Oct. 24, a national day of service encouraging volunteerism. The Alumni Association encouraged members of the Bulldog community to participate virtually throughout the county by helping neighbors clean their yards, organizing pop can drives, and paying it forward in fast food lines.

- CLACS has increased data collection and sharing information about Alumni engagement with the Career Center, student organizations, and community service projects. Alumni engagement information is sent each quarter to the Alumni office to ensure it is being recorded.

- Student Affairs, Diversity and Inclusion, and University Advancement and Marketing created a wall display located on the first level of the University Center that includes pictures and biographies of notable alumni from the Ferris Institute years.
- KCAD has undertaken an initiative to highlight our alumni success in a social media campaign and video series.

- KCAD's Visiting Artist Committee created the Beyond KCAD speaker series, highlighting our alumni success across disciplines.

- In Fall 2020 KCAD created the KCAD Equity Council. The group is comprised of KCAD and FSU employees, KCAD alumni, and community influencers. This Council advises and informs KCAD policies, procedures, and practices to create an environment where inclusion is honored, and diversity and equity follow. The Council assists with identifying opportunities and initiatives for change, improvement, and action to support community, allyship, and agency.

PC Initiative 3: Identify, create, and pursue opportunities that strengthen student-focused partnerships with the local community.

Progress and Updates
- In Fall 2020, a letter writing campaign was initiated by CLACS in which Ferris students were provided supplies to write a letter to local senior citizens. This was important and impactful

work due to COVID restrictions making it difficult to impossible for seniors to have contact with their family.

- Ferris is participating with Michigan Works! West Central, West Shore Community College, Mecosta-Osceola Intermediate School District's Meceola Tech, and 14 additional training, employer, and economic development partners to submit a MiLEAP grant application. This proposal, if awarded, will create a Regional Consortia to increase collaboration in the creation and expansion of education and training programs to accelerate opportunities for students by preparing them for high-skill, high-wage and in-demand careers within our local communities.

- Corporate and Professional Development offers customized, non-credit trainings utilizing multiple Ferris colleges to meet the needs of industry clients. Clients include international, regional, and governmental organizations. Some trainings are customized to meet specific client needs, while others utilize an open enrollment approach to meet broader training needs across industries. Trainings often build upon past offerings, leading to stackable credentials. CPD trainings developed and administered in 2020-21 include:

    o Verplank Trucking - regional trucking company with customized Heavy Equipment training at their facility.

    o City of Grand Rapids - municipal client in need of specialized Heavy Equipment training.

    o Welding Institute - open enrollment, initial training began last year designed with an emphasis on the needs of road commissions. Expanded this year to a second more advanced course in fabrication. Both trainings this year are nearly full to capacity.

    o Heavy Equipment Institute - open enrollment, one-day trainings in specific areas of Heavy Equipment geared toward the needs of road commissions. Current enrollment is nearly double from two years ago.

    o Gerber Electrical #1 Training - a one-week basic electrical training designed to corporate standards for maintenance workers who need additional electrical knowledge.

    o Gerber Machining Training - a two-week customized course designed for maintenance workers to have more advanced machining training.

    o Gerber Electrical #2 Training - a one-week training that will eventually train over 70 maintenance and electricians in more advanced robotic troubleshooting and maintenance. Nine weeks of training are needed to educate everyone based on lab and COVID capacities.

    o UA/NITC Exam Development - an ongoing two-year project funded by the union for HVAC technicians where we facilitate the development of two exams for certification

and two exams for re-certification for the advancement of residential HVAC technicians in the field.

- Extended and International Operations (EIO) established two new partnerships to strengthen our programs and provide opportunities for students throughout Michigan. Board approval for the following sites was obtained in 2020 and implementation of programming is underway: Kalamazoo Community College and Lake Michigan College in Benton Harbor, Mich.

- In March 2014, Kendall College of Art and Design took possession of industrial sewing equipment with the objective of activating these resources. The equipment went into off-site storage and until very recently remained housed there. In September 2020, KCAD President Tara McCrackin engaged with a local organization, Public Thread, to see how they might be able to leverage this industrial sewing equipment. Public Thread is a community-based upcycling company working to divert scrap and surplus textiles from landfills, create living wage jobs, and support a growing creative economy. Additionally, Public Thread elevates the upcycled marketplace and reduces the environmental impact of manufacturing. Public Thread launched in June 2016 with a dream of making high-quality, small-batch sewn products in Michigan. By creating something new out of materials that already exist, the organization keeps thousands of pounds of textiles from the landfill, including grain bags, specialty fabrics, traditional textiles, banners, signs, and billboards. Public Thread's designers transform these rescued materials into a diverse collection of exceptional, expertly-crafted products for the mindful consumer. KCAD and Public Thread then came to an agreement that involved the College donating the sewing equipment to the organization. Public Thread's intention is to build both a robust production facility to offer localized production, but also to have an incubator/maker space for the community to utilize in order to grow this industry in the greater Grand Rapids area. The donated machines will be used in Public Thread's manufacturing facility to help grow jobs and support the breadth and depth of the services needed. This includes cut and sew production, product design and development, samplemaking, how to bring a product to market, and more. This equipment will also allow Public Thread to develop programming and shared use equipment offerings for students and graduates of area colleges/universities, as well as designers/entrepreneurs from across the community. Public Thread will continue to work with KCAD to maximize the impact and use of this equipment, to grow this industry, support living wage job/wealth creation, and support the growth of a robust and equitable creative economy in West Michigan.

- KCAD, in collaboration with FSU Community Engagement and the UICA, created an after-school program bringing design to GRPS middle and high school students and hosted at the Southwest Community Campus (SWCC) in Roosevelt Plaza.

- KCAD: Each fall semester the M.Arch Urban Collaborative Studio pursues community-engaged projects, focusing on the design of public spaces in Grand Rapids neighborhoods. The learning in these studios flows two ways: students learn about what makes a great public space

by grappling with the diverse and at times conflicting points of view of community stakeholders, and the community learns by observing the students' own diverse translations of their ideas into visions for public space. Community participants challenge students to consider issues of racial discrimination and elements of cultural identity that they might not otherwise be sensitive to. They are encouraged to see the city from the perspectives of people with disabilities, and people experiencing homelessness. In 2020, nine M.Arch students worked with local partners in the Burton Heights business district on two projects. In the first, they designed and built a temporary seating and play area to support an international market day event. In the second, they developed speculative designs for the adaptive reuse of currently vacant storefronts and lots in the district. Through iterative review sessions, community partners were able to see and comment on the students' design work, and students were able to make their work accountable to a more diverse set of needs and desires than is typically considered in the design studio. The dialogues that begin in the Urban Collaborative Studio reverberate beyond its bounds. Two students from the Burton Heights studio went on to present their work in larger public forums: one as a panelist at the WMCAT event "Urbanism for All," in December 2020, and the other as a panelist for the March 2021 event "Bridging the Gap from Unhoused to Permanency," hosted by the Division-Grandville Corridor Improvement Authority.

Enhancing Resources (ER)

ER Initiative 1: Increase funding from grants, gifts, and other non-tuition sources.

Progress and Updates

- In late 2019, the Jim Crow Museum received a $250,000 grant to fund an education coordinator position.

- As of September 2020, the Now & Always comprehensive campaign has exceeded the $100 million mark, moving the University closer to the $115 million goal to support Ferris students, campus, and programs.

- The Ferris Foundation and Alumni Association collaboratively raised more than $133,000 for the Student Hardship Fund.

- The Ferris Foundation for Excellence Benefit transitioned to a successful virtual platform while maintaining sponsorship levels and increasing overall constituent engagement.

- Garnered significant local, regional, statewide, and national media coverage that is highlighting the current and future impact of the increasing number of major grants received by the University.

- KCAD developed and launched the KCAD Innovation Hub to serve as a connection point with regional industry and local community partners. The Innovation Hub will facilitate grant-funded advanced research and sponsored projects that provide faculty and students an opportunity to participate in professional-level project experiences. Projects will provide businesses an opportunity to leverage institutional resources for growth, while students gain internship-like experiences and faculty engage as mentors and project managers. The Innovation Hub will leverage city and state grant programs like the MEDC Business Accelerator Fund, GR LDFA Smartzone, and the MI Health Endowment to fund sponsored projects. The initiative will develop a process of accepting private grants from local businesses to support sponsored projects. Projects will be developed in response to potential grant (public or private) opportunities.

- Gail Bullard (College of Health Professions) and Scott Sexton (College of Pharmacy) received a $1 million grant from the U.S. Department of Health and Human Services Health Resources and Services Administration for an Opioid Implementation Program. Greg Gogolin (College of Business) received a $376,268 grant from the U.S. Department of Defense. Liza Ing (College of Arts, Sciences, and Education) received a $113,262 grant from Michigan's Department of Talent and Economic Development. Eric Nybo (College of Pharmacy) received a $385,406 grant from the National Institutes of Health - National Cancer Institute. Eric Nybo (College of Pharmacy) received a $407,900 grant from the National Science Foundation. Victor Piercey (College of Arts, Sciences, and Education) received a $16,465 grant from the National Science Foundation. Deedee Stakley (OTSSP) and Andrew Peterson (eLearning) received a $669,216 grant from the U.S. Department of Agriculture's Distance Learning and Telemedicine grant program.

- In the last year, Student Affairs received two Michigan State Police/Campus Sexual Assault Prevention Grants totaling $99,200. Also during this time, the Ferris State Anti-Violence Alliance was invited to partner with the Michigan Coalition to End Domestic and Sexual Violence and apply for a Domestic Violence Enhancement and Leadership Through Alliances, or DELTA grant, from the Centers for Disease Control. As a result, Student Affairs received a three-year, $150,000 award that will allow the implementation of strategies and approaches designed to prevent intimate partner violence (IPV). This grant will expand the reach, adapt the curriculum, and study the efficacy of our bystander intervention model, 'Bringing in the Bystander." Curriculum adaptations and additions will include skills related to empathy-building and culturally relevant, inclusive, and accessible content that is representative of the diversity of the student body and experience across all Ferris campuses. Student Affairs also received a $300,000, three-year grant from the United States Department of Justice's Office on Violence Against Women. The Women's Information Network and the Mecosta County Sheriff's Department are partner organizations in developing a Coordinated Community Response team to pursue three specific, inter-related and integrated objectives.

- o Improved coordination between campus administrators, community victim-survivor support resources, and campus and local law enforcement, through the Coordinated Community Response team (CCR)

- o Evaluating our campus prevention education efforts and implementing new activities to strengthen and broaden the reach of our programing to our entire student body, on all 24 Ferris campuses, and

- o Enhancing our prevention education efforts and victim-survivor resources, to ensure that they are culturally relevant, accessible, and inclusive of the diversity of Ferris students.

- College of Pharmacy has submitted 36 grant applications, with 19 funded for a total of $2.2 million in new grant awards.

   - o Major federal funding for research received from the National Institutes of Health and National Science Foundation ($1.2 million)

ER Initiative 2: Encourage revenue-generating innovation.

Progress and Updates

- Extended and International Operations created dedicated office space to support Innovative Initiatives, which will be in Prakken 120 as of late Summer 2021 (currently located in Alumni 109). The pandemic has made in-person meetings challenging, but this will allow future opportunities to interact, invent, and collaborate with University stakeholders. An Innovation Advisory Team, consisting of over 20 faculty and staff, actively support Hatch*Ed* and the review of the Innovation Development Grant applications. There have been five Innovation Development Grants awarded in the Fall 2020 – Spring 2021 semester.

Update on Key Strategic Targets

COVID-19 has challenged the University to adjust the Plan's Key Strategic Targets. Although some of the initial targets were aspirational, we believed they were achievable. However, a global pandemic struck. Below are the Key Strategic Targets and the justification for the adjustment.

- Enrollment
   - o Initial Target - Increase Student Enrollment to 14,000 by 2024.
   - o Adjusted Target – Increase Student Enrollment to 13,000 by 2024
      - In the midst of the COVID-19 pandemic, the enrollment target was revised. The University determined that a 13,000 student enrollment goal was a realistic, yet still challenging goal.

- Alumni Engagement
  - Initial Target – Actively engage 10,000 alumni with the University by 2024.
  - Adjusted Target – Actively engage 25,000 alumni with the University by 2024.
    - University Advancement and Marketing revised the alumni engagement metric to better align with nationally recognized best practices.
- Academic Grants
  - The initial definition of an Academic Grant was defined too narrowly since many non-Academic Affairs grants directly impact the academic mission of the institution. The Key Strategic Target of a yearly increase of $1 million will remain; however, all grants received that have a direct impact on the academic initiatives of the University will be counted.

CONCLUSION

The Ferris Forward Strategic Plan is truly becoming immersed into the culture of Ferris State University. In just over a year and a half, tremendous advancement in progress and updates to the initiatives have occurred. Glide paths were developed to mark progress and establish yearly goals to the 13 Key Strategic Targets. Enrollment action teams were created and tasked to explore enrollment action items that can be implemented in near-term timeframes. Colleges and units have aligned their own strategic plans around the University's plan. As reported in this document, much work has been done to continue to make Ferris State an agile and transformational university.

As we conclude the first reporting period of the plan, we are encouraged by the record numbers of faculty and staff who have participated in planning meetings, work groups, and retreats. As we move into the next reporting cycle, the Ferris Forward Strategic Plan will continue to guide us on our way into the future.