

GAYLE R. DAVIS CENTER FOR WOMEN & GENDER EQUITY

AY 2017/2018

Our mission is to create meaningful learning around gender and to advocate for gender justice through the education, engagement, and empowerment of students and the GVSU community.



Gayle R. Davis Center for Women & Gender Equity

2017/18 YEAR END SUMMARY REPORT

NAME OF DEPARTMENT: CENTER FOR WOMEN & GENDER EQUITY

SUBMITTED BY: JESSICA JENNRICH, DIRECTOR & SHARALLE ARNOLD, ASSOCIATE DIRECTOR

I. EXECUTIVE SUMMARY

The executive summary should be conceived as a unit summary that could be incorporated into a comprehensive divisional annual report that may be used as part of a summary submitted to the President or Board of Trustees.

- What were the most (approximately 3-5) significant accomplishments this year, including your unit's greatest contribution?
- What were the most significant challenges?

The focus on this section is not simply to report on your activity, but to critically analyze the work of your unit this year. In this section please provide a narrative (700 words, maximum) that describes the highlights in your unit over the past year:

The Center for Women and Gender Equity (CWGE) has had an impressive year. We began this year by hiring Jessica Campbell as the Independent Living Skills Coach for the Fostering Laker Success grant written by Sharalle Arnold, CWGE Associate Director and housed in the Center. The grant works to recruit, retain, and graduate youth that have experience with the foster care system with the goal of post-secondary completion at GVSU. Research indicates this is a highly underserved population and having a Single Point of Contact (SPOC) makes retention of these students much more likely as well as their time at GVSU far more memorable for the care and attention they received.

In addition to this impressive acquisition of a dedicated staff person for this work, the Director, Jessica Jennrich and Violence Prevention Graduate Student, Krystal Diel also wrote a successful grant to the Michigan State Police awarding Grand Valley State University, for the second time, funding for violence prevention efforts. This \$39,472 grant allowed for the expansion of our campus Peer Education and Prevention (P.E.P.) talks as well as consent education through ReACT our interactive theatre education program. This grant allowed for the hosting of 27 (compared to 8 in 2016-2017) Bystander Intervention Trainings and trained 775 students this academic year.

On the regional scale the CWGE hosted the annual Michigan Women's Center Consortium where nearly 20 people from universities all across the state gathered to discuss topics of pertinence to gender justice. Grand Valley State University's Center for Women and Gender Equity (then the Women's Center) founded this effort with ideological support from the Michigan chapter of the American Council for Education four years ago and it has grown exponentially to now include faculty, student service providers from diverse areas on campus, women's and gender equity directors, sexual assault prevention and response providers, and even chief diversity officers. Moving forward we have asked to change the name to the

Michigan Gender Justice Consortium and hope to publish a white paper this coming year reflecting on the state of doing this work during this particular time period in history.

II. REFLECTING ON I&E PRIORITIES

In this section please address how the work in your department contributed, overall, to the mission and strategic functions of the Division of Inclusion and Equity. Where you have specifics, please type underneath the corresponding strategic function.

Mission

Through collaboration, consultation, and leadership with students, faculty, staff, administrators and community partners, the Division of Inclusion and Equity advances GVSU's social justice framework for equity and inclusion. The division coordinates sustainable and strategic institutional efforts to engage all members of the community while also intentionally supporting and advocating for historically underrepresented communities. The division's work furthers the university's liberal education and student-centered mission.

The mission of the CWGE is to create meaningful learning about women and gender and to advocate for gender justice through the education, engagement, and empowerment of students and the greater GVSU community. This fits with the missions of I&E and is something the CWGE has built and will build upon.

Strategic Functions

1. Coordinate and provide leadership for the university's extensive efforts to advance inclusion and equity that engage all members of the community, with a central focus on supporting the university's diverse and historically underrepresented communities.

- Advocated for 57 survivors of sexual assault, dating/domestic violence, stalking, sexual exploitation or sexual harassment through direct services.
- Expanded training opportunity for victim/survivors in the GVSU campus community through Co-Advocate services.
- Chaired the Student Parent Committee and presented I&E leadership with recommendations (to be expanded) regarding best practices for GVSU to become student parent friendly.
- Serve as the Institution's Representative for the MI American Council on Higher Education.
- Provide a state accredited food pantry, Replenish, to the university community.
- Collaborates with Housing and Residence Life to provide gender inclusive housing through Gender Justice House

2. Assure the university complies with all relevant federal and state laws, university policies, and requirements related to civil rights including all facets of promoting and monitoring equal employment opportunity and affirmative action, developing related educational programs, and preventing or responding to issues of harassment, discrimination, and bias.

- Through advocacy services provided, assisted students in their rights and options both on and off campus to aid in compliance regarding responding to disclosure of harassment, discrimination, and bias.
- Provided ongoing prevention and education to both incoming students and the campus community as required to do so under Title IX and the Clery Act.
- Assisted the Athletics Department (alongside Title IX) in completing NCAA training requirements regarding sexual violence training.
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3. Provide consultation and support to deans, colleges/schools, departments, and divisions to implement strategies that assist in achieving a more diverse and inclusive university through strategic planning, campus climate initiatives, program evaluation, pipeline development strategies, and recruitment and retention initiatives for underrepresented students, faculty, and staff.

- Staff served as Inclusion Advocates on several searches after receiving training from the Division.
- Conducted Inclusion Advocate training.
- Served as internal support providers during external review processes for Campus Recreation, University Counseling Center and Housing and Residence Life.
- Represented the CWGE and other Social Justice Centers at recruiting events through admissions.
- Maintained or enhanced partnership with direct programming and education for: Student Athletes, Fraternity & Sorority Life, Laker Marching Band, Housing & Residence Life, Transitions Orientation, Padnos International Center and Alcohol & Other Drug education during the 2017-2018 year

4. Direct a comprehensive social justice education and intercultural competency for social justice program for the campus community, using both formal and informal delivery methods to address the broad range of relevant issues, in an effort to develop a shared understanding of social justice and equity and support continual self and professional development of all community members.

- Continued to develop a Peer Education and Prevention program (P.E.P. Talks) in order to continue to increase the trained critical mass of students in order to implement change in culture around gender based and interpersonal violence that included the external community (Allendale Public Schools).
- Offer trainings on a broad range of social justice issues through the Social Justice Education portal and through chairing the Intersections Training Committee that develops and coordinates this efforts.
- Expanded this social justice training effort to include a new request portal and a new partnership with Lib 201 where the Director would visit faculty meetings regularly to discuss the value of these trainings.
- Created new partnership with Lib 201 to host blog writings from classes on the CWGE blog in conjunction with the Community Read.
- Worked with Brooks College to host all Days of Service on the Lib 100/201 website to increase traffic.

5. Represent the university in local, state, and national dialogues related to equity and inclusion and engage all members of the community in understanding the vision and values for social justice while advancing the university's reputation as a pioneer, content expert, and dedicated advocate.

Hosted the fourth Michigan Women's Centers Consortium (name soon to be changed to MI Gender Justice Consortium) in May where over 20 participants attended to discuss gender justice work in the state. GVSU founded this effort in conjunction with MI ACE and will be hosting a conference session about this work at the annual MI ACE Conference June 5, 2015.

6. Advocate for and demonstrate equity-mindedness in all university functions, particularly providing support for the continued evaluation, implementation, and updating, as necessary, of university policies, procedures, and planning, and monitoring of progress toward meeting the university's goal to be more diverse and inclusive.

The CWGE has a number of initiatives that can fall under the umbrella of economic justice, though they have gender/race/and other identity implications as well. These include the student parent work, Replenish, Fostering Laker Success and other one on one economic advocacy done on behalf of students. Our Associate Director oversees much of this work and has encountered a number of systems simply not built for students without economic advantage. As we work to make the leadership of this institution aware of these barriers, so do we work to change them.

7. Student success focused to help empower students to develop skills for academic and personal success that will also increase retention, time to graduation and graduation rates. Skill development will concentrate on civic engagement, resource development, leadership, and social justice education.

Niara, our mentoring program for women of color, is designed to empower students through mentorship to achieve personal success through mentorship pairings with other women of color. This is accomplished through civic engagement, resource development, leadership, and social justice education- for a full list of events and participants please see the additional report. Fostering Laker Success also functions as mentoring and intentional retention program. Further, each student that enters the CWGE is welcomed and we do our best to help meet their needs, as a result our staff spend a great deal of time providing case work to students in need of assistance.

8. External Community focused to embrace our world outside of the university by promoting the voices and experiences of all and incorporating them into our learning environment.

The CWGE is very involved in the community and spent last summer and early fall revamping ACTIVATE to incorporate all of the Social Justice Centers to acknowledge that knowledge production does not just occur in the typical confines of a classroom. Additionally, we worked with Brooks College Lib 100/201 program to now advertise all upcoming service learning opportunities (something all Centers will now be able to do) so that Days of Service will be robustly offered to all students across campus, emphasizing that a true socially just education must occur in reciprocal way through true community engagement.

III. STRATEGIC PLAN OBJECTIVE UPDATES AND STRATEGIC FUNCTION GOAL UPDATES

Please share an update on the [Strategic Plan for Inclusion and Equity](#) objectives associated with your unit:

Objective 1.A.1: 80% of the Women's Center Ambassador cohort will participate in high-impact curriculum that includes learning experiences designed to hone writing skills and develop material to assist them prior to graduation (resume writing, graduate school applications, etc.) as well as interact with faculty.

Status: 4- Achieved

Brief Progress Update: Of the 17 Women's Center Ambassadors 15 participated in an event with the Career Center on perfecting your resume held in fall 2016. 14 participated in a workshop and discussion on Graduate School is Right for You and 12 participated in a follow up workshop aimed at addressing the graduate school application process, also held in fall of 2016. In fall of 2016 Women's Center Ambassadors participated in an efforts to revitalize the Women's Center blog and each took turns writing and/or editing pieces, thereby honing their writing skills.

Findings Since Last Reporting: This was a successful effort but needs to have a more intersectional gender justice frame as we move into 2018-2019,

Analysis of Findings (not publicly reported): The baseline we set was attainable and the goal has been met but reflects the past mission of the CWGE and needs to be re-evaluated to better meet the gender/social justice needs of the Division and the Unit.

Next Course of Action: With the full team, specifically the Assistant Director, we will re-write this objective and submit it to be re-evaluated by Senior Leadership.

Sharing of Findings: This goal has been met and needs to be rewritten with a gender/social justice focus

Additional Comments (optional - not publicly reported):

Objective: 1.A.3: 80% of Gender Justice House (formerly Women's Leadership House) residents (an effort of the Women's Center) will participate in one of the service learning opportunities offered and/or participate in a common intellectual experience (community read discussion, writing workshops, study and discussion of historical material in anticipation of local gender justice history trips)

Status: 2- Substantive Progress

Brief Progress Update: Students lived in the Gender Justice House (GJH) would be sign in to various opportunities made available to them (see below). GJH finished its first semester (December 2016) with 20 students. There were about 5 students who were actively engaged and consistently attended GJH programs throughout the year. This was the first year since the transition from the Women's Leadership House to the Gender Justice House as well as the first year offering Gender Inclusive Housing (GJH) and likely the goal that was set was overly optimistic.

Findings Since Last Reporting: With a new Assistant Director hired with Women and Gender Studies experience who has also worked with housing efforts we are interested in modifying this goal to move away from program attendance to retention and personal advising.

Analysis of Findings: It is clear that attending programs and events has not been an effective way to engage this population, however we anticipate personal advising and one or two signature programs designed by the student staff will be much more effective as the program has a high rate of retention and returning students, indicating students enjoy living in the house.

Next Course of Action: A large meeting with all stakeholders will take place in July and a calendar of pared down events will be offered to students along with a course (though low attendance suggests it will not likely be offered) and a reduced role of faculty fellows.

Sharing of Findings: Students want to live somewhere where they feel comfortable and have access to resources, not be over-programmed.

Additional Comments (optional - not publicly reported):

Objective (i.e. 1A1):

Status (0- Not Yet Initiated, 1- Minimal Progress, 2- Substantive Progress, Substantial Progress, 4- Achieved):

Brief Progress Update (publicly reported):
 Findings Since Last Reporting:
 Analysis of Findings (not publicly reported):
 Next Course of Action (not publicly reported):
 Sharing of Findings (not publicly reported):
 Additional Comments (optional - not publicly reported):

Please share an overview of what you assessed with regard to the **strategic function goals**. In addition to reporting on the data, please provide critical commentary on how you have (or have not yet) incorporated assessment strategies into your yearly planning. Please make sure that this section includes answers to the following questions:

- What did you assess?
- How did you collect information?
- What did you learn from the results?
- How will you apply the results to your work in the future?
- What thoughts do you have on future assessment?

Niara, which is a part of Laker Connections, will have much more specific assessment goals in the future. Additionally, we have had a shift at the CWGE that we are applying this year in looking at each student population or special program as a retention cohort.

IV. **GVASSESS AND STUDENT CENTERED OUTCOMES**

Assessment of student centered outcomes encourages continual improvement of learning experiences provided by **Disability Support Resources, Gayle R. Davis Center for Women and Gender Equity, Milton E. Ford LGBT Resource Center, and Office of Multicultural Affairs**. Inclusion and Equity student centered outcomes include a combination of GVSU general education student learning outcomes and LEAP essential learning outcomes: Foundations and Skills for Lifelong Learning, Civic Responsibility, Integration, Critical Thinking, Intercultural Knowledge and Competence, Ethical Reasoning, Problem Solving. Provide an update below and in the [GVAssess operating system](#).

Objective #1: 1.A.1.

Associated Outcome: Critical Thinking (undergraduate)

Metric/Instrument: Of the 17 Women's Center Ambassadors 15 participated in an event with the Career Center on perfecting your resume held in fall 2016. 14 participated in a workshop and discussion on Graduate School is is Right for You and 12 participated in a follow up workshop aimed at addressing the graduate school application process, also held in fall of 2016. In fall of 2016 Women's Center Ambassadors participated in an efforts to revitalize the Women's Center blog and each took turns writing and/or editing pieces, thereby honing their writing skills.

Target: Women's Center Ambassadors

Threshold: 50%

Threshold/Target Definition: We hoped we would reach at least 50% but reached our goal.

Baseline: The baseline we established at the start of the semester was to get at least 50% of the cohort to participate, the 80% goal was aspirational, and with one exception we were able to reach that goal.

Timeframe Start: Jan 2016-Dec 2016

Timeframe End: Dec 2017

Initial Action: Create curriculum for the Women's Center Ambassadors that provides opportunities for career preparation, graduate school preparation and for honing writing skills.
 Responsible Party: Allison Roman (former staff member taken over by Jessica Jennrich)
 Resources Needed: none
 Initial Status: 4 Achieved

Objective #2: 1.A.3.

Associated Outcome: Collaboration

Metric/Instrument: Students lived in the Gender Justice House (GJH) would be sign in to various opportunities made available to them (see below). GJH finished its first semester (December 2016) with 20 students. There were about 5 students who were actively engaged and consistently attended GJH programs throughout the year. This was the first year since the transition from the Women's Leadership House to the Gender Justice House as well as the first year offering Gender Inclusive Housing (GJH) and likely the goal that was set was overly optimistic.

Fall 2016:

- GJH Orientation-August 27 (10 attendees)
- GJH Beach Day- August 28 (9 attendees)
- GJH House Time-September 22 (6 attendees)
- GJH Dig-In at VanSteeland Garden- October 14 (6 attendees)
- GJH House Time- October 20 (7 attendees)
- GJH House Time- November 17 (6 attendees)
- GJH Holiday Dinner- December 1 (10 attendees)

Target: 80

Threshold: 60

Threshold/Target Definition: We had hoped that if not 80% of students that at least 60% of students would participate in a shared learning experience but learned that more like 5% of students actually actively participated and because we relied on student sign ins and did not account for duplication we do not have good data to show whether students were repeat users (anecdotally this is what the staff member in charge of this program shared prior to their departure) or new students each time. Thus the measurement tools we used were not the best suited for this effort.

Baseline: This was the first year that Gender Justice House transitioned from the Women's Leadership House. It is likely we did not yet understand the residents interest in wanting to live in this living/learning community. Goals and outreach methods will be adjusted accordingly.

Timeframe Start: Jan. 2016-Dec. 2016

Timeframe End: Dec. 2016

Initial Action: Create engagement opportunities for Gender Justice House residents

Responsible Party: Allison Roman (former employee taken over by Jessica Jennrich)

Resources Needed: none outside of Women's Center Budget

Initial Status: 2- Substantive Progress

Objective #3 (optional):

Associated Outcome:

Metric/Instrument:

Target:

Threshold:

Threshold/Target Definition:

Baseline:

Timeframe Start:
 Timeframe End:
 Initial Action:
 Responsible Party:
 Resources Needed:
 Initial Status:

V. STAFFING

Departmental personnel changes in 2017-18. How did these changes impact your operation in the past year and how will they impact the future of your department?

This year the CWGE lost our full-time Victim Advocate position when it was vacated in September, 2017. We were not permitted to fill the position until May, 2018. As a result of not having a full-time person dedicated to this work the Director primarily acted as the Victim Advocate using the Co-Advocates to triage students when possible. Further, due to the circumstances around the vacancy being unclear and perhaps, the result of a position audit from Title IX, GVPD, and others, and a lack of information sharing from these offices doing this work was extremely isolating rather than a GVSU effort it felt like the CWGE was working alone. It also resulted in minimal outreach and prevention efforts as the CWGE was only able to maintain pre-grant (so 2010) levels of new efforts for students who were not engaged in the MI State Police Grant, which funded specific outreach efforts only. In part, less students were seen for victim advocacy this year (nearly half as many as last year). We also lost our Assistant Director this year to another institution. While we were able to immediately fill this position the candidate was not able to begin until June making carrying that work something that, again, reduced our ability grow new efforts at the rate the CWGE is used to doing. That said, we were still able to maintain and exceed expectations in a number of areas that fell under this role and still add a new branch of work to our Center (Fostering Laker Success). While the impact was detrimental, particularly the Victim Advocate, we look forward to a year of being fully staffed and ready to launch the CWGE into our next era of intersectional gender justice!

Departmental staff involvement in state and national organizations, committees, and task forces:

Jessica Jennrich, Director

- Reviewer of the national Journal of Diversity in Higher Education
- Michigan American College Personnel Association member and winner of Excellence in Leadership Award (October 2017)
- Michigan American Council for Higher Education Institutional Representative

Departmental staff publications and presentations at state and national conferences, degrees and certificates earned, grants successfully obtained:

Jessica Jennrich, Director

Regional, committees and task forces:

- ATHENA Chamber of Commerce Committee Member
- ATHENA Chamber of Commerce Scholarship Committee Member

Presentations:

- “Michigan Gender Justice Work” at Annual Michigan American Council on Higher Education (MI ACE), June 2018, Lansing, MI.
- “Collaborative Engagement at GVSU: Catalyzing Inclusive and Equitable Transformation GVSU Learning Community” (with Danielle Lake, PhD, Katie Gordon

and Hannah Fernando) at Annual Conference on Race and Ethnicity (NCORE), May/June 2017, Fort Worth, TX.

- "GVSU Athletic Department Presentation: Gender-Based Violence" with Krystal Diel and Theresa Rowland. GVSU, April 25, 2018

Publications:

- Lake, D., & McFarland, A. Jennrich, J. Remaking the academy: The potential and the challenge of transdisciplinary collaborative engagement. In Contemporary Philosophical Proposals for the University: Toward a Philosophy of Higher Education. Aaron Stoller & Eli Kramer (Eds.) New York, NY: Pallgrave MacMillan.
- Jennrich, J., Arnold, S., Roman, A. (forthcoming fall 2018) The personal and the professional: Intersectional experiences of change in gender justice work. In A. Cottledge, B. Bethman & D. Bickford (Eds.) Women's and Gender Equity Centers. Westport, CT: Greenwood Press.

Grants:

- The Power of the Peer in Consent and Bystander Education with Krystal Diel, Michigan State Police. \$39,472. December 2017-August December 2018.

Sharalle Arnold, Associate Director

Regional organizations, committees and task forces:

- Honorary Induction into the Beta Chapter of You Beautiful Black Woman
- West Michigan Environmental Action Council, Symposium Committee
- Allendale Public Schools, Sex Education Advisory Committee

Presentations:

- "Food Justice is Social Justice" with Meagan Mullen. GVSU Teach-In, Allendale, 2018
- "Student parent success: what it takes" YBBW Annual Women's Conference, GVSU, Allendale, 2018
- Faculty/Staff Keynote, GVSU Black Graduation. Grand Rapids, 2018
- "Black Feminist Leaders Clap-back" with Paula Groves Price, Ph.D. NCORE, New Orleans, LS May 29, 2018

Publications:

- Jennrich, J., Arnold, S., Roman, A. (forthcoming fall 2018) The personal and the professional: Intersectional experiences of change in gender justice work. In A. Cottledge, B. Bethman & D. Bickford (Eds.) Women's and Gender Equity Centers. Westport, CT: Greenwood Press.

Krystal Diel, Part- Time Victim Advocate

Regional organizations, committees and task forces:

- Lakeshore Alliance Against Domestic and Sexual Violence
- Case Review Team

Presentations:

- "Allendale Public Schools: Harassment and Sexual Violence in School" with Ashley Schulte. Allendale, August 22, 2017
- "Student Life: Bystander Intervention" GVSU, January 19, 2018
- "GVSU Athletic Department Presentation: Gender-Based Violence" with Jessica Jennrich and Theresa Rowland. GVSU, April 25, 2018

Grants:

- The Power of the Peer in Consent and Bystander Education with Jessica Jennrich, Michigan State Police. \$39,472. December 2017-August December 2018.

Jessica “JC” Campbell, Independent Living Skills Coach

Regional, committees and task forces:

- Fostering Laker Success Committee Chair
- BI2end – Member
- Fostering Success Michigan Initiative – Member
- Positive Black Women – Member

Presentations:

- FLS Overview at GVSU”. Various departments. Winter 2018
- “Who, What and Why FLS at GVSU”. CWGE Talk Back Tuesday. February 2018

Professional development. We agreed that growing the capacity and satisfaction of staff members and the ability to embrace change are necessary for meeting the demands of the future. Supporting staff may involve the following: supporting them to engage in professional development; serve in leadership at the local, state and national level; motivating scholarship/research; and helping staff achieve work/life balance. How did you do this?

Staff are provided professional development funds each year during our annual budget meeting. As such they use those funds to travel to regional, state, and national conferences. Our Associate Director attended NCORE this year, our Independent Living Skills Coach attended NASPA and our part-time Victim Advocate attended a number of regional trainings (please see individual reports for specific trainings related to each initiative).

VI. SERVICE BY THE NUMBERS/ENHANCED LEARNING EXPERIENCES

As social justice centers, we agreed that the following were important in our programming with students:

Co-curricular and high impact/enhanced learning experiences

Developing robust co-curricular programs with strong learning outcomes, as well as high impact practices that further enhance student learning was important.

Student success

Developing initiatives to enhance the academic achievement of students by supporting career development, facilitating connections to mentors who are faculty/staff, enhancing persistence by removing barriers (i.e. addressing climate, food insecurity, etc.), and referring students to other on- and off-campus resources.

Leadership development

Developing the leadership capacity of students who hold marginalized identities through self-efficacy, advocacy, and activism.

Describe your basic service numbers including sit-and-get programs, office traffic, etc.

The Center coordinated 69 programs and co-sponsored more than a dozen, with various partners such as You Beautiful Black Women, West Michigan Environmental Action Council

and the Milton E. Ford LGBT Center, for example. Approximately 3,148 faculty, staff, students, and community members attended events or stopped by the Center. This is an increase of more than 250 people.

*Based on results from program evaluation surveys that attendees turned in following program attendance. Please see the long form annual report for demographic and program impact data (race ethnicity, gender identification, student status-e.g. year in school).

We had 4,898 office visits, 995 phone calls and 273 general emails able to be answered by the general account. * Data is still being collected each day as this report is being compiled.

What student organizations did you advise/support?

We had a formal advising role of *Campus for Consent* through our Violence and Prevention Special Projects Graduate Assistant and worked very closely with the newly formed group *It's On Us* provided an informal advising role by our part-time Victim Advocate.

Where you have “enhanced learning experiences” (i.e. group experiences that are cohorts, sustained, and/or high impact - FQA, L&Q, Queer Connections, Laker Connections Mentor Programs, GJH, WCC, Campus Links) or initiatives (i.e. Replenish, ACTIVATE) please provide an individual program summary of each. Include assessment information that shows impact (i.e. retention, satisfaction, gpa), learning outcomes, participation (whatever you have measured).

Please see a full report for each program.

VII. CIVIC AND COMMUNITY ENGAGEMENT

As social justice centers, we agreed the following was important:

Civic Engagement

Developing opportunities for students to engage with community to enhance learning. The engagement efforts we coordinate, facilitate, and support with community will be reciprocal, mutually beneficial, and asset-based.

Please summarize your work with community organizations for the purposes of service and/or service learning. Who have you worked with? Please describe the degree of the connection (i.e. one-time collaborative event, ongoing work together, etc.). Please reflect on how this work enhances the mission of the office and/or student learning.

Please see this information in each program report.

VIII. SOCIAL JUSTICE EDUCATION

As social justice centers, we agreed that the following was important:

Social Justice Education

Developing broad and deep learning opportunities to enhance cultural humility and competence, for students, faculty, staff, and community that is based on an intersectional paradigm. This education will focus on those with dominant identities.

Please describe how your office was involved in delivering social justice education for students, faculty, staff, and community.

The Gayle R. Davis Center for Women and Gender Equity's internal operational goal is to work from an intersectional gender justice frame. We approach our work knowing that if we ignore the intersectional identities of those we serve we will not be successful and thus have worked in ingrain this framework in our efforts and feel this will be evident in each report detailing our initiatives.

IX. PATHWAY EFFORTS

Please describe work that you are doing with K-12 or other recruitment efforts - exposing youth to higher education and/or specifically GVSU. Who have you worked with? How have you involved Admissions?

While we could not offer the Girls of Color Summit this year, its first year was a success (see annual report 2016-2017) and included collaboration with Admissions to have representation at the event. We anticipate this coming year being a success now that the Center will be fully staffed with this event growing in size and collaborating with more schools as well as growing the connections to Admissions.

X. RECOMMENDATIONS

Please provide any recommendations you might have for the Division of Inclusion and Equity and your unit for next year. What worked well this year? What can be improved? As of now, what are your goals for next year?

Our staffing was something we needed to have addressed, particularly the Victim Advocate and way in which the position was not permitted to be filled. Further the information sharing between Title IX and the Victim Advocate led to such a dramatic decrease in reporting that is should be investigated as to whether it is truly a best practice for GVSU. We received much of our information from an external law enforcement agency (Ottawa County). Our goals for next year are:

- Spend the summer focusing on team building with two new staff (and a JC being a very new staff person) as we work best as congruent team and haven't had the opportunity to function as a team for a full year.
- Review all staff roles and responsibilities and make adjustments as necessary
- Review all programs and initiatives and make adjustments and review for intersectional gender justice framework
- Work towards addressing populations in need of services (men, trans and gender fluid/non-conforming, etc.) to be certain our initiatives, programs, etc. are not only inclusive but speak to these populations.
- Connect intentionally with the other Social Justice Centers
- Work to make space for faculty to use the CWGE as a research home
- Build our work around economic justice (parenting/foster students/food insecurity/etc.) and discuss physical expansion of the Replenish space if possible
- Locate, identify and work to publish and present on research related to our work.

Annual Review

The following summary is both a quantitative and qualitative representation of the various programs that the CWGE offered during the past academic year. Programs that contribute to student success, inside and outside the classroom. The programs were offered through coordinated efforts with partnerships and sponsorship with many partners, both on and off campus, including student organizations and area non-profit agencies, faculty and staff.

Overview

The Center coordinated 69 programs and co-sponsored more than a dozen, with various partners such as You Beautiful Black Women, West Michigan Environmental Action Council and the Milton E. Ford LGBT Center, for example. Approximately 3,148 faculty, staff, students, and community members attended events or stopped by the Center. This is an increase of more than 250 people.

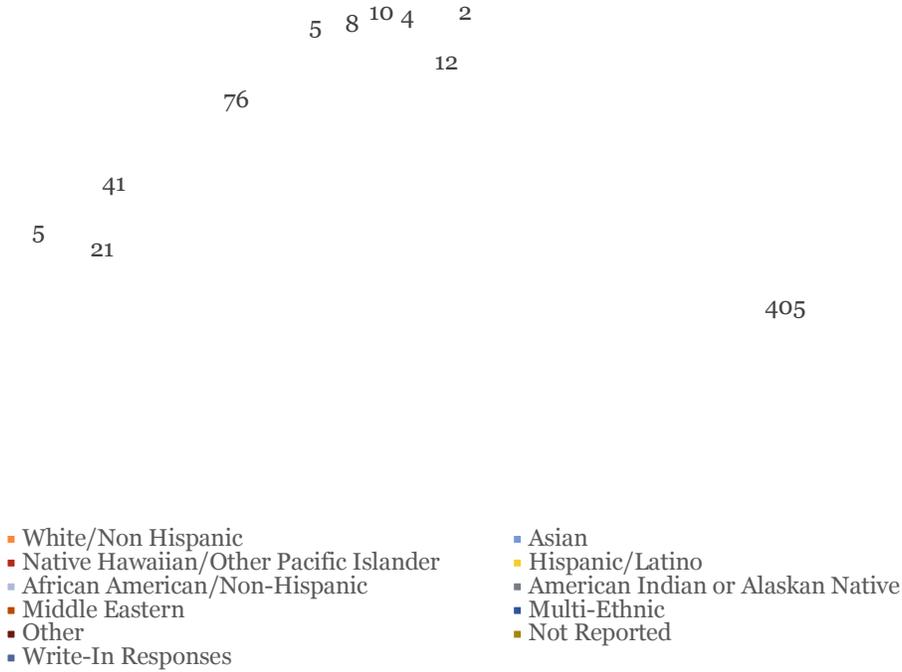
*Based on results from program evaluation surveys that attendees turned in following program attendance.

The following information summary attempts to highlight the aggregate data for center programs, however not all data is captured during the academic year due to human error including data not collected. Qualitative analysis are presented in each specific report sharing disaggregate data detailing year-end goals. The following sections are featured as specific chapters of interest.

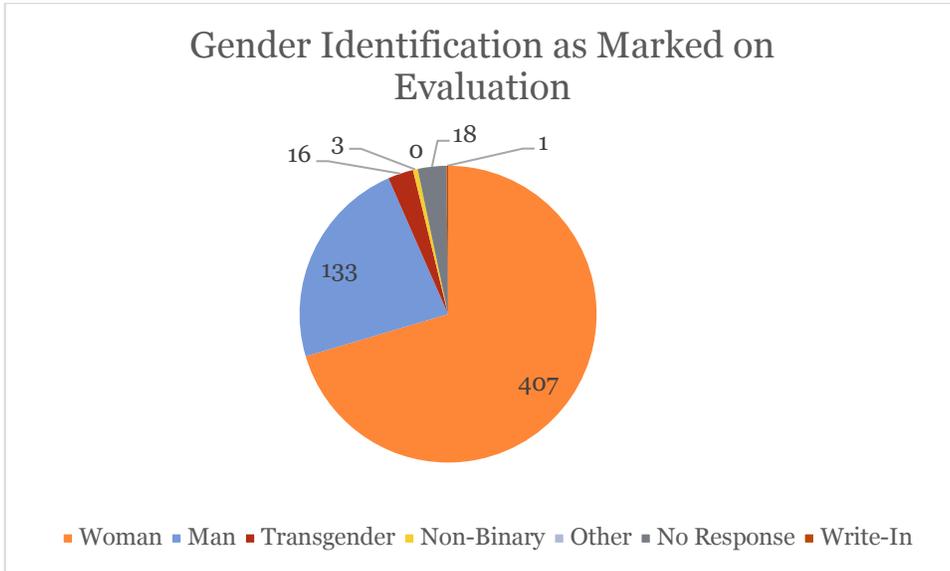
1. Program Demographics
2. ACTIVATE
3. CWGE Ambassadors
4. Fostering Laker Success
5. Gender Justice House
6. Girls of Color Summit
7. Michigan Women's Center Consortium
8. NIARA
9. Replenish
10. Violence Prevention and Response

Program Impact Data for AY 17/18

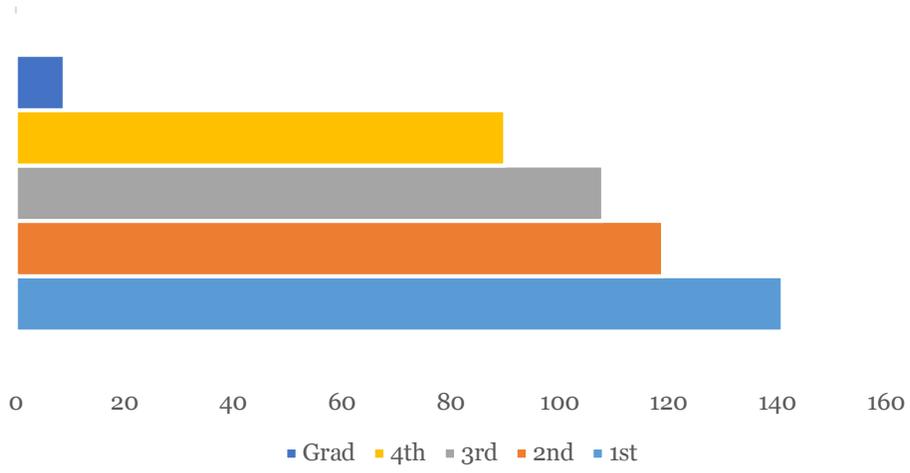
Racial/Ethnicity Status as Marked on Evaluation

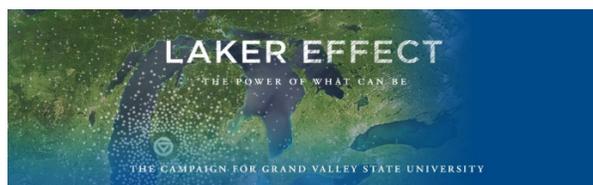


Gender Identification as Marked on Evaluation



Student Status as Marked on Evaluation





Activate/Ambassador Year End Report AY 2017/2018

Submitted by Sharalle Arnold, Associate Director & Kristen Sarniak, Graduate Assistant

Purpose statement: Activate is an online training program, designed to make a difference in the lives of women and girls through volunteer opportunities that pair education with activism.

There are three primary ways that students engage and **Activate** their leadership:

Activate the social justice centers: Utilize your skills and talents to support the efforts of one of the Center's

Activate the campus: Participate in campus wide efforts hosted by faculty or Office of Student Life

Activate the community: Engage with the community through Days of Service

AY 17/18

Total number of registered participants (includes newly trained and past active) 1309

AY 16/17

Total number of registered participants (includes newly trained and past active) 1108

Opportunities On & Off Campus

Alcohol Screening Day

Children's Enrichment Center

Dating and Domestic Violence Awareness Month

Replenish (direct service & tabling)

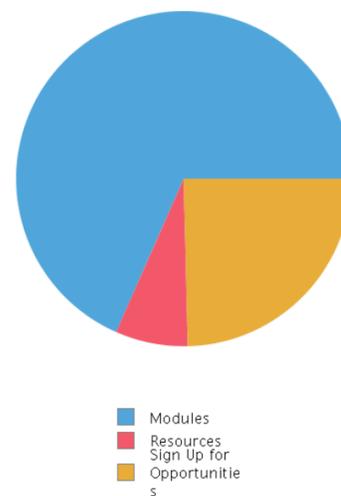
West Michigan Environmental Action Council Symposium

Department, Class and Student Organization Partnerships:

Alpha Omicron Pi
 Alpha Sigma Alpha
 Alpha Phi Alpha
 AIM
 Campus Interfaith Resources
 Disability Support Resources
 IPromise
 LIB 100
 LIB 201
 LIB 323
 Milton E. Ford LGBTQ Center
 NAACP (campus chapter)
 Office of Multicultural Affairs
 POWER
 Sigma Gamma Rho
 Sigma Pi
 SOC 205
 SW 150
 SW 348
 University Counseling Center
 You Beautiful Black Woman

All User Activity inside Content Areas

Access / Content	Hits	Percent
Modules	1448	68.40%
Resources	148	6.99%
Sign Up for Opportunities	521	24.61%
	2117	



9 Days of Service at 10 different Agencies

- Children's Enrichment Center
- Replenish
- Family Promise
- Family Futures
- Gilda's Club
- Planned Parenthood
- YWCA
- Hispanic Center
- Women's Resource Center
- HQ Grand Rapids

Participant Evaluation Summary

Days of Service Impact

A significant number of participants reported that participating in service opportunities through Activate has increased their understanding of the various societal factors (socioeconomic status, race etc.) that impact the lived experiences of women.

“I LOVED THE HQ ORGANIZATION. IT WAS INTERESTING TO SEE ALL THE WAYS THEY PROVIDE FOR HOMELESS YOUTH. I WOULD DEFINITELY GO BACK.”

“THIS SERVICE IS PERFECT, IT GIVES ME A CHANCE TO GIVE BACK AND SECURE POINT FOR CLASS.”

“MY REACTION TO THIS EXPERIENCE WAS THAT IT WAS VERY SHOCKING TO DISCOVER FIRST-HAND WHAT THESE WOMEN GO THROUGH IN A FACILITY LIKE THIS. TO UNDERSTAND THAT 19+ CHILDREN, AGED 3 OR YOUNGER, OCCUPY SUCH A SMALL SPACE WITH THEIR PARENTS AND ONLY HAVE LIMITED SUPPLIES AVAILABLE...IT WAS GREAT TO BE ABLE TO LEARN A LOT.”

“REALLY GOOD EXPERIENCE, VERY INTERESTING. I LEARNED A LOT ABOUT PLANNED PARENTHOOD AND REPRODUCTIVE JUSTICE IN MICHIGAN.”

Student Involvement: Moving forward Days of Service will be a more defined function of the Graduate Assistant, coordinated with the Ambassadors. This shift will provide for more leadership development for both graduates and ambassadors. To ensure program growth and viability, the ambassador program is making some adjustments thus next year the work will be combined into one single report.

Points of pride:

- The new online training module that reflects new staff, new programs, new name and collaboration between the five social justice centers and the Community Service Learning Center went live at the beginning of the school year.
- The new modules involved a wide range of staff working in the Division of Inclusion & Equity.
- Activate participation enrollment increased by over 100 users.
- 296 students engaged with the online modules while 212 fully completed them.
- Faculty have responded favorably to the new modules, with intentions to use them in class with or without a commitment to the service component.
- The Brooks College of Interdisciplinary Studies was listed nearly 150 times as the department suggesting engagement with Activate.
- Black Board analytics recorded more than 1000 views of the modules.

There will be an increased push to move see the number of students engaging with the modules translate into increased participation with Days of Service.

Ambassador Overview:

Students are a valued and important part of the Grand Valley State University CWGE. Therefore, the Ambassador program was created to build a connection with students who want to further the mission of the Center as well as increase their own leadership capacity. The Ambassador program offers students who are

interested in making a difference in the lives of women and girls, an opportunity to explore leadership through service, activism, and discussion. The Ambassador program is based on a Feminist Leadership for Social Change curriculum with the goal of empowering leaders through activism and community engagement!

Participation: During the 2017/2018 academic year, the CWGE had 7 total ambassadors.

Brittany Sincox, *Senior* – Biochemistry

Talyce Murray, *Junior* – Global Studies and Social Impact majors with a minor in Human Rights

Sharnell James, *Senior* – Liberal Studies major with a minor in Women and Gender Studies

Taylor Adams, *Sophomore* – Physician’s Assistant Studies

Lauren Reed, *Sophomore* - Psychology

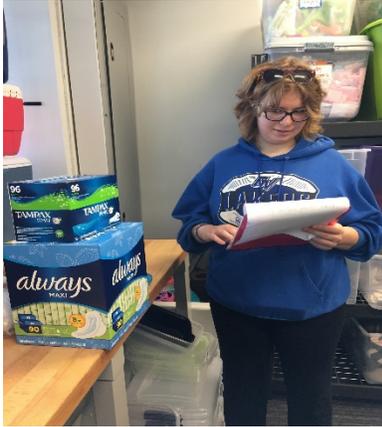
Sarah Rose, *Freshman* – Political Science & Sociology majors with a minor in Women and Gender Studies

Tyla Moore, *Senior* – Public and Nonprofit Administration

Activities:

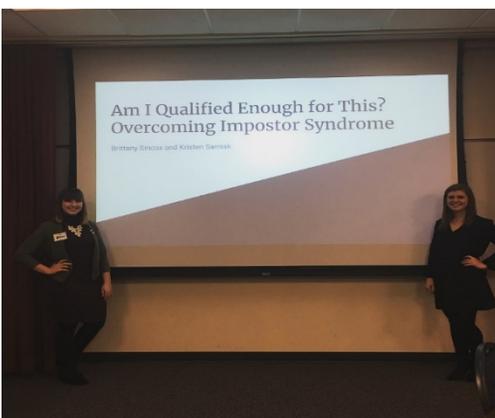
At the start of the fall Assistant Director, Alli Roman provided oversight and management for the group until her exit in December. Following Alli’s departure, our CWGE Graduate Assistant Kristen Sarniak acceded to this responsibility. Ambassadors spent their first semester discussing intersectionality, participated in bystander intervention training, and discussed some common readings. During the winter semester, ambassadors spent their time applying some of what they learned and continued leading days of service. Some program highlights this year include:

- The **fall 2017** semester started with some recruitment efforts on our behalf. These recruitment efforts included attending various on-campus events and handing out flyers, talking to students who stopped by the Center for Women and Gender Equity to visit, and personally contacting students we felt may be interested in the position. After the application and interview processes were over, we welcomed six ambassadors to the CWGE team. The curriculum for the fall semester consisted of 6 meetings, during which we discussed various aspects of social justice and intersectional identities. Self-Care as Political Warfare, Queer and Trans 101, and Food Justice as Social Justice were three of the program titles for the semester. The ambassadors also led and participated in the six days of service hosted by the CWGE at locations such as the YWCA, HQ, and Gilda’s Club.
- We began the **winter 2018** semester once again with six ambassadors. The first meeting of the semester was all about goal setting and time management to help set the ambassadors up for success during the winter. Over the course of the semester, we had five meetings in total that once again focused on various areas of social justice and intersectionality. For one of the meetings, we welcomed the director and graduate assistant of the Interfaith Resource Center to come in and talk to us about faith as an identity. Another meeting focused on Women’s History Month from an intersectional lens and being able to articulate that to others using tabling as a platform for conversation. Ambassadors also had some involvement in the CWGE’s Days of Service at Gilda’s Club and Replenish.



Ambassador Feedback:

Some of the programming the ambssadors liked best over the last year was the meeting titled Self-Care as Political Warfare led by Kristen Sarniak and Alli Roman of the CWGE and the Queer and Trans 101 meeting led by Marla Wick in the LGBT Resource Center. Some of the things they said they'd like to see in the future are opportunities for tabling, more opportunity and collaboration with Talk Back Tuesdays and Feminist Film Fridays, a chance to gain more experience with presenting and public speaking, more bonding activities as a group, and more education about advocacy and how to be an advocate for marginalized populations. The ambassadors said that they love having the opportunity to represent the CWGE, and letting people know that we are here as a resource to all. Some suggestions they made for increased engagement with the general campus is to start an email list to alert students about our events, increase our partnerships and collaboration with the other social justice centers, and expand our network across all of campus.





Fostering Laker Success Year End Report AY 2017/2018

Submitted by Jessica JC Campbell, Independent Living Skills Coach

Mission: To recruit, retain, and graduate youth that have experience with the foster care system with the goal of post-secondary completion at GVSU.

Facts:

- 6,3000 youths in the state of Michigan have experienced foster care
- 1,265 students were aided by campus-based program
- 2012 Fostering Success Michigan was established to increase access and success for students from foster care
- During the 2017-2018 academic year 370 students at 50 different colleges/universities received the Fostering Futures Scholarship

Overview:

Fostering Laker Success (FLS) is a grant funded program that serves youth who have experienced care. This year we served a total of six grant funded students. FLS has a laptop, calculator, and book loan program that has been utilized by the majority of students. Students meet weekly with JC, the Independent Living Skills Coach, to work on the seven life domains.

Fostering Laker Success follows the seven life domains researched and implemented by Fostering Success Michigan. Fostering Success Michigan (FSM) is a statewide initiative that aims to increase awareness, access, and success in higher education and post-college careers for youth and alumni of foster care. Coach JC attends monthly coach peer sessions, monthly FSM Community Collaborative, and quarterly FSM Higher Education Consortia. There I connect with other coaches at different colleges/universities to learn best practices, receive updates on legislations, and hear from MDHHS about grant updates.

Program eligibility/affiliation criteria for the [campus support program]:

- Are age 20 or under, and were eligible for Youth in Transition (John H. Chafee Independent Living Act of 1999) funding when their foster care case was open (Foster care case may still be open)
- Have been in an eligible foster care or non-secure delinquency placement supervised by the Michigan Department of Health & Human Services (MDHHS) at age 14 or older.
- Currently enrolled at Grand Valley State University

Campus Champions

Bonnie Dykstra – University Counseling Center

Etonia Todd – Disability Support Resources

Ruth Bishop – Grand Rapids Community Foundation

Brenda Mitchner – Housing Residence Life

Maegan Frierson – Admissions

Francesca Golden – Financial Aid

Michelle McCloud – College Liberal Arts & Sciences

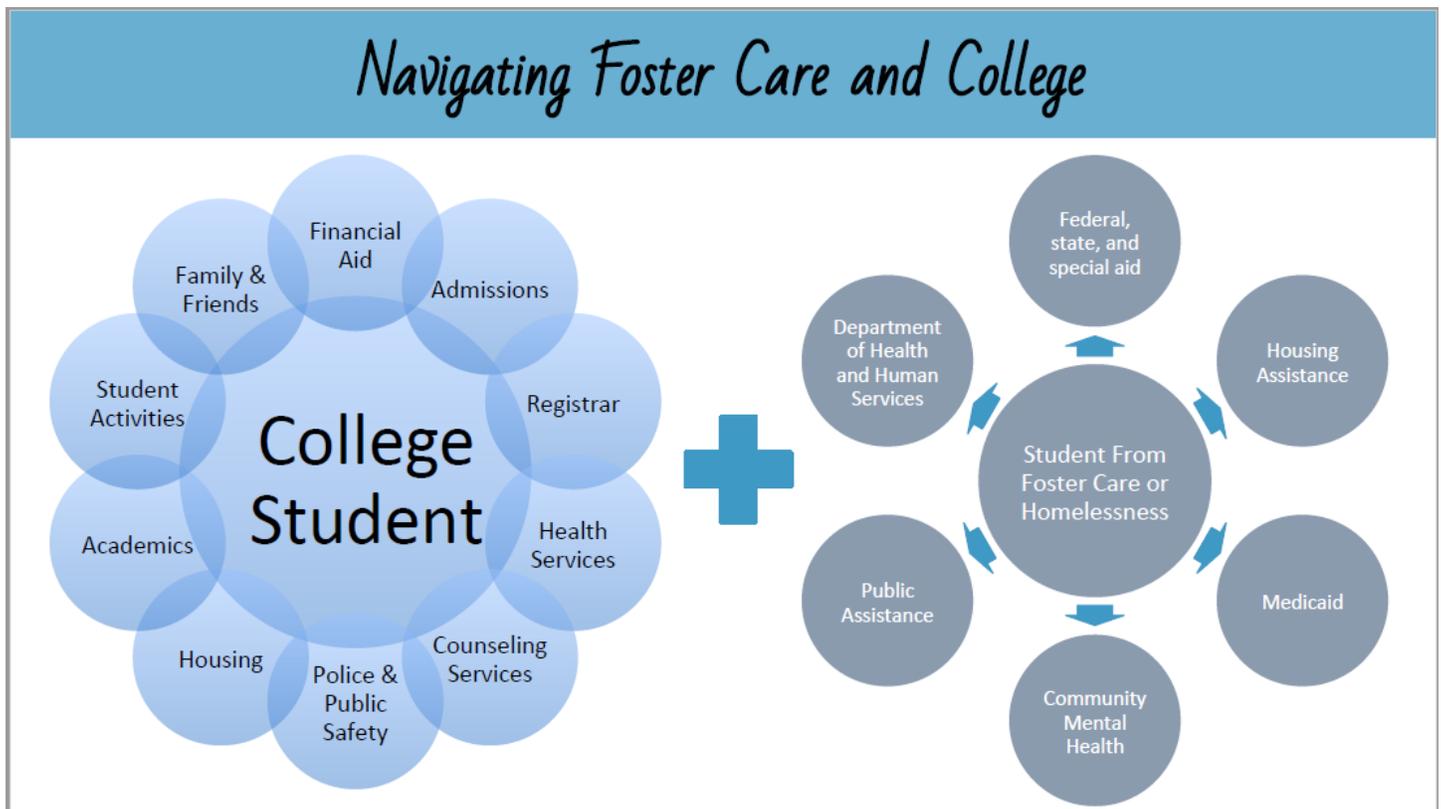
Dr. George Grant JC – College of Community & Public Service Dean's Office

Mentors

- Care Allen – TRIO
- Alyssa Gunn – Graduate Assistant
- Janine Warfield – Psychology Department
- McKaela Myers – Graduate Assistant
- Monica Johnstone – College of Liberal Arts & Sciences
- Tyler Clark – Graduate Assistant

Programs

- **Fall 2017**
 - Open House
 - Yoga and Meditation
 - Monthly community dinners
 - Study tables
- **Winter 2018**
 - Presball Prep – Hustle and Ballroom
 - Attended President’s ball with students
 - Healthy Relationships presentations with counseling office
 - Hosted Talk Back Tuesday
 - Monthly community dinners
 - 1 Year celebration and fundraiser



Fostering Inclusion, Bennet Et al, NASPA2018

Open House



Community Dinners



1 Year Celebration



Student Feed Back

What do you enjoy most about FLS?

- “The Sense of Community”
- “The weekly meet-ups I had with JC and McKaela was super helpful. I am grateful for the academic support and pushing me to become more outside of school!”
- “Meeting students that I can relate to. “
- “Community, Coach, Mentor, Community Dinner”



Gender Justice House Year End Report AY 2017/2018

Submitted by Jessica Jennrich, Director

Enrollment

There were 19 students enrolled in the Gender Justice House in 2017/2018. This number is consistent with previous years (2016/2017- 22 students).

Mission

As a Living Learning Community on Grand Valley State University's campus, the Gender Justice House (GJH) seeks to cultivate a community of students who are investing in the exploration of themselves in order to actively work towards gender justice.

General Info

The Gender Justice House (GJH) is for Grand Valley students interested in social justice; women, gender, and sexuality studies, LGBTQ studies, service learning; and campus leadership. This is gender inclusive housing that is open to all students and is located on the first floor of VanSteeland Living Center. Students living in GJH will gain a progression in understanding one's positionality, privilege, and personal identity; develop an awareness of social justice and inclusion issues; interact on a personal level with faculty and staff; engage in service learning and gender justice related issues; and connect with upper-class peer mentors who are leaders on campus.

The Gender Justice House has several staff involved with the program:

Gender Justice House Director, Alli Roman
Faculty Fellow, Marilyn Preston
Faculty Fellow, Leifa Mayers
Peer Mentor, Amarri Smallwood
Graduate Student, Schae Maynard
Living Center Director, Jasmine Padin

This year the Gender Justice House piloted a one credit course, WGS/IDS 180, which had 8 participants.

The house also offered a number of other activities and events available for residents.



Gender Justice House

2017-2018 Calendar

January 2018

10: Coffee & Chat, 8:30am
17: House Time, TBA
24: House Time, 8pm

February 2018

7: House Time, 8pm
22: House Time, 7pm

March 2018

14: Coffee & Chat, 8:30am
19: House Time, TBA
26: House Time, 8pm

April 2018

11: House Time, 8pm
19: End of the Year Celebration, 6pm

Conference Opportunities

November 16-19: National Women's Studies
Association Conference, Baltimore, MD
April 4-7: White Privilege Conference, Grand Rapids, MI

August 2017

21: Move-In
21: Ice Cream Social, 7pm
26: Orientation Day 1, 10am
27: Orientation Day 2, 9am

September 2017

6: House Time, 8pm
14: Coffee & Chat, 8:30am
23: WGS/IDS 180 Class Day 1, TBA
24: WGS/IDS 180 Class Day 2, TBA

October 2017

4: House Time, 8pm
5: Denice Frohman, 4pm
21: Grand Rapids Feminist Film Festival, TBA
26: House Time, 7pm

November 2017

1: Coffee & Chat, 8:30am
8: House Time, 8pm

December 2017

6: End of the Semester & Holiday Party, 6pm
13: House Time, 8pm

Contact Us:

Allison Roman, romana@gvsu.edu
Gender Justice House Director
Amarri Smallwood, smallwoa@mail.gvsu.edu
GJH Peer Mentor
<https://www.gvsu.edu/housing/gjh/>
<https://www.facebook.com/genderjusticegvsu/>



Girls of Color Year End Report AY 2017/2018

Submission postponed until 2019



Mission & Vision

Mission:

“The Girls of Color Summit strives to empower and inspire OUR girls. We promote self-love and encourage social justice and activism. Our program connects the community to our future leaders.”

Vision:

“The Girls of Color Summit provides a safe space for OUR girls to unlock their stories, reclaim their powers, and transform the future.”

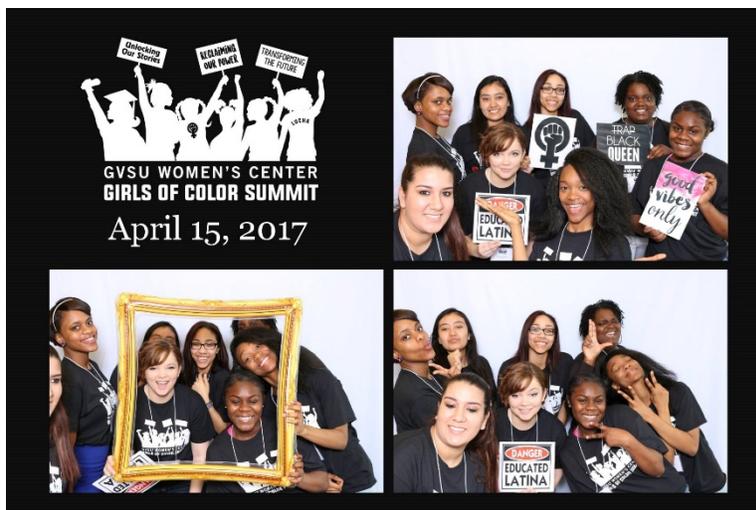
Learning Objectives:

1. Better connected with women of color from their communities
2. Girls of color will gain the skills and knowledge that impact others like them
3. Participants will explore & share their stories and their experiences about what it means to be girls of color
4. Connecting individual stories that link to a collective community of sisterhood

History

The Girls of Color Summit was a program that was conceived a few years ago. Early last winter (January 2016), I began connecting with key partners that could serve on the committee. I reached out to Steffanie Rosalez from the Cook Arts Center and Melissa Peraino from the Holland GVSU Campus. I also invited Ana Moore, GVSU alum, and Sharalle Arnold, to join the committee. Finally, Jaedah Pickens, GVSU student, served as the intern for the Girls of Color Summit. I was intentional in putting together the committee to reflect members from both campus and the community as well. The GVSU Women’s Center social media and public relations intern, Dejana Puranovic, also designed the program for the summit.

We initially began planning for a fall summit but as the date grew closer, we decided to push it back and settled on a date in April. The only challenge with this date was that it was Easter weekend. We still decided to move forward with the date. Our initial plan was to also work with community partners but unfortunately were getting little to no responses. After sharing it on social media and communication with additional partners, we were able to get a lot of traction and ended up having almost 70 girls sign up to attend.



Michigan Women's Centers Consortium Year End Report AY 2017/2018

Submitted by Jessica Jennrich, Director

The below attendees gathered on May 15, 2018 at Grand Valley State University for the third gathering of the Michigan Women's Center Consortium, which is in its fourth year. This effort is supported by the MI ACE Network. The agenda (below) included lively discussion, about a number of pertinent issues. Reflection on the location of where the attendees work indicates that both violence work is strongly represented as well as other diverse locations across campuses. Thus, we discussed changing the name of the group to the Michigan Gender Justice Consortium to better reflect the location of the participants and to attract more participants in the future. This group has grown from a handful of attendees during the first meeting to nearly twenty this year.

- Grand Rapids Community College, Faculty, Rachel Lutwick-Deaner
- University of Michigan-Dearborn, WRC Program Manager Susan Estep
- Wayne State University, Student Services, Rainesha Williams-Fox
- Hope College, Victim Advocate & Prevention Educator, Christian Gibson
- Mid Michigan Community College, Academic Advisor, Jodie Romzek
- Kalamazoo College, Director of Gender Equity, Ellen Lassiter Collier
- Michigan State University, Title IX Prevention Outreach and Education Director, Kelly, Schweda
- Michigan State University, Director MSU Sexual Assault Program, Tana Fedewa
- Kellogg Community College, Academic Advisor, Kerri Langdon
- Alma College, Chih Ping Chen, Faculty
- Ferris State University, Academic Communication and Events Coordinator, Carrie Franklund
- Ferris State University, Gabi Hagen, Women's Advocacy Forum
- Ferris State University, Assistant Library Dean, LeahMonger
- Mid Michigan Community College, Academic Advisor, Jodie Romzek
- Mid Michigan Community College, Student Wellness Coordinator, Amy Goethe
- Ferris State University, President, Women's Advocacy Forum, Jody Gardei
- Grand Valley State University, Victim Advocate, Krystal Diel
- Grand Valley State University, Associate Director of Center for Women and Gender Equity, Sharalle Arnold
- Grand Valley State University, Independent Living Skills Coach- Fostering Laker Success, Jessica Campbell
- Grand Valley State University, Director for Women and Gender Equity, Jessica Jennrich

**Women's Center Consortium Meeting Agenda
May 15, 2018**

- 10:00 **Welcome and Introductions-** general check in
- 10:30 **Breakout Session One**
Title IX- Group Discussion (originally planned to be led by Ellen Lassiter Collier, Director of Gender Equity- Kalamazoo College who could not attend)
Room 2266
Food Justice as Gender Justice, Sharalle Arnold, Associate Director of Center for Gender and Equity- Grand Valley State University
Room 2259
- 11:30 **Break/Hot Topics Discussion**
- 12:00 **Lunch and Networking-** activity what do you want from this group?
- 1:00 Group Discussion
Obtaining Funds, Grants and Budgets, Jody Gardei, Manager Staff Training & Development- Ferris State University
- 2:00 Break for group photo and welcome from Assistant Vice President of Inclusion and Equity and founder of GVSU's Women's Center, Marlene Kowalski Braun
- 2:15 Break out session Two
Starting a Women's Center 101, Jody Gardei, Manager Staff Training & Development- Ferris State University
Room 2266
What's in a Name: Women vs. Gender, Jessica Jennrich, Director of Center for Women and Gender Equity, Grand Valley State University
Room 2259
- 3:00 **Thank you and departures**

Notes from Sessions

Introductions

- During the introductions all participants learned what the organizers had found, that many of the attendees were not located in women and gender or equity centers but were in diverse locations all over campus.

Breakout Session- Title IX

- Participants in this session discussed the Title IX process at their different institutions
- We also discussed the victim advocacy procedures (some did not have victim advocates) and were interested about confidentiality. MSU are confidential because of a grant that makes them community serving.
- Some victim advocacy work was done by students running crisis lines.
- It was very interesting to hear about the different types of work and training and offices that housed these efforts.
- A take-a-way for GVSU was that it would be interesting to explore an independent office that does this work, however, it might make the CWGE vulnerable as it did to MSU as their Women's Center closed down while their violence work (understandably given the Nassar scandal) is thriving but seems to have been thriving prior.

Breakout Session- Food Justice is Gender Justice

- Food resources on campus
 - Creating and sustaining
 - Better results with student lead interest/initiatives
 - Partner with student senate, faculty and alumni
 - College University Food Bank Alliance (CUFBA has 500+ membership)
 - Rising cost of college increases the need for such resources
 - Gendered nature of food injustice
 - Food related policy (SNAP benefits & workers rights)
 - Sexual assault and violence as lynchpins to US agricultural market

Hot Topics

- Structure of Centers
- Developing Women Leaders
- What's next?
- Expanding the definition of women
- Developing African American leaders
- Program focus
- Buy-in from leadership
- Diverse perspectives
- Inclusive language & resources
- Relationship between Women & Gender Studies and Women Centers
- Collaboration & information sharing
- Benchmarking and best practices
- Funding and partnerships

- Growth

Obtaining Funds, Grants and Budgets

- Have a clear focus/purpose and articulate core services
- Utilize student leadership and registered student organizations (RSO)
- Work with your Development Office
 - Fundraisers
 - Work on making a clear “ask”
 - Always have donation envelopes at every event
 - Events like a brown bag lunch open to community
 - Share speakers with other institutions or local agencies
- Identify grants
 - Look for short and long term grants
 - Develop plans for end of grants
 - Collect data
 - Use language of the institution
 - Find consistent grant resources that are renewable
 - Take a grant writing class
 - NASPA innovation grant (or similar)
- Find non-traditional partners on campus and in the community
- Look for student projects (statistics, grants, service, etc.)
- Work with community foundations
- Have events that look at hot topics in media
- Trade for “free” resources such a printing or space

Starting a Women’s Center 101

- Speak with stakeholders to gain their buy-in
- Create an assessment plan to indicate your commitment to others
- Take advantage of “hot topics” to show the urgency of need
- Develop a different pitch for different audiences
- Solidify your concept and purpose- create a strategic plan
- Gather feedback from constituents
- Partner with student organizations
- See what regional and state institutional have/environmental scan of what exists
- Identify sustainable support lines
- Assess potential road blocks
- Gain buy-in from leadership
- Use “palatable” data sources
- Align w/ institution’s strategic plan/mission/core values
- Develop influential advocates
- Reach out to other institutions and departments for letters of support
- Make Chief Diversity Officers and their organization an ally
- Be sure to “make the ask”- don’t assume the answer is “no”
- Ask for help

What's in a Name: Women vs. Gender

- This discussion-based session focused on whether the current name Michigan Women's Center Consortium was the best fit. It was decided that we would request a name change to Gender Justice Consortium to better reflect the membership, which consists of staff and faculty from diverse locations who are working on gender justice work but not necessarily in a Women's Center.

**NIARA Mentor Program
Year End Report 2017-2018**

Submitted by: Takeelia Garrett and Raven McClinton

Fall 2017 NIARA Program Highlights

September

Kick off Meeting. This was our kick off meeting for the year. We had approximately 18 students and 2 faculty/staff members in attendance for this event. We what we wanted to accomplish during the year as well as discuss our new NIARA Empowerment Lunch Hours throughout the year.

The Empowerment lunches were created as a way to reach out to more students and their mentors especially to those who could not attend the regularly scheduled NIARA meetings. This lunch hour would allow us to discuss hot topics and also to bring together mentors and mentees who couldn't make the other meetings.

October

If We Are Honest: Women of Color and Mental Health. This session was crucial for us to do in terms of letting women of color know that it was ok to discuss mental health issues. We brought in Latrece McDaniel from the University Counseling Center to lead us in a discussion about the importance of mental health and breaking down barriers in order for women of color to get the help that they need without feeling stigmatized. Women of color are typically the most underserved population when it comes to getting assistance for mental health issues. It is due to lack of resources and not wanting to let someone know that they are struggling with a problem. The session was enlightening and gave some helpful information to our students on how they can get help and help others who they may know that are suffering from a mental illness.

November

The Power of Storytelling. There were 32 students and 7 staff members who attended this session. We started out with dinner in the Center for Women and Gender Equity and then made our way upstairs to begin our program. Alli Roman lead the session and let students know that everyone has a story and lead them in a rousing session about how to tell their story to others.

December

Show Me the Money: Navigating Scholarships. Lauren McElrath from the Office of Financial Aid & Scholarships lead a workshop on how to find scholarships to help supplement their college costs. She had the students in the library on the computers navigating various websites and showing them how to fill out scholarship applications. The students really enjoyed this session and learned a lot.

December (cont)

End of the year Laker Connections Celebration with Black Male Scholars, Laker Familia, and Queer Connections mentoring programs.

Winter 2018 NIARA Program Highlights

January

In January Takeelia and I cancelled the regular scheduled meeting for Niara, however we did plan the Empowerment Luncheon that was scheduled for January 23rd. I made the decision to move the luncheon to a larger room at KC instead of the Center for Women and Gender Equity. However, with the transition of leadership, we did not have any students show up, but had 6 mentors. We also starting the planning for the Niara networking dinner with Mindy Ysasi and Ciciley Moore of the Latina Network of West Michigan.

February

On February 15th, we had our first Niara meeting for the semester. We started in the Center for Women and Gender Equity with dinner where we had about 20 students for dinner which took place an hour before the meeting. The topic for the meeting portion was set to be about the importance of Mentorship, but no one stayed. After further reflection we decided to talk about the main topic of the meeting over dinner for March

We also had our Niara Empowerment Luncheon on February 20th. We had 8 students and 3 mentors. We discussed a little about Black Panther movie and the students upcoming midterm exams.

March

On March 15th, Niara had our second meeting for the semester. The topic was Networking: How to create an elevator pitch and the after network follow up response. This was to prepare student for the Niara Networking Event on March 26th. We had 8 students who were present at this meeting.

On March 26th, Niara hosted the Niara Networking Dinner, the theme was Networking with a Purpose. We worked with Mindy Ysasi and Ciciley Moore to plan the program and proactively reaching out to women in the community though Latina Network of West Michigan and Black Women Connect GR to attend.

March (cont).

The program consisted of networking, dinner, and then a panel discussion. The table assignments were set to pair students with a professional in their intended career field based on major.

The panel discussion used questions from the Tribe of Mentors by Tim Ferriss. This book is composed of advice from the best in the business about everyday life decisions.

One of the question was asked of each professional, “What is the book (or books) you’ve given most as a gift, and why?” and they were encouraged to bring one copy of their favorite book that they were willing to give away. We had a raffle for the books at the end of the program.

We also received donations from the Office of Multicultural Affairs, Dean of Students, Center for Women and Gender Equity, Pew Campus Operations, and Housing and Residence Life

April

In April 19th, Niara hosted its last scheduled event. It was a kickback event, where students could relax and eat and study for final exam. We had 24 students show up. April 17th, was also the Laker Connections End of the year event. There was good attendance at this event, and students could fill out the survey if they had not already filled it out online. We received 15 responses to the survey.

Official NIARA Members

NIARA Students	190
NIARA Mentors	36

NIARA Student and Mentor Participation by meeting

Program Title	Date	Students	Mentors	Total
<i>NIARA Kickoff</i>	September 7, 2017	18	2	20
<i>Power of Storytelling</i>	November 2, 2017	32	7	39
<i>Empowerment Luncheon</i>	January 23, 2018	0	6	6
<i>Importance of Mentorship</i>	February 15, 2018	17	3	20
<i>Networking: How to create an elevator pitch</i>	March 15, 2018	8	2	10
<i>Connect with Purpose Networking Dinner</i>	March 26, 2018	11	27 (GVSU mentors and community members)	38
<i>End of the year kickback</i>	April 19, 2018	24	3	27

NIARA Reflection Narrative- *Successes and Challenges, and Looking Forward****Successes***

In the fall semester, some of the favorite programs according to student survey results were the 1 on 1 scholarship seminar and our mental health discussion.

In the winter semester, Niara had a successful Networking Dinner almost as many community professionals as students. All of the professional staff were interested in keeping in contact with students and being a resource.

Challenges

The biggest challenge is always more students than available mentors. We also had a lot of students not contact their mentors even after the mentors would reach out.

There was also a drop-in student participation in the winter semester due to the meeting times conflicting with class schedules and changes in leadership as indicated by the end of the year assessment.

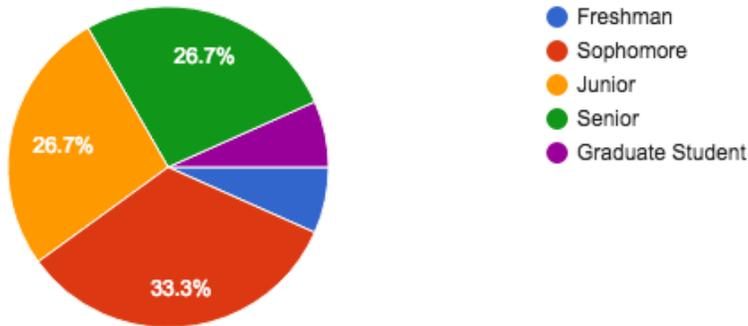
End of the Year Niara Survey

Here are the results from the end of the year survey

We used Google forms to send the survey electronically. We received 11 electronic and 4 paper survey. The four paper survey results were entered into google and here are answers to all the questions.

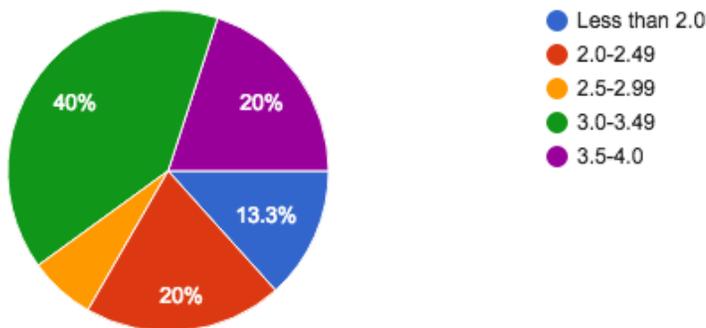
What year are you?

15 responses



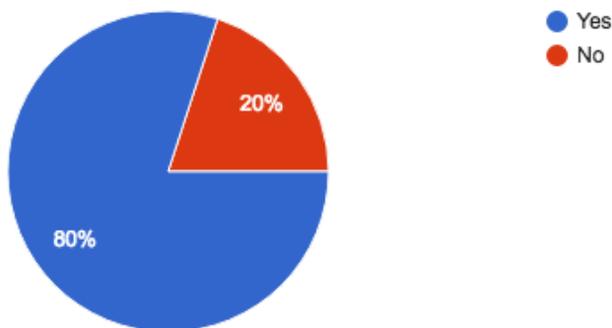
What is your cumulative GPA?

15 responses



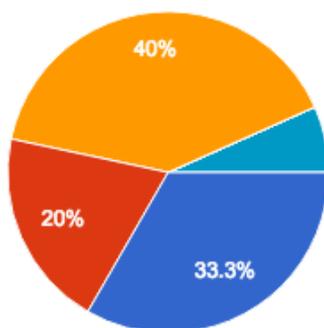
Are you a first generation college student (meaning that your parent(s) did not graduate from college)?

15 responses



Why did you get involved in Niara?

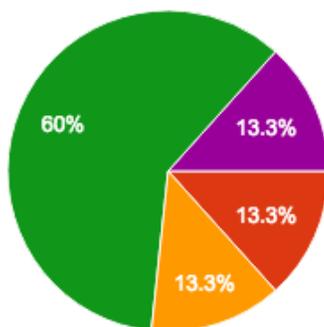
15 responses



- Another student told you about the program
- A faculty/staff member told you about the program
- You receive an invitation over email
- You learned about the program via a flyer
- You learned about the program via a website
- Campus Life Night

How involved were you in the program?

15 responses

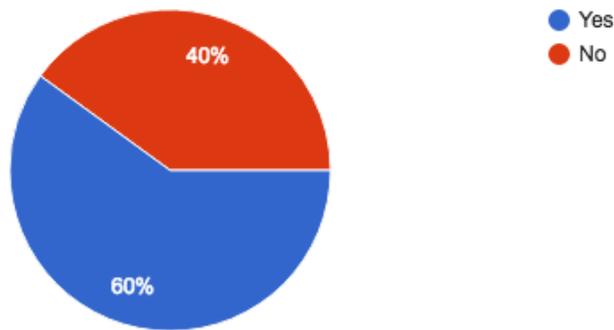


- Very involved (attended most events)
- Involved (attended about 75% of events)
- Somewhat involved (attended about 50% of the events)
- Not very involved (attended about 25% of events)
- Not involved

<u>Please describe any barriers to getting involved:</u>
Time conflicts
The schedule for the events were at times I was not available. I felt as if I had no connection to my mentor and far removed from the program.
Times for events usually coincided with my classes
Schedule Conflict and lack of promotion
Work
events conflicted with my schedule
Time and location the events were at, since I did not live on campus
Class Schedule and Work Schedule
None
Conflict with schedule + hw
N/A

Have you connected with a mentor through the Niara program?

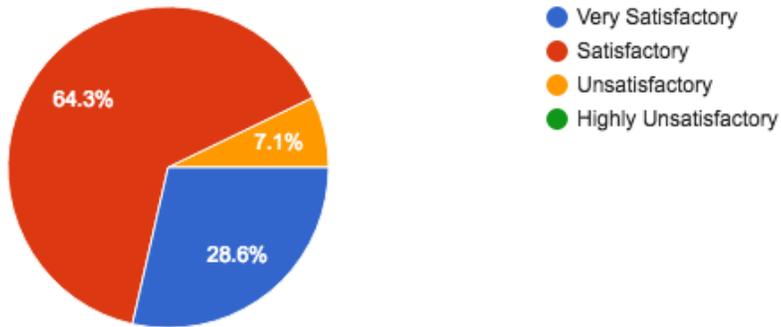
15 responses



How has your mentor assisted you?
She has been a great support system in my academic career and and instrumental role in my professional development
Networking opportunities and personal advising
Reaching out to other to help me around
I have not had an contact with the mentor that I was assigned
We,Äöve met and she,Äôs been very nice
I was not assigned ta mentor due to lack availability
N/A
Has helped look for opportunties in school and home life
Being someone I could talk to, answering questions, checking in, scheduling relaxing time to get to know one another
My mentor helped me figure out my summer plans, talked to me about study aboard, allowed me to vent
Opportunities
N/A

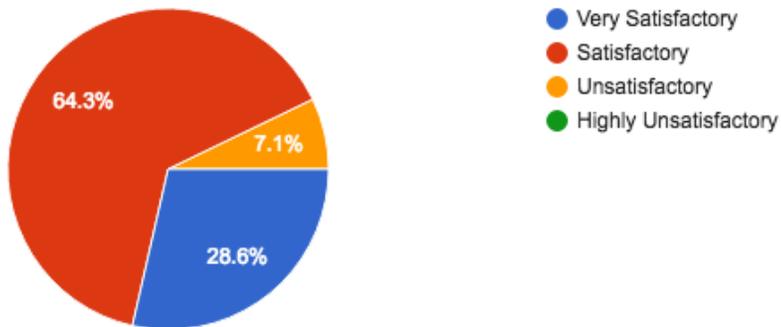
How do you rate your overall experience at GVSU?

14 responses



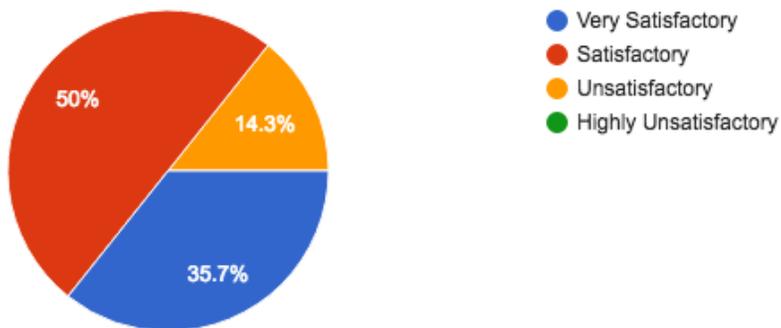
How do you rate your experience in the Niara Program?

14 responses



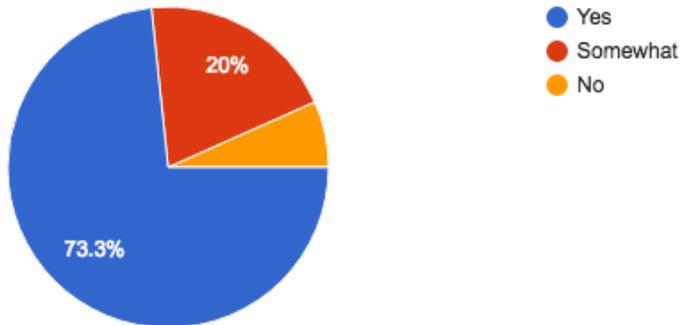
How do you rate communication with the Niara leaders (i.e. Did you feel informed about events in a timely manner?)

14 responses



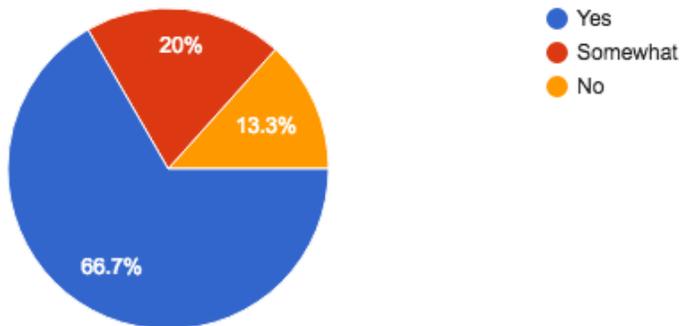
Has involvement in this program helped foster a sense of belonging as a student at GVSU?

15 responses



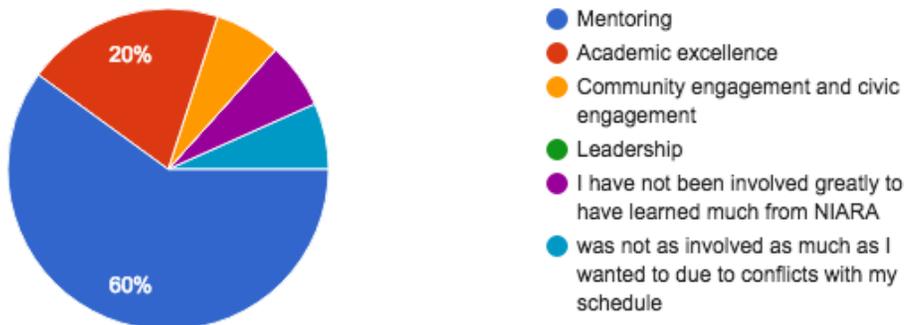
Has involvement in this program helped keep you remaining a student at GVSU?

15 responses



What have you gained from the program?

15 responses



Please describe what you liked most about the program (i.e. What events did you find most meaningful?)
Having a mentor
I loved that all of the events are balanced between socializing/fun and learning about different topics which are helpful for students
Cultural events that made me feel recognized on this campus as a POC
Having someone there to help me, when I don't know who to go to
I enjoyed the event on the downtown campus at Seidman and meeting the women leaders of the Grand Rapids community and meeting the other young women who are involved in the NIARA program.
I did attend some events I was invited to because of connection through Niara and Laker Familia and I found the events on Latinos to be helpful
I appreciate the meaningful conversations managed during the empowerment lunch opportunities
The Networking Lunch/Dinners
n/a
That it provides mentors that are like us, first generation, women of color
I was only able to attend a few small lunches, so what I enjoyed most was having a mentor. Having someone check in on you from time to time, or almost everyday was really great and encouraging.
Scholarship 1 to 1 event, Mental Health talk
Gave a lot of connections
great topics covered
The way that it is a space that is a judge free environment

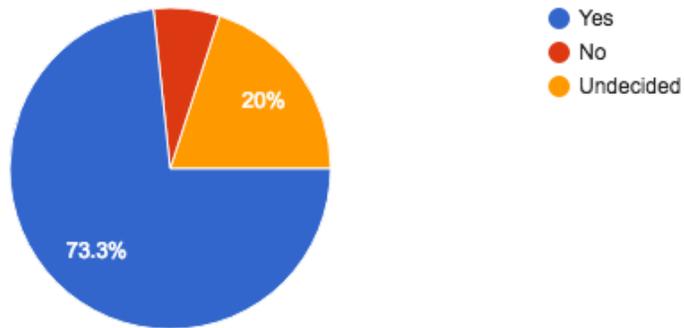
Please describe what you liked least about the program/suggestions for improvement?
Most of the meetings are during the time I am in class
I think we can improve spreading the word about NIARA to Hispanic students
N/A
Figuring out what time best fits everyone
The scheduling conflicts and having no connections to my mentor
N/A
I suggest there be an increase in promotions. And would personally appreciate
n/a
n/a
Wish there was a variety of times and locations that the events take place
I wish I could have attended more events. My schedule really got in the way of me being able to be an active member.
Seemed unorganized second semester due to Ally leaving
change the times of meetings to later

Needed reminders about program

Not planned ahead of time sometimes

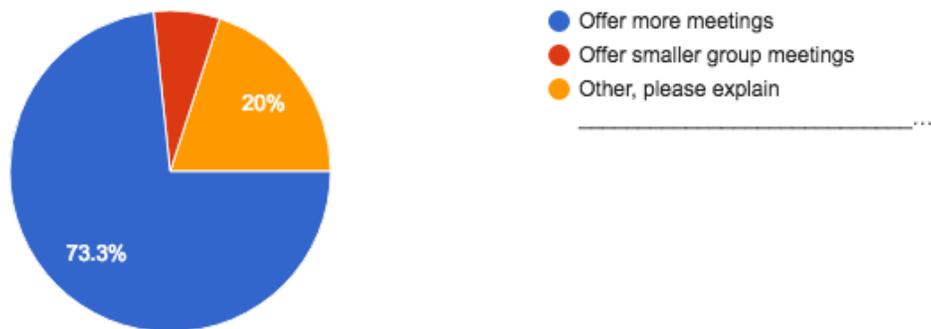
Do you intend to be involved again next year

15 responses



How can we improve this program

15 responses





Replenish Year End Report AY 2017/2018

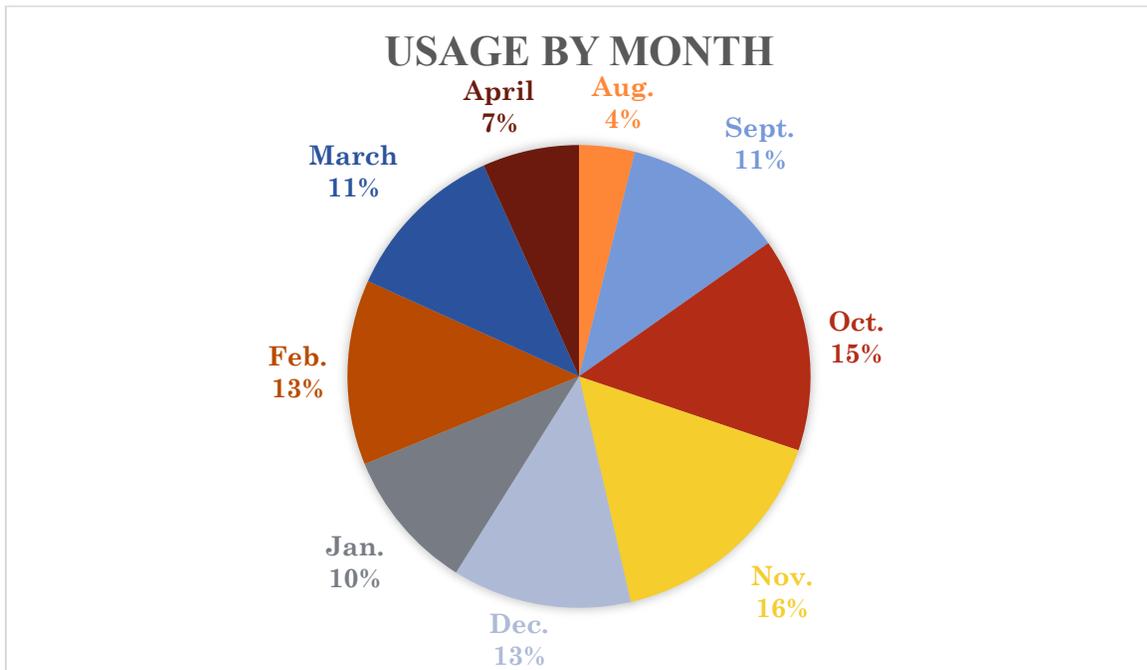
Submitted by Sharalle Arnold, Associate Director

Estimated Number of Visits

	<u>Fall 2017</u>	Fall 2016	Fall 2015		<u>Winter 2018</u>	Winter 2017	Winter 2016
August	27	22	8				
September	79	81	57	January	69	110	94
October	104	137	72	February	90	99	129
November	113	158	96	March	80	119	85
December	87	82	69	April	47	96	94
<u>Total for Semester</u>	410	480	302	<u>Total for Semester</u>	286	424	402

**Estimation based on restored data- loss occurred during the winter semester.*

	<u>Spring/Summer 2017</u>
May	24
June	13
July	7
<u>Total for Semester</u>	44



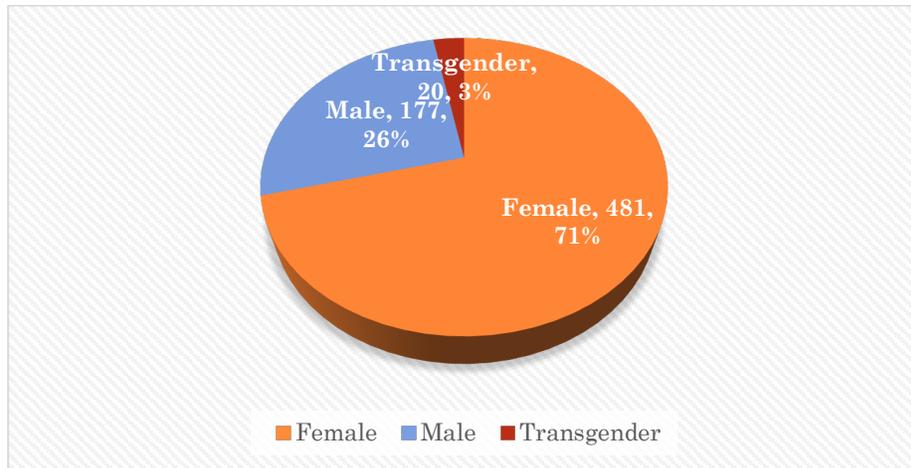
Total Number of Household Members Served

	<u>Fall 2017</u>			<u>Winter 2018</u>
August	41			
September	22		January	16
October	26		February	11
November	35		March	21
December	13		April	8
<u>Total for Semester</u>	137		<u>Total for Semester</u>	56

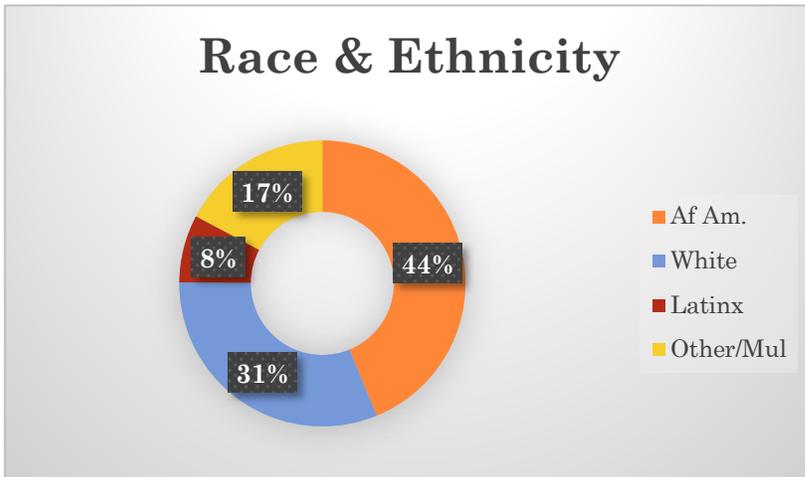
	<u>Spring/Summer 2017</u>
May	28
June	15
July	11
<u>Total for Semester</u>	54

Gender

	<u>Fall 2017</u>	Fall 2016	Fall 2015		<u>Winter 2018</u>	Winter 2017	Winter 2016
Female	292	343	190		189	304	311
Male	96	33	59		81	108	82
Transgender/ Non-Binary	11	4	1		9	16	5
Did Not Identify	9	1	0		6	0	0



Race/Ethnicity



	Fall 2017	Fall 2016	Fall 2015		Winter 2018	Winter 2017	Winter 2016
African American/Black	186	185	99		94	169	180
American Indian/Alaskan	11	8	7		9	1	7
Asian/Pacific Islander	34	33	5		28	45	9
Multiethnic	26	7	11		23	19	9
Caucasian/White	113	163	66		87	119	145
Middle Eastern	12	7	DNC		18	11	DNC
Hispanic/Latinx	28	40	14		21	27	15
Did Not Identify	7	1	0		4	0	0
Other	0	1	2		0	0	12
Total Minority	419	445	138		284	391	232
<i>DNC=Data not collected</i>							

According to the 2016 report, Hunger on Campus: The Challenge of Food Insecurity for College Students *Food insecurity was more prevalent among students of color. Fully 57 percent of Black or African American students reported food insecurity, compared to 40 percent of non-Hispanic white students. National Student Campaign Against Hunger & Homelessness*

Race/Ethnicity Continued

	Spring/Summer 2017
African American/Black	29
American Indian/Alaskan	0
Asian/Pacific Islander	2
Multiethnic	2
Caucasian/White	14

Hispanic/Latino	2
Did Not Identify	1
Other	3
Total Minority	53

Student Status *Check all that apply

	Fall 2017	Fall 2016	Fall 2015	Winter 2018	Winter 2017	Winter 2016
Undergraduate	313	400	221	244	382	440
Graduate	58	24	5	27	38	11
International	21	25	9	12	7	17
Non traditional	1			0		
Student Parent	2			3		
Did not Respond	0	0	1	0	0	5

Student Status Continued *Check all that apply

	Spring/Summer 2018	Spring/Summer 2017
Undergraduate		42
Graduate		7
International		1
Did not Respond		0

Additional Demographics

	Fall 2017	Fall 2016	Winter 2018	Winter 2017
Disability	22	11	13	20
Receiving Government Assistance (FAP, WIC, Medicaid/Medicare, etc.)	95	67	36	76
Foster Care	1	2	5	11

Source of Income *Check All that Apply

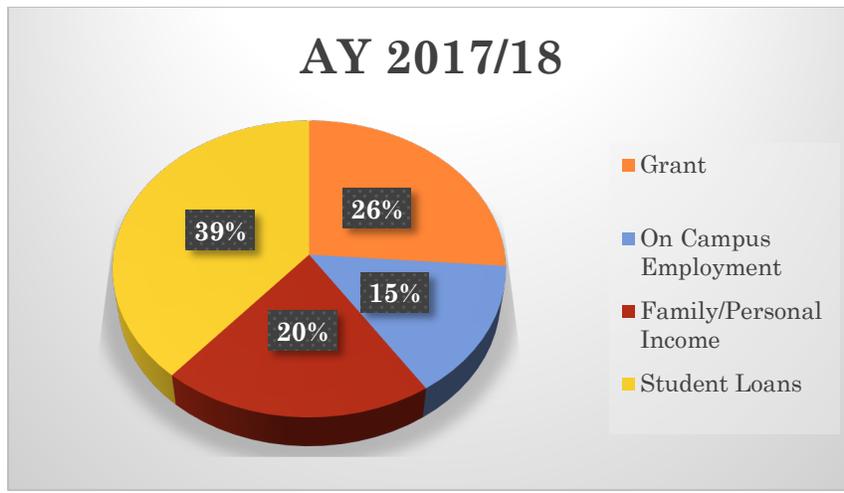
	Fall 2017	Fall 2016	Fall 2015	Winter 2018	Winter 2017	Winter 2016
Grant/Scholarship	154	209	108	122	199	118
Parent/Personal/Family Support	102	ND	70	114	149	106
Graduate Assistantship	4	ND	7	2	ND	1
Student Loans	243	346	103	165	329	133
On-Campus Job	80	141	105	73	110	125
Off-Campus Job	ND	ND	50	ND	ND	84
Spouse/Partner Works	ND	ND	3	ND	ND	4
Did Not Identify	11	0	4	9	0	1

According to the 2016 report, Hunger on Campus: The Challenge of Food Insecurity for College Students

Food insecurity is a problem even for students who are employed, participate in a campus meal plan, or seek other financial or material help. 65% of food insecure students in the survey reported having a paying job. Of those employed students, 38% worked 20 hours or more per week. National Student Campaign Against Hunger & Homelessness

Source of Income Continued *Check All that Apply

	Spring / Summer 2017	Spring/Summer 2016
Grant/Scholarship	16	15
Parent/Personal/ Family Support	13	8
Graduate Assistantship	0	2
Student Loans	30	31
On-Campus Job	18	42
Off-Campus Job	ND	16
Spouse/Partner Works	ND	4
Did Not Identify	0	3

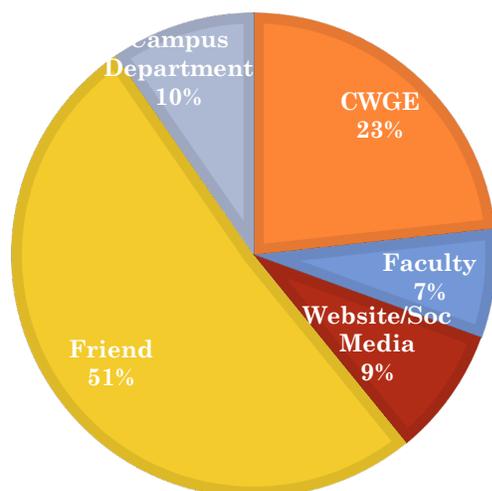


Referral Source

	Fall 2017	Fall 2016	Fall 2015	Winter 2018	Winter 2017	Winter 2016
Campus Department	33	27	14	24	12	21
Center	67	68	77	71	71	143
Faculty	19	14	14	24	7	47
Advisor	7	5	13	8	16	13
Website	32	25	6	19	25	10
Event or Program	25	2	6	12	6	9
Friend or Classmate	191	191	76	113	114	176
Other	28	37	17	17	66	14
Did Not Respond	11	40	0	24	50	0

AY 2017/18 REFERRAL SOURCE

■ CWGE
 ■ Faculty
 ■ Website/Soc Media
 ■ Friend
 ■ Campus Department



Nearly a dozen different departments, student organizations, and community partners held collection drives and/or solicited monetary donations on behalf of Replenish.

- Student organizations:
 - Homecoming Campus Traditions
 - Student Senate
 - Delta Chi Fraternity
- Various housing communities
- GVSU departments:
 - Campus Dining
 - Administrative Professional Staff “PSS”
 - Information Technology
 - Financial Aid
 - Human Resources

Additionally, a number of individuals donated both food items and financial support throughout the year. Thus Replenish was well-supplied this year through the donations of these generous individuals and groups. However, there remains a need for CWGE to continually subsidize additional food cost as student need remains visibly steady.

Reflections

This past academic year proved to be successful, filled with celebration and continued opportunities for growth. Additionally the tagline continues to resonate with all in the division as this work is grounded in student success. Simply put, this resource exist to, *replenish and restore students for academic success*. With numbers consistent with national trends, the demand remains apparent.

Across the states, food insecurity and homelessness in higher education is a growing topic, one journalist calling it “the hidden crisis on college campuses”. In fact the number of colleges/universities partnering with the College University Food Bank Alliance (CUFBA) has reached more than 500 alliance members.

Awareness and Education

The Center for Women and Gender Equity offers a host of on demand social justice presentations. One of which is titled Food Justice is Social Justice. The presentation aims to ensure that audience participants:

- ✓ Understand the term “food justice” and recognize it as part of an overall social justice efforts
- ✓ Be introduced to issues of food insecurity , especially as it pertains to college students
- ✓ Be able to recognize Replenish and its effect on campus
- ✓ Be able to identify ways in which they can stay involved and make a difference after this presentation

Evaluation feedback confirms that students have a high level of confidence after participating in the workshop.

Some overall reactions to the program include:

Sharalle was very dynamic, she was very knowledgeable and was fair in addressing diversity and didn't blame white people as a whole. I wanted to hear everything she had to say.

I loved the speaker, the conversation was intelligent, thought provoking and educational. Made the issue important to me.

I will keep replenish in mind when I have any extra food lying around my apartment.

I will utilize the connection between food insecurity and healthcare injustice in my presidential stance in UAEM club on campus.

I will keep replenish in mind when I have any extra food lying around my apartment.

I didn't realize how many college students were food insecure, but I think that Replenish is a great program that can help a lot.

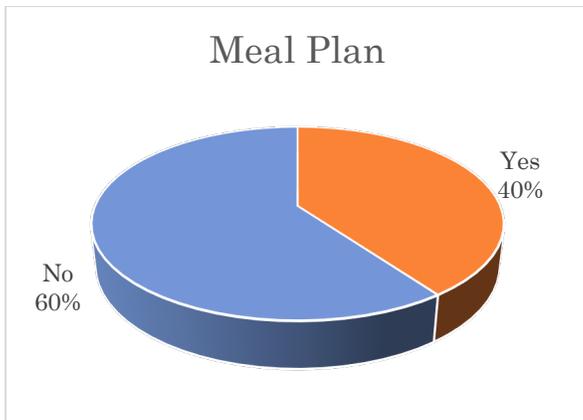
This taught me more about food inequality and insecurity in the US and at Grand Valley in particular. This was a very thorough presentation , it was very clear.

Recommendations

Replenish has become an Access Partner site, registered with the Department of Health and Human Services (DHHS) thus we will be better equipped to assist students that have additional needs like medical and child care assistance for example. This is just the first step in a developing effort to expand Replenish into a more comprehensive economic justice type service.

Additionally, the CWGE is dedicated to advancing campus conversations in pursuit of income based meal plan options, which would be immensely helpful for students with little to no estimated family contribution.

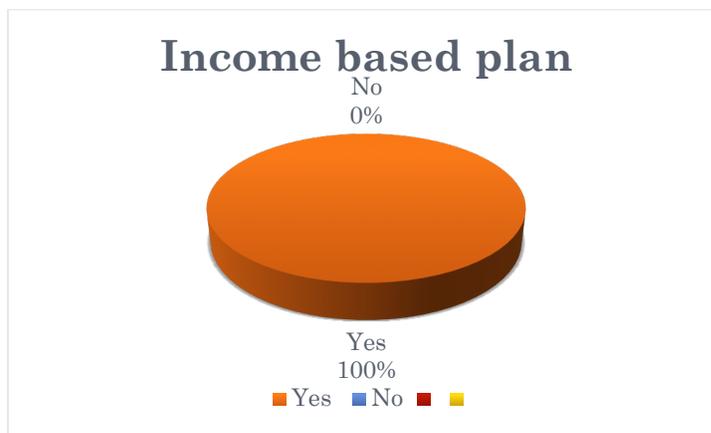
This effort is being supported by Student Senate following the review of data shared on campus regarding the need for such options. There were more than 100 participants, including Replenish users and staff that responded that participated. Students responded to a few questions pertaining to food insecurity, including accessibility and affordability.



Do you have a meal plan?



If given the opportunity, would you donate your unused meals?



Should GVSU offer income based meal plans?

Violence Prevention and Response Year End Report AY 2017/2018

Submitted by Jessica Jennrich, Director and Krystal Deil, Victim Advocate

I. EXECUTIVE SUMMARY

The 2017-2018 academic year began with the Victim Advocate position being vacant. This had a noticeable impact on the violence prevention and response efforts. In January 2018, Krystal Diel was hired to serve as the Victim Advocate in a part-time capacity at 8 hours per week until May when her hours were increased to 20 hours per week to assist with reporting and planning for fall. There is no way to summarize our violence awareness, prevention, education and response efforts for the year without paying specific attention to this dramatic staffing reduction and the impact that it made.

The [Co-Advocate](#) program/services, where approximately six additional AP staff were trained to navigate initial disclosures of sexual assault, dating/domestic violence, stalking, sexual exploitation, and sexual harassment has been maintained and active during this academic year. The Victim Advocate and Co-Advocates served 57 unique students this year from July 1, 2017 through June 30, 2018. This information is captured in the Advocate software system.

GVSU, through the Center for Women & Gender Equity, was awarded a [Michigan State Police grant](#) for the second year through the initiatives of First Lady Sue Snyder and her “[End Campus Sexual Assault](#)” programs. The one-year grant (\$39,472) allowed GVSU to expand a Bystander Education program, now called Peer Education & Prevention ([P.E.P](#)) Talks, recruit, train, and hire up to 10 peer educators, provide funding for ReAct!, and hire a graduate assistant, Krystal Diel, to implement the grant goals & objectives.

From a programmatic review, awareness, education, prevention, and training initiatives on campus continued to increase in 2017-2018. This year our programming efforts were primarily focused on bystander intervention in addition to spreading general awareness during Dating/Domestic Violence Awareness Month, Stalking Awareness Month, and [Sexual Assault Awareness Month](#). We hosted 27 (compared to 8 in 2016-2017) Bystander Intervention Trainings and trained 775 students. For more information on our comprehensive programming summary, please see details in our full report on violence awareness, education, prevention, and training.

II. REFLECTING ON 2016-17 GOALS IN THE CONTEXT OF I&E PRIORITIES

Mission

Through collaboration, consultation, and leadership with students, faculty, staff, administrators and community partners, the Division of Inclusion and Equity advances GVSU’s social justice framework for equity and inclusion. The division coordinates sustainable and strategic institutional efforts to engage all members of the community while also intentionally supporting and advocating for historically underrepresented communities. The division’s work furthers the university's liberal education and student-centered mission.

Strategic Functions and Goals

1. Coordinate and provide leadership for the university’s extensive efforts to advance inclusion and equity

that engage all members of the community, with a central focus on supporting the university's diverse and historically underrepresented communities.

- Advocated for 57 survivors of sexual assault, dating/domestic violence, stalking, sexual exploitation or sexual harassment through direct services.
 - Maintained services for victim/survivors in the GVSU campus community through Co-Advocate services and absorption of the work by the staff, primarily the Director, of the Center for Women and Gender Equity.
2. Assure the university complies with all relevant federal and state laws, university policies, and requirements related to civil rights including all facets of promoting and monitoring equal employment opportunity and affirmative action, developing related educational programs, and preventing or responding to issues of harassment, discrimination, and bias.
 - Through advocacy services provided, assisted students in their rights and options both on and off campus to aid in compliance regarding responding to disclosure of harassment, discrimination, and bias.
 - Provided ongoing prevention and education to both incoming students and the campus community as required to do so under Title IX and the Clery Act.
 3. Provide consultation and support to deans, colleges/schools, departments, and divisions to implement strategies that assist in achieving a more diverse and inclusive university through strategic planning, campus climate initiatives, program evaluation, pipeline development strategies, and recruitment and retention initiatives for underrepresented students, faculty, and staff.
 - Maintained or enhanced partnership with direct programming and education for: Student Athletes, Fraternity & Sorority Life, Laker Marching Band, Housing & Residence Life, Transitions Orientation, Padnos International Center and Alcohol & Other Drug education during the 2017-2018 year
 4. Direct a comprehensive social justice education and intercultural competency for social justice program for the campus community, using both formal and informal delivery methods to address the broad range of relevant issues, in an effort to develop a shared understanding of social justice and equity and support continual self and professional development of all community members.
 - Continued to develop a Peer Education and Prevention program (P.E.P. Talks) in order to continue to increase the trained critical mass of students in order to implement change in culture around gender based and interpersonal violence.
 5. Represent the university in local, state, and national dialogues related to equity and inclusion and engage all members of the community in understanding the vision and values for social justice while advancing the university's reputation as a pioneer, content expert, and dedicated advocate.
 - Krystal Diel currently serves in the following local community based organizations related to gender-based and interpersonal violence: Lakeshore Alliance Against Dating & Sexual Violence (LAADSV) and the Ottawa County Criminal Case Review Team (for related cases). Within the local community, partnerships have been enhanced in 2017-2018 with the West Michigan YWCA, Center for Women in Transition, and Safe Haven Ministries to best collaborate on prevention and

direct services.

- Regionally, GVSU collaborates with the Michigan Coalition to End Dating & Sexual Violence (MCEDSV).
 - We remain connected with state government, such as through Senator Hertal's work around affirmative consent education and through the End Campus Sexual Assault initiatives with Sue Snyder, to ensure we are abreast of current and emerging state-wide initiatives in combating sexual violence on campus.
6. Advocate for and demonstrate equity-mindedness in all university functions, particularly providing support for the continued evaluation, implementation, and updating, as necessary, of university policies, procedures, and planning, and monitoring of progress toward meeting the university's goal to be more diverse and inclusive.
- Generally, our violence prevention & education staff provide a lot of solicited and unsolicited input in these areas that is not generally implemented.

III. STRATEGIC ACTION GOALS AND OBJECTIVES AS REPORTED IN JANUARY 2017 FOR GVSU STRATEGIC PLAN

Violence prevention and response is not included in the Division of Inclusion & Equity's Strategic Plan for 2016-2017. Information below is related to the Division of Student Services, which does have two specific areas related to the work of the Center for Women & Gender Equity as it relates to gender-based and interpersonal violence education, prevention & response.

1. A.3 The Division of Student Services will enhance student success by expanding health/wellness opportunities across the Division.

Baseline: 37.49, 33.01 (GVSU 2016)

Metric: First-Year Students/Seniors Campus Environment, Supportive Environment (National Survey of Student Engagement- NSSE)

Timeframe: 2016-2021

Strategy Action: **Design and implement a plan for educating students about sexual violence, prevention, consent, and University resources. (Jessica Jennrich, Ashley Schulte)**

- What did you assess?
 - Each semester, collaboration with the Dean of Student's Office, for the incoming student education module, and Transitions (Fall semester only) for the Marshall & Dorian presentation during orientation, are shared and reported for educating incoming students specifically.
- How did you collect information?
 - The Dean of Student's Office and Student Life collect the number of participants at Transitions (Fall semester) and for the incoming student education module (both semesters).
- What did you learn from the results?
 - We do not have unique data. The number of people who attend Transitions and the number that take the module might be the same people or they might be different, unique, participants. We currently do not have a way for how we are counting the number of incoming students that have received one or the other forms of education.
 - We do educate a majority of incoming students, but not all, even if the data is not unique.

- We have no data around the impact of the education, possibly using a pre/post or another evaluation tool to measure student learning.
- How will you apply the results to your work in the future?
 - Ideally, we also supplement the programming specific for incoming students with programming offered to all students, which we know from the evaluations of programs that we have many first-year students attend.
- What thoughts do you have on future assessment?
 - GVSU should recognize that we are behind many other colleges and universities that mandate incoming student education, especially around sexual and interpersonal violence, let alone Bystander Intervention Training.
 - At the very least, GVSU should consider using technology (like scanning software) to capture unique participants, which would be useful for all of our violence prevention and education programming.
 - GVSU should reexamine the plan as stated above so it is both comprehensive, strategic, timely, assessable, and will actually reach all incoming students. Possibly, establish a short-term working group to strategize untapped potential in educating all students in these areas.

1. B.1 The Division of Student Services will develop in student leaders the capacity to co-create inclusive environments that lead to student success.

Baseline: 33.51, 36.06 (GVSU 2016)

Metric: First-Year Students/Seniors Learning with Peers, Collaborative Learning (National Survey of Student Engagement- NSSE)

Timeframe: 2016-2021

Strategy Action: **Partner with the Division of Inclusion & Equity to design and implement a plan to educate students to become active bystanders. (Jessica Jennrich, Ashley Schulte)**

- What did you assess?
 - How many offerings of Bystander Intervention Training there were: 27 full trainings offered campus-wide
 - How many participants in the trainings there were: 775, or ~28 per training
- How did you collect information?
 - We collected traditional co-curricular evaluations at most, if not all, of the Bystander Intervention Trainings.
- What did you learn from the results?
 - We increased our Bystander Training initiatives on campus from 8 trainings last year to 27 trainings this year. This was due to having 9 additional undergraduate students trained with the national model, Bringing in the Bystander, and offering 90-minute P.E.P. Talks (Peer Bystander Intervention Training).
- How will you apply the results to your work in the future?
 - We are using the data from this last year to grown and enhance our programming for 2018-2019 and beyond, especially as it relates to P.E.P. Talk peer educators and maximizing the impact of the Michigan State Police grant.
- What thoughts do you have on future assessment?
 - We should include data around ReACT! performances because although they are not a full Bystander Intervention Training, they set the groundwork for bystander behavior in college students.
 - We should asses the work that Speak Up! peer educators are doing around bystander training.
 - We should consider implementing a training/program for educating students beyond Bystander

Intervention Training. We are looking at models at other schools where the prerequisite for more training/education/involvement is fully completed Bystander Intervention Training.

- We should consider a data base of students who have been Bystander Trained and the demographics of the students (for example, fraternity/sorority members, student athletes, resident assistants, etc.).

IV. STAFFING

Departmental personnel changes in 2017-18. How did these changes impact your operation in the past year and how will they impact the future of your department?

The 2017-2018 started with the Victim Advocate position being vacant. This impacted services as there was no public face of victim advocacy on campus. Victim advocacy needs were met through the Director and staff of the Center for Women and Gender Equity and Co-Advocate program. Additionally, programming efforts relied heavily on graduate assistants for the school year. In January 2018, a part-time victim advocate was hired for 8 hours a week to meet the needs of students. At the end of the 2017-2018 academic year, the full time Victim Advocate position remained vacant. However, a search committee is currently in the process of interviewing candidates for the position.

Although graduate assistants assist in meeting some of the needs within our programming, research, and assessment initiatives, the constant turnover is not sustainable. In the future, we hope to see a committed university funded position dedicated to violence prevention & education, which would better align with best practices given our campus size.

Departmental staff involvement in state and national organizations, committees and task forces.

Our staff is involved in the following as it relates to violence prevention:

- SAPAT: Sexual Assault Prevention Action Team (Kent County)
- LAADSV: Lakeshore Alliance Against Dating & Sexual Violence (Ottawa County)
- Criminal Case Review Team (Ottawa County)
- GVSU Clery Compliance Committee
- GVSU Alcohol & Other Drug (AOD) Committee

Departmental staff publications and presentations at state and national conferences, degrees and certificates earned, grants successfully obtained

- Michigan State Police Grant for the End Campus Sexual Assault Initiatives (December 2017-December 2018, \$39,472) via Jessica Jennrich and Krystal Diel's application.

Professional development

We agreed that growing the capacity and satisfaction of staff members and the ability to embrace change are necessary for meeting the demands of the future. Supporting staff may involve the following: supporting them to engage in professional development; serve in leadership at the local, state and national level; motivating scholarship/research; and helping staff achieve work/life balance. How did you do this?

During the 2017-2018 academic year and historically, we have committed to growing the capacity of the entire GVSU community around preventing, educating, and responding to gender-based and interpersonal violence.

Through the initiatives of the violence prevention & education area of the Center for Women & Gender Equity, we were able to do so by securing funding and opportunities for the following:

- 8th Annual Child Advocacy Conference (Krystal Diel, April 2018)
- Ending Gender Based-Violence Conference (Krystal Diel, Marla Wick, May 2018)

There are ample opportunities on campus, locally, regionally and nationally that our staff has the opportunity and support to participate in.

Work/life balance is an ongoing effort. The work in violence prevention & response is oftentimes taxing. Managing a dual role of Victim Advocate and Director of the Center for Women and Gender Equity was challenging this year. Better support for such challenges, or recognition of instances of staff managing dual roles, is important, especially when engaging in emotionally taxing work with high burnout rates.

V. SERVICE BY THE NUMBERS/ENHANCED LEARNING EXPERIENCES

As social justice centers, we agreed that the following were important in our programming with students:

Co-curricular and high impact/enhanced learning experiences

Developing robust co-curricular programs with strong learning outcomes, as well as high impact practices that further enhance student learning was important.

Student success

Developing initiatives to enhance the academic achievement of students by supporting career development, facilitating connections to mentors who are faculty/staff, enhancing persistence by removing barriers (i.e. addressing climate, food insecurity, etc.), and referring students to other on- and off-campus resources.

Leadership development

Developing the leadership capacity of students who hold marginalized identities through self-efficacy, advocacy, and activism.

Describe your basic service numbers including sit-and-get programs, office traffic, etc.

Date	Presentation Title	Attendance
8/8/17	G.A./LCD Behind Closed Doors	~25
8/10/2017	R.A. Training (Dynamics)	128

8/17/18	R.A. Behind Closed Doors	~150
8/22/2017	International Students Violence Awareness and Education	100
8/22/2017	Laker Marching Band: Healthy Relationships	195
8/25/2017	P.E.P. Talks - Campus for Consent	6
8/28/2017	Allendale Public High School: Harassment and Sexual Violence in Schools	40
8/28/2017	Allendale Public Middle School: Harassment and Sexual Violence in Schools	33
9/12/2017	It's On Us: Selfie Pledge Drive	~200
9/17/2017	Fall Female Athletes: Healthy Relationships	160
9/20/2017	P.E.P. Talks - Kistler Living Center	27
9/21/2017	Tabling: RAINN DAY	N/A
9/26/2017	ReACT! Program	?
10/4/2017	P.E.P. Talks - Criminal Justice Student Organization	21
10/5/2017	P.E.P. Talks - LIB 341	25
10/10/2017	P.E.P. Talks - Theta Chi Fraternity	19
10/11/2017	Silent Witness Walkthrough	N/A
10/16/2017	Clothesline Project - Meijer Holland Campus	N/A
10/17/2017	P.E.P. Talks - Open Program	20
10/20/2017	P.E.P. Talks - CWGE Student Ambassadors	4
10/23/2017	P.E.P. Talks - Pickard Living Center	30
10/22/2017	P.E.P. Talks - Delta Tau Delta	31
10/27/2017	Feminist Film Friday - Escalation (Domestic Violence Awareness)	8
10/29/2017	P.E.P. Talks - Delta Sigma Phi	21
10/30/2017	ReACT! Program	?
11/7/2017	P.E.P. Talks - Open Program	5
11/9/2017	P.E.P. Talks - Teach-In	18
12/1/2017	ReACT! Program- Difficult Dialogues	22
12/4/2017	P.E.P. Talks - Open Program	13
12/10/2017	P.E.P. Talks - Multicultural Greek Council	11
1/16/2018	Stalking Awareness Month - Get Information	4
1/19/2018	Bystander Intervention Student Life Presentation	35
1/28/2018	P.E.P. Talks - Kappa Sigma	30
1/31/2018	Stalking Awareness Month - Stalking in the Media	4
2/7/2018	P.E.P. Talks - Open Program	14
2/8/2018	P.E.P. Talks - BSWSO	7
2/8/2018	P.E.P. Talks - Interfraternity Council	49
2/12/2018	ReACT! Program - Like, Love, Lust or Bust	30
2/18/2018	P.E.P. Talks - Pi Kappa Phi	42
2/25/2018	P.E.P. Talks - Phi Sigma Sigma	60
2/25/2018	P.E.P. Talks - Alpa Epsilon Pi	13

3/14/2018	P.E.P. Talks - Interfraternity Council	50
3/15/2018	P.E.P. Talks - Open Program	10
3/19/2018	P.E.P. Talks - Sigma Kappa Sorority	100
3/20/2018	P.E.P. Talks - Interfraternity Council	132
4/25/2018	NCAA Athletic Department Presentation	80

What student organizations did you advise/support?

This year, Eyes Wide Open and It's On Us was advised by CSAL graduate assistants that did not work in the Center for Women & Gender Equity. In the future, we plan to reestablish having a GA from the CWGE advise this organization.

Regarding violence prevention, education & response, we worked closely with Eyes Wide Open, It's On Us, and Student Senate to offer collaboration on programming.

Where you have “enhanced learning experiences” (i.e. group experiences that are cohorts, sustained, and/or high impact - FQA, L&Q, Queer Connections, Laker Connections Mentor Programs, GJH, WCC, Campus Links) or initiatives (i.e. Replenish, ACTIVATE) please provide an individual program summary of each. Include assessment information that shows impact (i.e. retention, satisfaction, gpa), learning outcomes, participation (whatever you have measured).

ReACT! & P.E.P. Talks are reported in the Social Justice Education portion of this report, but might also have some of the impact of “enhanced learning experiences”. Please see below.

VI. CIVIC AND COMMUNITY ENGAGEMENT

As social justice centers, we agreed the following was important:

Civic Engagement

Developing opportunities for students to engage with community to enhance learning. The engagement efforts we coordinate, facilitate, and support with community will be reciprocal, mutually beneficial, and asset-based.

Please summarize your work with community organizations for the purposes of service and/or service learning. Who have you worked with? Please describe the degree of the connection (i.e. one-time collaborative event, ongoing work together, etc.). Please reflect on how this work enhances the mission of the office and/or student learning.

- YWCA of West Central Michigan:
 - Direct referrals for services to students who have sought advocacy services at GVSU.
 - CVPT Partnership
- Center for Women in Transition
 - Direct referrals for services to students who have sought advocacy services at GVSU.
 - CVPT Partnership
- Safe Haven Ministries
 - Safe Haven staff trained Resident Assistants on violence dynamics

- Safe Haven staff provided training to P.E.P. Talks peer educators
- Direct referrals for services to students who have sought advocacy services at GVSU.
- CVPT Partnership
- Ottawa County Sherriff's Office
 - Ongoing training opportunities
 - Criminal Case Review Team

All of our work around awareness, education, prevention, training and response could not be possible without the partnerships, all of which are currently ongoing, with our community agencies and organizations. We are able to both change culture and support survivors through our shared vision, values, and services. The multidisciplinary opportunities we have to work through a civic engagement lens allows us to maximize resources and options for our campus community.

VII. SOCIAL JUSTICE EDUCATION

As social justice centers, we agreed that the following was important:

Social Justice Education

Developing broad and deep learning opportunities to enhance cultural humility and competence, for students, faculty and staff, that is based on an intersectional paradigm. This education will focus on those with dominant identities.

Please describe how your office was involved in delivering social justice education for students. If you have an ambassador or education program (i.e. ReACT!) please discuss it here.

ReACT!:

In the 2017-2018 year, the CWGE had minimal oversight of the ReACT program as it was led by Allison Metz, faculty, and supported through an Undergraduate Research Assistant, Shavonne Coleman. In December 2017, ReACT! became a partner through the Michigan State Police Campus Sexual Assault Grant which helped to ensure funding. There were a total of 6 ReACT! performances.

Peer Education & Prevention (P.E.P.) Talks:

Currently, there are nine students who are trained as peer educators to deliver the program. All peer educators are GVSU students who are diverse in their majors, class standing, and campus involvement. Peer educators received nine hours of training on topics related to sexual assault and bystander intervention. Training was provided by the graduate assistant hired through the grant as well as Tara Aday, the prevention and education program manager, from Safe Haven Ministries.

After the completion of the peer educators training, programs were available to the GVSU population. During 2017-2018, twenty-six P.E.P. Talks were conducted. This program shows promising results. When prompted on how they would apply what they learned, students shared "I can go out and know what to look for and how to be a better active bystander" and "I'll make sure to speak up."

VIII. PATHWAY EFFORTS

Please describe work that you are doing with K-12 or other recruitment efforts - exposing youth to higher education and/or specifically GVSU. Who have you worked with? How have you involved Admissions?

Currently, there are no pathway efforts in place related specifically to violence prevention and response. There is potential in this area with connecting with Young Leaders Against Violence (YLAV) in Kent County that is run through a partnership with Safe Haven and the YWCA. There is opportunity to expand GVSU's reputation in serving survivors, as some of the students we have provided direct advocacy services to have experienced violence prior to coming to GVSU.

IX. RECOMMENDATIONS

Please provide any recommendations you might have for the Division of Inclusion and Equity and your unit for next year. What worked well this year? What can be improved? As of now, what are your goals for next year?

For gender-based and interpersonal violence awareness, education, prevention, training, and response we have the following recommendations and goals for next year:

Awareness:

- Grow awareness efforts of services provided both by the Victim Advocate, Co-Advocate, and within the community so potential survivors have the best opportunity for timely healing, investigations, and connection to resources.
- Build awareness for stalking and dating violence, similar to the volume of awareness for sexual assault on campus.
- Clery compliance goals.
- Utilize Campus Violence Prevention Team more effectively for awareness raising opportunities.
- Create and sustain a "Student Violence Prevention Team" to raise awareness of what student-led initiatives are happening on campus. For example, a place where Student Senate, Campus for Consent, It's On Us, ReACT! and P.E.P. Talks can come together.

Education:

- Create a tiered education strategic plan, so that the basis for all campus education is something students can build upon and lead up to high-impact prevention training.
- Intentionally connect educational opportunities for faculty/staff in order to educate more of the entire campus community beyond students. This also helps meet our Clery compliance goals.
- Utilize Campus Violence Prevention Team more effectively for education opportunities.
- Imbed Champions of Change, or other male/masculinities group, into the long-term efforts of awareness, education, and prevention led by a male-identified staff/faculty at GVSU.

Prevention:

- Expand Bystander Intervention Training through finding permanent funding for P.E.P Talks.
- Train 50% of all incoming first-year students in residence in Bystander Intervention through P.E.P. Talks programing.
- Work closely with Alli Metz on the implementation, development, and assessment of the ReACT! program.

Training:

- Continue to train Housing & Residence Life Staff, Police Staff, and Co-Advocates in order to best respond to gender-based and interpersonal violence. This includes both ongoing and annual training in partnership.
- Seek opportunities to fund the professional development of a critical mass of GVSU faculty/staff such as scholarships, grant funding, and/or earmarked internal funds to continue the opportunities that were previously funded for ongoing training through the VAWA grant.

Response:

- The Co-Advocate program has proved to be invaluable during this transition year. In 2018-2019, we hope to continue the program, build/enhance the ongoing training of Co-Advocates, offer self-care/support to Co-Advocates, and meet more regularly.
- Enhance the capabilities of the CARE software to better capture and assess the services for victim/survivors.
- Consider sharing data from Title IX/GVPD to allow for better outreach to survivors.
- Assess, through a to-be-determined means, the advocacy services provided in a formal, data driven way to shape recommendations for future consideration.
- Create opportunities for survivor empowerment on campus beyond the UCC's Survivor Support Group. For example, survivor yoga, a survivor blog/podcast, survivor tools & resources on our website, or develop a workbook that survivors could do after meeting with an advocate.

Center for Women and Gender Equity Goals for Next Year

- Develop a self-care plan for the Victim Advocate to avoid burn out and to acknowledge the emotional labor of this position.
- Require a training experience for the new Victim Advocate hosted by either a national organization or an agency known for excellence in the field.
- Identify and offer continued training opportunities for Co-Advocates
- Host a meeting of community partners to engage with new Victim Advocate and/or have Victim Advocate spend time in their locations.
- Remain connected with colleagues and organizations devoted to this work to keep up to date on best practices.
- Anticipate and educate ourselves on relevant policy and communicate with colleagues at GVSU about how this effects our work.
- Ask to be included in conversations about policy and specifically procedures regarding this work.