

# Diversity at Ferris

## 2011



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## Diversity at Ferris 2011

The Ferris State University Board of Trustees approved the University's first Diversity Plan on March 21, 2008. *Diversity at Ferris 2011* is the fourth annual assessment of the University's progress toward implementing the Diversity Plan. This year's report continues the tradition of using the original Plan's four strategic goals as the barometers from which to gauge progress. The Plan's four strategic goals are presented below in bold with 14-point font. Following each of the four goals are a) areas of progress and achievement; b) continued challenges; and, c) a brief overall assessment.

### **1. Create a University that is welcoming to diverse populations**

#### ***Progress and Achievement***

- In the 2011 Ferris State University Self-study Report to the Higher Learning Commission (HLC), the University's commitment to diversity was applauded by the University's evaluators. This praise was shared by the HLC evaluators. The HLC Team stated, "There is good alignment between Ferris and the core component of recognition of diversity of learners and inclusion" (1.b). They also stated, "Diversity is an area which demonstrates one way FSU upholds and protects its integrity" (1.e).
- University members continue to sponsor, organize, and participate in an impressive number of diversity and inclusion related events. For a sample of this programming see Appendix A.
- The establishment of the Office of Multicultural Student Services (OMSS) in a central location on the 1<sup>st</sup> floor of FLITE has increased the visibility and outreach of the Office. OMSS is responsible for implementing much of the University's diversity-related programs. See Appendix B.
- The Office of Housing and Residential Life consistently celebrates and promotes education, understanding and inclusion for all students. Ferris State University is a long standing sponsor of the Oshkosh Placement Exchange Minority and Friends Network. In 2011 the Office of Housing and Residential Life was awarded the Minority and Friends Commitment to Diversity Award.
- The Students with Children initiative offers programming and networking opportunities for nearly 200 Ferris students who are the parents of children aged infant through high school.
- Diversity training continues at the University. Facilitators of this training have come from the Office of Housing and Residential Life, Human Resources, the Office of Multicultural Student Services, the Faculty Center for Teaching and Learning, and the Diversity and Inclusion Office.
- The First Lady's Attic provides professional clothing for students.

- Diversity work teams exist in colleges and divisions. Their annual reports are accessible through the links found in Appendix C.
- University publications, academic and athletic, are created to represent diverse populations; this conveys the message that Ferris State University is a strong advocate for diversity and inclusion.

### ***Continued Challenges***

Ferris State University, under the leadership of President Eisler and its Board of Trustees, has committed itself to becoming a truly diverse university. This pursuit has many challenges, including but not limited to the following:

- Diversity initiatives are often new initiatives requiring “new money,” and this is problematic when the University has less money and fewer employees.
- Diversity initiatives often represent changes from—and challenges to—the status quo, and this may result in resistance.
- As the institution transitions to a truly diverse university, there will inevitably be conflicts. These conflicts can be viewed as opportunities for teaching and maturation.
- At all levels of society, there are segments of the population that do not see diversity and inclusion as high priority considerations.
- Many of the “diverse” students recruited by the University are of low socioeconomic status and face financial and academic challenges.

### ***General assessment***

Since 2007, the University has made greater efforts to infuse diversity into its culture. This is a relatively short period of time; nevertheless, much progress has been achieved. Infusing diversity into the core of the University—will be an on-going effort. The goal is to instill in every individual the belief that the University belongs to him or her; to create a university where everyone has the opportunity to thrive.

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

### ***Progress and Achievement***

- The Tuition Incentive Program (TIP) Office is an important part of the University’s efforts to remain an institution of opportunity. The number of TIP students studying at Ferris increased from 477 in Fall 2007 to 886 in Fall 2011. For data on the number of TIP students, including their racial and ethnic backgrounds, see Appendix D.
- Through the work of the Division of Extended and International Operations, Ferris is broadening its influence and outreach in Grand Rapids, working with the Grand Rapids Public Schools, the Grand Rapids Community Foundation, the Hispanic Center of Western Michigan, and other groups. Promising discussions have begun regarding

expanded outreach to Hispanic students, including the possible creation of a Latino Center for Academic Excellence.

- The 131 Showdown in Grand Rapids engaged Ferris employees and alumni with Grand Rapids educators and elementary and middle school students.
- During the past year, the Office of International Education has facilitated visits by faculty/staff from international universities, and has increased the number of international students attending the University. In Fall 2007 there were 157 International students, constituting 1.20 percent of the student body; in Fall 2011, the number had risen to 226, 1.55 percent of the student body. The Office has implemented impressive and diverse programming. See Appendix E.
- International collaboration and engagement continues to expand. The University is working with and developing agreements with higher education institutions in Nigeria, Turkey, the Republic of Korea, India, Indonesia, and Saudi Arabia.
- For the eighth consecutive year, the percentage of Hispanic/Latino students at the University increased. In Fall 2011, there were 423 Hispanic/Latino students, representing 2.91 percent of the student body. See Appendix F.
- The College of Education and Human Services is in the fifth year of a six-year King-Chavez-Parks Morris Hood award to eliminate the barriers for underrepresented students to complete teacher education.
- In 2011, major gifts, outright and estate-based gifts, totaling more than \$230,000, were earmarked for scholarships and to support educational diversity. Increased numbers of donors have asked that priority be given to students from historically underrepresented populations who have been accepted to the University.
- The Ferris Youth Initiative offers scholarships and mentoring for youth who aged out of foster care or who are impoverished orphans. FSU hosted the 2011 Teen Conference, which is designed for youth aged 14 to 21 who are preparing to exit foster care, their caregivers, and the professionals who work with these youth. The 2011 conference theme was "Take charge of your journey."

### ***Continued Challenges***

- The growth of the TIP population at Ferris should be applauded; however, the University must remain vigilant regarding retention and graduation rates of TIP students. The freshman retention rate for the 2010 TIP group (56%) fell below the retention rate for the general student body after achieving parity in the fall to spring rate for 2010-11.
- The Honors Program staff formed a workgroup to consider ways to increase the number of students from underrepresented racial and ethnic groups in the Program. In Fall 2011, in spite of a surge in the size of the Honors Program to 700 students, the proportion of these students increased from 5.67 percent to 6.43 percent, including three international students. The Program should continue to identify and implement strategies to increase the diversity of its student body. See Appendix G

- The number of students who identify as black/African American decreased at the University. In Fall 2010, these students numbered 957 (6.66 percent); in Fall 2011, there were 909 (6.24 percent). It is not known if these numbers were impacted by the increase in students identifying as “Two or More Races.” In Fall 2010, the Two or More Races students numbered 174 (1.21 percent); in Fall 2011, the number increased to 243 (1.67 percent). See Appendix F.
- There is a significant graduation gap between white students and students of color. For example, looking at the students who were graduated from the 2005 cohort, 45 percent of the white students were graduated, whereas the numbers for racial and ethnic minorities were much lower: African American, 17 percent; Hispanic, 19 percent; Asian-Pacific Islander, 20 percent; American Indian, 22 percent; and, International, 24 percent. The percentages for the racial and ethnic minorities were all lower than the year before, with the exception of American Indian, which was the same.
  - From 2009-2010 to 2010-2011, Ferris had an 8% increase in Pell Grant recipients. Fifty percent of 2010-2011 undergraduate students were Pell Grant recipients. A continuing challenge is to keep the University affordable for low income families. At the Federal level, there is the possibility that certain populations of students may be eliminated from Pell Grant eligibility, e.g. students who are enrolled half time.

### ***General Assessment***

Overall, the University has done a good job recruiting racial and ethnic minority students and students of low socioeconomic status; however, a major challenge facing the University is to identify and implement strategies for retaining and graduating a higher percentage of these students. The University took a major step in addressing this concern in July 2011, when William Potter, then-Dean of University College, was hired as the Associate Provost of Retention and Student Success. The Associate Provost has promoted several retention and student success initiatives during Fall 2011, including:

- The Retention Summit, led by the FCTL and Academic Affairs, attracted a large audience of faculty and staff and served to raise consciousness on the campus about retention issues for all categories of students.
- A Retention Work Group has been formed to identify retention issues and solutions for the University.

The University should strengthen existing mentoring programs, for example, University College’s Peer Mentor program, and the Transitions to Success: Minority Student Orientation, organized and implemented by OMSS. The University might also consider a campus-wide mentoring program similar to the one used in the Ferris Youth Initiative program. This mentoring program, tentatively called, “Each One Mentor One,” would have faculty and staff mentoring students.

### 3. Hire and retain a diverse workforce

#### *Progress and Achievement*

- In 2011, Provost Fritz Erickson and Vice President David Pilgrim chaired the Taskforce on the Recruitment and Retention of a Diverse Faculty and Staff. To read the report including the Recommendations and Best Practices, see <http://www.ferris.edu/htmls/administration/president/DiversityOffice/pdf/taskforcereportdraftFinal.pdf>
- The Vice President for Diversity and Inclusion now meets with the chairpersons of search committees.
- Search committee training was led by the General Counsel's Office and Human Resources.
- All permanent positions at Ferris are advertised in diversejobs.com.
- There has been a slight increase in the percentage of racial and ethnic minorities employed as full-time permanent employees of the University. In Fall 2008, the University employed 548 white males (91.64 percent of all males) and 589 white females (95 percent of all females). In Fall 2011, there were 517 males (89.91 percent) and 579 females (94.30 percent). See Appendix H and I.

#### *Continued Challenges*

Increasing the diversity of the Ferris workforce is a major challenge facing the University. There are some impediments that are beyond the University's control—for example, the location of the main campus in a rural area and the number of minority professionals in certain academic fields. There are, however, changes in University policies and practices that can have a positive impact:

- Implementation by Kendall College of Art and Design of a comprehensive plan to recruit a more diverse workforce should lead to positive results. Despite its presence in a metropolitan area, Kendall has only one faculty member who is a member of the racial and ethnic groups tracked by the Office of Diversity and Inclusion.
- The University is in the early stages of creating a marketing campaign that targets prospective employees from underrepresented populations. The creation of such a campaign is one of the recommendations of the Taskforce on the Recruitment and Retention of a Diverse Faculty and Staff.
- Although all employees may benefit from mentoring, it is clear that the lack of mentoring has a negative impact on the retention of International faculty.

### ***General Assessment***

Hiring and retaining faculty and staff from historically underrepresented categories will be a challenge for the University; nevertheless, the University can continue its efforts to increase its brand exposure to prospective employees from underrepresented groups, and implement strategies to increase the number of racial and ethnic minorities in hiring pools. Moreover, the University can be vigilant regarding how search processes are conducted.

#### **4. Create environments for student learning that are inclusive of and sensitive to a diverse student population**

##### ***Progress and Achievement***

- The University-wide Student Learning Outcomes created by the General Education Task force include a diversity outcome and a global outcome.
- Ferris will open the new Jim Crow Museum in 2012. The museum is a unique teaching resource that allows the University's faculty and students many opportunities to learn about issues related to race relations, diversity, and inclusion. In its new location and expanded space, the Museum will host national and state-wide academic conferences.
- Diversity work teams were active in most of the colleges. For example, in the College of Allied Health Sciences, the diversity work team requested and was granted permission to purchase two sets of audiovisual materials on diversity considerations in health care. These have been made available to all faculty in the college as an instructional resource.
- Currently, there are 93 courses at Ferris that are classified as "Global Consciousness Courses," and 82 that are classified as "Race, Ethnicity and/or Gender Courses" to satisfy General Education requirements. One that does both is Tracy Busch's *Global Women's Activism* course, which engages students in the study of major trends in current events and international history. Many other courses also incorporate these themes. Michael Berghoef offers a course in International Social Work that includes travel to El Salvador, and collaboration with faculty and students from Grand Valley State University. Elizabeth Stolarek discusses ways for prospective English Education students to integrate diversity into their teaching through reading, writing and classroom activities in Composition Theory, Literacy and Introduction to Linguistics.
- The Faculty Center for Teaching and Learning sponsored faculty engagement in much of its programming during the past calendar year, most notably in the following:
  - *Of Ebony Embers: Vignettes of the Harlem Renaissance*
  - *Put this on the Map: A Message About Re-Teaching Gender & Sexuality*
  - *Building Community in An Ever-Changing and Diverse Classroom*

- Diverse By Design: Creating Inclusive Learning Environments to Promote Student Success
  - *Up From the Bottoms: The Search for the American Dream*
- The Office of International Education has worked to create greater interest in the globalization process and the cultures of other nations. OIE is developing interdisciplinary classes that combine classroom study about many aspects of a country's history and culture with a Study Abroad experience.
- The Diversity and Inclusion Office financially support faculty efforts to establish culturally sensitive and inclusive learning environments.
- The President's Office, Academic Affairs, and the Diversity and Inclusion Office fund Faculty/Staff Diversity Mini-grants that are sometimes used to enhance diversity in classrooms.

### ***Continued Challenges***

- Relative to other employees, there is relatively modest sustained diversity training involving faculty.
- Only a small number of faculty are regular participants in the Equity in the Classroom Conference and similar professional development conferences.
- Professors have academic freedom and classroom autonomy; therefore, they must voluntarily support the establishment of culturally sensitive and inclusive classrooms.
- The treatment of diversity in FSUS 100 courses is uneven.

### ***General Assessment***

The General Education Taskforce work to develop criteria for student learning to meet the diversity and inclusion outcome is promising. The open sessions involving this outcome indicated that many faculty see the value of creating classrooms that are culturally sensitive and inclusive. Also, the FCTL continues to be a leader in this area, providing training and support for faculty.

## **Appendix A:**

### **A Sample of University-wide lectures, discussion, cultural events, and other activities related to diversity and inclusion**

#### **International/Globalization Initiative**

##### Global Reflections, Spring 2011

- Understanding religious diversity, January 20.
- Is Islam compatible with democracy and women's rights? February 3.
- Is cultural competence necessary outside of the workplace?
- How does medical tourism impact the high costs of healthcare in the US? March 31.
- Why learn a second language? April 14.
- An open dialogue, modern day activism, April 26.
- Global warming, April 28.

##### Global Reflections and Interfaith Dialogues, Fall 2011

- What is Ubuntu, September 29.
- Becoming FSUbuntu, October 13.
- Buddhism, October 17.
- Eastern/Russian Orthodox, October 24.
- Impacts of Ubuntu, October 27.
- Ubuntu in business, November 11.
- XY game (Prisoners Dilemma) and Ubuntu, December 1.
- Mary Dailey Brown, February 8. Presentation on global women's issues by founder and CEO of SowHope.
- Chinese New Year Celebration, February 10.
- Liliana Mammino, March 22-24. Dr. Mammino studied in Italy and Russia, and has taught chemistry in several African nations. Her three presentations included:
  - "Language and imagery: How do these communication tools intersect in the classroom?" Faculty Center for Teaching and Learning.
  - "From the Sub-Saharan Africa experience: Reflections on the issue of the language of instruction in a globalizing world", a Globalization Lecture.
  - "Science professors are from Jupiter & Humanity professors are from Saturn: Reflections on the relationships between Humanities and Sciences", Arts & Sciences Colloquium.

Yusuf Estes, March 30. Presentation on Islam.

International Festival of Cultures, April 3. 150 international students showcased their countries at the festival with attendance estimated at 1500 people.

Using our skills to help countries in need: Training African rats as life-savers in Africa, April 12. Dr. Alan Poling, Professor of Psychology at Western Michigan University spoke about training large African pouch rats to detect landmines and tuberculosis. *Funded by a Faculty/Staff Diversity Mini-Grant.*

Combating Oppression through Activism, April 26. Activist Sally Kantar spoke about Burma.

Climate Change: The Science, the Risk, and the future of Mountain Forests, April 28. William L. Anderegg, doctoral candidate at Stanford University.

Book Drive, organized by international students, June. Over 3000 books were collected for Kabul University.

Tokyo Technical College visit, July. 20 Japanese students from Tokyo visited Big Rapids.

Leadership without Borders, September 28. Workshop for students interested in working abroad.

International Education Week, October 3-7.

- OIE Open House and dedication of Fulbright wall, October 3.
- Fulbright Discussion Panel, October 3. Included special guest Jane Anderson, Fulbright Program Executive Director.
- Study Abroad Fair & International Coffee Hour, October 4.
- “Implications of globalization on marginalized tribal communities in India”, October 4. Presentation by Dr. Soumendra Mohan Patnaik, Dept of Anthropology, University of New Delhi.
- Kids Culture Day, October 5.
- “Globalization in the classroom”, October 6. Video created by Tracy Busch.
- “The Gilman Scholarship”, October 7. Guest speaker Jennifer Campbell from the Institute of International Education spoke about studying abroad.
- Eve of Nations dinner, October 7.

Organizing international opposition to El Dorado gold mine: El Salvador in the fight for sovereignty and social justice, October 5. A speaking tour with Community Activist Agustin Menjivar.

### **African American/Hispanic/and other minorities**

Leadership in a New Era, January 17-19. MLK Week Activities

- MLK March and Student Tribute, January 17.
- “Developing a new era of leadership”, January 18. Student panel discussion.
- “Building community in an hour of chaos: Progress in the age of Obama”, January 18. Presentation by Marc Lamont Hill.
- Soul Food Dinner, January 19.

Them – Images of Separation, January 11. Gallery exhibit and talk at Kendall College of Art and Design featuring David Pilgrim, sponsored by OSU Alumni Club, FSU-GR, KCAD, GRCC and GVSU. *Partially funded by a Faculty/Staff Diversity Mini-Grant.*

A State of Emergency: the African American student experience, February 7.

Brother Outsider: The life of Bayard Rustin, February 9. Movie & discussion.

The Black Jew Dialogues, February 19. *A Festival of the Arts event. Funded by a Faculty/Staff Diversity Mini-grant.*

Step Afrika, February 22. Step Afrika celebrates stepping, an art form born at African American fraternities and based in African traditions. *Funded by a Faculty/Staff Diversity Mini-grant.*

Nell Irvin Painter lecture, February 23. Presented by Kendall College of Art and Design.

This is my Soul, February 24. Slam poetry session presented by YBBW.

Of Ebony Embers: Vignettes of the Harlem Renaissance, February 25.

Making it in the “Ad Game”: How I built my successful career in advertising and E-commerce as an African-American woman, March 1. Presentation by FSU Alumna Michelle Marshall, Vice President & Director of Digital Media, Mullen Advertising. *Funded by a Faculty/Staff Diversity Mini-grant.*

Ira Childress, March 28. Presentation by FSU alumnus and Baldwin native who is an Assistant Director of Leadership Development for the NCAA.

Cesar Chavez March and Gathering in Grand Rapids, March 31.

Civil and Labor Rights, April 4.

History, HERstory, OURstories, April 6. Spoken Word performance by Emily Lawsin, a Filipina and faculty member at the University of Michigan.

Fred Weston Art Exhibit, April 5-29. Weston, a New York artist who creates works that highlight who he is as an African American and as a person living with HIV, was instrumental in founding FSU’s first African American fraternity. *Funded by a Faculty/Staff Diversity Mini-Grant.*

- Fred Weston Roundtable and Lecture, April 28.
- Closing reception, April 29.

OMSS 25<sup>th</sup> Anniversary, April 29.

Bulldog Beginnings

- International Picnic, August 27.
- OMSS Open House, August 30.
- “Us vs. Them: Images of Separation”, August 31. Presentation by David Pilgrim, Vice President for Diversity and Inclusion.

OMSS Get Acquainted Day, September 7.

Transition to Success, September 19. Hosted by OMSS.

Hispanic Heritage Month

- “Hispanics Role in Michigan’s Rebirth”, September 15. Panel discussion.
- “Ballet Folklorico Mexico”, September 17. *Ferris Arts & Lectures Series.*
- Hispanic Heritage Celebration, September 21.
- “Multiculturalism as a Culture”, September 29. Spoken word presentation by poet Michael Reyes.

Sharing Power, Achieving Social Justice, October 18. Presentation by Jaime Martinez, founder of the Cesar E. Chavez Legacy and Educational Foundation.

Up from the Bottoms: The search for the American dream, October 18. Film about the Great Migration focusing on Muskegon, Michigan and Q&A with the filmmakers Jim and Rob Schaub.

Native American History Month

- Native American featured documentaries, November 8, 17, 22.
- Suzan Shown Harjo, November 19. Presentation by Native American activist, journalist and poet. *Ferris Arts & Lectures Series.*
- “Native dance and storytelling”, November 30. Presentation by the Ziibiwing Center of Anishinabe Culture and Lifeways.

La’Ron Williams, Storyteller, December 7. *Ferris Arts & Lectures Series.*

State of the black student, December 7. Discussion hosted by Black Student Union.

## Women

The Vagina Monologues, February 18.

Eyes Wide Shut, February 23. A domestic violence awareness event for the campus and surrounding community organized by My Sister's Keeper Incorporated, a faith-based RSO.

WILL Conference, March 15. The fifth annual Women Investing in Leadership and Learning (W.I.L.L.) Conference featured a keynote address by Amerikam President and CEO Stephanie Leonardos, and 4 breakout sessions. The conference was a collaboration by Student Government, YBBW, and the Panhellenic Council.

Women's History: Checking in with Feminism, March 17. Presentation by Professor Susan Morris.

The New Faces of America: a one-person show, March 21.

Shattering the silence of sexual violence, April 13. Presentation by Angela Rose.

Tombstone Project, October 13-27. This project is designed to promote awareness of domestic violence.

## LGBTQA

Out and About: Examining Gay Life in Small Town America, Film Series sponsored by the Alliance of Ferris Employees. *Funded by a Faculty/Staff Diversity Mini-grant.*

- "Prayers for Bobby", January 25.
- "Out in the Silence", February 22.
- "Small Town Gay Bar", March 29.

The Laramie Project: Ten Years Later, April 7-10. *FSU Theatre Department production.*

Put This on the {Map}, April 14. Film showing and presentation by filmmakers of film documenting lives of LGBTQ youth. *Funded by a Faculty/Staff Diversity Mini-grant.*

Day of Silence, April 18.

Drag Off, April 18. Attendees contributed food for local food pantry.

Kristen Renn, Associate Professor of Higher, Adult & Lifelong Education at Michigan State University and an expert in LGBT issues in higher education. *Funded by a Faculty/Staff Diversity Mini-grant.*

- "Intersections of teaching, learning and identity: Improving classroom climate for LGBT students", October 10. Keynote address.
- "Diverse by design: Creating inclusive environments to promote student success", October 10. Workshop.

National Coming Out Day, October 11.

Coyote Grace, November 9.

Charlene Strong, November 16. Presentation by Washington State Human Rights Commissioner on her life and her work on behalf of marriage equality. *Sponsored by Entertainment Unlimited.*

## Other

A Village Called Versailles, January 20. A film about a Vietnamese American neighborhood in New Orleans after Hurricane Katrina. Sponsored by Academic Service Learning.

Freezing for a Cause, February 8.

Jimmy Kittel Band, February 24.

Rockin' the Rooftops, February 25. Benefit for Habitat for Humanity.

Annual Walk for Warmth, February 26.

The Big Event, April 9.

Dance Marathon/fund raiser, April 15.

Shakespeare's Birthday celebration, April 19.

Torchbearer Leadership Awards, April 27.

Catch a Fish Grant a Wish, June 4. Fishing tournament to raise money for the Make-a-Wish Foundation.

Michigan Teen Conference, June 21-22. FSU hosted this annual conference designed for youth ages 14 to 21 who are preparing to exit foster care, their caregivers, and the professionals who work with these youth. The 2011 conference theme was "Take charge of your journey."

Retention Summit, August 22.

- "Building on our successes: Faculty, learning, and student retention", keynote address by Steve Piscitelli, Professor of History and Student Success, Florida State College at Jacksonville.
- "Factors and conditions that inspire us to persist toward graduation", Student panel.
- "Costs of low rates of student retention: Case studies from Ferris State University"
- "Where graduate rate disparities exist: Problems and solutions", with David Pilgrim, Bill Potter, and Sara Dew.
- "What we have seen and heard: Reflections on the day", with Steve Piscitelli and Provost Fritz Erickson.
- "Tools we can use: Resources, programs, and personnel that support student retention and graduation"

Spiritual Fair, September 9. *Funded by a Faculty/Staff Diversity Mini-grant.*

Read Me Differently, September 27. A film by Sarah Entine about growing up with learning disabilities.

Travis Apgar, September 29. Anti-Hazing Activist.

A Day of Love, October 27. Fundraising event organized by Kappa Alpha Psi and YBBW.

Scream Around the World, October 31. Halloween and fund-raising event.

Victory 4U presents Activate 2011, November 3.

Service Summit, November 8. Service Learning event with keynote speaker Chad Pregracke, founder and president of Living Lands and Waters.

Critical Knowledge Summit, November 9. Featuring keynote speaker Eric Thomas.

Miss Black & Gold Pageant, November 10.

Global Entrepreneurship Week, November 14-18.

## Appendix B

### Office of Multicultural Student Services

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Submitted by: Matthew Chaney

#### 2010-2011 Diversity Successes

- Organized and implemented more than 50 well attended programs and events throughout the academic year with a primary focus on diversity, multiculturalism and inclusion.
- Held annual “Transitions to Success” and “Minority Student Get Acquainted Day” programs for the incoming and returning students to come out and learn about the variety of different resources and minority student organizations as well as to create networking opportunities for students, faculty and staff.
- Continue to implement and administer the Federal/State funded GEAR UP/College Day Initiative in its fifth year. GEAR UP continues to educate underserved students and parents from as early as seventh grade through high school graduation on important college information.
- Continued coordination of our T.O.W.E.R.S. (Teaching Others What Establishes Real Success) Leadership Development Program with Ferris students.
- Organized and implemented featured presentation “Portraits of Courage: Latinos Shaping A Nation” in addition to other events in celebration of Hispanic Heritage Month.
- Organized and implemented a Native American “Art Exhibit” and guest speaker Aaron Payment for the campus community in honor of Native American Heritage Month in November.
- Organized and implemented our annual “MLK Freedom March” and “Tribute” program, and nationally acclaimed guest speaker Dr. Marc Lamont Hill in honor of Dr. Martin Luther King, Jr.
- Organized and implemented nationally recognized group “Step Afrika!” as the featured presentation for Black History Month during the month of February.
- Organized and implemented a lecture by FSU Prof. Susan Morris and a featured presentation “The New Faces of America” in celebration of Women’s History Month in March.

- Organized and implemented University of Michigan Prof. Emily Lawsin with the Asian Student Organization. The event focused on educating the campus on historic issues in the Asian American community.
- Provided support to a variety of student groups such as Black Greek Council, Hispanic Student Organization, Black Leaders Aspiring Critical Knowledge, You Beautiful Black Woman, Muslim Student Organization, and the Asian Student Organization in helping them to sponsor a variety of educational programs for the campus community.
- Our department continues to be an active member of the Diversity and Inclusion Office's Inclusion Council.

### **2010-2011 Diversity Challenges**

- Some of the challenges faced by this Office relate to funding, for example, funding for the "Imagine More" Student Life Bus Tour, cultural programming, and student wages.
- The Office has been intentional in its efforts to get a broader range of students involved in its programs; however, there is still the lingering perception among some members of the Ferris community that OMSS is primarily a black office.

### **Recommendations**

- David Pilgrim suggested putting together a document that explains specifically what the Imagine More Bus Tour does for the university as a recruitment tool. The document should then be taken to the President's Council by Dr. Burcham and Dr. Pilgrim for support.
- David suggested talking with tribal leaders to see if they might be interested in helping to support Native American History Month events.
- David suggested talking to the AAUW (a women's group) to see if they might be willing to support the Women's History Month events.

**Appendix C**  
**Divisional and College Reports**

<b>Division/College</b>	<b>Diversity Team in Place</b>	<b>Diversity Plan on File</b>	<b>Annual Progress Report</b>
<a href="#">Administration and Finance</a>	Yes	Yes	Yes
<a href="#">Allied Health Sciences</a>	Yes	Yes	Yes
<a href="#">Arts and Sciences</a>	Yes	Yes	Yes
<a href="#">College of Business</a>	Yes	Yes	Yes
<a href="#">College of Education and Human Services</a>	Yes	Yes	Yes
<a href="#">College of Pharmacy</a>	Yes	Yes	Yes
<a href="#">College of Engineering Technology</a>	Yes	Yes	Yes
<a href="#">FLITE</a>	Yes	Yes	Yes
<a href="#">Governmental Relations and General Counsel</a>	Yes	Yes	Yes
Kendall College of Art and Design	Yes(not active)	No	No
<a href="#">Michigan College of Optometry</a>	Yes	No	No
<a href="#">Extended and International Operations Report</a>	Yes	Yes	Yes
<a href="#">Student Affairs</a>	Yes	Yes	Yes
<a href="#">Univ. Advance and Marketing</a>	Yes	Yes	Yes
<a href="#">University College</a>	Yes	Yes	Yes

**Appendix D**  
**The Tuition Incentive Program (TIP)**  
**Data including racial and ethnic backgrounds**

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
TIP Data - Phase 1 Students	429	549	631	692	748
TIP Data - Phase 2 Students	48	48	89	118	138
Total	477	597	720	810	886

TIP Phase 1 FTIAC's	211	258	304	277	316
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	TOTAL OF ALL THREE
Ethnicity - Fall 2011	
White	559
Black or African American	228
Hispanic or Latino	36
Asian	13
American Indian or Alaskan Native	4
Two or More Races	29
Native Hawaiian or Other Pacific Islander	1
Unknown	16
TOTAL	886

## **Appendix E**

### **Office of International Education Programming, 2011**

#### **January - Total International Student Enrollment increases to 172 students.**

##### January 20: Understanding Religious Diversity

Presenters: Pastor John Bookshaw representing St. Peter's Lutheran Church, Joseph Castano representing Jehovah's Witnesses, and Ahmed Taha representing Muslims.

##### January 26: Study Abroad Showcase

The Study Abroad Showcase gave the faculty an opportunity to speak about their programs to interested students. The event was casual in nature and provided time for an open conversation about the benefits of studying abroad.

#### **10th Annual International Soccer Tournament**

Organized by the International Student Organization, President David Eisler awarded first prize to the winning team.

#### **February**

##### February 3: Is Islam compatible with Democracy and Women's rights?

Presenters: Professors Krishnakali Majumdar, Meral Topcu, J. Randall Groves, and Dr. Don Roy from College of Arts and Sciences

##### February 8: Founder and CEO of SowHope Speaks on Global Women's Issues

Mary Dailey Brown, founder and CEO of SowHope, gave a presentation showcasing her projects aimed at one of the most disadvantaged groups globally, women who make less than \$2 per day.

##### February 16: "Bring A Little, Taste A Little Luau-Themed Dinner"

This dinner provided students with an opportunity to experience a bit of Polynesian culture.

##### February 10: Chinese New Year Celebration

This dinner was held in celebration of the Year of the Rabbit and featured traditional Chinese dishes.

##### International Hockey Night

International Students attended a FSU Hockey Game where they participated in a t-shirt and candy toss and the "¡Olé!" theme was played for goals.

#### **March**

##### March 5th: New Study Abroad Opportunity to India

This new breed of program included a group of faculty instructing on many aspects of India with expertise in Anthropology, Religion, Healthcare, History and Philosophy. This program provided participants with a complete view of India.

March 24: "From the Sub-Saharan Africa Experience: Reflections on the Issue of the Language of Instruction in a Globalizing World"

March 30: American Hour: Maple Syrup

International students traveled to a local Amish farm, where they saw the process of making maple syrup from the maple trees.

March 31: How does medical tourism impact the high costs of healthcare in the US?

Presenters: Professors Krishnakali Majumdar and Robert Friar from College of Arts and Sciences.

## **April**

23rd International Festival of Cultures.

The International Festival was held to showcase the various cultures from around the world and educate students about different foods, dances and traditions. 150 international students showcased their countries at the festival with attendance estimated at around 1500 people.

April 7: A Taste of South Africa

This event was an opportunity for students from different parts of South Africa to share their culture, knowledge, and personal experience.

April 14: Why Learn a Second Language?

Presenters: Professors Ana Davila Howard, Lilia Caserta, Dan Noren, and Shirish Grover.

April 26: Combating Oppression through Activism

Sally Kantar, a Big Rapids native, spoke about the persecution of the oppressed people of modern-day Burma.

April 28: Global Reflections: Global Warming

A group discussion with William R. L. Anderegg, Biology doctoral candidate at Stanford, and Ferris' own faculty on the topic of global warming.

## **May**

Introduction of the Banyan Consortium

The Banyan Consortium will represent a new, strategic approach to the traditional study abroad experience. The primary goal of this consortium is to offer students and faculty an opportunity to engage globally through partners across the world. To date, four universities have shown an interest in becoming involved with this project.

## **June**

June 6: New Study Abroad Opportunity to Scotland

Offered by the College of Education and Human Services, this program took students into the classroom setting in Scotland. This was a joint program ran with University of Strathclyde, and

provided participants with a view of a classroom abroad, teaching methods, and of the education system in Scotland.

#### June 9: Intensive English Program Canoe Trip

This was a day trip down the Muskegon River that gave many IEP students the opportunity to experience canoeing for the first time.

#### Book Donation project for Kabul University, Afghanistan

Over 3,000 books were collected from faculty, staff, and the Big Rapids Community.

### **July**

#### IEP Conversation Group

The IEP Conversation Group offered domestic students and students in the IEP program an opportunity to practice interacting with other cultures over the summer. Students had the opportunity to participate in a “Block Party” complete with tie-dying and a B-B-Q. Students also participated in a cupcake decorating contest as well as video game tournaments.

#### Campus Visit from Tokyo Technical College

A group of 20 students visited Ferris State University from Japan to learn English. They interacted with local students and community members.

### **August**

#### The Intensive English Program expands by adding four new full time faculty members

Lisa vonReichbauer from Mt. Pleasant. Aubrey Adrianson and Daniel Golder, both from west Michigan, have also come on board, and Bijaya Acharya has joined from Maryland.

#### Discover Big Rapids

As a part of International Student Orientation, new students had the opportunity to explore Big Rapids and Mecosta County. They met with local government officials, business owners, and other members of the community.

### **September**

#### International Student Enrollment increases to 240 students from 40 different countries.

#### Introduction of the Conversation Partners Program

The Conversation Partners Program offers students, faculty, staff, or community members an opportunity to learn about different cultures while helping international students in the Intensive English Program practice English conversation and integrate into the Ferris community. English-speaking participants meet with Intensive English Program students one-on-one or in small groups anywhere from one to ten hours each week depending on their schedules and interests.

### Introduction of the Study Abroad Miles Program

Recognizing the cost of study abroad, the Study Abroad Miles program was developed as an avenue for students to earn money while developing cultural skills. Working with the Conversation Partner program, students earning Study Abroad Miles can get to know someone from a different culture, explore the world through sharing of conversation, develop language skills, increase cross-cultural competencies, and find opportunities to develop leadership skills.

### Intensive English Program Field Trip to Traverse City

The Intensive English Program and Office of International Education organized a field trip for both domestic and foreign students to visit Traverse City. Students stopped downtown to shop and have lunch then drove out to the end of Old Mission Peninsula to visit the Old Mission Light House. Over 40 students went on the field trip.

### September 9: Global Reflections: What is Ubuntu?

Presenters: Dan Noren and Iyabode Fadayomi.

### September 28: Professional and Technical Leadership Conference Presentation "Leadership without Borders"

Presenters: Katie Bolter and Toni Dye developed a workshop for students interested in working abroad. An "Amazing Race" style contest, students were asked to use their five senses to solve clues for their next destinations.

### Formation of the Community Group, "Global Girls"

Global Girls is a social organization for the wives and sisters of Middle Eastern students.

## **October**

### International Education Week

The week opened with a Fulbright Board Dedication and an Office Open House.

### October 3: Fulbright Discussion Panel

Special Guest Panelist, Jane Anderson, Fulbright Program Executive Director. The panel discussed the Fulbright program and International Education.

### October 4: Study Abroad Fair

The annual Study Abroad Fall Fair was presented with over 300 attending and 15 participating faculty. This event gave the campus community a view into the faculty and semester programs being offered during the coming academic year. It also gave students an opportunity to discuss programs with Study Abroad alumni.

### October 4: International Coffee Hour features a selection of coffees from around the world.

### October 4: Implications of Globalization on Marginalized Tribal Communities in India

Presented by Dr. Soumendra Mohan Patnaik, Department of Anthropology, University of Delhi

October 5: Kids Culture Day

Kids Culture Day gave 4th graders from various schools in Big Rapids an opportunity to be exposed to international education through activities and interaction with international students.

October 5: International Cooking Class SUSHI

Japanese students provided instruction along with some hospitality management students on how to prepare sushi. Participants also had the opportunity to learn origami. Over 50 people attended this event.

October 5: Organizing International Opposition to the El Dorado Gold Mine: El Salvador in the Fight for Sovereignty and Social Justice

A Speaking Tour with Community Activist Agustin Menjivar

October 6: "Globalization in the Classroom"

A documentary created and presented by faculty member, Tracy Busch

October 7: The Gilman Scholarship

Guest speaker, Jennifer Campbell, from the Institute of International Education spoke to the campus about studying abroad, and how the Gilman Scholarship can help students interested in opportunities abroad.

October 7: Eve of Nations Dinner

This dinner was a trip around the world without leaving town. It was available to campus and the community and featured cuisine, music, and atmosphere from around the world. Over 100 people attended this sold-out event.

October 13: Global Reflections: Becoming FSUbuntu

Presenters: Bonnie Wright and Tom Behler.

October 27: Global Reflections: Impacts of Ubuntu

Presenters: Tracy Busch and Chris Richmond.

**November**

November 11: Global Reflections: Ubuntu in Business

Presenter: Connie Meinholdt

Formation of a new Fulbright Scholarship Student Organization

This group is intended to help more Ferris Students obtain Fulbright scholarships.

**December**

December 1: Global Reflections: XY Game (Prisoners Dilemma) and Ubuntu

Presenters: Katie Bolter and Toni Dye

*December 3: International Student Field Trip to Chicago*

*December 7: Presidents Reception for International Students*

Students had the opportunity to meet and get their picture taken with President David Eisler.

*December 12: International Holiday Caroling*

International and domestic students visited various departments on campus and sang holiday songs.

## Appendix F

### Ferris State University Student Comparative Enrollment by Race/Ethnic Origin\*

Race and Ethnic Origin	2003	2004	2005	2006	2007	2008	2009	2010	2011
American Indian/Alaskan Native	<u>86</u> .727%	<u>98</u> .830%	<u>95</u> .757%	<u>107</u> .851%	<u>114</u> .871%	<u>108</u> .798%	<u>125</u> .902%	<u>120</u> .835%	<u>104</u> .714%
Asian or Pacific Islander	<u>218</u> 1.84%	<u>203</u> 1.72%	<u>227</u> 1.81%	<u>236</u> 1.88%	<u>269</u> 2.06%	<u>259</u> 1.91%	<u>251</u> 1.81%	<u>223</u> 1.55%	<u>225</u> 1.55%
Black	<u>809</u> 6.84%	<u>755</u> 6.40%	<u>747</u> 5.95%	<u>677</u> 5.38%	<u>840</u> 6.42%	<u>843</u> 6.23%	<u>888</u> 6.40%	<u>957</u> 6.66%	<u>909</u> 6.24%
Foreign	<u>274</u> 2.32%	<u>239</u> 2.02%	<u>216</u> 1.72%	<u>186</u> 1.48%	<u>157</u> 1.20%	<u>163</u> 1.21%	<u>161</u> 1.16%	<u>176</u> 1.22%	<u>226</u> 1.55%
Hispanic/Latino	<u>155</u> 1.31%	<u>150</u> 1.27%	<u>164</u> 1.31%	<u>177</u> 1.41%	<u>246</u> 1.88%	<u>259</u> 1.91%	<u>296</u> 2.13%	<u>340</u> 2.36%	<u>423</u> 2.91%
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	<u>1</u> .007%	<u>4</u> .028%	<u>5</u> .034%
White	<u>9,287</u> 78.56%	<u>9,156</u> 77.57%	<u>9,679</u> 77.14%	<u>9,683</u> 77.00%	<u>10,879</u> 83.13%	<u>10,857</u> 80.23%	<u>11,019</u> 79.47%	<u>11,352</u> 78.94%	<u>11,518</u> 79.11%
Two or More Races	NA	NA	NA	NA	NA	NA	<u>62</u> .447%	<u>174</u> 1.21%	<u>243</u> 1.67%
Unreported	<u>993</u> 8.40%	<u>1,202</u> 10.18%	<u>1,419</u> 11.31%	<u>1,509</u> 12.00%	<u>582</u> 4.45%	<u>1,043</u> 7.71%	<u>1,062</u> 7.66%	<u>1,035</u> 7.20%	<u>907</u> 6.23%
<b>Total</b>	11,822	11,803	12,547	12,575	13,087	13,532	13,865	14,381	14,560

\* Data regarding the ethnic and racial identities of Ferris State University students obtained from the FSU Fact Book. Table updated Fall 11.

\*\*Note: Changes in IPEDS race and ethnicity categories per federal mandate for Fall 2009.

**Appendix G**  
**Ferris State University**  
**Honors Program Ethnicity Report**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	<u>4</u> .742%	<u>8</u> 1.37%	<u>6</u> 1.03%	<u>8</u> 1.35%	<u>4</u> .689%	<u>4</u> .571%
American Indian/Alaskan Native	<u>3</u> .557%	<u>7</u> 1.20%	<u>8</u> 1.34%	<u>6</u> 1.01%	<u>4</u> .689%	<u>10</u> 1.43%
Asian	<u>6</u> 1.11%	<u>11</u> 1.88%	<u>12</u> 2.01%	<u>13</u> 2.19%	<u>11</u> 1.89%	<u>16</u> 2.29%
Hispanic/Latino	<u>6</u> 1.11%	<u>5</u> .855	<u>4</u> .669%	<u>3</u> .506%	<u>7</u> 1.20%	<u>7</u> 1.00%
Native Hawaiian/Pac Islander	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u> 1.20%	<u>1</u> .143%
Unknown	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>20</u> 2.86%
International	<u>1</u> .186%	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u> .429%
Two or More Races	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u> .571%
White, not of Hispanic Origin	<u>519</u> 96.29%	<u>554</u> 94.70%	<u>568</u> 94.98%	<u>563</u> 94.94%	<u>554</u> 95.35%	<u>635</u> 90.71%
Total	539	585	598	593	581	700

## Appendix H

### Ferris State University - Full Time Workforce\*

	2008 Male	2008 Female	2009 Male	2009 Female	2010 Male	2010 Female	2011 Male	2011 Female
Black	<u>14</u> 2.34%	<u>12</u> 1.94%	<u>14</u> 2.29%	<u>10</u> 1.57%	<u>15</u> 2.61%	<u>9</u> 1.49%	<u>16</u> 2.78%	<u>11</u> 1.79%
Hispanic	<u>5</u> .836 %	<u>5</u> .806%	<u>6</u> .980%	<u>5</u> .786%	<u>5</u> .870%	<u>6</u> .993%	<u>5</u> .870%	<u>7</u> 1.14%
American Indian or Native Alaskan	<u>5</u> .836 %	<u>4</u> .645%	<u>5</u> .817%	<u>3</u> .472%	<u>4</u> .696%	<u>3</u> .497%	<u>4</u> .696%	<u>2</u> .326%
Asian or Pacific Islander	<u>21</u> 3.51 %	<u>8</u> 1.29%	<u>22</u> 3.59%	<u>8</u> 1.26%	<u>22</u> 3.83%	<u>9</u> 1.49%	<u>24</u> 4.17%	<u>11</u> 1.79%
White	<u>548</u> 91.64%	<u>589</u> 95.00%	<u>547</u> 89.38%	<u>595</u> 93.55%	<u>502</u> 87.30%	<u>556</u> 92.05%	<u>517</u> 89.91%	<u>579</u> 94.30%
Multi-Race	<u>4</u> .669%	<u>1</u> .161%	<u>5</u> .817%	<u>2</u> .314%	<u>5</u> .870%	<u>1</u> .166%	<u>4</u> .696%	<u>1</u> .163%
Unknown	<u>1</u> .167%	<u>1</u> .161%	<u>13</u> 2.12%	<u>13</u> 2.04%	<u>22</u> 3.83%	<u>20</u> 3.31%	<u>5</u> .870%	<u>3</u> .489%
Total	598	620	612	636	575	604	575	614

\*Data collected November 1<sup>st</sup> of each year. Information obtained from Human Resources.

### Ferris State University - Full Time Faculty\*

	2008 Male	2008 Female	2009 Male	2009 Female	2010 Male	2010 Female	2011 Male	2011 Female
Black	<u>6</u> 2.08%	<u>4</u> 2.48%	<u>6</u> 2.09%	<u>4</u> 2.40%	<u>6</u> 2.17%	<u>4</u> 2.44%	<u>6</u> 2.26%	<u>4</u> 2.53%
Hispanic	<u>2</u> .692%	<u>2</u> 1.24%	<u>3</u> 1.05%	<u>2</u> 1.20%	<u>3</u> 1.08%	<u>2</u> 1.22%	<u>2</u> .755%	<u>2</u> 1.27%
American Indian or Native Alaskan	<u>2</u> .692%	<u>2</u> 1.24%	<u>2</u> .697%	<u>2</u> 1.20%	<u>2</u> .722%	<u>2</u> 1.22%	<u>2</u> .755%	<u>1</u> .633%
Asian or Pacific Islander	<u>20</u> 6.92%	<u>4</u> 2.48%	<u>21</u> 7.32%	<u>4</u> 2.40%	<u>21</u> 7.58%	<u>5</u> 3.05%	<u>22</u> 8.30%	<u>5</u> 3.16%
White	<u>255</u> 88.24%	<u>148</u> 91.93%	<u>247</u> 86.06%	<u>143</u> 85.63%	<u>233</u> 84.12%	<u>137</u> 83.57%	<u>228</u> 86.04%	<u>146</u> 92.41%
Multi-Race	<u>3</u> 1.04%	0	<u>3</u> 1.05%	<u>1</u> .599%	<u>3</u> 1.08%	<u>1</u> .610%	<u>3</u> 1.13%	0
Unknown	<u>1</u> .346%	<u>1</u> .621%	<u>5</u> 1.74%	<u>11</u> 6.59%	<u>9</u> 3.25%	<u>13</u> 7.93%	<u>2</u> .755%	0
Total	289	161	287	167	277	164	265	158

\*Data collected November 1<sup>st</sup> of each year. Information obtained from Human Resources.

### Kendall College of Art and Design - Full Time Workforce\*

	2008 Male	2008 Female	2009 Male	2009 Female	2010 Male	2010 Female	2011 Male	2011 Female
Black	<u>3</u> 8.57%	0	<u>3</u> 7.90%	0	<u>2</u> 5.41%	0	<u>2</u> 5.00%	0
Hispanic	<u>1</u> 2.86%	0	0	0	<u>1</u> 2.70%	0	<u>1</u> 2.50%	0
American Indian or Native Alaskan	<u>1</u> 2.86%	0	<u>1</u> 2.63%	0	<u>1</u> 2.70%	0	<u>1</u> 2.50%	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0
White	<u>30</u> 85.71%	<u>46</u> 97.87%	<u>33</u> 86.84%	<u>49</u> 98.00%	<u>33</u> 89.19%	<u>50</u> 96.15%	<u>36</u> 90.00%	<u>51</u> 96.23%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	0	<u>1</u> 2.13%	<u>1</u> 2.63%	<u>1</u> 2.00%	0	<u>2</u> 3.85%	0	<u>2</u> 3.77%
Total	35	47	38	50	37	52	40	53

\*Data collected November 1<sup>st</sup> of each year. Information obtained from Human Resources.

### Kendall College of Art and Design - Full Time Faculty\*

	2008 Male	2008 Female	2009 Male	2009 Female	2010 Male	2010 Female	2011 Male	2011 Female
Black	<u>1</u> 4.35%	0	<u>1</u> 4.77%	0	<u>1</u> 5.00%	0	<u>1</u> 4.76%	0
Hispanic	0	0	0	0	0	0	0	0
American Indian or Native Alaskan	0	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0
White	<u>22</u> 90.32%	<u>21</u> 100%	<u>23</u> 91.94%	<u>22</u> 100%	<u>19</u> 95.00%	<u>22</u> 100%	<u>20</u> 95.24%	<u>23</u> 100%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0
Total	23	21	24	22	20	22	21	23

\*Data collected November 1<sup>st</sup> of each year. Information obtained from Human Resources.

\*\*Fall 2009: New categories were established to be in compliance for IPEDS reporting. All employees were re-surveyed to best obtain an accurate reflection of race/ethnicity.

## Appendix I

### Michigan's 15 State Universities Fall 2010 Workforce Data (Full and Part Time)

Institution Name	Total Full/Part Time Employees	American Indian or Alaska Native Full/part time Employees	Asian Full/part time Employees	Black or African American Full/part time Employees	Hispanic or Latino Full/part time Employees	Native Hawaiian/ Other Pacific Islander Full/part time Employees	Race/ Ethnicity Unknown, Full/part time Employees	Two or More Races Full/part time Employees	Non-resident alien, Full/part time Employees	White Full/part time Employees
Central Michigan University	3311	20 0.604%	176 5.316%	126 3.805%	59 1.782%	1 0.030%	208 6.282%	12 0.362%	48 1.450%	2661 80.368%
Eastern Michigan University	3070	12 0.391%	125 4.072%	336 10.945%	72 2.345%	2 0.065%	56 1.824%	22 0.717%	143 4.658%	2302 74.984%
Ferris State University	1935	10 0.517%	40 2.067%	34 1.757%	15 0.775%	0 0.000%	98 5.065%	12 0.620%	0 0.000%	1726 89.199%
Grand Valley State University	3126	14 0.448%	102 3.263%	166 5.310%	90 2.879%	1 0.032%	109 3.487%	19 0.608%	79 2.527%	2546 81.446%
Lake Superior State University	436	15 3.440%	11 2.523%	2 0.459%	2 0.459%	1 0.229%	0 0.000%	1 0.229%	20 4.587%	384 88.073%
Michigan State University	14145	74 0.523%	607 4.291%	765 5.408%	555 3.924%	3 0.021%	0 0.000%	73 0.516%	1761 12.450%	10307 72.867%
Michigan Technological University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Northern Michigan University	1191	15 1.259%	17 1.427%	12 1.008%	8 0.672%	0 0.000%	33 2.771%	5 0.420%	18 1.511%	1083 90.932%
Oakland University	2223	12 0.540%	150 6.748%	154 6.928%	43 1.934%	0 0.000%	31 1.395%	0 0.000%	141 6.343%	1692 76.113%
Saginaw Valley State University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University of Michigan-Ann Arbor	24732	62 0.251%	1893 7.654%	1540 6.227%	738 2.984%	13 0.053%	219 0.885%	347 1.403%	2823 11.414%	17097 69.129%
University of Michigan-Dearborn	1034	0 0.000%	129 12.476%	86 8.317%	24 2.321%	0 0.000%	9 0.870%	12 1.161%	0 0.000%	774 74.855%
University of Michigan-Flint	1021	6 0.588%	30 2.938%	110 10.774%	26 2.547%	0 0.000%	6 0.588%	10 0.979%	29 2.840%	804 78.746%
Wayne State University	8135	27 0.332%	646 7.941%	1761 21.647%	175 2.151%	3 0.170%	54 0.664%	410 759.259%	942 11.580%	4117 50.608%
Western Michigan University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A