

Strategic Alignment Plan

Division: Diversity Office

Date: March 30, 2009

Challenges

- 1) The Ferris Diversity Office has a Chief Diversity Officer, an administrative assistant, and a faculty member with 50 percent reallocated time. The Diversity Office has neither the staff nor the organizational authority to implement most of the recommendations in the University's Diversity Plan. The sparse staff and the lack of authority necessitates that the Diversity Office seek collaborative relationships to achieve the University's diversity goals. It also means that the Diversity Office's success is linked to the willingness of University constituencies to work collaboratively with the Diversity Office.
- 2) A major challenge for the University and the Diversity Office is mapping a strategy that holds the University and its members accountable for implementing the Diversity Plan.
- 3) The goals of the Diversity Office are so interrelated and interconnected with the diversity goals of the University that it is difficult to separate them. For example, the Diversity Plan states, A Tuition Incentive Program (TIP) Office will be created, financed, and mainstreamed into the University (Initiative 2.F). A TIP office was created and placed in University College. In 2008 a TIP coordinator was hired as a full-time temporary employee. Maintaining this position should be seen as both a University priority and a Diversity Office priority, even though neither the TIP office nor the employee report to the Chief Diversity Officer. Which initiatives should be included in the Diversity Office's Strategic Alignment Plan? Should, for example, this plan include TIP initiatives?
- 4) The bleak economic status of the state impacts all public higher education colleges and universities and the divisions within these institutions. Diversity initiatives at Ferris—and this is true for many of the other 15 public universities in Michigan—are recent developments and not embedded in the University's infrastructure, meaning, their continuation is tenuous in times of economic hardship. Moreover, additional diversity initiatives may be less likely to receive funding from the University.

Primary Objectives Regarding the Diversity Plan

- 1) To “Work the Diversity Plan,” meaning to look for opportunities to implement the initiatives in the Plan.
- 2) To monitor the University’s progress toward implementing the Diversity Plan and toward becoming a truly diversity institution.
- 3) To serve as a resource for Ferris members as they conceptualize and implement new diversity initiatives.

Division Mission Statement/Statement of Purpose

The Diversity Office works with the entire Ferris State University community to support the mission and vision of the University, and to ensure that diversity, in its many forms, is understood, respected and valued. The Diversity Office at Ferris State University will guide efforts to conceptualize, assess, and cultivate diversity as an institutional and educational resource. More specifically, the Diversity Office will:

- Be a strong advocate for diversity;
- Introduce diversity into the systems, structures, and culture of the University;
- Provide expertise and leadership on diversity related matters, for example, faculty recruitment and retention issues, the educational impact of diversity, and the ramifications of the passing of Proposition 2;
- Lead University-wide diversity planning and implementation efforts, resulting in a collaborative vision of diversity;
- Help develop policies designed to improve the University climate;
- Identify strategies to enhance the compositional diversity profile of students, faculty, and staff;
- Provide resources and direction for infusing diversity into the curriculum.

Initiatives from the Diversity Plan to be addressed by the University

1. A section should be added to the Performance Evaluation for all supervisors and managers for diversity/inclusion related goals and accomplishments.

Rationale: A plan without accountability is not really a plan. The Diversity Plan cannot be implemented and diversity will not become a part of the infrastructure of Ferris unless supervisors are “on board.” There are many students, faculty, and staff who support the

vision of Ferris State University as a truly diverse institution; however, Ferris State University has historically lacked a mechanism for converting their “good will” into sustained action. Supervisors can play an important role, including designating a time each month allotted to the discussion and the planning of action steps. The planning must become more specific—with assigned responsibilities and timelines.

2. All Strategic Alignment Plans should demonstrate a thoughtful integration of diversity initiatives.

Rationale: The Strategic Alignment Plans represent the prioritized interests of the University’s divisions; if diversity is a priority for the University then that should be reflected in the Strategic Alignment Plans.

3. All employees should be *required* to attend trainings, workshops and professional development programs on sensitivity, respectful workplace, the student dignity policy, and the employee dignity policy. Attendance at diversity “training” should be encouraged but *voluntary*.

Rationale: The Diversity Office is aware of incidents of racial tension and claims of hostility toward gay members of the University. Goal 2 of the University’s Strategic Plan reads, “Develop a university community where all are valued, welcomed, and informed.” An important component of building and sustaining a welcoming community is to make sure that all members understand the University’s “dignity policies,”—and to make sure that members have opportunities to better understand what is meant by a “welcoming community.” Diversity “training” is different from “dignity training” and will be led by the Diversity Office.

4. A comprehensive, University-wide strategic plan to improve student retention and graduation should be created and implemented.

Rationale: A comprehensive, University-wide retention and graduation could address the general need to improve graduation rates, while including initiatives to address the graduation gap between White students and students from some underrepresented groups.

Graduation Rates by Racial and Ethnic Backgrounds*

Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in All Two-Year and Four-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 3	Year 4	Year 5	Year 6	Year 7
1998 Fall	White	1462	11%	20%	31%	41%	45%
	African American	316	0%	3%	7%	13%	17%
	Hispanic	21	0%	5%	14%	29%	29%
	American Indian	20	0%	0%	5%	10%	20%
	Asian-Pacific Islander	19	21%	26%	32%	42%	47%
	International	45	7%	9%	20%	56%	60%
	Unknown	39	0%	3%	10%	31%	36%
1999 Fall	White	1495	10%	18%	29%	39%	44%
	African American	300	0%	4%	7%	11%	17%
	Hispanic	24	0%	0%	8%	13%	13%
	American Indian	17	6%	6%	18%	18%	24%
	Asian-Pacific Islander	14	0%	0%	29%	36%	43%
	International	13	15%	23%	46%	62%	69%
	Unknown	34	9%	18%	21%	24%	26%
2000 Fall	White	1660	10%	20%	31%	42%	47%
	African American	311	0%	3%	8%	15%	17%
	Hispanic	28	14%	21%	25%	29%	29%
	American Indian	22	9%	14%	23%	23%	23%
	Asian-Pacific Islander	28	0%	4%	11%	29%	39%
	International	24	25%	38%	54%	54%	63%
	Unknown	60	5%	8%	18%	30%	33%
2001 Fall	White	1670	9%	20%	33%	44%	49%
	African American	259	1%	3%	7%	15%	20%
	Hispanic	36	0%	6%	17%	33%	33%
	American Indian	9	11%	22%	22%	33%	33%
	Asian-Pacific Islander	39	8%	13%	26%	41%	46%
	International	34	9%	26%	44%	53%	53%

	Unknown	77	3%	9%	19%	30%	36%
2002 Fall	White	1652	9%	18%	32%	44%	49%
	African American	179	1%	3%	10%	17%	21%
	Hispanic	27	11%	26%	44%	56%	56%
	American Indian	10	20%	20%	30%	60%	60%
	Asian-Pacific Islander	30	0%	7%	30%	47%	57%
	International	23	9%	22%	30%	52%	52%
	Unknown	116	0%	6%	19%	28%	31%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated 11/3/08.

- Voluntary University-wide sessions should be offered to train employees to be *inclusion advocates*. When these faculty and staff members serve on search committees they will communicate the university's commitment to diversity in general and to hiring and retaining a diverse workforce in particular and they will serve as resources.

Rationale: Proactive measures should be taken to address the dearth of staff from historically underrepresented groups. The following Table shows the Ferris workforce.

Ferris State University - Full Time Workforce*

	2008 Male	2008 Female	2007 Male	2007 Female	2006 Male	2006 Female
Black	<u>16</u> 2.50%	<u>12</u> 1.77%	<u>18</u> 2.67%	<u>10</u> 1.47%	<u>16</u> 2.38%	<u>11</u> 1.66%
Hispanic	<u>4</u> .626%	<u>5</u> .739%	<u>3</u> .445%	<u>5</u> .733%	<u>3</u> .447%	<u>5</u> .753%
American Indian or Native Alaskan	<u>6</u> .939%	<u>4</u> .591%	<u>4</u> .595%	<u>4</u> .588%	<u>4</u> .596%	<u>4</u> .602%
Asian or Pacific Islander	<u>21</u> 3.29%	<u>8</u> 1.18%	<u>20</u> 2.97%	<u>10</u> 1.47%	<u>21</u> 3.13%	<u>10</u> 1.51%
White	<u>592</u> 92.64%	<u>648</u> 95.72%	<u>627</u> 93.16%	<u>651</u> 95.45%	<u>627</u> 93.44%	<u>634</u> 95.48%
Unknown	<u>0</u>	<u>0</u>	<u>1</u> .149%	<u>2</u> .293%	<u>0</u>	<u>0</u>
Total	639	677	673	682	671	664

Ferris State University - Full Time Faculty*

	2008 Male	2008 Female	2007 Male	2007 Female	2006 Male	2006 Female
Black	<u>6</u> 1.95%	<u>3</u> 1.70%	<u>8</u> 2.32%	<u>4</u> 1.93%	<u>8</u> 2.33%	<u>4</u> 1.96%
Hispanic	<u>1</u> .325%	<u>3</u> 1.70%	<u>1</u> .290%	<u>3</u> 1.45%	<u>1</u> .292%	<u>2</u> .980%
American Indian or Native Alaskan	<u>4</u> 1.30%	<u>2</u> 1.14%	<u>2</u> .580%	<u>2</u> .097%	<u>2</u> .583%	<u>2</u> .980%
Asian or Pacific Islander	<u>20</u> 6.49%	<u>4</u> 2.27%	<u>19</u> 5.51%	<u>6</u> 2.90%	<u>20</u> 5.83%	<u>7</u> 3.43%
White	<u>277</u> 89.94 %	<u>164</u> 93.18%	<u>315</u> 91.30 %	<u>192</u> 92.75%	<u>312</u> 90.96%	<u>189</u> 92.65%
Unknown	0	0	0	0	0	0
Total	308	176	345	207	343	204

*Data collected November 1st of each year. Information obtained from Human Resources.

Initiatives from the Diversity Plan to be addressed by the Diversity Office (with rationales)

1. University-wide diversity surveys of students, faculty, and staff will be conducted (DP1A).

Rationale: The survey results will serve as baseline data and give insight on how best to use the University’s resources to implement diversity initiatives.

2. Seminars and workshops will be conducted to engage the faculty and staff in sustaining dialogue about and understanding of diversity (DP1D).

Rationale: There is no diversity without dialogue.

3. The Diversity Plan includes the initiative, “A Tuition Incentive Program Office will be created, financed, and mainstreamed into the University” (DP2F).

Rationale: The TIP Office has been created and a coordinator has been hired. There are roughly 600 TIP students and it is imperative that there be continued employment for the coordinator.

4. Two faculty on 50 percent reallocated time per semester to analyze data, apply for grants, and assist with diversity work groups' initiatives.

Rationale: In order for the Diversity Office to work efficiently it needs these positions.

5. Diversity Mini-Grants

Rationale: The purpose of these mini-grants is to stimulate collaborative initiatives. The demand for these grants is high.

6. First Lady's Attic (Student Workers)

Rationale: The First Lady's Attic provides professional clothing for Ferris students who are delivering classroom presentations or interviewing for jobs.

Strategic Alignment Plan Graph:

Divisional Goals	Strategic Plan Goal(s) and Initiative(s) Alignment	Start Date	Completion Date	Collaborators	Allocated Budget (Complete Resources Requirement Worksheet)
Goal 1: Create a University that is welcoming to diverse populations	Goal 2: Develop a university community where all are valued, welcomed, and informed.	March 21, 2008	Ongoing	Entire University	
1. Action Steps for Goal 1: A section should be added to the Performance Evaluation for all supervisors and managers for diversity/inclusion related goals and accomplishments.	Goal 2: Develop a university community where all are valued, welcomed, and informed.	Fall 2009	Fall 2009	President's Council and Deans	\$0.00
2. All Strategic Alignment Plans should demonstrate a thoughtful integration of diversity initiatives.	Goal 2: Develop a university community where all are valued, welcomed, and informed.	Fall 2009	Ongoing	President's Council, Deans, and Department Heads	\$0.00
3. All employees should be <i>required</i> to attend trainings, workshops and professional development programs on sensitivity, respectful workplace, the student dignity policy, and the	Goal 2: Develop a university community where all are valued,	Fall 2009	Ongoing	Academic Affairs, Human Resources, GRGC, and	

employee dignity policy. Attendance at diversity “training” should be encouraged but <i>voluntary</i> .	welcomed, and informed.			Diversity Office	
4. A comprehensive, University-wide strategic plan to improve student retention and graduation should be created and implemented.	Goal 2: Develop a university community where all are valued, welcomed, and informed.	Fall 2009	Ongoing	Academic Affairs, Student Affairs, and Diversity Office, SPARC	
5. Voluntary University-wide sessions should be offered to train employees to be “inclusion advocates.” When they serve on search committees they will communicate the university’s commitment to diversity in general and to hiring and retaining a diverse workforce in particular.	Goal 2: Develop a university community where all are valued, welcomed, and informed.	Fall 2009	Ongoing	Governmental Relations and General Counsel, Academic Affairs, Diversity Office	
6. Seminars and workshops will be conducted to engage the faculty and staff in sustaining dialogue about and understanding of diversity (DP1D).	Goal 2: Develop a university community where all are valued, welcomed, and informed.	Fall 2009	Ongoing	Academic Affairs, Faculty Center for Teaching and Learning, Diversity Office	\$10,000
7. A Tuition Incentive Program Office will be created, financed, and mainstreamed into the University (DP2F). Continue employment for administrator assistant to work with TIP students.	Goal 2: Develop a university community where all are valued, welcomed, and	July 1, 2008	Ongoing need	Academic Affairs, University College, and Diversity Office	\$50,750.00 to continue to fund position includes salary and benefits. \$15,000.00 S&E

	informed.				
8. Two faculty on ½ released time per semester to analyze data, apply for grants, and assist with diversity work groups' initiatives.	Goal 2: Develop a university community where all are valued, welcomed, and informed.	July 1,2009	Ongoing need	Academic Affairs, Diversity Office	\$37,200.00 to continue Faculty Release time
9. Faculty/Staff Diversity Mini-Grants	Goal 2: Develop a university community where all are valued, welcomed, and informed.	July 1,2009	Ongoing need	President's Office, Academic Affairs, and Diversity Office	\$40,000.00 \$13,333.33 from each office
10. Student Diversity Mini-Grants	Goal 2: Develop a university community where all are valued, welcomed, and informed.	July 1,2009	Ongoing need	President's Office, Academic Affairs, and Diversity Office	\$20,000 \$6,666.33 from each office
11. Student employment for First Lady's Attic	Goal 2: Develop a university community where all are valued, welcomed, and informed.	March 2009	Ongoing need	Diversity Office and Student Affairs	\$12,000.00