

# Diversity at Ferris

## 2010



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## Diversity at Ferris 2010

### Executive Summary

The Ferris State University Board of Trustees approved the University's first Diversity Plan on March 21, 2008. *Diversity at Ferris 2010* is the annual assessment document which monitors the University's progress toward implementing the Diversity Plan.<sup>1</sup> *The original Plan was a three year plan (and this is the third year); therefore, this year's report will include highlighted material from multiple years.* The Plan's four strategic goals are presented below in bold lettering. Following each of the four goals is a brief assessment and recommendations.

#### **1. Create a University that is welcoming to diverse populations—Assessment: Excellent**

Review: From the time the Diversity Plan was implemented to the present, the University has made significant and intentional progress toward achieving Goal 1. This progress includes:

- Diversity and inclusion related activities continue to be important to FSU campus life, and the participation rates for these activities are high.
- Nationally and internationally known speakers—for example, Naomi Tutu, daughter of Bishop Desmond Tutu, and Ugur Kenan Ipek, Consul General of the Republic of Turkey—visited the Ferris campus and spent time with student groups and classes, and gave public talks.
- There is a growing willingness among University members to participate in difficult discussions about diversity and inclusion—and a willingness to implement diversity and inclusion initiatives.
- The University adopted a health insurance program for Other Eligible Adults.
- The Office of Multicultural Student Services is established in a central location on the 1<sup>st</sup> floor of FLITE and has used its increased visibility to broaden its work to include greater programming for many groups, including but not limited to, racial minorities, ethnic groups, women, and gay people.
- Piram Prakasam was named Director of the Office of International Education on July 1, 2010. Under his leadership there has been an increase in the number of International students at Ferris, and an increase in programming related to International topics.
- The Ferris Youth Initiative (FYI) has created opportunities for youth who have aged out of foster care and youth who are impoverished orphans to attend the University.
- A diversity training program was created and is being implemented.

#### Recommendations

- Diversity and inclusion should be evident in the planning documents of each division and college and, where necessary, diversity work teams should be strengthened. The annual divisional and college diversity reports, though still uneven, are improved over previous

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<sup>1</sup> The completed document can be viewed at

<http://www.ferris.edu/htmls/administration/president/diversityoffice/Plan/Diversityplan.pdf>

years and demonstrate that in many parts of the University diversity and inclusion are becoming central to daily operations.

- Better representation from the colleges would strengthen the work of the Inclusion Council.
- Diversity workshops should be introduced into the colleges.
- The University needs to continue to identify ways to conduct trainings, workshops, and professional development programs on sensitivity, equal opportunity, respectful workplace, student dignity policy, employee dignity policy, anti-harassment programs, and diversity education issues.
- Continue Faculty/Staff Diversity Mini-grant program and Student Mini-grant program.
- Create a funding mechanism so that annual events, such as MLK Week, the OMSS Bus Tour, and the International Festival of Cultures, receive budgets.

## **2. Recruit, retain, and graduate a diverse student population—Assessment: Average**

**Review:** There has been progress on most of the initiatives related to this goal; however, the gap in graduation rates between Whites and Blacks remains a major challenge. As a result of aggressive recruiting efforts, underrepresented student populations for Fall 2010 realized enrollment growth in the following reporting categories: Black/African-Americans by 7.78% (69); Hispanics by 14.86% (44); and, individuals that reported two or more races by 80.65% (112). This continues a recent trend of increased enrollment among several minority groups.

There remains a significant gap in the graduation rates of Whites and Blacks. In recent years this gap had shown a slight decrease; however, the 2004 cohort showed a larger gap between Whites and Blacks. It should be noted that Hispanics, American Indians, Asian-Pacific Islanders, and International students—depending on the year—have graduation rates higher than Whites—although this is not evident with the 2004 cohort.

- The Ferris student body is more diverse today than it was in 2007, see Table 2 in the document.
- The work of the Office of International Education is critical to the University's efforts to become a truly diverse institution.
- The Tuition Incentive Program (TIP) Office has been an important part of the University's efforts to remain an institution of opportunity. 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 Honors Program, one of the University's shining lights, continues to lack racial diversity. A work group has considered ways to enhance diversity in the Honors Program. Also, a December 2010 graduate has been hired to work half-time to recruit for Honors during the Spring semester.
- The University identified retention as an important area to focus on during the 2010-2011 academic year and retention of students of color must be an important component of the discussion.

### Recommendations

- It is time to consider structural changes to diversify the Honors Program.
- The University's efforts to improve the retention and graduation rates of students should be strengthened, especially students in populations that have low rates. Serious

investigation of methods that have produced significant results at other Universities, such as early assessment and intervention, strengthened first-year and bridge programs, and increased financial support should begin immediately.

- Form a University-wide taskforce to address the gap in graduation rates.

### **3. Hire and retain a diverse workforce—Assessment: Below Average**

Review: Ferris continues to be one of the least diverse of the Michigan state-supported universities. The University needs to be more aggressive in its efforts to recruit, hire, and retain a diverse workforce.

- In 2010-11 a University-wide Diverse Workforce Taskforce was created with this charge: “Identify strategies to hire and retain faculty and staff from diverse backgrounds, meaning, faculty and staff from racial and ethnic backgrounds.” The taskforce report identified four major goals for the University: 1) Create a campaign to market the University as a place that is welcoming to members of underrepresented groups; 2) Aggressively recruit diverse persons before they finish graduate and professional schools; 3) A set of “Best Practices” for conducting inclusive searches should be identified and implemented; and, 4) Create a holistic mentoring process for faculty and staff..
- Since 2008 all Ferris job advertisements stress that Ferris is committed to being a truly diverse institution where women, minorities, and other underrepresented groups are encouraged to apply.
- The Public Safety Cadet Program was created.
- A pilot for the Inclusions Advocates program was held in Summer 2010.

#### Recommendations

- The recommendations of the Diverse Workforce Taskforce should be implemented. This includes changes in how job searches are done and how hiring decisions are made, along with initiatives to market the University, develop relationships to lead to more diverse applicant pools in the future, and provide strong holistic mentoring for new faculty and staff.
- Equal Opportunity, Human Resources, and the Diversity and Inclusion Office must be supported as they develop strong and creative training programs to create “inclusion advocates” who will have the knowledge and skills to help develop diverse applicant pools and help search committees find the best candidates.

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

Review: This is an area where the University has always shown excellence and, there are several exciting initiatives underway.

- 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.” Many other courses also incorporate these themes.
- In Spring 2010 the Academic Senate approved this mission statement for General Education: “General Education at Ferris State University challenges students to be successful citizens of a diverse and globalized world.” The General Education Task Force is creating outcome statements aligned with this mission, and organizing broad discussion of them.

- The College of Allied Health Sciences is developing common diversity/inclusion program outcomes for CAHS programs and has included them in TracDat. By 2012 all of the programs in the College will have at least one assessment outcome that includes diversity/inclusion material.
- The Faculty Center for Teaching and Learning (FCTL) facilitated sessions to teach faculty to be more inclusive in their teaching.
- The FCTL and the Diversity and Inclusion Office financially support faculty efforts to establish culturally sensitive and inclusive learning environments.
- The Globalization Initiative has sparked greater interest in the globalization process and the cultures of other nations.

#### Recommendations

- Review diversity content in general education courses.
- Support the FCTL's efforts to support this goal through, for example, its *Inclusive Classrooms* and *Bridging Campus Classroom//Connecting Diverse Students* initiatives.
- Strengthen and encourage the efforts of college diversity work groups.

## Diversity at Ferris 2010

This is the annual assessment document which monitors the University's progress toward implementing the Diversity Plan approved by the Ferris Board of Trustees on March 21, 2008. The Plan's four strategic goals are presented in bold lettering—in Times Roman 14 font. Following each of the four goals are the specific initiatives that appear in the original Diversity Plan. Data are given to gauge progress. Finally, a brief analysis and recommendations follow the four sections.

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

- A. University-wide diversity surveys of students, faculty, and staff will be conducted.
- The Student Climate survey was conducted in 2008. To view the results visit, <http://www.ferris.edu/HTMLS/administration/president/DiversityOffice/ClimateSurvey.htm>.
  - In preparation for the Higher Learning Commission reaccreditation visit in 2010-2011, Ferris State University members were surveyed on a range of topics, including diversity. The results may be found at <http://www.ferris.edu/diversity/PDF/HLCreport.pdf>.
  - The College of Allied Health Sciences conducted a 2010 Diversity Survey; the respondents were 331 students, 24 Faculty and 15 staff.
  - The College of Arts and Sciences conducted a diversity climate survey Spring 2011.
  - In order to understand the College of Business (COB) climate/environment, the College's diversity team is developing a diversity climate survey that will be administered Spring Semester 2011.
- B. A mechanism for addressing concerns and resolving disputes that are neither legal nor contractual will be established; there are mechanisms for handling legal and contractual disputes.
- In 2008 the Ferris Faculty Association, members of the University's administration and members of the Ferris Board of Trustees began a process to improve the working relationship between the faculty and the administration.
  - In Spring 2009, a University-wide taskforce was created, headed by Miles Postema, Vice President and General Counsel, to assess what the University currently does to address concerns and resolve disputes, and to identify strategies to address areas where mechanisms are lacking. The taskforce is completing its work Spring 2011.
- C. *Dialogue Ferris*, a University-wide series of lectures and discussions will be conducted. The goal is “talk with a purpose,” promoting honest, and ongoing dialogue about diversity.

Academic colleges, Academic Senate, Office of Multicultural Student Services, Entertainment Unlimited, Globalization Initiative, Arts & Lectures Committee, Diversity and Inclusion Office and many others are involved in bringing University-wide diversity speakers and events to campus. Major campus events in 2010 included:

2010 Martin Luther King, Jr. (MLK) Week Celebration at Ferris State University: “The Jim Crow Era: Then and Now”. *Partially funded by a Faculty/Staff Diversity Mini-Grant*

- **Office of Multicultural Student Services (OMSS): Tunnel of Oppression - Room of Reflection**, January 18-21. Two rooms—one with images of hatred, one with images of reconciliation—designed to stimulate open, honest discussions about oppression.
- **Jim Crow Era Videos**. January 18-January 20. Videos were shown in the Rankin Student Center Atrium from 11 am to 2 pm.
- **Annual Martin Luther King Jr. Faculty/Staff In-Service**, January 18. Public readings on the theme " The Jim Crow Era: Then and Now." A lunch was held following the readings to facilitate dialogue. The event was sponsored by the Department of Social Sciences and the Diversity and Inclusion Office.
- **Annual MLK Freedom March**, January 18. The annual march was moved to Monday at 3 pm, to allow more people to participate. The march, led by OMSS, started at Merrill/Travis Residential Hall and ended at the Rankin Student Center lobby. Approximately 250 people participated.
- **OMSS: MLK Student Tribute**, January 18. Ferris students and organizations met to pay tribute to Dr. Martin Luther King, Jr.
- **MLK 2010 Speaker: Dr. David Pilgrim “Stories of Activism.”** January 19.
- **MLK 2010 Featured Presentation: The NWC Show**, January 20. The NWC Show, a theatrical and comedic presentation that explored self-image, stereotypes and hateful words, presented at Williams Auditorium was a 5-STAR Event and drew broadly from across campus.
- **MLK 2010 Privilege Activities and Discussions:**
  - “Breaking Down Barriers”, an interactive presentation facilitated by Prof. Sandra Alspach, Department of Humanities (Communication), January 19.
  - “The NWC Show Reactions”, discussion facilitated by Prof. Sandra Alspach, Department of Humanities (Communication), January 21.
- **MLK Poster Board Competition Display.**

### **Speakers – Naomi Tutu and Delores Huerta.**

On March 2, Naomi Tutu, daughter of Bishop Desmond Tutu, visited Ferris and spoke to the Ferris community and visitors from the Big Rapids community on “South Africa: Healing the Wounds of Racism.” Ms. Tutu also met with groups of faculty.

On March 31, a group including faculty, students, and community people brought Delores Huerta, co-founder of the United Farm Workers and prominent labor and social activist, to visit Ferris. Ms. Huerta delivered a talk titled “Without Fear: Neighbors Unite” and discussed her life’s work, the importance of social justice at the community level, and how

communities can collaborate to solve problems. She also met with students, faculty, and the community to allow for more discussion of these ideas. *Partially funded by a Faculty/Staff Diversity Mini-grant.*

## **International and Globalization Events and Forums**

The Office of International Education, the Globalization Initiative, and others across campus created a variety of events with a focus on global and international issues. Some examples are:

- Ugur Kenan Ipek, Consul General of the Republic of Turkey, spoke on “Turkish Foreign Policy: Opportunities and Challenges,” February 9<sup>th</sup>.
- Kun Shik Cho, former CEO and president of Hyundai Asian Corporation and member of the National Unification Advisory Council, delivered the presentation "Economic Cooperation and Peaceful Relationship between South and North Korea," April 14.
- Rochona Majumdar, a professor in the South Asian Languages & Cultural Studies department at the University of Chicago, delivered a lecture, “Unity in Diversity: India as an Emerging World Power,” April 15. *Funded by a Faculty/Staff Diversity Mini-grant.* Following Professor Majumdar's presentation there was a scheduled discussion facilitated by OMSS, and students had an opportunity to prepare by attending a teach-in on India presented by FSU faculty on April 8<sup>th</sup>.

See Appendix 1 for additional examples of University-wide lectures, discussions, and other opportunities that were made available to the Ferris community to learn about and engage in activities related to diversity and inclusion.

- D. Seminars and workshops will be conducted to engage the faculty and staff in sustaining dialogue about and understanding of diversity.

Faculty and Staff engage in all the University-wide diversity-related lectures and discussions, as they attend themselves and also craft assignments and class discussion to deepen the impact on student learning. Many faculty and staff also have the opportunity to attend on-campus diversity training workshops. Summer University 2010 included several workshops, including the “Inclusion Advocacy” workshop developed by FSU Human Resources and Governmental Relations and General Counsel. Ferris State University participates in regional and state-wide activities and organizations which provide opportunities for faculty and staff. In 2010 faculty and staff had the opportunity to participate in the Equity in the Classroom conference, in the Peace Studies Conference held at GRCC, in activities of the World Affairs Council of Western Michigan held in Grand Rapids, and in various other activities. Faculty have opportunities to participate in workshops facilitated by the Faculty Center for Teaching and Learning. Also, the Vice President for Diversity and Inclusion regularly conducts diversity training at the University.

- E. *Diversity at Ferris*, an annual assessment report, provides demographic data on underrepresented groups and examine the state of diversity initiatives.

An evolving draft of this report is always available on the Diversity and Inclusion Office’s web page so that members of the Ferris community can offer input. The

report is presented to the Ferris Board of Trustees annually during the Spring semester. To view this document please visit, <http://www.ferris.edu/htmls/administration/president/diversityoffice/pdf/2010report.pdf>.

- F. The University will continue to nurture existing relationships and develop new relationships with surrounding communities.

The Political Engagement Project, the Office of International Education, the Diversity and Inclusion Office, a wide range of Academic Service Learning activities, and various student and administration initiatives provide the opportunities for Ferris State University to nurture existing relationships and develop new ones. Many of these activities are not reported as diversity-related events but they bring Ferris students into contact with diverse peoples and provide opportunities for learning. Activities in 2010 included:

- **Haiti Earthquake.** After the earthquake, the Diversity and Inclusion Office and the Student Affairs Division provided a way for the entire FSU community to come together to donate money.
- **Monthly Town-Gown Meetings**, which bring together the leaders of the University with the leaders of the surrounding areas.
- **Freezing for a Cause**, February 3.
- **Festival of the Arts**, late January through February. This annual event brings together FSU and community members to plan events throughout Big Rapids. Activities in 2010 included a series of films and an art display on the Holocaust; and Festival organizers applied for and received a Faculty-Staff Diversity Mini-Grant to bring the "Blacks/Jews Dialogues" event to Big Rapids in 2011.
- **Women in Technology Badge Workshops for Junior Girl Scouts**, November 21, 2009 and March 27, 2010. The November 2009 badge workshop included a presentation on "Women in non-traditional degrees" and the chance to earn the "Making it Matter" badge; the May 2010 workshop gave girl scouts the opportunity to earn the "Art 3D" badge.
- **The Big Event**, April 17. More than 700 Ferris students carried out voluntary clean-up chores, such as raking leaves and cleaning windows, at over 100 homes throughout Big Rapids.
- **24<sup>th</sup> OMSS Annual PIG-NIC**, May 1. Fed participants from Ferris and the Big Rapids community.
- **Mentor a Youth** program, June 4. The Diversity and Inclusion Office worked with local activists to create an event featuring keynote speaker Chief Justice Marilyn Kelly and more than 13 local youth-oriented organizations.
- **Ferris State University's Energy Center** is partnering with Habitat for Humanity of Kent County and other schools and organizations to create Net-Zero Energy Homes. Faculty and students in the College of Engineering Technology will ensure that energy data are captured, analyzed, and shared with the community.

Also, the Office of International Education developed a student ambassador program to send International students into local schools to talk about their countries, and also linked students with community residents so each could learn about the other.

- G. Each division will produce a diversity action plan in collaboration with divisional diversity work groups.

Table 1 presents information about the efforts of divisions and colleges to create diversity teams, develop diversity plans, and write annual progress reports. To access the data click on the highlighted name of the division or college.

**Table 1: Divisional and College Reports**

Division/College	Diversity Team in Place	Diversity Plan on File	Annual Progress Report
<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
Michigan College of Optometry	Yes	No	No
<a href="#">Profs./Tech Studies</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

**Analysis:** From the time the Diversity Plan was implemented to the present, the University has made significant and intentional progress toward achieving Goal 1.

**Recommendations:**

- Diversity and inclusion should be evident in the planning documents of each division and college and, where necessary, diversity work teams should be strengthened. The annual divisional and college diversity reports, though still uneven, are improved over previous years and demonstrate that in many parts of the University diversity and inclusion are becoming central to daily operations.
- Better representation from the colleges would strengthen the work of the Inclusion Council.
- Diversity workshops should be introduced into the colleges.
- The University needs to continue to identify ways to conduct trainings, workshops, and professional development programs on sensitivity, equal opportunity, respectful

workplace, student dignity policy, employee dignity policy, anti-harassment programs, and diversity education issues.

- Continue Faculty/Staff Diversity Mini-grant program and Student Mini-grant program.
- Create a funding mechanism so that annual events, such as MLK Week, the OMSS Bus Tour, and the International Festival of Cultures, receive budgets.
- Work with Athletics to create a comprehensive Athletics Diversity Plan.
- Investigate extending additional Ferris benefits to Other Eligible Adults.

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

Table 2 shows the racial and ethnic makeup of the Ferris student body. The presence of a fluctuating “unreported” category makes analysis difficult.

**Table 2: Comparative Student Enrollment by Race/Ethnic Origin\***

Race and Ethnic Origin	2002	2003	2004	2005	2006	2007	2008	2009	2010
American Indian/Alaskan Native	<u>76</u> .686%	<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%
Asian or Pacific Islander	<u>203</u> 1.83%	<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%
Black	<u>881</u> 7.96%	<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%
Foreign	<u>291</u> 2.63%	<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%
Hispanic/Latino	<u>134</u> 1.21%	<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%
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	<u>1</u> .007%	<u>4</u> .028%
White	<u>8,714</u> 78.69%	<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%
Two or More Races	NA	NA	NA	NA	NA	NA	NA	<u>62</u> .447%	<u>174</u> 1.21%
Unreported	<u>775</u> 7.00%	<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%
<b>Total</b>	11,074	11,822	11,803	12,547	12,575	13,087	13,532	13,865	14,381

\* Data regarding the ethnic and racial identities of Ferris State University students obtained from the FSU Fact Book. Table updated Fall 10..

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

A. The University will employ aggressive recruitment efforts that will include, but not be limited to, targeting high schools in rural and urban areas, continuing the Office of Multicultural Student Services Bus Tour, locating a full-time admissions recruiter in Wayne County, and recruiting in the Chicago area.

- The OMSS Bus Tour has become an annual event, see <http://www.ferris.edu/htmls/studentlife/minority/bustour/>.
- A full-time admissions recruiter was located in Wayne County in 2008.
- The Chicago Recruiting Initiative began in 2008.
- The Great Lakes Scholarship enhances the recruiting of students, including students from diverse populations, outside of Michigan; 20% of the Great Lakes Scholarship recipients in 2010 are from minority populations, which is a greater percentage than in the Ferris student population as a whole.
- Ferris hired a Spanish speaking admissions recruiter.
- Advancement and Marketing created a campaign to market the University to a diverse population of students.

B. All admission officers will be trained to work with diverse student populations.

The Vice President for Diversity and Inclusion supervises this annual training.

C. Efforts will be made to increase the number of diverse students in the Honors Program.

**Honors Program** –Honors enrollment data for Fall 2010 are presented in the table below. Honors enrollments are consistently 92+% white and 60+% female every year.

**Table 3: Honors Program Gender and Ethnicity Report\***

	<b>TOTAL</b>	<b>% of Total</b>	<b># M</b>	<b>% M</b>	<b># F</b>	<b>% F</b>
<b>Honors Program</b>	<b>581</b>	<b>100%</b>	<b>204</b>	35%	<b>377</b>	65%
Black	4	.7%	2	.3%	2	.3%
American Indian/Alaskan Native	4	.7%	1	.2%	3	.5%
Asian or Pacific Islander	11	2%	6	1%	5	.9%
Hispanic/Latino	7	1%	1	.2%	6	1%
Native Hawaiian/Pacific Islander	1	.2%	0	0%	1	.2%
Unknown	18	3%	5	.9%	13	2%
White	536	92%	189	33%	347	60%

\*Data reported in Honors Program Annual Report, data as of November 14, 2010

This enrollment data are routinely collected every year and, as indicated in the table below, while small progress has been made in recent years with regard to increasing enrollment diversity, there is still a long way to go. One positive aspect to be gleaned from this report is that the Honors Program has made those small gains during a period of sustained growth overall.

**Table 4: Honors Program Diversity Report, by Entering Cohort, 2001-10\***

Group	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total	331	384	465	486	504	539	585	598	593	581
African American	2	1	0	0	1	4	8	6	8	4
Amer. Indian/Alaskan Native	2	0	1	2	1	3	7	8	6	4
Asian	5	5	8	7	6	6	11	12	13	11
Hispanic/Latino	5	5	7	5	2	6	5	4	3	7
International	0	0	0	2	1	1	0	0	0	0
Native Hawaiian/Pac Islander	0	0	0	0	0	0	0	0	0	1
Subtotal	14	11	16	16	11	20	31	30	30	27
% of Total	4.20%	2.90%	3.40%	3.30%	2.20%	3.70%	5.30%	5.02%	5.00%	5.00%
First-year Only			9/196 4.6%	3/200 1.5%	2/211 1.0%	7/190 3.7%	10/213 4.7%	9/235 4.0%	10/230 4.3%	10/248 4%
Transfers						0/10 0.0%	6/33 18%	2/22 9.0%	4/21 19%	1/22 5%
All New Students						7/200 3.5%	16/246 6.5%	11/260 4.3%	14/230 6.0%	11/248 4%

\*Data reported in Honors Program Annual Report, data as of November 14, 2010

**D. An International Students Program will be established.**

The International (Student) Center was established in 2008. In 2010, Piram Prakasam, Associate Professor of Chemistry, accepted the position of Director, and the office was renamed the Office of International Education (OIE). The Office is administered as part of International & Extended Operations. The OIE started an English Immersion Program in 2010, which draws more International students to FSU who will learn English and then stay to attend regular classes and graduate from Ferris. The OIE also develops relationships with educational institutions in other countries. For example, in 2010 agreements were in development with:

- Otomotif College in Malaysia to send graduates of their 2 ½ year diploma program to Ferris to complete degrees in Automotive Management or Automotive Engineering Technology;
- The Polytechnic Ibadan in Nigeria to allow graduates of their engineering technology programs to attend Ferris and complete BS degrees (this agreement was finalized in January 2011);
- Dankook University in South Korea for the exchange of students between the two schools.

Individual and other forms of recruitment are also used; Luzia Tartari travels widely for Ferris to recruit international students and in August-September 2010 Ferris hosted Violeta Seferian, of the Fulbright Office in Uruguay and Educational Advisor for Education USA.

The Office of International Education provides counseling and activities to assist International students with legal, academic and social issues. They work to make students feel comfortable and welcome at Ferris State University, and help them succeed. A comprehensive orientation teaches students about the University, the campus, and the community. Students visit the OIE for advice and forms, and for help navigating the system. The International Student Organization brings together students from all over the world, including US and Michigan students who wish to participate. OIE activities for international students include monthly potlucks, a weekly discussion series, a program to match students up with faculty or community members for occasional visits and friendship, and trips and outings. In October 2010 the first annual International Night at the Hockey Game introduced students to Division I college hockey. For more information see, <http://www.ferris.edu/international/>.

E. Ferris State University – Tuition Incentive Program(TIP)

A Tuition Incentive Program Office will be created, financed, and mainstreamed into the University.

- The TIP Office was established in 2008 and a coordinator was hired in 2009. For more information about TIP at Ferris, see <http://www.ferris.edu/htmls/colleges/university/TIPS/>.
- Outcomes for TIP Phase I Students at Ferris – Institutional Research and Testing provided the following data:
  - TIP I students showed a second year retention rate of 54% in 2002 and 64% in 2010. Consistently, 66% of freshmen enrolled in associate degree programs were retained to the second year during this same period.
  - The TIP-I retention rate for the 2009-2010 cohort was 64%, only 3% lower than for all associate degree students in that class. This was higher than projected due to the uncertainty of TIP funding.
  - The 3-year degree completion rate for TIP-I freshmen cohorts since 2002 is typically in the 10-12% range. The 3-year degree completion rate for all freshmen enrolled in associate degree programs has been 19-25% for those same years.
  - For the two most recent years, the TIP rate has been 10% and the overall rate for students in associate degree programs has been 19%. The overall community college 3-year completion rate is 10-15%. TIP I completion rates for these institutions are lower.

**Table 5: TIP Enrollment 2006-2010**

	Fall 07	Fall 08	Fall 09	Fall 10
TIP Data - Phase 1 Students	429	549	631	692
TIP Data - Phase 2 Students	48	48	89	118
Total	477	597	720	810
TIP Phase 1 FTIAC's	211	258	304	277

**Table 6: TIP Enrollment by Race and Ethnicity Fall 2010**

White	487
Black	230
Hispanic or Latino	31
Asian	13
American Indian or Alaskan Native	5
Two or More Races	23
Native Hawaiian or Other Pacific Islander	1
Unknown	20
<b>TOTAL</b>	<b>810</b>

F. The University will develop a plan to address retention and graduation rate disparities, including but not limited to identifying college retention monitors and creating a comprehensive university mentoring program for at-risk students.

- The Strategic Planning and Resources Council (SPARC) approved a retention initiative at its April 8, 2009 meeting, which read: Develop and implement a plan to enhance retention.
- The SCHOLAR Peer Mentor Program provides mentoring services and activities to more 100 mentee participants each year. In addition, the SCHOLAR program collaborates with the TIP Program to provide mentors to TIP eligible students in 2008-9 and 2009-10.

**Table 7: Graduation Rates by Racial and Ethnic Backgrounds\***

<b>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</b>							
<b>Year Entering</b>	<b>Race/Ethnicity</b>	<b># of Students</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
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	174	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%
2003 Fall	White	1818	9%	19%	33%	47%	52%
	African American	151	1%	3%	11%	20%	28%
	Hispanic	34	6%	15%	26%	38%	38%
	American Indian	18	11%	22%	28%	50%	61%
	Asian-Pacific Islander	25	0%	0%	28%	48%	64%
	International	33	0%	9%	18%	27%	30%
	Unknown	111	9%	18%	26%	37%	40%

2004 Fall	White	1559	11%	21%	37%	49%	55%
	African American	122	2%	7%	14%	19%	24%
	Hispanic	24	0%	8%	17%	25%	33%
	American Indian	23	0%	4%	4%	22%	30%
	Asian-Pacific Islander	25	0%	4%	24%	40%	44%
	International	26	15%	23%	42%	42%	46%
	Unknown	143	3%	8%	20%	36%	41%

\*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2010.

### **Analysis:**

There has been progress toward achieving Goal 2 of the Diversity Plan. As a result of aggressive recruiting efforts, underrepresented student populations for Fall 2010 realized enrollment growth in the following reporting categories: Black/African-Americans by 7.78% (69); Hispanics by 14.86% (44); and, individuals that reported two or more races by 80.65% (112). This continues a recent trend of increased enrollment among several minority groups. There remains a significant gap in the graduation rates of Whites and Blacks. In recent years this gap had shown a slight decrease; however, the 2004 cohort showed a larger gap between Whites and Blacks. It should be noted that Hispanics, American Indians, Asian-Pacific Islanders, and International students—depending on the year—have graduation rates higher than Whites—although this is not evident with the 2004 cohort.

### **Recommendations:**

- It is time to consider structural changes to diversify the Honors Program by, for example, removing the requirement that honors students live in honors residential halls.
- Serious investigation of methods that have produced significant results at other Universities, such as early assessment and intervention, strengthened first-year and bridge programs, and increased financial support should begin immediately.
- Form a University-wide taskforce to address the gap in graduation rates.

### 3. Hire and retain a diverse workforce

**Table 8: Ferris State University - Full Time Workforce\***

	<b>2007 Male</b>	<b>2007 Female</b>	<b>2008 Male</b>	<b>2008 Female</b>	<b>2009 Male</b>	<b>2009 Female</b>	<b>2010 Male</b>	<b>2010 Female</b>
Black	<u>15</u> 2.49%	<u>10</u> 1.69%	<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%
Hispanic	<u>5</u> .826 %	<u>5</u> .843%	<u>5</u> .836 %	<u>5</u> .806%	<u>6</u> .980%	<u>5</u> .786%	<u>5</u> .870%	<u>6</u> .993%
American Indian or Native Alaskan	<u>5</u> .826%	<u>4</u> .675 %	<u>5</u> .836 %	<u>4</u> .645%	<u>5</u> .817%	<u>3</u> .472%	<u>4</u> .696%	<u>3</u> .497%
Asian or Pacific Islander	<u>20</u> 3.32%	<u>7</u> 1.18%	<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%
White	<u>553</u> 91.71%	<u>565</u> 95.28%	<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%
Multi-Race	<u>3</u> .498%	<u>1</u> .169%	<u>4</u> .669%	<u>1</u> .161%	<u>5</u> .817%	<u>2</u> .314%	<u>5</u> .870%	<u>1</u> .166%
Unknown	<u>2</u> .332%	<u>1</u> .169 %	<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%
Total	603	593	598	620	612	636	575	604

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

**Table 9: Ferris State University - Full Time Faculty\***

	<b>2007 Male</b>	<b>2007 Female</b>	<b>2008 Male</b>	<b>2008 Female</b>	<b>2009 Male</b>	<b>2009 Female</b>	<b>2010 Male</b>	<b>2010 Female</b>
Black	<u>6</u> 2.05%	<u>4</u> 2.53%	<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%
Hispanic	<u>2</u> .683%	<u>2</u> 1.27%	<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%
American Indian or Native Alaskan	<u>2</u> .683%	<u>2</u> 1.27%	<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%
Asian or Pacific Islander	<u>19</u> 6.48%	<u>3</u> 1.90%	<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%
White	<u>261</u> 89.08%	<u>146</u> 92.41%	<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%
Multi-Race	<u>2</u> .683%	0	<u>3</u> 1.04%	0	<u>3</u> 1.05%	<u>1</u> .599%	<u>3</u> 1.08%	<u>1</u> .610%
Unknown	<u>1</u> .341%	<u>1</u> .633%	<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%
Total	293	158	289	161	287	167	277	164

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

**Table 10: Kendall College of Art and Design - Full Time Workforce\***

	<b>2007 Male</b>	<b>2007 Female</b>	<b>2008 Male</b>	<b>2008 Female</b>	<b>2009 Male</b>	<b>2009 Female</b>	<b>2010 Male</b>	<b>2010 Female</b>
Black	<u>3</u> 8.57%	0	<u>3</u> 8.57%	0	<u>3</u> 7.90%	0	<u>2</u> 5.41%	0
Hispanic	0	0	<u>1</u> 2.86%	0	0	0	<u>1</u> 2.70%	0
American Indian or Native Alaskan	<u>1</u> 2.86%	0	<u>1</u> 2.86%	0	<u>1</u> 2.63%	0	<u>1</u> 2.70%	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0
White	<u>31</u> 88.57%	<u>43</u> 100%	<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%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	0	0	0	<u>1</u> 2.13%	<u>1</u> 2.63%	<u>1</u> 2.00%	0	<u>2</u> 3.85%
<b>Total</b>	<b>35</b>	<b>43</b>	<b>35</b>	<b>47</b>	<b>38</b>	<b>50</b>	<b>37</b>	<b>52</b>

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

**Table 11: Kendall College of Art and Design - Full Time Faculty\***

	<b>2007 Male</b>	<b>2007 Female</b>	<b>2008 Male</b>	<b>2008 Female</b>	<b>2009 Male</b>	<b>2009 Female</b>	<b>2010 Male</b>	<b>2010 Female</b>
Black	<u>1</u> 4.35%	0	<u>1</u> 4.35%	0	<u>1</u> 4.77%	0	<u>1</u> 5.00%	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> 96.00%	<u>21</u> 100%	<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%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0
<b>Total</b>	<b>23</b>	<b>21</b>	<b>23</b>	<b>21</b>	<b>24</b>	<b>22</b>	<b>20</b>	<b>22</b>

\*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.

In 2010-11 a university-wide Diverse Workforce Taskforce was created with this charge: “Identify strategies to hire and retain faculty and staff from diverse backgrounds, meaning, faculty and staff from racial and ethnic backgrounds.” The taskforce report identified four major goals: 1) Create a campaign to market the University as a place that is welcoming to members of underrepresented groups; 2) Aggressively recruit diverse persons before they finish graduate and

professional schools; 3) A set of “Best Practices” for conducting inclusive searches should be identified and implemented; and, 4) Create a holistic mentoring process for faculty and staff. The Taskforce report addresses all the initiatives that are in the Diversity Plan. To view the report, see

<http://www.ferris.edu/htmls/administration/president/DiversityOffice/pdf/taskforcereportdraftFinal.pdf>

A. Annually the President, Vice Presidents, Deans, Directors, and Department and Division Heads will reaffirm the University’s commitment to having a diverse workforce.

- In 2009, the following language was added to the Administrative-Professional-Supervisory Performance Evaluation Form: “List activities the employee participated in or specific accomplishments that helped demonstrate a commitment to inclusion and the University’s Diversity Plan. (Note that this criteria will be reviewed beginning with FY 10 activity.)” This was listed in the evaluative section called “Diversity Initiatives.”

B. As an initial step, each division and college will develop strategies for recruitment from graduate and professional programs or relevant employers in Michigan.

The Vice President for Diversity and Inclusion will work with vice presidents, deans, and department heads to implement strategies for recruiting from graduate and professional programs in Michigan.

C. All advertisements will stress that FSU is committed to being a truly diverse institution where women, minorities, and other underrepresented groups are encouraged to apply.

This became the University’s policy in 2008.

D. Search committees will receive information and assistance to attract qualified candidates, including underrepresented populations. Best practices from successful searches, including effective strategies for recruiting a diverse workforce, will be shared.

- The University should adopt and implement the related practices in the Diverse Workforce Taskforce report.
- Human Resources and the Office of Governmental Relations & General Counsel developed a format for selection committee training available to all campus divisions.

E. Job searches will include minority-oriented media and be extended to urban areas with a higher concentration of minority populations.

Currently, this is not done consistently across the University. The Office of Diversity and Inclusion has purchased the rights to the Registry, a web site that identifies minority candidates.

In the Division of University Advancement & Marketing, positions that are open for employment will continue to be listed in such publication as *The Black Chronicle of Higher Education*, [www.diversejobs.com](http://www.diversejobs.com) and other journals and websites that are identified by the Office of Diversity and Inclusion.

F. A campaign to market the University to diverse populations will be launched.

This was also identified as a major goal by the Diverse Workforce Taskforce—and it should begin as soon as possible.

- In 2009 and 2010, the FSU Alumni Association conducted successful alumni programming in the communities of Detroit and Muskegon, which collectively attracted a highly diverse audience of more than 800 alumni participants.
- Diversity themes are prominent in Ferris's brochures, posters, banners, DVDs, advertisements, billboards, and other marketing methods. For example, see the Ferris Orientation video at <http://www.ferris.edu/admissions/orientation/OrienVideo.htm>.

G. Working relationships will be cultivated with Preparing Future Faculty programs (and similar programs) and directors of graduate minority fellowship programs.

- No progress. The Diversity and Inclusion Office can work with divisional and college diversity work groups to locate and apply for external grants.

H. Exit interviews with faculty and staff who are leaving or have left Ferris will be conducted.

- In its current form the exit interview is not really an interview. Rather, employees come to Human Resources, discuss their perceptions of the Ferris benefits packets, complete forms, and turn in keys. This is a missed opportunity to gather data about employees' experiences at the University. The Diversity and Inclusion Office can work with Human Resources to devise methods for conducting these interviews.

I. Data on promotion trends will be analyzed and appropriate University-wide procedures proposed.

The Office of Governmental Relations & General Counsel contracted with an outside expert to prepare a federal affirmative action report.

### **Analysis:**

Ferris continues to be one of the least diverse of the Michigan state-supported

universities. The University needs to be more aggressive in its efforts to recruit, hire, and retain a diverse workforce.

### **Recommendations:**

- The recommendations of the Diverse Workforce Taskforce must be implemented quickly and thoroughly. This includes changes in how job searches are done and how hiring decisions are made, along with initiatives to market the University, develop relationships to lead to more diverse applicant pools in the future, and provide strong holistic mentoring for new faculty and staff who add to the diversity of the workforce.
- Governmental Relations and General Counsel, Diversity and Inclusion Office, and Human Resources must be supported as they develop strong and creative training programs to create “inclusion advocates” who will have the knowledge and skills to help develop diverse applicant pools and help search committees find the best candidate.

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

- A. Diversity issues will be introduced in all Ferris State University Seminar (FSUS 100) courses.

Diversity is a core theme in FSUS 100 classes. However, in these courses it receives uneven treatment. The Diversity and Inclusion Office continues to work with the FSUS 100 Coordinator and FSUS instructors to devise strategies to make diversity a more relevant and central part of these courses. In the fall of 2009, more than one-third (39) of the FSUS classes toured the Jim Crow museum and spent multiple sessions discussing diversity. In program assessments, diversity was reported to be one of the most effective or favorable objectives covered in FSUS courses. Two-thirds of the FSUS students agreed or strongly agreed that the seminar activities helped them to understand and appreciate diversity at Ferris.

- B. *Diversity Across the Curriculum*, a multidisciplinary approach to ensuring curricula that is diversity-sensitive, inclusive, and incorporate diversity issues and content will be introduced.

- FSU’s General Education program requires students who graduate with a 4-year degree to have taken a course designated as “global consciousness” and a course designated as “race, ethnicity and/or gender.” (It can be the same course.) 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,” and many courses without these designation deal with race, and ethnicity, gender or global topics
- Faculty at FSU continue to find a variety of ways to work with diverse students and cover diversity issues and content. Some examples:

- Mike Berghoef, Social Work, and Jes Berndt, Housing, accompanied 30 FSU students to the 2010 MBLGTACC conference in Madison, WI February 19-21, 2010. See, <http://lgbt.wisc.edu/mblgtacc/>.
- In the College of Education and Human Services the Teacher Preparation Program has a required diversity class.
- The College of Business covers global issues throughout the Business Core, and gives them particular focus in the Business capstone class. Also, the College has started hosting Brown Bag Diversity Conversations, every Wednesday, 12:00 noon -12:50.
- Elizabeth Stolarek, Languages & Literature, integrates Diversity issues into all her courses. In Composition Theory, Literacy, and Intro to Linguistics, she discusses ways for prospective English Ed students to integrate diversity into their teaching through reading, writing and classroom activities. In Advanced Composition, ways to deal with the needs of diverse audiences are discussed. In Writing 2, her students write about issues, many of which include diversity.
- The College of Allied Health is developing common diversity/inclusion program outcomes for all CAHS programs, all programs will have at least one assessment outcome in TracDat that includes diversity/inclusion material by 2012.
- Tony Baker, Sociology, took his Community Studies (Class SOCY 341) to a Grand Rapids Communities meeting with officials from Hispanic Center of West Michigan and the Grand Rapids Urban League. This class also visited Chicago's African American, Mexican American and Polish American communities as well as other communities.
- Students in upper-level physical science courses for pre-service teachers have read and discussed several journal articles concerning gender equity issues in science and engineering education.
- The Study Abroad program has faculty offering 19 study abroad short-term program spanning 24 countries.

C. Resources will be provided for faculty who want to infuse diversity issues and content into their courses.

- The Faculty Center for Teaching and Learning sends faculty to the Equity in the Classroom conference and has introduced the Inclusive Classrooms Initiative to assist and encourage those faculty to engage in a course project based on Conference content.
- The Faculty Center for Teaching and Learning also supports faculty in incorporating campus events into their curriculum. In Fall 2010 faculty received Professional Development Incentive (PDI) funds to integrate the movie event *Inlaws and Outlaws* into a course.

- The Office of Diversity and Inclusion funds numerous diversity initiatives.
  - A webpage with Diversity Research Guides has been created and is now hosted on the FLITE Library website. Diversity Research Guides are being written by subject librarians to specifically highlight the library's collections in support of Ferris student and professional organizations and the many diversity-related events sponsored by the University.
  - The Faculty Center for Teaching and Learning's *Bridging Campus Classrooms//Connecting Diverse Students Initiative* is an opportunity for faculty to connect students in their courses to students around the nation and world by means of web-based technologies.
- D. The University will support faculty in handling conflict related to diversity in the classroom.
- The Diversity and Inclusion Office is a resource for handling conflict related to diversity in the classroom.
  - The mechanism identified in 1B of this plan will be useful in handling conflict.
- E. The University will support and encourage the establishment of culturally sensitive and inclusive learning environments.
- In Spring 2010, the Academic Senate approved this mission statement for General Education: "General Education at Ferris State University challenges students to be successful citizens of a diverse and globalized world." The General Education Task Force is creating outcome statements aligned with this mission, and organizing broad discussion of them.
  - In Fall 2008, the Diversity and Inclusion Office announced the availability of Faculty-Staff Diversity mini-grants and Student Diversity mini-grants which may be used to help establish culturally sensitive and inclusive learning environments.

Analysis: Academic Affairs is the core of the University and any efforts to build a truly diverse institution must have broad-based support from the members in the division, especially the faculty. It is noteworthy that many faculty are encouraging their students to attend diversity events. Ultimately, the goal is to have more faculty look deeply at ways to ensure that their courses are inclusive of and sensitive to a diverse student population. The Diversity and Inclusion Office will continue to look for ways to engage more faculty in diversity efforts.

Recommendations:

- 1) Review diversity content in general education courses.
- 2) Support the FCTL's efforts to support this goal through, for example, its *Inclusive Classrooms* and *Bridging Campus Classroom//Connecting Diverse Students* initiatives.
- 3) Strengthen and encourage the efforts of college diversity work groups.

## Other Diversity Highlights

- The FSU Alumni Association recognized Kathy LeMieux, an alumna with disabilities, with the 2009 Pacesetter Award, and James Rhodes, an African-American alumnus from the late 1950's with the 2010 Distinguished Alumni Award.
- Ferris awarded Jennifer "Tip Lady" Wallace an honorary doctorate on May 8, 2010.
- *Faces of Ferris* features on faculty, staff and students are written with the University's core values in mind and with the purposeful selection of interviewees who represent diversity. Among those recently featured include female police officer Joy Paquette; Lori Johnson of Tot's Place, an important child care resource for single parents; international recruiter Luzia Tartari; successful international student-athlete Tina Muir; and John Matlock, an alumnus who was the first black editor of the Ferris State *Torch* and now works as a high-level executive at University of Michigan.
- **CAMP Idlewild partnership.** Gary Huey, Stephanie Thomson, and Cami Sanderson, faculty in the Humanities Department, captured 12 oral history interviews with members of the Idlewild community. The interviews were edited and polished with the help of Wes Thompson of Media Production in FLITE, and DVD's were presented to the interviewees during a small ceremony. Several other Humanities faculty and staff, including Carrie Weis, Diane Cleland, Susan Morris, and Trinity Williams, assisted with the partnership by supporting two field trips to the FSU campus that focused on the arts and music, providing technical support for their theatrical production, and helping advertise the camp finale. Oral History DVD's and movie highlights of the field trips can be obtained through the Department of Humanities. The partnership was funded in part through a Ferris Foundation Merit Grant.
- Mathematics students provide **tutoring in Baldwin Public Schools** for at-risk students. Many of the students enrolled in Baldwin schools are from low socioeconomic backgrounds, and many are from minority populations.
- Hengli Jiao, professor of Mathematics, is the Principal Investigator of an **NSF STEM grant** to provide scholarships for math, biology, physical science, and technology students. One of the goals of the grant is to provide financial support to students from minority populations. Last semester Dr. Jiao submitted a grant proposal to NSF to provide continued support for underrepresented populations.
- Mathew Chaney, Director and Michael Wade, Assistant, Director of the Office for Multicultural Student Services (OMSS), and Randall Schroeder, Head of Public Services for FLITE Library, are co-authoring a chapter entitled *The Phoenix of Cooperation: How a collaborative team can rise from the ashes of a campus*

*political disaster* in the forthcoming ACRL publication, Environments for Student Growth and Development: Libraries and Student Affairs in Collaboration.

- The Developmental Program department continues to encourage faculty to incorporate a diversity statement in the syllabus for each course. In the fall of 2009, more than one-third (n=39) of the FSUS classes toured the Jim Crow museum and spent multiple sessions discussing diversity. In program assessments, diversity was reported to be one of the most effective or favorable objectives covered in FSUS courses. Two-thirds of the FSUS students agreed or strongly agreed that the seminar activities helped them to understand and appreciate diversity at Ferris.
- The Office of Multicultural Student Services sponsored over 50 well attended programs and events throughout the academic year with a primary focus on diversity, multiculturalism and inclusion.
- For the 2010 Fall semester, 20% of Great Lakes scholarships recipients represented minority populations, up from 17% reported last year. Both of these numbers are well above the percentage for our student population as a whole.
- In Fall of 2010, over \$627,000 in Ferris financial aid grants alone were awarded to students with outstanding financial need. The expanded access to a Ferris education provided by scholarships for needy students is crucial if the University is to continue to fulfill its mission.

**Appendix A:**  
**A sample of University-wide lectures, discussions, cultural events, and other activities related to diversity and inclusion.**

**International/Globalization Initiative**

Global Reflections, Spring 2010

Monthly panel presentations featuring Ferris faculty and administrators and community members, covering a variety of issues.

Globalization Reflection, Fall 2010

Weekly discussions at the Office of International Education, facilitated by faculty experts and covering a broad range of subjects. Included: *Hallowed Ground?: The New York Mosque Controversy*, September 16. Discussion facilitated by Professors Tracy Busch and Krishnakali Majumdar.

Potlucks, 2010

Monthly potlucks, in FLITE, bringing together International and US-born students, faculty, staff, and community members for a little education and a lot of good food and company.

Fulbright speakers and forums

- International Forum: Eastern Germany 20 Years After the Fall of the Wall, January. 28. Professor Maryanne Heidemann, Languages & Literature. Presented by the Ferris Fulbrighters.
- A Woman's Perspective on Qatar, February 25.
- Annual Fulbright Lecture, March 25. This year's speaker, Dr. Lamai Ben Youssef Zayzafoon, was born and grew up in Tunisia, attended the Universite du Centre in Sousse, Tunisia, and in 2002 completed both her M.A. and Ph.D. at Michigan State University in the Department of English. Her lecture will be on "Women's Narratives in Northern Africa" update... especially stories dating from World War II and "Operation Torch" leading to current situations in Tunisia and Northern Africa.

Ugur Kenan Ipek, Consul General of the Republic of Turkey, spoke on "Turkish Foreign Policy: Opportunities and Challenges," February 9<sup>th</sup>.

Naomi Tutu, daughter of Bishop Desmond Tutu, visited Ferris and spoke to the Ferris community and visitors from the Big Rapids community on "South Africa: Healing the Wounds of Racism", March 2. Ms. Tutu also met with groups of faculty.

Colloquia and presentations

- "From Russia with Love: A 20-year Retrospective on US-Russian Relations", March 25. Dr. Tracy Busch. Humanities Department Colloquium
- "Conversations in Exile: Russian Writers Abroad", April 8. Presented by Prof. Lilia Caserta, Languages & Literature.

International Festival Of Cultures, April 11

Kun Shik Cho, former CEO and president of Hyundai Asan Corporation and member of the National Unification Advisory Council, delivered the presentation "Economic Cooperation and Peaceful Relationship between South and North Korea," April 14.

Rochona Majumdar, a professor in the South Asian Languages & Cultural Studies department at the University of Chicago, delivered a lecture, “Unity in Diversity: India as an Emerging World Power,” April 15. *Funded by a Faculty/Staff Diversity Mini-grant*. Following Professor Majumdar's presentation there was a scheduled discussion facilitated by OMSS, and students had an opportunity to prepare by attending a teach-in on India presented by FSU faculty on April 8<sup>th</sup>. Role of Women in 21<sup>st</sup> Century India, talk by visiting Indian librarian, June 9 Trishanjit Kaul. Ms. Kaul also presented to librarians and library staff.

OIE Welcome Picnic, August 29

Violeta Seferian, Fulbright Commission Office in Uruguay and Educational Advisor for Education USA, visited Ferris August-September.

Hispanic Heritage Month, September.

International Education Week, October.

Study Abroad Fair, October 14.

Japanese Tea Ceremony, October 15. Professor Kiyoko Metoki presented a traditional Japanese tea ceremony.

Judaism, Christianity and Islam: Similarities and Differences. October 20. Featured speaker was Dawud Walid. Muslim Student Organization

FSU International Night at the Hockey Game, October 22.

One World Many Faces dinner, November 12. This dinner raised money to support international education at area schools.

International Health Week, December

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

### Black History Month 2010

Ghosts of Rwanda, February 2. Film showing and discussion.

Image Awards 2010. February 10.

Whatever Happened to Idlewild, Michigan, February 23. Documentary and discussion with filmmaker Coy Davis.

Vincent Who?, February 22. Documentary about Asian-American activism.

Carvin Eison's "Shadow of The Lynching Tree", March 17<sup>th</sup>. Documentary showing & discussion with producer-director Carvin Eison. Sponsored by OMSS and the Diversity & Inclusion Office.

Fashion and Hair Rocks, March 20. YBBW Fashion Show.

Delores Huerta, "Without Fear: Neighbors Unite", March 30.

Cesar Chavez Social Justice March, March 31<sup>st</sup>. In honor of Chavez's March 31 birthday, Grand Rapids hosts a march to celebrate Chavez's accomplishments. An FSU contingent took part.

True Stories: Being an American Muslim, April 6<sup>th</sup>. Dr. Mukhtar.

"United We Stand Divided We Fall", April 21. Discussion organized by Black Leaders Aspiring for Critical Knowledge.

Imagine More Student Life Bus Tour, May 10 – May 14

OMSS: Transition to Success, Fall 2010 Minority and First-Year Student Orientation, September 2.

### Hispanic Heritage Month

- Kickoff event, September 16.

- Latin Night Club, September 23.
- Portraits of Courage: Latinos Shaping a Nation, September 28. Brand new live play that showcases the lives of several Latinos who have made vital contributions to American culture and society

Ni\*\*A: I thought we buried that word, September 22. NAACP

YBBW 20<sup>th</sup> Anniversary Celebration and Miss Phenomenol Woman Pageant, October 16.

#### Native American Month

- Native American Art Display, November 9 – November 11.
- Issues Facing Native Americans, November 9. Aaron Payment, former chair of the Sault Ste. Marie Tribe of Chippewa Indians.
- Club Native: Movie and Discussion. Documentary viewing and discussion, documentary profiled 4 Mohawk women.
- Dreamcatchers Workshop, November 23.

The Divine Nine: Speaker and Author Lawrence Ross, November 17. Author of “The Divine Nine: The History of African American Fraternity and Sororities”.

## **Women**

The Vagina Monologues, February 26.

W.I.L.L. Conference, March 16. The fourth annual Women Investing in Leadership and Learning (W.I.L.L.) Conference featured 3 nationally-recognized speakers who told the audience a woman can empower herself to become successful in anything she does. More than 250 women from Ferris and the Big Rapids community attended.

Naomi Tutu, March 2

Women and Labor, pre-event to prepare for the visit of Delores Huerta, March 16.

OMSS presentation on domestic violence, March 18

“Women in History Soap Box”, March 23

YBBW women’s expo and lock-in, March 25

Delores Huerta, March 30

YBBW: “My Strength is My Success” 17<sup>th</sup> Annual Women’s Conference, April 10.

“Spoiling Images of Women”, September 1. David Pilgrim, Vice President for Diversity and Inclusion

Tombstone Project, Oct 15 – Oct 25, featuring mock headstones symbolizing violence against women.

Take Back the Night, October 25.

Sex in the City II, December 1. YBBW and Alpha Phi Alpha present Maria Davis a woman living with HIV who has devoted her life to educating women, men & children about AIDS.

## **LBGTQ**

DSAGA Day of Silence/Night of Noise, April 14.

Inlaws & Outlaws, film with Director Drew Emory, September 21. AFE

Ally Week, organized by DSAGA, October 11-15, including  
Coming Out Day

Ally Training  
Safe Place Training  
Month-long exhibit in FLITE 1<sup>st</sup> Floor display case

### **General & Other**

Blood and Politics: Leonard Zeskind, March 4<sup>th</sup>, Book Signing at Great Lakes Book Store, Book discussion at Williams Auditorium. *Funded by a Faculty/Staff Diversity Mini-grant.*

“A or F – President Obama’s Report Card, April 7. Open forum and discussion, sponsored by Student government diversity committee.

Heart to Heart Hand in Hand: Special Olympics Basketball Game, April 13. Sponsored by Professional Recreation Association.

“Census 2010: Why You should care about being counted”, April 20. Political Engagement Project

“Celebrate Earth Day”, April 20. Professional Recreation Association and Ferris Recyclers

FSU Veterans Association won “2010 Best Chapter in the Midwest” award. July 2010

Immigration Panel Discussion, September 16. Political Engagement Project

West Cosgrove, Immigration Expert, September 30. Political Engagement Project

Disability Awareness Month Activities:

- Michigan Sled Dogs, October 2
- The Music Within, film and discussion, October 20
- Johnnie Tuitel, November 4

From Word to Actions: Free Speech, When it Goes Too Far, November 3. Open Discussion.

“What Makes You Tic” Marc Elliot, November 18.

“The Child”, November 29, movie screening and discussion.

### **Cultural**

MadCat, Kane and Maxwell Street, February 13. World folk music group from Ann Arbor featuring renowned harmonica player Peter Madcat Ruth. The event featured a Harmonica workshop in the afternoon and a concert performance at night. Part of the Arts and Lectures Performing Artists Series.

Minneapolis Guitar Quartet with Flamenco Dancer Colette Illarde, February 27. Part of the Arts and Lectures Performing Artists Series

Mark Mathabane, September 24. Arts and Lectures.

YBBW Comedy Jam, October 15. 20<sup>th</sup> anniversary celebration of YBBW

Mayhem Poets, December 8. Sponsored by Entertainment Unlimited.

**Appendix B: Michigan's 15 State Universities Fall 2009 Workforce Data (Full and Part Time)**

Institution Name	Total men Full/part time	Total women Full/part time	American Indian or Alaska Native men Full/part time	American Indian or Alaska Native women Full/part time	Asian/ Native Hawaiian/ Other Pacific Islander men Full/part time	Asian/ Native Hawaiian/ Other Pacific Islander women Full/part time	Black or African American men Full/part time	Black or African American women Full/part time	Hispanic or Latino men Full/part time	Hispanic or Latino women Full/part time	Race/ Ethnicity Unknown men, Full/part time	Race/ Ethnicity unknown women, Full/part time	Non-resident alien women, Full/part time	White men Full/part time	White women Full/part time
Central Michigan University	1685	1838	16	10	83	89	55	67	32	22	249	137	21	1216	1492
			0.950%	0.544%	4.926%	4.842%	3.264%	3.645%	1.899%	1.197%	14.777%	7.454%	1.143%	72.166%	81.175%
Eastern Michigan University	1325	1643	7	10	48	71	137	187	30	27	11	32	83	1016	1233
			0.528%	0.609%	3.623%	4.321%	10.340%	11.382%	2.264%	1.643%	0.830%	1.948%	5.052%	76.679%	75.046%
Ferris State University	957	1092	7	4	26	15	21	19	0	0	35	43	0	862	1007
			0.731%	0.366%	2.717%	1.374%	2.194%	1.740%	0.000%	0.000%	3.657%	3.938%	0.000%	90.073%	92.216%
Grand Valley State University	1354	1634	3	9	55	44	68	96	37	42	38	46	45	1113	1352
			0.222%	0.551%	4.062%	2.693%	5.022%	5.875%	2.733%	2.570%	2.806%	2.815%	2.754%	82.201%	82.742%
Lake Superior State University	205	236	7	7	8	4	1	1	0	3	1	0	14	182	207
			3.415%	2.966%	3.902%	1.695%	0.488%	0.424%	0.000%	1.271%	0.488%	0.000%	5.932%	88.780%	87.712%
Michigan State University	6788	7578	49	50	320	281	347	481	233	314	68	89	752	4697	5611
			0.722%	0.660%	4.714%	3.708%	5.112%	6.347%	3.433%	4.144%	1.002%	1.174%	9.923%	69.196%	74.043%
Michigan Technological	1271	900	1	9	44	22	6	10	11	7	92	48	86	913	712
			0.079%	1.000%	3.462%	2.444%	0.472%	1.111%	0.865%	0.778%	7.238%	5.333%	9.556%	71.833%	79.111%
Northern Michigan University	621	558	7	9	11	6	4	5	5	2	24	18	4	556	511
			1.127%	1.613%	1.771%	1.075%	0.644%	0.896%	0.805%	0.358%	3.865%	3.226%	0.717%	89.533%	91.577%
Oakland University	989	1261	5	4	93	78	50	113	15	30	19	9	52	720	975
			0.506%	0.317%	9.403%	6.186%	5.056%	8.961%	1.517%	2.379%	1.921%	0.714%	4.124%	72.801%	77.320%
Saginaw Valley State University	557	662	0	3	22	16	26	26	22	17	36	34	0	450	566
			0.000%	0.453%	3.950%	2.417%	4.668%	3.927%	3.950%	2.568%	6.463%	5.136%	0.000%	80.790%	85.498%
University of Michigan-Ann Arbor	11439	13030	53	57	862	994	591	1037	294	348	138	168	985	7706	9441
			0.463%	0.437%	7.536%	7.629%	5.167%	7.959%	2.570%	2.671%	1.206%	1.289%	7.559%	67.366%	72.456%
University of Michigan-Dearborn	492	523	0	0	98	40	24	60	12	8	4	3	0	354	412
			0.000%	0.000%	19.919%	7.648%	4.878%	11.472%	2.439%	1.530%	0.813%	0.574%	0.000%	71.951%	78.776%
University of Michigan-Flint	396	608	2	5	17	10	40	70	8	12	4	5	20	312	486
			0.505%	0.822%	4.293%	1.645%	10.101%	11.513%	2.020%	1.974%	1.010%	0.822%	3.289%	78.788%	79.934%
Wayne State University	3788	4336	6	16	364	279	567	1222	59	85	13	17	385	2193	2332
			0.158%	0.369%	9.609%	6.435%	14.968%	28.183%	1.558%	1.960%	0.343%	0.392%	8.879%	57.893%	53.782%
Western Michigan University	1976	2256	4	7	79	35	98	192	25	46	382	402	101	1228	1473
			0.202%	0.310%	3.998%	1.551%	4.960%	8.511%	1.265%	2.039%	19.332%	17.819%	4.477%	62.146%	65.293%
This data was collected from The Integrated Postsecondary Education Data Systems (IPEDS)															