

David Pilgrim's Comments to Board of Trustees
February 20, 2009

Good morning,

Two years ago I assumed the job of Chief Diversity Officer. At that time, I pledged to the Board that I would return in a year with a Diversity Plan. On March 21, 2008, you approved that plan. Thank you. I also pledged that each year I would return before the Board with a document that charted the University's progress toward implementing the Diversity Plan. A week ago I sent you that document, called *Diversity at Ferris 2008*. I wanted you to have time to study and critique the document before my presentation. Today, I would like to take a few minutes to discuss some of the University's "diversity highlights" that have helped Ferris begin to implement the Diversity Plan and areas where improvements need to be made. Then, I would like to mention six recommendations that would, in my opinion, move the University forward toward becoming a truly diverse institution.

The University had many diversity highlights in 2008 including establishing an International Student Center, growth of the Tuition Incentive Program (TIP), identifying a more visible home for the Office of Multicultural Student Services, and increasing the number of University-wide diversity-themed programs such as dialogues about racism, sexism and other "hot topics." Several departments worked very hard to infuse diversity themes into the University's promotional material, and engage in aggressive recruitment initiatives like the OMSS bus tour, the Chicago Initiative, and the relocation of an admissions officer in Wayne County. Finally, the University made significant progress in making its facilities more physically accessible and welcoming to individuals with disabilities.

Despite these highlights and other areas of progress outlined in the *Diversity at Ferris 2008* report, this document also shows that the University continues to struggle in several areas. For example, during 2008 instances of hostility toward racial and sexual minorities occurred (particularly in the residence halls). It is also clear that well-thought out divisional and college diversity action plans are still needed and that creative strategies for recruiting a diverse workforce, especially in the colleges are absent. There must also be institution-wide approaches for improving year-to-year student retention and tackling the graduation gap among students from different racial and ethnic backgrounds. Finally, Ferris needs an academic plan to infuse diversity into the academic core of the University.

As you know, the Diversity Plan is a general plan with four major goals: 1) Create a University culture that is welcoming to diverse populations, 2) Recruit, retain, and graduate a diverse student population, 3) Hire and retain a diverse workforce, and 4) Create environments for student learning that are inclusive of and sensitive to a diverse student population. While the

four goals identified within the Diversity Plan are enduring, it is important to remember that this is a living document that must remain responsive to the ever-changing needs of the Ferris community. In the future, we may need to add additional goals to the Diversity Plan as we strive to make Ferris a University that is truly supportive, safe, and welcoming for all people. The four goals are designed to embed diversity into the University's infrastructure, and create a system to hold the University accountable to meeting this core value.

After two years as Chief Diversity Officer, I have gained a deeper understanding of the challenges that need to be addressed. The Diversity Plan has many recommendations, but I am prepared to list six recommendations, which, if implemented, would greatly move Ferris toward becoming a truly diverse institution.

- 1) 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*.
- 2) A comprehensive, University-wide strategic plan to improve student retention and graduation should be created and implemented.
- 3) A section should be added to the Performance Evaluation for all supervisors and managers for diversity/inclusion related goals and accomplishments.
- 4) 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.
- 5) In their diversity work plans, each academic college should identify at least one new initiative for each of the four goals. The initiatives should be assigned to specific individuals, given time-tables and resources, and implemented.
- 6) All action plans should demonstrate a seamless integration of diversity initiatives. Inclusion of diversity initiatives must be a critical criterion for evaluating these action plans.

Next year I will return before the Board with a document called, *Diversity at Ferris 2009*. At this time I welcome your questions and comments.

Diversity at Ferris

2008



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Introduction

In President David Eisler's speech, "A Vision for Ferris and Its Future," given on April 15, 2004, the President stated:

"Our society is one that is global, connected, and diverse and our efforts must help foster understanding, tolerance, and acceptance of differences in ethnicity, culture, religion, preference and abilities. We must look within and honestly assess how we are fulfilling our role as an academy that both values and embraces diversity as it relates to students, faculty, staff, curriculum and values. As part of this commitment we need to reexamine our approaches to the recruitment and retention of faculty, staff and students, and determine how we can create a truly diverse campus. In short we must become the model we hope our students will become."

To help fulfill this vision, the Ferris State University Board of Trustees approved the University's first diversity plan on March 21, 2008.¹ The diversity plan had previously been endorsed by the full Ferris State University Academic Senate, Academic Senate's Diversity Committee, Faculty Center for Teaching and Learning, Deans' Council, Office of Multicultural Student Services (OMSS), Coalition of African American Leaders in Education, Dean of Student Life, Office of Student Conduct, and President's Council. It had also been endorsed, in practice, by many members of the University who were working to implement specific initiatives.

On paper, Ferris State University's commitment to the diversity plan and the central role that diversity will play in Ferris' future is clear. In the document, "Ferris State University Strategic Plan: Goals and Initiatives," which documents the University's strategic planning process that occurred during 2008, Goal 2 reads, "Develop a university community where all are valued, welcomed, and informed." The first initiative under Goal 2 reads, "Implement and sustain the Ferris State University Diversity Plan." During the strategic planning process, the University community identified and approved diversity as one of Ferris's core values. The core value of diversity reads: "By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures." Through the Strategic Plan and Diversity Plan the University has publicly committed to creating a climate where all Ferris students, faculty, staff and administrators, with specific attention to underrepresented groups, feel that the University belongs to them as much as they, too, belong to the University community.

¹ For a copy of the document, "Board Resolution Approving University Diversity Plan," see Appendix A.

The University's adoption of the Diversity Plan is a concrete expression of Ferris's commitment to becoming a truly diverse educational institution. This means moving beyond a "toleration of diversity" approach toward a true institutional change; a change that evolves from the infusion of diversity into Ferris's core. The Diversity Plan is based on the idea that diversity is not simply a noble goal; rather, diversity is an essential part of great educational institutions. Ferris State University is envisioned as a great institution. As such, the quality of education and experience for Ferris students is significantly enhanced and enriched by a diverse University community and the exchange of diverse experiences and perspectives. By bringing people together from many different backgrounds Ferris equips the members of its community – faculty, staff, students, and administrators alike – to engage present and future challenges and opportunities. In sum, Ferris State University is envisioned as an institution where all members of the University community, including historically underrepresented groups, enjoy campuses that are academically and professionally supportive, respectful safe, and welcoming—a University where diversity is so ingrained into the institution that it is difficult to determine where diversity begins and ends.

The Diversity Plan is a general plan with four major goals: 1) Create a University culture that is welcoming to diverse populations, 2) Recruit, retain, and graduate a diverse student population, 3) Hire and retain a diverse workforce, and 4) Create environments for student learning that are inclusive of and sensitive to a diverse student population. While the four goals identified within the Diversity Plan are permanent, this is a living document, responsive to the ever changing needs of the Ferris community. In the future, new goals may need to be added to the Diversity Plan or new specific initiatives will be created to achieve these four goals as we strive to make Ferris a University that is truly supportive, safe, and welcoming for all people. Currently, to achieve the Diversity Plan's four goals Ferris is strategically embedding diversity into the University's infrastructure to ensure that meaningful changes are created and sustained. To this end, each University division was charged with creating diversity work teams and empowering those teams to devise and implement action plans consisting of specific initiatives, assigned tasks and systems for monitoring progress. The Diversity Office is responsible for assisting these work groups and monitoring progress across the University.

The University had many diversity highlights in 2008 including: establishing an International Student Center, growth of the Tuition Incentive Program (TIP), identifying a more visible home for the Office of Multicultural Student Services, increasing the number of University-wide diversity-themed programs (e.g., dialogues about racism, sexism and other "hot topics"), infusing diversity themes into the University's promotional material, aggressive recruitment initiatives (e.g., the OMSS bus tour, the Chicago Initiative, the relocation of an admissions officer in Wayne County), and

significant progress in making the University more physically accessible and welcoming to individuals with disabilities. Despite this progress, the University continues to struggle in several areas: instances of hostility toward racial and sexual minorities occurred (especially in the residence halls), well-thought out divisional and college diversity action plans are still needed, creative strategies for recruiting a diverse workforce (especially in the colleges) are absent, approaches for tackling the graduation gap among students from different racial and ethnic backgrounds are truncated, and an academic plan to infuse diversity into the academic core of the University is needed.

This report, *Diversity Ferris 2008*, monitors the progress that the University is making toward implementing the Diversity Plan. In the remaining sections each goal of the Diversity Plan is presented and examined to determine if and how the goal is being addressed. Where appropriate, recommendations for future actions are included.

Evaluation of the Diversity Plan

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

A. Initiative: University-wide diversity surveys of students, faculty, and staff will be conducted.

Action Steps

- In Fall 2007 a Diversity Climate Survey was conducted to assess students' prior experiences with diversity, experiences in the classroom, awareness and use of diversity programs, knowledge of expressions of insensitivity and prejudice on campus, sense of how diversity impacts their learning and recommendations for change. Educational Benchmarking, Inc. developed and administered the 182 question survey online to Ferris students. The survey included both close-ended and open-ended questions. Of the 3,156 students who started the survey, 2,804 students completed it. One of the major findings is that many of our students are from racially segregated environments and have few experiences with people from diverse backgrounds prior to attending Ferris. Additional results can be found at <http://www.ferris.edu/diversity/measurements/ClimateSurvey.htm>.

Future Action Steps

- In Fall 2008 the Diversity Office began creating two diversity surveys, one for faculty and another for staff. Consisting of closed-ended and open-ended questions, these surveys will examine faculty and staff members' perceptions of the general climate at Ferris, campus experiences with diversity, knowledge of expressions of insensitivity and prejudice on campus, knowledge of and attitudes towards diversity issues, sense of how diversity impacts their job performance, perceptions of prejudice and insensitivity within the hiring, tenure, and promotion processes, and recommendations for change. These two surveys will be administered online to Ferris faculty and staff members no later than 2010.

B. Initiative: 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.

Action Steps

- 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 Fall 2008 the Ferris Vice President and General Counsel was asked to lead a work group to review current mechanisms for addressing concerns and resolving disputes and make recommendations for improving these mechanisms. This work will begin Spring 2009.
- According to the University's Diversity Action Team and Residential Life staff, the 2008-2009 academic year saw a relatively large number of racial incidents on the Big Rapids campus, especially in residential halls. These incidents ranged from racist graffiti to assaults. Many of the incidents coincided with the recent Presidential election. Residence hall staff, the Diversity Office and Student Affairs staff held a series of meetings in Fall 2008 to address these incidents.

Recommendations for Future Action

- The Diversity Office and the Diversity Planning Committee recommend that both quantitative and qualitative data about hostile incidents against women, gay/lesbian/bisexual/transgender individuals (GLBT), racial and ethnic minorities, and other underrepresented groups be collected and analyzed annually. The Diversity Action Team has taken on this project in the past.

C. Initiative: 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.

Action Steps

Academic colleges, Academic Senate, Office of Multicultural Student Services, Entertainment Unlimited, Diversity Office and many others are involved in bringing University-wide diversity speakers and events to campus. Below is a sample of events that occurred in 2008.

- The Office of Multicultural Student Services collaborated with an off-campus Muslim organization to co-sponsor a lecture by Dawud Walid, Executive Director

of the Council on American-Islamic Relations (CAIR Michigan). The title of Mr. Walid's lecture was "Islamaphobia – Tackling the misconceptions of Islam." Over 150 students, faculty, staff, and community members attended this event.

- Williams Auditorium's series, Williams Live!, continues to support diverse programming. Two key diversity events this year are The Babatunde Jazz Quartet and Japanese Taiko and Music.
- In January 2008, Ferris sponsored several MLK Week activities including a Faculty/Staff In-Service and a "Day of Segregation" at Rankin, initiated by the registered student organization (RSO) STAND, which is committed to addressing issues related to diversity.
- The Office of Student Leadership and Activities had several "hot topic" sessions, such as "Why is Your RSO Black?" and "Must You Say Vagina?" Survey results of these sessions indicated that 90% of attendees "learned something new" and "would attend an event like this again."
- The Welcome Week Planning Committee prioritized infusing diversity into Welcome Week 2007-08 programming, themed "Putting the Pieces Together." David Pilgrim presented the lecture "Images of Separation." During the annual "Rockin' in the Rankin" event Student Affairs Diversity Committee members volunteered to lead events including Diversity Bingo, bracelet making, and a map project where students could identify their hometown on maps of the state, country and world.
- Entertainment Unlimited showed the controversial film "I Now Pronounce You Chuck and Larry" as an outdoor big screen movie in September. This comedy features topics involving the GLBT community such as marriage equality. The Campus Quad was packed with students, employees and community members for this event.
- Entertainment Unlimited showed the documentary "Darius Goes West", about a young man with Duchene Muscular Dystrophy who, along with his friends, raised money to travel across the U.S. to test the accessibility of landmarks and facilities for people with disabilities. A question and answer session followed the viewing of the film. Attendance for this event was standing room only at the IRC Auditorium. To date, students rated this event highest of all Speaker Series events in the 2008-2009 academic year.

- During Orientation Leader Training the Dean of Student Life and the Assistant Director of Orientation developed a cross-departmental leadership program for orientation leaders. David Pilgrim conducted a training session on prejudice, stereotypes, and discrimination.

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

Action Steps

- Ferris hosted the state-wide Equity in the Classroom conference, attended by several hundred people, in April 2008.
- David Pilgrim attended meetings of the FLITE staff (October 2008) and the American Association of University Women – Big Rapids Chapter (September 2008) to present “Hateful Images of the Presidential Election.”
- In October 2008 David Pilgrim presented the topic of “Civility” to the faculty and staff of the College of Business.

Future Action Steps

- The Office of Governmental Relations and General Counsel (GRGC) will develop a plan for and conduct trainings, workshops and professional development programs on sensitivity, equal opportunity, respectful workplace, student dignity policy, employee dignity policy and diversity education issues. Specifically, a university-wide anti-harassment training is being developed. Finally, GRGC will develop a strategy for University-wide education on how to respond to bias incidents and/or hate crimes.

Recommendations for Future Action

- Many lectures, seminars and workshops occur without the involvement of the Diversity Office. This is a positive development. As diversity-themed programming becomes normative at the University, individuals and organizations will not need the Diversity Office to initiate specific programming.

E. Initiative: Diversity at Ferris, an annual assessment report, will provide demographic data on underrepresented groups and examine the state of diversity initiatives.

Action Steps

- This document, “Diversity at Ferris 2008,” is the annual assessment report for the University.
- The Residential Life staff periodically surveys its students regarding issues of diversity.

Future Action Steps

- A set of questions dealing with diversity will be included in the Higher Learning Commission Report.

Recommendations for Future Action

- The Diversity Office needs to locate and review all assessment instruments that provide data on underrepresented groups at Ferris.

F. *Initiative:* The University will continue to nurture existing relationships and develop new working relationships with local agencies and organizations that provide support services for Ferris faculty, staff, students, and their families.

Action Steps

- The Ferris-Baldwin partnership is a collaboration designed to help students in the Baldwin Community Schools improve their cognitive, reading, writing and mathematics skills and to improve their health and wellness.
 - Professor Scott Herron’s INBI 303: Integrated Ecology course hosted Baldwin students at the University in September. Baldwin Students toured the Card Wildlife Center, Smith Greenhouse, Ecology Lab, Diversity Office and Office of Multicultural Student Services. Students in INBI 303 ate lunch with the Baldwin students in Westview Dining.
 - In November, Dr. Herron’s class collaborated with Baldwin 9th and 10th grade Biology students to conduct research in ecology.
 - The Michigan College of Optometry provides low-cost services to Baldwin residents.
 - The Humanities Department, under the direction of Dr. Grant Snider, is working with the Idlewild Camp Initiative.

- The College of Education and Human Services, has several projects in the Baldwin Community Schools, led by Dean Michelle Johnston and Professor Denise Mitten.
- The Community Studies Institute will gather data to identify needs of Baldwin residents.
- The Diversity Plan was shared with the local Rotary Club.
- During the summer 25 scholarships for animation or videogame design camp were given to two organizations: The Hispanic Center of Grand Rapids and the National Society of Black Engineers.
- The Workforce Investment Act (WIA) provides for career mentoring and guidance to low-income students. The majority of WIA students in the Kent Intermediate School District are minority students. The College of Professional and Technical Services is working with the Kent Intermediate School District and the WIA Mentors at fifteen local high schools to provide information and guidance about college and career success in three areas: career exploration, funding post-secondary education, and selecting the right post-secondary educational experience.
- Covert is an economically disadvantaged rural school district in Southwest Michigan. Approximately 70% of the district's students are African American, 20% are Latino and 10% are Caucasian. Dire economic circumstances have widened the digital divide in Covert schools. In addition, only 10% of Covert High School graduates attend college. Over the remainder of the 2008-09 academic year, the College of Professional and Technical Services will lead an initiative to locate digital media resources for Covert High School, provide curricular and instructional guidance in digital media courses, bring Tuition Incentive Plan information to the students in the Covert School District, and organize a bus trip to the Big Rapids campus for high school students and their parents. The student and parent visit to Ferris will be Spring 2009.

Recommendations for Future Action

- The Community Studies Institute, located in the Social Sciences Department, needs financial resources to grow. If strengthened, the Institute could become one of the shining lights at Ferris by providing opportunities for significant collaboration between Ferris and the surrounding communities.

- When first-year students and new faculty and staff join the Ferris community they should receive a brochure with the names and contact information of restaurants, religious organizations, civil organizations and other businesses and organizations that cater to underrepresented groups.
- Share the Diversity Plan with the Chamber of Commerce, Kiwanis Club, Lions Club, Zonta, Big Rapids City Council, Big Rapids *Pioneer*, and other local community leaders and ask for input.
- Meet with the local Ministerial Alliance to discuss spiritual needs of diverse students, faculty, and staff.

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

Table 1 presents information about the current status of divisions' efforts to create diversity teams, develop diversity plans, and write annual progress reports.

Table 1: Status of Diversity-Related Planning and Reporting Efforts of Various Units*

Division/College	Diversity Team in Place	Diversity Plan	Annual Progress Report
Academic Affairs	No	Yes	No
Administration and Finance	Yes	Yes	Yes
Allied Health Sciences	Yes	Yes	Yes
Arts and Sciences	Yes	No	Yes
College of Business	Yes	No	Yes
College of Education	Yes	Yes	Yes
College of Pharmacy	Yes	Yes	Yes
College of Technology	Yes	Yes	Yes
FLITE	Yes	Yes	Yes
Governmental Relations and General Counsel	Yes	Yes	No
Kendall College of Art and Design	Yes	No	No
Michigan College of Optometry	Yes	No	Yes
Prof./Tech Studies	Yes	No	Yes
Residence Life	Yes	Yes	Yes
Student Affairs	Yes	Yes	Yes
Student Leadership and Activities	Yes	Yes	Yes
Univ. Advance and Marketing	Yes	Yes	Yes
University College	Yes	Yes	Yes

*Updated as of January 27, 2009.

Recommendations for Future Action

- For diversity to be sustained as an institutional priority, specific diversity initiatives must be identified and implemented. All divisional diversity work plans were scheduled to be in place Fall 2008. Diversity will become a fixed part of the Ferris infrastructure when well thought out diversity plans (with assignments and timetables) are in place. The Diversity Office serves as a resource and monitors progress. A lot of work needs to be done with this initiative.
- Programming for military veterans should be included in Ferris State University's diversity efforts. Specific initiatives should be developed that support the recruitment and retention of veterans as students, faculty and staff.

Additional Action Steps Related to Goal 1

- The First Lady's Attic was started in Fall 2008 to offer business attire to Ferris students free of charge. The goal is to be operational Spring 2009.
- The Rankin Art Gallery created The Diversity Art Initiative. The inaugural exhibit was in December 2008 and featured Native American Art and Music. Local talent was on display alongside works from the University's permanent collections. A dinner for Ferris Native American students was part of the celebration.
- Orientation material was written in Spanish for Hispanic parents and students.
- An International student orientation and welcoming picnic/dinner occurs annually.
- A special session for students with disabilities and their parents is held during orientation.
- The Liaison Committee for Students with Disabilities works throughout the year.
- Accessibility Awareness Week Activities educate the University community.
- The Educational Counseling and Disabilities Services Office continues serving the more than 100 students who register for accommodations to help them succeed at Ferris.
- Annually, the show "Vagina Monologues" is performed at Ferris.

- MLK week activities have become a central part of Ferris' diversity programming. This is also true regarding Black History Month activities in February, Women's History Month activities in March, Hispanic Heritage Month activities (from September 15 to October 15) and Native American Month activities in November. Very little programming focuses on Asian American Pacific Islander Month activities (May) or for Gay and Lesbian History Month activities (February)
- OMSS, for the first time as part of its cultural event programming series, planned and implemented activities and programs to address GLBT issues and/or concerns on the Big Rapids campus.
- The International Festival, which occurs on the second Sunday in April, is well-attended and introduces the Ferris community to information and food from many cultures.
- The Annual Pig-Nic (Picnic), which occurs the last Saturday of Spring semester, is held in Hemlock Park and brings together Ferris and surrounding communities. It is one of the most racially diverse social events sponsored by the University.
- OMSS houses the GEAR UP initiative which brings hundreds of junior high and high school students to Ferris.
- The OMSS Relocation Committee identified a new, more visible home for the office.
- The Diversity Action Team (DAT) meets every third Tuesday to discuss and record information about harassment and bias incidents and, when possible, seek resolutions.
- The Residence Life staff host at least one diversity program in each residence hall.
- The Advocates for Latino Students Advancement in Michigan Education (ALSAME) conference was held at Ferris. ALSAME provides information about admissions, financial aid, career planning and placement, student services, retention, advocacy, Latino/Hispanic student organizations and internships to high school and college students, parents, teachers, counselors, and administrators.

Additional Recommendations for Future Action Related to Goal 1

- Identify specific initiatives to make Ferris State University safe and welcoming for lesbian, gay, bisexual and transgendered people.

2. Goal: Recruit, retain, and graduate a diverse student population

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

Table 2: Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2008	2007	2006	2005	2004	2003	2002
American Indian/Alaskan Native	<u>108</u> .798%	<u>114</u> .871%	<u>107</u> .851%	<u>95</u> .757%	<u>98</u> .830%	<u>86</u> .727%	<u>76</u> .686%
Asian or Pacific Islander	<u>259</u> 1.91%	<u>269</u> 2.06%	<u>236</u> 1.88%	<u>227</u> 1.81%	<u>203</u> 1.72%	<u>218</u> 1.84%	<u>203</u> 1.83%
Black	<u>843</u> 6.23%	<u>840</u> 6.42%	<u>677</u> 5.38%	<u>747</u> 5.95%	<u>755</u> 6.40%	<u>809</u> 6.84%	<u>881</u> 7.96%
Foreign	<u>163</u> 1.21%	<u>157</u> 1.20%	<u>186</u> 1.48%	<u>216</u> 1.72%	<u>239</u> 2.02%	<u>274</u> 2.32%	<u>291</u> 2.63%
Hispanic	<u>259</u> 1.91%	<u>246</u> 1.88%	<u>177</u> 1.41%	<u>164</u> 1.31%	<u>150</u> 1.27%	<u>155</u> 1.31%	<u>134</u> 1.21%
White	<u>10,857</u> 80.23%	<u>10,879</u> 83.13%	<u>9,683</u> 77.00%	<u>9,679</u> 77.14%	<u>9,156</u> 77.57%	<u>9,287</u> 78.56%	<u>8,714</u> 78.69%
Unreported	<u>1043</u> 7.71%	<u>582</u> 4.45%	<u>1,509</u> 12.00%	<u>1,419</u> 11.31%	<u>1,202</u> 10.18%	<u>993</u> 8.40%	<u>775</u> 7.00%
Total	13,532	13,087	12,575	12,547	11,803	11,822	11,074

* Data regarding the ethnic and racial identities of Ferris State University students obtained from the FSU Fact Book. Table updated Fall 08.

A. Initiative: 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 University continues to employ aggressive efforts to recruit students from underrepresented groups (as described below). This may partially explain why the enrollment percentages of minorities remained steady despite the passage of Proposition 2. In Fall 2008, Grand Valley State University suffered a steep 30% decline in the number of minority first year students from 540 minority freshmen in 2007 to 380 in 2008. Grand Valley’s total freshman enrollment was 3,856. The number of Asian-American freshmen enrolling at Grand Valley dropped from 157 last year to 77 this year, Blacks from 230 last year to 179, and Hispanics from 129 last year to 104. In contrast, Ferris’ numbers remained steady and may have actually

increased; however, this is difficult to determine with the significant increase in students in the “Unreported” category.

Action Steps

- In Spring 2008, the Office of Multicultural Student Services conducted a second Imagine More Bus Tour to high schools in Kalamazoo, Grand Rapids, Benton Harbor and Muskegon. Several high school students enrolled during the bus tour, including several TIP students.
- Admissions Officers visited two high schools’ diversity programs (Grand Rapids Central and Detroit MLK) and spoke with Latino students, African American students and high school counselors about the college search process.
- A full-time admissions recruiter was reassigned to Wayne County. This recruiter visited 119 schools, many in Wayne, Monroe and Oakland Counties.
- The Chicago Initiative, which began in 2008, is, in part, a diversity initiative.
- Female faculty members of the College of Engineering Technology have formed the Women in Technology group. In addition to supporting current female students, group members have presented to Girl Scout troops, grade school groups and high school groups about opportunities for women in technological fields.
- Representatives from the College of Engineering Technology met with Wayne County Community College (WCC) personnel to discuss a possible Advanced Technological Education grant. This grant would provide financial support for WCC students who are interested in various manufacturing careers. These students would then ladder into Ferris B.S. manufacturing programs.
- The number of minority students enrolled in College of Allied Health Sciences programs increased from 218 in 2007-2008 to 241 in 2008-2009. This is a 10% increase in ethnic minority enrollment, but it did not keep up with the overall College enrollment increased 17%). This success in recruiting ethnic minorities is partially due to targeted marketing through the College’s Open Lab Days for high schools with traditionally high populations of ethnic minorities, especially African Americans.
- High school counselors were invited to the University for all-day sessions.

- Since many students and families from the Detroit and Flint areas are unable to visit the University, Ferris has taken the Financial Aid workshop on the road as a part of the New Student Receptions.
- Ferris personnel hold biweekly meetings with Honoring our Youth program participants in Grand Rapids at the Hispanic Center of Western Michigan.
- The Admissions and Records Office has recruitment and marketing products, which are provided in both English and Spanish. For example, the Admissions' web page, Informacion en Espanol, at <http://www.ferris.edu/admissions/>
- The College of Business participates in admissions initiatives, especially Computer Information Systems summer camps for underprivileged and minority youth. The Business College has an active student organization, Minorities in Hospitality Management, and success in the placement of Professional Golf Management interns in foreign cultures. Also, Professor Nate Tymes has served as a tutor and mentor for African American student-athletes.
- The Professional Golf Management Program has a newly created \$5,000 annual scholarship for minority students.

Recommendations for Future Action

- The Admissions Office should locate and master the data on financial aid that targets underrepresented groups—not just the common forms of financial aid. Office of Scholarships & Financial Aid personnel should be well versed in the availability and administration of federal scholarships for underserved population groups; thus, conveying this information to potentially eligible students.

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

Action Steps

- Since Summer 2007 the Chief Diversity Officer has conducted training sessions for admission officers about recruiting students from diverse student populations.

C. Initiative: A Bridging Ferris summer program will be implemented.

Action Steps

- This program, which will help underserved youth bridge the high school to college gap, was conceptualized and designed in Spring 2008. The program has not yet been implemented, pending a study to determine its current need.

D. Initiative: Efforts will be made to increase the number of diverse students in the Honors Program.

As Table 3 shows, the University continues to struggle to diversify its Honors Program.

Table 3: Honors Enrollments: 2001-2008*

Group	2008	2007	2006	2005	2004	2003	2002	2001
Total	620	585	539	504	486	465	384	331
African American	6	8	4	1	0	0	1	2
Hispanic American	4	5	6	2	5	7	5	5
Asian-Pacific Islander	13	11	6	6	7	8	5	5
American Indian	8	7	3	1	2	1	0	2
International	0	0	1	1	2	0	0	0
Subtotal	31	31	20	11	16	16	11	14
% of Total	5.0%	5.3%	3.7%	2.18%	3.3%	3.4%	2.9%	4.2%
First-year Only	10/228 4.38%	10/213 4.7%	7/190 3.7%	2/211 1.0%	3/200 1.5%	9/196 4.6%		
Transfers	2/22 9.09%	6/33 18.18%	0/10 0.0%					
All New Students	12/250 4.8%	16/246 6.5%	7/200 3.5%					

*Information provided by Honors College, updated November 3, 2008.

Recommendations for Future Action

- In its diversity plan, University College should develop a strategy for aggressively recruiting students from underrepresented groups for the Honors Program.
- In 2007 the Honors Program encouraged "internal transfers" that is, transfer of eligible students who were already enrolled at FSU. This effort provided underrepresented students with additional opportunities to enter the Honors

Program. This should be done each year. A special annual dinner or luncheon should be organized for students who qualify to join the Honors Program. These events would, again, serve as recruitment vehicles by introducing students to the Honors Program and strongly encouraging them to apply. The idea here is that academically successful students will be more likely to apply to the University's Honors Program as a result of focused, personal contact.

- The Honors Program should extend its recruitment into neighboring states.
- The Honors Program staff should work closely with the Admissions Office to identify strategies for face-to-face recruiting of minorities and other underrepresented groups.

E. *Initiative: An International Students Program will be established.*

Action Steps

- In Fall 2008, the International Center was created in FLITE. It is contiguous with International Student Advisor's and Study Away Events Coordinator's offices.
- A full-time clerical staff member was hired in November 2008. This position assists with the admission of new international students and support services provided to current international students.
- The Coordinator of International Student Recruiting made recruitment trips to the Middle East (i.e., Dubai, Abu-Dhabi, Kuwait, Bahrain), Asia (i.e., Japan, Korea, China), Europe (i.e., Turkey, Germany), the Soviet Union and Latin America (i.e., Colombia, Ecuador, Costa Rica).
- International students in Big Rapids face numerous challenges, including: mandated meal plans, transportation, and finding housing and storage during holidays and other breaks. A taskforce has been set to address these issues.

Recommendations for Future Action

- Until it is fiscally possible to hire a Director for the International (Student) Center, Academic Affairs, Student Affairs, and the Diversity Office should work collaboratively to advocate for International students and create and implement a strategic plan for the International (Student) Center.

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

In Fall 2006, the University had 305 students in the Tuition Incentive Program (Phase 1: 253students, Phase 2: 52students). In Fall 2008, the University had 599 students (Phase 1: 550 student, Phase 2: 49 students). For incoming TIP students the first year Fall-to-Spring retention rate is 84%. The University average Fall-to-Spring retention rate is 87%.

Action Steps

- In the Fall of 2008, a TIP staff employee was hired to coordinate and guide the office. See <http://www.ferris.edu/htmls/colleges/university/TIPS/index.htm>.
- The College of Allied Health Sciences has created an Associate of Applied Science degree. The new degree benefits TIP students. TIP students who initially pursued four-year degrees in health care, can now earn a two-year degree, and then, while remaining TIP-eligible, continue pursuing a bachelor's degree.

G. Initiative: 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.

As shown in Table 4, the University has shown some improvement in closing the graduation gap between White students and students of color; however, a significant gap continues, and this is particularly true for African Americans. More aggressive actions need to be taken. This should be a major priority for the University. At the end of 2008, the Strategic Planning and Resource Council (SPARC) was considering adding a new student retention initiative to the University's Strategic Plan.

Table 4: 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.

Recommendations for Future Action

- Survey or interview minority students who attended Ferris State University but did not graduate.
- Colleges should appoint people to coordinate and monitor the college’s retention initiatives. Retention specialists need to be given resources and authority.
- Analyze demographic data on diverse student populations to identify trends.
- Establish a comprehensive University Mentoring Program. One component of this mentoring program will be assisting culturally diverse students in accessing and academic support systems and maximizing the university experience.
- Provide opportunities for students to link their education with their communities through service learning, internships, cooperative education and research.
- Academic Affairs should devise a plan for addressing graduation rate disparities.
- Student Affairs should assess the role that financial hardships play in students who do not persist at Ferris State University.

3. Goal: Hire and retain a diverse workforce.

As shown below, the University continues to struggle to diversify its workforce.

Table 5: 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

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

Table 6: 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.

Table 7: Kendall College of Art and Design - Full Time Workforce*

	2008 Male	2008 Female	2007 Male	2007 Female	2006 Male	2006 Female
Black	<u>3</u> 6.98%	0	<u>4</u> 10.53%	0	<u>2</u> 6.45%	<u>1</u> 2.33%
Hispanic	0	0	0	0	<u>1</u> 3.23%	0
American Indian or Native Alaskan	<u>1</u> 2.33%	0	<u>1</u> 2.63%	0	<u>1</u> 3.23%	0
Asian or Pacific Islander	<u>2</u> 4.65%	0	<u>1</u> 2.63%	0	0	0
White	<u>37</u> 86.05%	<u>54</u> 98.18%	<u>32</u> 84.21%	<u>50</u> 100%	<u>26</u> 83.87%	<u>42</u> 97.67%
Unknown	0	<u>1</u> 1.82%	0	0	<u>1</u> 3.23%	0
Total	43	55	38	50	31	43

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

Table 8: Kendall College of Art and Design - Full Time Faculty*

	2008 Male	2008 Female	2007 Male	2007 Female	2006 Male	2006 Female
Black	<u>1</u> 3.23%	0	<u>1</u> 4.00%	0	<u>1</u> 4.55%	0
Hispanic	0	0	0	0	<u>1</u> 4.55%	0
American Indian or Native Alaskan	0	0	0	0	0	0
Asian or Pacific Islander	<u>2</u> 6.45%	0	0	0	0	0
White	<u>28</u> 90.32%	<u>29</u> 100%	<u>22</u> 96.00%	<u>22</u> 100%	<u>20</u> 90.91%	<u>24</u> 100%
Unknown	0	0	0	0	0	0
Total	31	29	23	22	22	24

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

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

Action Steps

- The President has communicated to the University in a letter on the Diversity web site, a Founder’s Day speech, in memoranda to the University community and in many public forums that there is need for Ferris State University to foster and celebrate diversity. These communiqués have delivered a strong, consistent, and clear message in support of diversifying the University.
- The Administration and Finance Diversity Committee recommended that a section be added to the existing FSU Administration Performance Evaluation for diversity/inclusion related goals and accomplishments.
- Through hiring, the Office of Advancement and Marketing added to the diversity of their staff by 15%.

Recommendations for Future Action

- Compelling evidence that all administrators are systematically and consistently reaffirming the University’s commitment to diversity should be gathered.

- All divisions should carefully consider adding sections to their existing Administration Performance Evaluations for diversity/inclusion related goals and accomplishments.

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

Actions taken to implement this initiative are not apparent in any of the college diversity plans.

C. Initiative: 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.

Action Steps

- Since Spring 2007, all Ferris job advertisements have included this phrase “Ferris State University is sincerely committed to being a truly diverse institution and actively seeks applications from women, minorities, and other underrepresented groups.”

D. Initiative: 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.

Action Steps

- The Office of Administration and Finance has proposed hosting the Michigan Department of Civil Rights diversity training for all University managers and supervisors.

Recommendations for Future Action

- Voluntary workshops about how to diversify employee pools should be conducted for Ferris employees.
- Establish a University-wide taskforce should to address this initiative.

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

Action Steps

- Investigation is on-going to determine the extent to which this initiative is being addressed. The University's Advancement and Marketing division is doing good work to promote the Ferris brand; however, there is no evidence that the marketing is extending to the hiring of faculty and mid-level staff from diverse backgrounds.

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

Action Steps

- Diversity themes are prominent in Ferris's brochures, posters, banners, DVDs, advertisements, billboards and other marketing methods. For example, the Ferris Orientation video at <http://www.ferris.edu/admissions/orientation/OrienVideo.htm>
- A multi-division University team was established to design an employment website that promotes Ferris as an employer of choice and emphasizes the University's commitment to diversity. The site is currently available in pilot mode. That site will be opened and become a permanent part of the Human Resources web presence by Spring 2009.

Future Action Steps

- Utilization of the Michigan Higher Education Recruitment Consortium's (MiHERC) website for recruitment is advocated by Human Resources. This may help with recruitment efforts.

G. Initiative: Seek funds to finance competitive fellowships to graduate students, including underrepresented groups.

The Diversity Office is unaware of any actions taken in the University to implement this initiative.

Future Action Steps

- The Diversity Office will work with divisional and college diversity work groups to locate and apply for external grants.

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

The Diversity Office is unaware of any actions taken in the University to implement this initiative.

Future Action Steps

- The Diversity Office will work with college diversity work groups to achieve this initiative.

I. Initiative: 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. To date, the Diversity Office is unaware of any actions taken to implement this initiative.

Future Action Steps

- The Diversity Office will work with divisional and college diversity work groups to devise methods for conducting these interviews.

J. Initiative: Data on promotion trends will be analyzed and appropriate University-wide procedures proposed.

Action Steps

- This is a major initiative and should include a cross-section of the University, including faculty, members of the Office of Human Resources, the Office of Equal Opportunity, and others. Currently, the Diversity Office is working with Human Resources staff members to identify the relevant data.

Recommendations for Future Action

First, the number of applicants from underrepresented groups who meet the qualifications for staff and faculty positions at FSU needs to be increased. Second, procedures need to be created to ensure that qualified applicants from

underrepresented groups are treated equitably. When qualified candidates from underrepresented groups are identified, the University should find ways to increase the likelihood that they become members of this community. For Ferris to become more welcoming to a diverse community of students, staff, and faculty, the University must continue integrating diversity into its strategic goals at all levels, including academic departments. It is crucial that FSU gatekeepers—those individuals with the responsibility and authority to interview and hire employees—recognize and appreciate the importance of a diverse workforce. To that end, the following recommendations regarding faculty and staff recruitment, hiring, and retention are offered.

*Recommendations for Future Action:
Recruiting and Hiring Staff, Administrators and Faculty*

- University offices responsible for ensuring that search committees follow appropriate policies and practices (e.g., Office of Human Resources, Governmental Relations and General Counsel) should identify and provide search committees with information about and assistance in attracting large pools of qualified candidates, including candidates from underrepresented populations.
- The appropriate office(s) should develop a vehicle for search committees to report search-related data that could be used by future search committees to identify potential search strategies and strategies for recruiting a diverse workforce.
- Expand local job searches to include minority-oriented media outlets (e.g., Detroit radio station WJR, Grand Rapids Hispanic newspaper El Vocero Hispano) particularly in urban areas with a higher concentration of minority populations.
- Create diverse search committees, even if it means including representatives from other units or departments.
- Network with organizations that represent underrepresented populations at the local and national levels to recruit a diverse faculty and staff.
- Engage administrators who are from underrepresented populations in recruitment and professional development efforts to aid in attracting and retaining diverse administrative leaders.
- During on-campus interviews host a dinner in the home of a faculty or staff member with the search committee for the candidate.

*Recommendations for Future Action:
Retention of Staff, Administrators and Faculty*

- Target talented students for internships. After students, graduate interview them for permanent positions.
- Develop proactive mechanisms (e.g., a mentoring program) to respond to the needs of faculty and staff members who are at risk of leaving the University.
- Create opportunities for welcoming and supporting new faculty and staff and their families as they settle in to the Ferris and Big Rapids community or other communities they choose to live in.

*Recommendations for Future Action:
Recruitment, Hiring and Retention of Faculty*

- Establish formal relationships with Historically Black Institutions, (e.g. Hampton University, Fisk College, Tuskegee Institute), Tribal Colleges, (e.g. Institute of American Indian Arts, Lac Courte Oreilles Ojibwa Community College, Saginaw Chippewa Tribal College) and Hispanic-serving institutions, (e.g. El Paso Community College, Wilbur Wright College). These relationships may also develop into mutually beneficial formal articulation agreements.
- The Provost and Vice President for Academic Affairs should communicate to all Academic Deans that creating a diverse faculty is a high priority for the University.
- Academic Deans should communicate to all department heads and division heads/chairs that they are expected to encourage faculty search committees to employ strategies that create diverse application pools.
- The Office for Academic Affairs should develop vehicles for collecting data about successful faculty search strategies (including effective strategies for recruiting a diverse faculty) that could be used by future search committees.
- Advertise all jobs in *Diverse Issues in Higher Education*, or similar publications.
- Search committees should contact Directors of graduate minority fellowship programs (e.g., Mellon Minority Undergraduate Fellowship Program, GECIC Minority Fellowship Program, Ford Foundation/National Research Council

Dissertation Fellowships for Minorities, National Science Foundation Minority Graduate Fellowships, American Association of University Women Graduate Fellowships).

- Provide opportunities for current faculty to have cultural immersion experiences and to pursue research projects in diversity areas.
- Search committees should conduct post-recruitment interviews with candidates (including those from underrepresented groups) who accept positions at Ferris to determine what led to their acceptance. Similarly, candidates (including those from underrepresented groups) who were offered the positions but declined employment at Ferris should be interviewed.

4. Goal: Create environments for student learning that are inclusive of and sensitive to diverse student population.

Two upcoming events, reaccreditation by the Higher Learning Commission and review of the General Education program, have presented members of the Ferris community with the timely opportunity to discuss the role of diversity within an academic curriculum and identify methods for infusing diversity-related issues and concerns across the academic curriculum. Until more focused activities surrounding these two events begin, Ferris has begun addressing this goal with some focused initiatives.

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

Action Steps

- Diversity is a core theme in FSUS 100 classes. However, across courses it receives uneven treatment. The Diversity Office has begun to work with the FSUS 100 Coordinator to devise strategies to make diversity a more relevant and central part of these courses.

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

Action Steps

- The College of Education and Human Services has proposed identifying diversity-related student learning outcomes for programs and courses with required readings on issues such as poverty
- The College of Arts and Sciences will apply to host a Threatened Scholar during the 2009-2010 Academic Year.
- The College of Arts and Sciences will collaborate with the Faculty Center for Teaching and Learning and the Diversity Office on the *Bridging Campus Classrooms/ Connecting Diverse Students* initiative. This initiative links Ferris State University faculty and students with faculty and students from other colleges and universities, which are predominately comprised of students of different ethnic, racial, religious, and cultural histories and identities, via web-based video conferencing and other asynchronous or synchronous technology.

Recommendations for Future Action

- Much work needs to be done in this area by all college diversity work teams.

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

Action Steps

- On October 7, 2008, the Faculty Center for Teaching and Learning held the workshop “Leveling the Playing Field: Teaching Students with Disabilities at Ferris.”
- New faculty and staff orientations included discussions of the University’s Diversity Plan and methods of infusing diversity into the classroom.
- In Fall 2008, the Diversity Office announced the availability of Faculty-Staff Diversity mini-grants and Student Diversity mini-grants to fund, among other projects, speakers for University-wide forums, discussions, and training sessions.
- FLITE conducted a preliminary review of its purchases of diversity-related materials and resources. For fiscal years 2007 and 2008 (July 1, 2006 to June 30, 2008), FLITE purchased 273 books, totaling \$8,484.82 and charged to the African

American Studies fund. To support the Women's Studies minor \$3,873.33 worth of books were purchased. Additionally, many other books were charged to Sociology or Social Work. FLITE also purchased 51 books, totaling \$1224.72; these were charged to the Cultural Awareness fund. Four serial titles charged to the Cultural Awareness fund were:

- *Contemporary Black Biography*, a book series from Gale
- *Ethnic and Racial Studies*, an academic journal published by Routledge
- *Ethnology*, published by the Department of Anthropology at the University of Pittsburgh
- Subscriptions to *Diverse Issues in Higher Education*, a professional journal, and *Ethnic Newswatch* were continued.

D. Initiative: The University will support faculty in handling conflict around diversity in the classroom.

Action Steps

- One effort to support this initiative was the previously mentioned FCTL discussion group, "Inclusion, Equity, and Diversity in the College Classroom."

Recommendations for Future Action

- It is unclear whether the work done on Goal 1.B. of this plan or other efforts or initiatives will address this initiative. This initiative is under review.

E. The University will support and encourage the establishment of culturally-sensitive and inclusive learning environments.

Currently, this initiative is under review.

Additional Recommendations for Future Action Related to Goal 4

- The new Provost must take a strong leadership position to help advance the Diversity Plan and infuse diversity into the academic core of the University.
- The Office for Academic Affairs should focus on developing faculty skills to infuse diversity issues and content into teaching through a variety of avenues. The Faculty Center for Teaching and Learning should be given additional financial

resources to hire faculty consultants from other colleges and universities, and to purchase relevant written materials, curricular resources, films, videos, and memberships to professional associations.

- The Faculty Center for Teaching and Learning should identify faculty who can serve as resources and mentors on diversity. When possible, faculty mentors should be paid or offered release time from teaching responsibilities.
- Foster dialogue and discussion within colleges and programs so that faculty can develop discipline-, program-, and course-specific strategies to help students understand, respect, honor, and celebrate diversity.
- Colleges and programs should include more active and experiential learning opportunities for students to assess their attitudes and learn new skills.
- Promote and increase opportunities for students, including economically disadvantaged students and members of underrepresented groups, to have Study Abroad experiences.

Conclusion

Transforming Ferris State University into a truly diverse institution represents cultural change. This transformation cannot occur unless there is “buy-in” in all divisions, colleges, departments, and other units. Work must continue, therefore, toward building the capacity to sustain diversity as an institutional priority. This is especially true in the Academic Colleges. The Diversity Office and the Diversity Planning Committee recommend that each college develop at least one major initiative for each of the four strategic goals in the diversity plan. If this is done the transformation of Ferris into a truly diverse institution will be accelerated. Additionally, the University must also remain vigilant in preventing and opposing acts of harassment – acts that contradict the University’s core value of “Ethical Community.”

The University is in the early stages of building an institution that is truly diverse. Unfortunately, the State of Michigan has experienced an economic downturn. The State’s economic woes represent a significant challenge to the University’s charge to transform into a truly diverse institution. Institutional change requires financial resources. If Ferris is to continue diversifying its culture there must be the will to find the resources necessary to fulfill specific initiatives. Many of the needed resources will come from external sources. The Diversity Office will work with University members to seek these resources. In sum, in order to become a truly diverse institution the University must continue to take new, creative approaches.

Important Links

[Disabilities Taskforce Report](#)

[International Students Annual Report](#)

[Office of Multicultural Student Services Annual Report](#)

[OMSS Relocation Committee Report](#)

[Residential Life Survey](#)

Appendix A

Board Resolution Approving University Diversity Plan

March 21, 2008

3.e. University Diversity Plan

Moved by **Trustee Snead**, supported by **Trustee Cook**, and **unanimously carried** that the Board of Trustees hereby approves the following Resolution:

RESOLUTION

WHEREAS, in January 2007 the Ferris State University Diversity Office was created and Dr. David Pilgrim was hired as Chief Diversity Officer; and,

WHEREAS, Dr. Pilgrim established a University-wide Diversity Planning Committee charged with creating a well-thought out and realistic plan to guide Ferris State University's diversity efforts; and,

WHEREAS, from its earliest stages it was placed on the Diversity Office's website (www.ferris.edu/diversity) so that members of the University could read it, critique it, and offer suggestions; and,

WHEREAS, with input from numerous individuals and groups, the Plan has evolved into the current University Diversity Plan; and,

WHEREAS, annually, the Diversity Office will produce a document called *Diversity at Ferris* that will provide demographic data on underrepresented groups and examine the state of diversity initiatives; and,

WHEREAS, the adoption of a University Diversity Plan demonstrates Ferris State University's commitment to diversity and emphasizes the Board of Trustee's awareness and support of the University's efforts to become a truly diverse institution.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby endorses the proposed University Diversity Plan, as presented on this date.

Appendix B

Ferris State University's Commitment to Diversity

In the late 1960s through the mid-1970s, a relatively large number of American colleges and universities experienced student led protests. The impetus for these protests were many and varied, including resistance to the Vietnam War and a desire to address racial, class, and gender-based inequalities in society at large and in local colleges and universities, specifically. In the Spring of 1969, 263 African American Ferris students were arrested for staging a “sit-in” in the Starr Building. The student protest was a non-violent act of civil disobedience sparked by, in the protestors’ views, an inhospitable racial climate. Similar protests occurred in 1989 and 1999 at the University.

In recent decades Ferris State University has made concrete efforts to address diversity as an institutional goal. For example, in 1986, the Office of Minority Student Affairs was founded by Ferris alumnus Raymond Gant to enhance the overall experience of minority students through the development of personal and academic support programs and activities. The Office of Minority Student Affairs was also intended to serve as a centralized “safe space” for minority students, provide leadership for the University on issues relating to minority students, and collaborate with other University departments, faculty, and staff to develop a climate that values racial harmony and cultural diversity. In 2007 the name of the office was changed to the Office of Multicultural Student Services (OMSS) to publicly acknowledge its intent to become more inclusive. OMSS is a valuable and critical component of the University’s diversity efforts that insures that the voices of underrepresented persons are heard. The office staff supports and assists with numerous events, including, but not limited to: Native American Pow Wows, Black History Month programs, Greek Step Shows, Hispanic Heritage Month activities, International Student Expos, Martin Luther King Week activities, Minority Student Get-Acquainted Days, Native American Month programs, annual picnics and a recruiting bus tour. One of the OMSS’s most significant ventures is the GEAR UP/College Day Program. GEAR UP’s mission is to provide underrepresented students with opportunities to discover firsthand the potential of a college education and expose students to the information, knowledge and skills needed to complete high school and adequately prepare for college entry and success.

In 1998, President William Sederburg initiated several actions designed to make diversity a central part of the University. President Sederburg created a position called, “Special Assistant to the President for Multicultural & Community Affairs. This position was held by Sandra Glover Strothers who initiated the Diversity Incidents Team (now called the Diversity Action Team) to monitor incidents of harassment, including hate crimes, on the main campus. Ms. Strothers also oversaw the creation of The Martin Luther King Commission—to develop programs, activities and initiatives that reflected the teachings of Dr. King. The next year, President Sederburg created the Socio-Cultural Holistic Learning and Retention (SCHOLAR) program in University College to enhance student relationships with faculty and staff, thereby enabling students to better address academic priorities and thus increase student success (and

retention) at the University. Although their proportion varies each semester, students from minority groups always constitute a significant number of students in SCHOLAR. That same year, the University held a Campus Week of Dialogue that featured many subject-area experts who underscored the richness that comes from cultural diversity. Students participating on an “Opposing Viewpoints” panel addressed the issue of race relations on campus, not just between students but also between students, faculty and administrators. President Sederburg also initiated a week-long series of events that dealt with sexual identity. In recent years the University has made a concerted effort to recruit students from underrepresented groups. For a discussion of these efforts see the section of this report called, “A Diverse Student Body.”

In 2007, President Eisler reconfigured the Special Assistant to the President for Multicultural & Community Affairs position—with added authority—into the Chief Diversity Officer position. David Pilgrim, a seventeen-year member of the Ferris faculty was selected to hold this post and head the newly-created Diversity Office. The Diversity Office at Ferris State University was charged with leading the University-wide effort 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 campus-wide diversity planning and implementation efforts, resulting in a collaborative vision of diversity on campus; develop policies designed to improve the University climate; enhance the compositional diversity profile of students, faculty, and staff; and provide resources and direction for infusing diversity into the curriculum. The work of the Chief Diversity Officer and the Diversity Office will build upon the progress at the University as relates to diversity—and help create a plan that will guide the effort to make Ferris State University a truly diverse institution.

Appendix C

Michigan's 15 State Universities Fall 2007 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 or Pacific Islander men, Full/part time	Asian or Pacific Islander women, Full/part time	Black non-Hispanic men, Full/part time	Black non-Hispanic women, Full/part time	Hispanic men, Full/part time	Hispanic women, Full/part time	Non-resident alien men, Full/part time	Non-resident alien women, Full/part time	Race/ethnicity unknown men, Full/part time	Race/ethnicity unknown women, Full/part time	White men, Full/part time	White women, Full/part time
Ferris State University	931	1030	5 .537%	5 .485%	19 2.04%	12 1.17%	21 2.26%	15 1.46%	5 .537%	3 .291%	6 .644%	4 .388%	6 .644%	5 .485%	869 93.34%	986 95.73%
Central Michigan University	1680	1795	13 .774%	10 .557%	79 4.70%	64 3.57%	55 3.28%	64 3.57%	27 1.61%	20 1.11%	54 3.21%	22 1.23%	268 15.95%	125 6.96%	1184 70.48%	1490 83.01%
Eastern Michigan University	1259	1593	6 .477%	9 .565%	51 4.06%	63 3.95%	117 9.29%	188 11.80%	24 1.91%	24 1.51%	85 6.75%	80 5.02%	21 1.67%	44 2.76%	955 75.85%	1185 74.39%
Grand Valley State University	1270	1486	3 2.36%	7 .417%	58 4.57%	45 3.03%	62 4.88%	91 6.12%	33 2.60%	38 2.56%	0	0	57 4.49%	57 3.84%	1057 83.23%	1248 83.98%
Lake Superior State University	204	226	7 3.43%	9 3.98%	4 1.96%	3 1.33%	1 .490%	0	1 .490%	1 .443%	10 4.90%	11 4.87%	0	0	181 88.73%	202 89.38%
University of Michigan-Ann Arbor	10794	12382	56 .519%	51 .412%	795 7.37%	918 7.41%	562 5.21%	1016 8.21%	262 2.43%	314 2.54%	1694 15.69%	942 7.61%	49 .454%	65 .565%	7376 68.33%	9076 73.30%
Michigan State University	6546	7472	39 .596%	45 .602%	297 4.54%	274 3.67%	325 4.96%	537 7.19%	220 3.36%	302 4.04%	1061 16.21%	724 9.69%	0	0	4604 70.33%	5590 74.81%
Michigan Technological University	1198	888	1 .083%	9 1.01%	31 2.59%	17 1.91%	4 .334%	8 .901%	10 .835%	9 1.01%	203 16.94%	84 9.46%	66 5.51%	43 4.84%	883 73.71%	718 80.86%
University of Michigan-Dearborn	484	470	0	1 .213%	77 15.91%	32 6.81%	33 6.82%	56 11.91%	12 2.48%	4 .851%	0	0	5 1.03%	3 .638%	357 73.76%	374 79.57%
University of Michigan-Flint	350	533	1 .286%	4 .751%	18 5.14%	12 2.25%	32 9.14%	71 13.32%	9 2.57%	7 1.31%	13 3.71%	10 1.88%	0	1 .188%	277 79.14%	428 80.30%
Northern Michigan University	622	565	7 1.13%	9 1.59%	16 2.57%	8 1.42%	8 1.29%	7 1.24%	5 .804%	2 .354%	0	0	13 2.09%	15 2.65%	573 92.12%	524 92.74%
Oakland University	872	1150	10 1.15%	5 .435%	87 9.98%	62 5.39%	62 7.11%	126 10.96%	15 1.72%	25 2.17%	60 6.88%	43 3.74%	12 1.38%	9 .783%	626 71.79%	880 76.52%
Saginaw Valley State University	522	619	1 .192%	2 .323%	18 3.45%	16 2.58%	18 3.45%	24 3.88%	17 3.26%	16 2.58%	0	0	31 5.94%	32 5.17%	437 83.72%	529 85.46%
Wayne State University	3764	4287	6 .159%	10 .233%	335 8.90%	267 .233%	577 15.33%	1240 28.92%	57 1.51%	81 1.89%	645 17.14%	364 8.49%	0	1 .023%	2144 56.96%	2324 54.21%
Western Michigan University	1902	2142	3 .158%	9 .420%	77 4.05%	33 1.54%	104 5.47%	195 9.10%	24 1.26%	40 1.87%	185 9.73%	116 5.42%	274 14.41%	294 13.73%	1235 64.93%	1455 67.93%

This data was collected from The Intergrated Postsecondary Education Data System (IPEDS)