June 23, 2011
Final Report

Ferris State University

**Taskforce on the Recruitment and Retention of a Diverse Faculty and Staff
Report**

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Taskforce on the Recruitment and Retention
of a Diverse Faculty and Staff

Vision Statement

In President David Eisler's 2004 address, "A Vision for Ferris and Its Future," the President wrote,

"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."

Ferris State University is committed to transforming itself into a truly diverse educational institution, which means moving beyond "tolerance of diversity" toward the institutional change that accompanies infusing diversity into the University's core. Diversity is not simply a noble goal. Diversity is an essential part of the make-up of great educational institutions, such as we envision Ferris State University to be. We aspire to be an institution where the quality of education is enhanced and enriched by the exchange of diverse experiences and perspectives among a diverse University community. By bringing together people from many different backgrounds we equip the next generation to engage present and future challenges and opportunities. Ferris State University will be an institution where all members of the community, including historically underrepresented groups, enjoy campuses that are academically and professionally supportive, respectful, safe, and welcoming—a university where diversity is deeply ingrained into the institution.

Diversity Planning and Implementation

To help fulfill this vision, the Ferris State University Board of Trustees approved the University's first Diversity Plan on March 21, 2008. The Diversity Plan had previously been endorsed by the full Ferris State University Academic Senate, Academic Senate 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.

The Diversity Plan has four broad goals: 1) Create a university 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.

Diversity at Ferris is the annual assessment document which monitors the University's progress toward implementing the Diversity Plan. In Diversity at Ferris 2009[1] it was noted that one of Ferris' greatest diversity challenges is Goal 3; the University continues to struggle to hire and retain a diverse workforce. This is evident in the tables below.

Table 1: Ferris State University - Full Time Workforce*

	2009 Male	2009 Female	2008 Male	2008 Female	2007 Male	2007 Female
Black	14 2.29%	10 1.57%	14 2.34%	12 1.94%	15 2.49%	10 1.69%
Hispanic	6 .980%	5 .786%	5 .836%	5 .806%	5 .829%	5 .843%
American Indian or Native Alaskan	5 .817%	3 .472%	5 .836%	4 .645%	5 .829%	4 .675%
Asian or Pacific Islander	22 3.59%	8 1.26%	21 3.51%	8 1.29%	20 3.32%	7 1.18%
White	547 89.38%	595 93.55%	548 91.64%	589 95.00%	553 91.71%	565 95.28%
Multi-Race	5 .817%	2 .314%	4 .669%	1 .161%	3 .498%	1 .169%
Unknown	13 2.12%	13 2.04%	1 .167%	1 .161%	2 .332%	1 .169%
Total	612	636	598	620	603	593

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

[1] To view Diversity at Ferris 2009 see,
http://www.ferris.edu/htmls/administration/president/diversityoffice//PDF/Diversity%20at%20Ferris%202009.pdf.

Table 2: Ferris State University - Full Time Faculty*

	2009 Male	2009 Female	2008 Male	2008 Female	2007 Male	2007 Female
Black	6 2.09%	4 2.40%	6 2.08%	4 2.48%	6 2.05%	4 2.53%
Hispanic	3 1.05%	2 1.20%	2 .692%	2 1.24%	2 .683%	2 1.27%
American Indian or Native Alaskan	2 .697%	2 1.20%	2 .692%	2 1.24%	2 .683%	2 1.27%
Asian or Pacific Islander	21 7.32%	4 2.40%	20 6.92%	4 2.48%	19 6.48%	3 1.90%
White	247 86.06%	143 85.63%	255 88.24%	148 91.93%	261 89.08%	146 92.41%
Multi-Race	3 1.05%	1 .599%	3 1.04%	0	2 .683%	0
Unknown	5 1.74%	11 6.59%	1 .346%	1 .621%	1 .341%	1 .633%
Total	287	167	289	161	293	158

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

Table 3: Kendall College of Art and Design - Full Time Workforce*

	2009 Male	2009 Female	2008 Male	2008 Female	2007 Male	2007 Female
Black	3 7.90%	0	3 8.57%	0	3 8.57%	0
Hispanic	0	0	1 2.86%	0	0	0
American Indian or Native Alaskan	1 2.63%	0	1 2.86%	0	1 2.86%	0
Asian or Pacific Islander	0	0	0	0	0	0
White	33 86.84%	49 98.00%	30 85.71%	46 97.87%	31 88.57%	43 100%
Multi-Race	0	0	0	0	0	0
Unknown	1 2.63%	1 2.00%	0	1 2.13%	0	0
Total	38	50	35	47	35	43

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

Table 4: Kendall College of Art and Design - Full Time Faculty*

	2009 Male	2009 Female	2008 Male	2008 Female	2007 Male	2007 Female
Black	1 4.77%	0	1 4.35%	0	1 4.35%	0
Hispanic	0	0	0	0	0	0
American Indian or Native Alaskan	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
White	23 95.83%	22 100%	22 95.65%	21 100%	22 95.65%	21 100%
Multi-Race	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Total	24	22	23	21	23	21

*Data collected November 1st of each year.   Information obtained from Human Resources.
**Fall 2009: New categories were established to be in compliance for Integrated Postsecondary Education Data System (IPEDS) reporting. All employees were re-surveyed to best obtain an accurate reflection of race/ethnicity.

The percentage of historically underrepresented groups among faculty and staff at Michigan's 15 public 4-year institutions of higher education varies greatly. Not surprisingly, universities located in large metropolitan areas have a larger percentage of minorities in their workforce. For example, Wayne State University, located in Detroit's Midtown Cultural Center Historic District, has a workforce in which 42 percent of the men and 46 percent of the women are minorities. Ferris has one of the least diverse workforce of the 15 public universities (See Appendix A).

Taskforce Charge

To address the relative dearth of faculty and staff from racial and ethnic groups— meaning, African Americans (Blacks), Hispanics, American Indian, Native Alaskan, Asian, Pacific Islander, and people from multi-racial backgrounds—a taskforce was convened on May 5, 2010. This taskforce, called the "Taskforce on the Recruitment and Retention of a Diverse Faculty and Staff," was chaired by Fritz Erickson, Provost and Vice President for Academic Affairs, and David Pilgrim, Vice President for Diversity and Inclusion. The taskforce identified and accepted this charge:

Identify strategies to hire and retain faculty and staff from diverse backgrounds, including, faculty and staff from racial and ethnic backgrounds.

The taskforce was divided into two subcommittees: one focusing on faculty recruitment and retention was chaired by Karen Strasser, Department Head, Biological Sciences; the other,

focusing on the recruitment and retention of staff was chaired by Matthew Chaney, Director of the Office of Multicultural Student Services. The subcommittee rosters were as follows:

Faculty Subcommittee
Ed Brayton, Professor, Construction Technology and Management
Susan Fogarty, Associate Professor, Nursing
Shirish Grover, Assistant Professor, Management
Ellen Haneline, Dean, Allied Health Sciences
Warren Hills, Associate Vice President, Human Resources
John Jameson, Professor, Pharmacy
Susan Jones, Professor, Marketing
Andy Karafa, Department Head, Social Sciences
Gloria Lukusa-Barnett, Associate Professor, Developmental Curriculum
Ron McKean, Interim Dean, Engineering Technology
Piram Prakasam, Associate Professor, Physical Sciences, and Director, Office of International Education
Avesh Raghunandan, Associate Professor, Optometry
Fran Rosen, Librarian/Assistant Professor, FLITE
Todd Stanislav, Director, Faculty Center for Teaching and Learning
Mischelle Stone, Assistant Professor, Criminal Justice
Karen Strasser, Department Head, Biological Sciences

Staff Subcommittee
Lori Armstrong, Administrative Assistant, Sport Entertainment Hospitality Management
Marty Bledsoe, Director of Public Safety, Campus Police
Mike Cairns, Associate Vice President, Student Affairs
Matt Chaney, Director, Office of Multicultural Student Services
Warren Hills, Associate Vice President, Human Resources
Kevin Jackson, Custodian Supervisor
Fonda Kuzee, Manager of Work Management and Building Services
Nancy Moore, Administrative Secretary to the Dean, CPTS
Miles Postema, Vice President/General Counsel, GRGC
Jerry Scoby, Vice President, Administration and Finance
Samantha Schultz, Associate to President/Vice Chancellor, Kendall

Existing Initiatives at Ferris

The following initiatives, designed to make Ferris a more diverse institution, have been implemented:

- The Office of Diversity and Inclusion was created in January 2007.

- A Chief Diversity Officer (now Vice President for Diversity and Inclusion) was hired in January 2007.

- In February 2007, a University-wide committee, the Diversity Planning Committee (now the Inclusion Council) was formed to spearhead the effort to create and implement a diversity plan.

- 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." The Taskforce recommends new language, as follows: "Ferris State University is sincerely committed to being a truly diverse institution and actively seeks applications from a diverse pool, including women, minorities, and other underrepresented groups."

- In June 2007, Summer University focused on diversity, including sessions that explored a definition of diversity, diversity goals for the University, and diversity challenges at Ferris.

- In 2007, the International Center (now the Office of International Education) was created.

- By Fall 2007, most divisions and colleges had established diversity action teams, charged with identifying and implementing initiatives to fulfill the diversity plan.

- On March 21, 2008, the Ferris State University Board of Trustees approved the University's first diversity plan.

- Since 2008, diversity themes have become prominent in Ferris's brochures, posters, banners, DVDs, advertisements, billboards and other marketing methods.

- 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 these criteria will be reviewed beginning with FY 10 activity.)"

- In 2009, the Public Safety Cadet Program was created.

- On July 8, 2009, the Ferris Board of Trustees approved the Other Eligible Adult Benefit program.

- In Summer 2010, an Inclusion Advocates program was introduced.

- On May 5, 2010, the taskforce on the Recruitment and Retention of a Diverse Faculty and Staff was convened.

Preparing the University

Important steps have been taken to prepare the University to embrace a diverse workforce. These include: 1) Diversity is listed as one of the University's core values; 2) The University has a Board-approved Diversity Plan that has as one of its four primary goals: hire and retain a diverse workforce; 3) The University's Strategic Plan includes the initiative, "Implement the Diversity Plan." The University should continue the initiatives that have begun—the ones listed in the section, "Existing Initiatives at Ferris,"—and should make sure that the following actions occur:

- The President, Vice Presidents, Deans, and Departments Heads/Chairs should send a consistent message to their direct reports that hiring a diverse workforce is a high priority for the University—this message should permeate throughout the University.

- Focus groups and public forums should be conducted on the topic, including addressing challenges, opportunities, and strategies.

- All areas of the University should find ways to encourage broad participation in the training of search committee chairs and members (such as the inclusion advocacy training piloted at Summer University).

- The exit interview should include a voluntary written survey which will include questions to help ascertain 1) why the individual is leaving FSU, 2) if diversity issues played a role in the decision, and 3) if they took advantage of the diversity-related retention services that exist.

Taskforce Recommendations

The recommendations of the Taskforce are presented below. Some of the recommendations require a commitment to spend new money. For example, we will use funds to add necessary text to ads and position announcements that could enhance the image of Ferris as a good place for employees from diverse backgrounds to work. Other recommendations can be implemented by the University doing its business in different ways.

The recommendations are typed in bold face font. Following each recommendation are bulleted steps that may be used to implement the recommended initiatives.

1) **Create a campaign to market the University as a truly diverse and inclusive environment.** Like all campaigns, the purpose of this campaign is to create market recognition and leads. Whether done in-house or directed by an outside consultant, a well thought out strategy that includes key components such as identifying target audiences, an overarching theme, and advertisement content should be devised. Our strategy should include:

   - Advertisements in journals, magazines, and newspapers that have high readership among diverse populations;

   - Advertisements and announcements via social networking outlets, for example, Facebook;

   - Creation of one or more "recruitment" videos. The video(s) may be similar to this one: http://www.uiowa.edu/~eod/searches/video/index.html.

   - Enhancement of the Ferris recruitment pages to promote the benefits of living and working in West Michigan and link to community resources that prospective candidates could use to explore the surrounding area.

2) **Aggressively recruit person with diverse backgrounds before they finish graduate and professional schools.** Advertising is important but it is not enough; University personnel should build networks with prospective employees. This should include, but is not limited to the following:

   - Attending relevant conferences, including the annual National Conference for Race & Ethnicity in American Higher Education (NCORE);

   - Designating someone from each college to network with the doctorate-granting institutions in the state;

   - Purchasing national directories of professionals from diverse populations;

   - Encouraging prospective candidates to link into the Ferris employment site through an established social network (such as Facebook or Linked in) to ensure they are informed of current or anticipated openings.

3) **A set of "Best Practices" for conducting inclusive searches should be identified and implemented.** Those practices should include the following:

- Shortly after being selected—and before proceeding with the search—the chairperson of a search committee should meet with a representative of the Diversity and Inclusion Office to discuss the University's commitment to hiring a diverse workforce and the resources available to assist the committee with its work.

- Before proceeding with the search, the search committee chairperson should schedule an "orientation" meeting with the staff at the Governmental Relations and General Counsel to learn about current policies and procedures of the hiring process. This meeting should take place before the committee begins other work.

- A written recruitment plan designed to diversify the applicant pool should be submitted to Human Resource's People Admin system as part of the documentation required before approval of the position posting.

- The composition of the search committee should include, whenever possible, a diverse roster.

- The position posting should be written as broadly as possible, including reducing the use of limiting qualifications that could deter qualified candidates from applying.

- The position announcement should include a statement similar to this one, "Our college (division or department) values diversity among its students, faculty, and staff, and we have made a public commitment to building a truly diverse University."

- We will encourage the search chairperson and committee to read and discuss literature on unintended bias such as *Reviewing Applications: Research on Bias and Assumptions*, see, http://www.ibparticipation.org/pdf/U_Wisconsin_Bias_Research.pdf.

- Standard practices (e.g., structured interviews) for reducing unintended bias during the search process should be explored.

- The committee should be mindful in the screening process of decisions that inadvertently screen out well-qualified applicants.

- The search committee should consider re-opening or intensifying the search if the employment pool does not reflect the availability estimate for the job category.

- The finalists for each position should be advanced for consideration unranked to the hiring supervisor, with a description of the candidates' perceived strengths and weaknesses.

- If a candidate is not on the finalist list but is viewed by the committee as a potentially valuable addition to the University that person's name and vitae should be sent to the Dean (for faculty searches) or Vice President (for non-faculty searches) for future searches in the area.

- Some positions, such as dining services and custodial services positions, are frequently filled by hiring individuals who have been working in those areas as temporary employees. Given that fact, searches for temporary employees should be more intentional, and attention should be paid to attracting diverse pools of applicants.

- The University should continue and expand current efforts to provide training for faculty and staff in inclusive recruiting and hiring practices.

4) **Create a holistic mentoring process available for all faculty and staff.** The University is rightly committed to making sure that all of its employees are welcomed and aided in being successful; however, racial and ethnic minorities can feel isolated at predominantly White institutions. A well thought out mentoring plan should help staff develop professionally and likely improve the rates of retention.

Other Taskforce Discussions

The Taskforce discussed many ideas and suggestions before deciding on the four recommendations in the above section. In addition to those four recommendations there were other ideas that did not achieve consensus from the Taskforce; nevertheless, they are included below because the Taskforce felt that they had merit and should be considered.

1) **Hire an individual responsible for developing a more diverse applicant pool and who could coordinate efforts with existing campus units (HR, Advancement and Marketing, Diversity and Inclusion, Academic Affairs, and so forth).** The Taskforce was in agreement that some part of the University should have the responsibility of leading the initiative to diversify the workforce; however, the Taskforce was divided over whether this should be the work of a single individual, single office, or multiple people.

2) **An individual within each division and college should be given the responsibility of leading the initiative to diversify the workforce in that division or college.** This suggestion was discussed as an alternative to the above idea. Opposition to this suggestion centered on the inescapable reality that existing employees face demanding workloads.

3) **Focus on making new employee transitioning easier.** This would include, for example, 1) allocating funds to help employees relocate to the University, 2) allowing new hires to access unused student housing for temporary periods of transition, and 3) developing welcoming packages. The Taskforce agreed that these actions are good ideas; however, there was disagreement about whether the initiative would enhance the recruitment of employees from diverse backgrounds.

Legal Compliance

The Taskforce is aware of the requirements of Michigan Constitution Article 1, Section 26, Michigan Attorney General Opinion 7202, and the United States Supreme Court Case *Gratz v. Bollinger*, 539 U.S. 244 (2003) that it may not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin. This Taskforce is recommending that the University is free to pursue its policies of ensuring nondiscrimination and equal opportunities within the recruitment and retention of diverse faculty and staff. The University is committed to giving all people equal employment opportunities.

Final Notes

The University is committed to hiring candidates who are not just qualified but are talented contributors. Hiring a diverse workforce and hiring a talented workforce are not mutually exclusive goals; indeed, the Taskforce believes that diversity and excellence can and should go hand-and-hand.

Efforts to increase the diversity of the workforce must be intentional, well-thought out, and sustained. Treating these efforts as a top priority increases the likelihood for success. New approaches must be considered and implemented; new results will not be produced without new approaches. Also, there also must be widespread buy-in to the idea that creating a diverse workforce is a laudable and attainable goal.

As diversity becomes a well-integrated part of FSU's strategic goals and as departments align their goals to incorporate diversity, the University becomes one that is welcoming of a diverse community of students, staff, and faculty. An institution that is welcoming and provides an environment supportive of diversity becomes attractive to racial and ethnic minorities and other historically underrepresented groups. When qualified candidates from underrepresented groups are identified, the University should find ways to increase the likelihood that they become members of this community. And, when they join the University, structures and programs must be in place to allow for intentional efforts to ensure their success. It is crucial that all Ferris employees, especially those individuals with the authority to interview and hire, recognize and accept the importance of a diversified workforce.

Michigan's 15 State Universities Fall 2008 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 timel	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	941	1091	7	7	24	17	23	18	6	7	1	0	3	5	877	1037
			0.744%	0.642%	2.550%	1.558%	2.444%	1.650%	0.638%	0.642%	0.106%	0.000%	0.319%	0.458%	93.199%	95.050%
Central Michigan University	1706	1841	15	10	86	74	55	64	27	23	57	35	263	116	1203	1519
			0.879%	0.543%	5.041%	4.020%	3.224%	3.476%	1.583%	1.249%	3.341%	1.901%	15.416%	6.301%	70.516%	82.510%
Eastern Michigan University	1287	1634	5	11	48	73	132	188	27	25	76	84	12	33	987	1220
			0.389%	0.673%	3.730%	4.468%	10.256%	11.506%	2.098%	1.530%	5.905%	5.141%	0.932%	2.020%	76.690%	74.663%
Grand Valley State University	1320	1522	4	8	65	44	64	95	34	41	0	0	52	54	1101	1280
			0.303%	0.526%	4.924%	2.891%	4.848%	6.242%	2.576%	2.694%	0.000%	0.000%	3.939%	3.548%	83.409%	84.100%
Lake Superior State University	207	220	7	8	5	3	3	0	1	1	11	11	2	0	178	197
			3.382%	3.636%	2.415%	1.364%	1.449%	0.000%	0.483%	0.455%	5.314%	5.000%	0.966%	0.000%	85.990%	89.545%
University of Michigan-Ann Arbor	11110	12630	52	53	823	938	587	1033	277	321	1725	914	92	106	7554	9265
			0.468%	0.420%	7.408%	7.427%	5.284%	8.179%	2.493%	2.542%	15.527%	7.237%	0.828%	0.839%	67.993%	73.357%
Michigan State University	6728	7631	41	42	301	305	335	516	228	305	1088	754	0	0	4735	5709
			0.609%	0.550%	4.474%	3.997%	4.979%	6.762%	3.389%	3.997%	16.171%	9.881%	0.000%	0.000%	70.378%	74.813%
Michigan Technological University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University of Michigan-Dearborn	495	484	0	0	81	33	34	57	12	7	0	0	6	4	362	383
			0.000%	0.000%	16.364%	6.818%	6.869%	11.777%	2.424%	1.446%	0.000%	0.000%	1.212%	0.826%	73.131%	79.132%
University of Michigan-Flint	368	575	2	4	17	9	40	71	10	13	16	18	1	0	282	460
			0.543%	0.696%	4.620%	1.565%	10.870%	12.348%	2.717%	2.261%	4.348%	3.130%	0.272%	0.000%	76.630%	80.000%
Northern Michigan University	635	555	7	8	12	7	5	6	4	2	14	6	26	20	567	506
			1.102%	1.441%	1.890%	1.261%	0.787%	1.081%	0.630%	0.360%	2.205%	1.081%	4.094%	3.604%	89.291%	91.171%
Oakland University	892	1225	6	5	83	67	50	116	16	25	78	64	20	12	639	936
			0.673%	0.408%	9.305%	5.469%	5.605%	9.469%	1.794%	2.041%	8.744%	5.224%	2.242%	0.980%	71.637%	76.408%
Saginaw Valley State University	537	630	0	2	21	15	19	24	20	14	0	0	31	29	446	546
			0.000%	0.317%	3.911%	2.381%	3.538%	3.810%	3.724%	2.222%	0.000%	0.000%	5.773%	4.603%	83.054%	86.667%
Wayne State University	3733	4311	6	12	345	282	580	1241	60	82	578	378	0	0	2164	2316
			0.161%	0.278%	9.242%	6.541%	15.537%	28.787%	1.607%	1.902%	15.484%	8.768%	0.000%	0.000%	57.969%	53.723%
Western Michigan University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Appendix B

Best Practices at Other Colleges and Universities

Universities that experience success in recruiting and retaining diversity faculties and staffs share the following: strong support from the Board of Governance, President, Vice Presidents, Deans, Department Heads, and faculty; a well-thought out plan to guide efforts; a commitment to spending "new" money on these initiatives; and a strategy of aggressive recruiting which goes beyond advertising. For these colleges and universities, hiring and retaining a diverse workforce is a major priority. Their efforts to address this priority are intentional and sustained. The Taskforce reviewed some of the "best practices" identified by other institutions of higher education. Ferris does not need to employ all these practices; however, these practices may serve as a guide for the University. Some of the best practices are presented below; those practices which are in the Ferris Diversity Plan are highlighted.

General Approaches

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

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

- All advertisements and job announcements should stress that the University is committed to being a truly diverse institution where women, minorities, and other underrepresented groups are encouraged to apply.

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

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

Recruiting

Search committees must be leaders in the effort to diversify the faculty and staff. Effective searches are proactive searches in which the search committee energetically seeks out promising prospects.

- Have search committees that are themselves diverse, even if it means getting representatives from other departments or units.

- 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.

- Search committees should have access to minority and women locator services, directories and databases, for example, *The Minority and Women Doctoral Directory*.

- As search committee members contact their colleagues to ask about promising candidates, they should specifically inquire about promising women and minority candidates.

- Search committee members should make specific efforts to attend conferences or meetings attended primarily by women and minorities in the field.

- Search committees should ensure that female and minority members of the university are not excluded from consultations regarding their knowledge of potential candidates, and should actively encourage all faculty to refer potential candidates.

- Federal affirmative action regulations require each campus to collect data regarding the race and gender of all job applicants, including applicants for faculty positions. When possible, the applicant pool should be reviewed prior to beginning the selection process to determine if women and minority applicants are represented in the pool.

- Each department may require search committees to create written search plans that describe, at a minimum, the underutilization and availability of women and minorities in the field, the methods of recruitment and advertising, the position description, and the criteria to be used in selecting candidates.

- Every effort should be made to ensure that the position description is drafted as broadly as possible to attract the largest available pool of potential applicants.

- In addition to the required notice that the University is an equal opportunity employer, position descriptions and job announcements should contain language reflecting the University's interest in attracting applicants who may contribute to the diversity of the campus. For example, "The department is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantaged students."

- If the final list of candidates proposed for the campus visit does not include a member of an underrepresented group, a detailed statement should be written explaining why no members of underrepresented groups are included.

Do not rely on advertising; aggressively recruit

- Engage administrators from underrepresented populations in successful recruitment and professional development efforts to aid in attracting and retaining diverse administrative leaders. This would include, when possible, having prospective candidates visit in the homes of diverse members of our faculty and staff.

- Senior leadership, especially the President, Provost, and Vice Presidents must communicate to all deans and department heads that creating a diverse workforce is a high priority for the University.

- Invite alumni from diverse backgrounds who have established themselves at other institutions to apply for positions—and ask them to suggest minorities who might be interested in applying for positions.

Cultivate promising prospective colleagues

Successful recruitment is often a multi-year process. Outstanding graduate students, for example, should be identified *before* they "enter the market."

- Consider post-doctoral or visiting positions as a transition to continuing appointments.

- Create and regularly update a list of alumni from diverse backgrounds.

- Seek funds to finance competitive fellowships to graduate students, including underrepresented groups.

- Seek opportunities to have visiting and/or exchange programs, as a beginning step to help provide a presence of ethnic diversity among the faculty on campus.

- Working relationships should be cultivated with Preparing Future Faculty programs (and similar programs) and directors of graduate minority and women fellowship programs.

- Network with graduate students and junior colleagues at conferences to create awareness of the University and build interest.

- Network with organizations that represent underrepresented populations at the local and national levels.

Make the candidates' visits welcoming

- Ensure that visiting prospects meet with female/minority faculty in cognate departments. Especially when a potential colleague is recruited into a department thinly populated by

women or under-represented minorities, it is important to introduce the prospect to faculty members beyond the hiring department.

- When a candidate comes to the University for an interview, ask a faculty or staff member to host a dinner for the candidate and the search committee.

Retaining

Accept responsibility for welcoming new colleagues

- Departments/units should conduct climate assessments to assess the "inclusiveness" of their environment and to begin to identify how to ensure that all feel welcome.

- As diverse faculty and staff interview on campus and are hired, it is important for them to know there are appropriate resources available to them both on campus and in the community.

- Create welcome week events that are inclusive to minority and women faculty and staff.

- Inform faculty and staff about diversity issues and provide cultural competency training for them.

Mentor new colleagues

Strengthen the University's mentoring culture and make mentoring a priority by regularizing sound mentoring practices among faculty and staff. This must be intentional. Effective mentoring includes, on the one hand, an understanding of the colleague's ambitions and, on the other hand, a clear articulation of the University's expectations and suggestions as to how those expectations can be met.

Networking is essential

Especially when they are joining departments in which women and/or minorities are under- represented, new colleagues may feel isolated. Helping those colleagues meet faculty members in other departments (and at other institutions) may contribute significantly to their feeling of comfort and their professional development.

Opportunities for advancement

Seek to retain diverse faculty/staff by offering leadership opportunities. This might include mentoring an individual for an administrative position or other promotion; or, it can be providing an opportunity for a leadership role on an important university-wide committee.

Learn from colleagues

- A voluntary portion of an exit interview can include a survey for diverse faculty and staff to explain why they are leaving, if it is diversity related and if they took advantage of the diversity retention services that exist.

Appendix C

New initiatives identified by the faculty subcommittee:

Increasing Diversity of Applicant Pools

1) Hire an individual responsible for developing a more diverse applicant pool, who could coordinate efforts with existing campus units (HR, Advancement and Marketing, Diversity and Inclusion, Academic Affairs).

2) Allocate additional funds to the search process to add necessary text to ads and position announcements that could enhance the image of Ferris as a good place to work for employees from diverse backgrounds.

3) Attending meetings/conferences: Allocate funds to send FSU representative(s) to conferences where FSU interest in attracting diverse applicants could be promoted, such as NCORE (National Conference on Race & Ethnicity in American Higher Education). Coordinate the promotion of FSU's commitment to diversity with faculty /staff /admins attending meetings for other purposes.

4) Produce a video that highlights the experience of diverse faculty at Ferris and in the Big Rapids community.

Search Committee Process

5) Encourage the use of very structured interviews to assure questions are not biased by perceptions related to the candidate's gender / age/ sexual orientation / etc.

6) Encourage search committee to weigh qualifications before applicants are screened.

7) Encourage broad participation in the training of search committee chairs and members (such as the inclusion advocacy training piloted at Summer University).

Post-Selection Process

8) Allocate one-time dollars that could be used to enhance the recruitment package offered to candidates. Administrators could apply for use of these funds (on a rolling/as needed basis) to help attract candidates to accept offered positions during, or just before the negotiation process. One time dollars that could be used to enhance the moving allowance or provide startup funds could make an offer more appealing, and allow us to compete more effectively with other institutions.

9) Moving expenses could become more "flexible" by allowing candidates to use the funds for other relocation costs (turning on utilities, apartment deposit, multiple car trips).

10) Allowing new hires to access unused student housing for temporary periods of transition either at no or a reduced cost could help attract candidates that may not be able to sell an existing house etc.

11) A welcome package for candidates that includes gift certificates, community information and contacts could assist faculty that accept a position, or may help them accept if they are considering an offer.

12) Create concierge support for new faculty transition (where to find daycare, school info, utilities, secretary of state, insurance etc).

13) Welcome events: individual, group dinner or event to officially welcome the new faculty member (and possibly their family) to the community. Could be coordinated with gift basket of materials that assist in transition.

Retention of Diverse Faculty

14) Create a holistic mentoring process for new faculty that included multiple aspects of the faculty's life.

15) Mentor in discipline may be able to assist with process of tenure and promotion within a specific Department/college.

16) Create a mechanism for monitoring the progress of individual faculty from diverse backgrounds.

Appendix D

New Initiatives Recommended by Diverse Staff Taskforce subcommittee

Marketing to Diverse Workers

- Continue to represent the University in all public communications as welcoming to diversity. Photography is the easiest way to convey diversity to the public and billboards are the most effective use to reach a broad audience. Currently, most, if not all, Ferris public communications reflect a welcoming atmosphere for diversity.

- The University should become more involved in community activities and organizations in minority communities, for example, faculty/staff involvement in the Hispanic community in West Michigan.

- Systematically and strategically advertise to in minority oriented media, especially university and minority organization publications, and tailor the ads to the audience. Investigate new media, such as Facebook, for less expensive options. HR is seeking out minority news media. **Note:** Although we must do this, other universities don't report it as being really effective.

- Conduct market research to understand our audiences. Identify under-represented groups and conduct research to establish motivation for current employees, those who left, and prospective employees **Note:** Might require hiring a professional organization.

- Recruit face-to-face in proactive and aggressive ways. Target individuals and organizations.

Market and publicize Ferris' diversity successes, for example, advertise our international festival in Grand Rapids area publications that cater to minorities.

Recruiting Diverse Staff

- Identify prospective employees through "grow your own" initiatives, for example, the Cadet Internship Program.

- Actively recruit at national conferences—when possible, set up booths and have a Ferris representative meet prospective employees.

Retaining Diverse Staff

- Each college/department should conduct a climate assessment to assess the strengths and weaknesses in regards to being inclusive. In addition, departments may wish to hold focus groups to discuss ways in which they can improve and/or sustain an inclusive environment. Educational Benchmarking, Inc. (EBI) has been used for this type of assessment in the past so we may wish to look to them again.

- Survey all faculty and staff who leave Ferris State University to determine their reasons for leaving. The survey will be conducted by the Human Resources Office. The questions provided by the Diversity and Inclusion Office will be added to the questions which already exist for the HR Exit Survey. Each employee leaving the University will be asked to answer the same set of questions. A committee will review the surveys biannually to determine ways in which we can improve our retention rates.

- Each college will create an employee mentor program. A mentor will be a volunteer commitment, with "reward" incentives to be utilized for mentoring activity, i.e. Dining Services lunch passes, Hockey tickets, Williams Auditorium event passes, etc. Mentors will list position roles, strengths, and knowledge of University systems for appropriate placement for new employees; i.e. Department support staff mentors newly hired staff members, faculty mentors to newly hired faculty.

- Promotion for staff: opportunities for promotion are currently severely limited. One of the most common reasons for this is the limitations placed upon union positions, which limit highly skilled individuals from actively utilizing their skills because it's "not their job." When applying for a new position, it becomes difficult to prove you possess a skill if your previous position restricted you from doing a task. For example: advising, supervision of other employees, financial record-keeping. More opportunities for professional development, with supported budget allowances need to exist. All staff will have cross-training opportunities.