

Office of Diversity and Inclusion

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2014-2015 **DIVERSITY AT FERRIS**

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Diversity at Ferris 2014-15

In many ways the 2014-15 academic year represented a watershed year for diversity and inclusion efforts at Ferris. The year witnessed more diversity and inclusion related events on campus than at any other time in recent memory. Additionally, the University, in conjunction with Ibis Consulting and Creative Solutions, conducted a diversity and inclusion audit. This represents the second diversity audit in the University's history. The results of the audit are useful as the University creates a new diversity plan—more accurately, a diversity and inclusion plan. The 2015 Diversity Audit Final Report and the 2015 Diversity Audit Executive summary can be found at:

<http://www.ferris.edu/HTMLS/administration/president/DiversityOffice/progress.htm>.

David Pilgrim, the Vice President for Diversity and Inclusion, is working with stakeholders from throughout the University to craft the new Diversity and Inclusion Plan.

Diversity at Ferris 2014-2015 continues the tradition of using the original Plan's four strategic goals as the barometers by which to gauge progress. The Plan's four strategic goals are presented below in bold lettering. Following each of the four goals are a) areas of progress and achievement; b) continued challenges; and c) a brief overall assessment and recommendations. The material in these sections draws from and is representative of the information in the reports produced by the diversity teams in the divisions and colleges. Readers are encouraged to read the full reports submitted by divisions and colleges, see Appendix A. *Diversity at Ferris 2014-2015* is the seventh, and last, assessment of the University's progress toward implementing the first Diversity Plan. In 2013, the Diversity and Inclusion Office changed the time frame for the *Diversity at Ferris* reports, moving from calendar year to academic year. Therefore, the 2014-2015 assessment covers July 1, 2014 through June 30, 2015.

Create a University that is welcoming to diverse populations

Progress and Achievement

In 2007 Ferris adopted a new strategic plan, which included a set of core values—one of those values is *diversity*. The University has changed a great deal since 2007. Today, diversity is imbedded in much of the daily functioning of the institution. A great amount of work is done to make sure that members of the University are educated about the challenges and opportunities implicit in building and maintaining a truly diverse and inclusive institution.

Kevin Carmody, Title IX Coordinator and Associate Dean of Student Life, started working at Ferris in June 2015. His responsibilities include addressing all forms of gender-based harassment on all Ferris campuses.

Kendall College of Art and Design at Ferris State University (KCAD) served as a sponsor, collaborator, and the non-profit umbrella for the first DisArt Festival, a multi-venue Disability Arts Festival that occurred on April 10-25, 2015, in Grand Rapids, Michigan.

Beyond: Diversity..., co-led by the Diversity and Inclusion Office and the Office of International Education, included dozens of events, invited speakers, panel discussions, theatrical and musical performances, book discussions, and workshops.

Tot's Place (childcare) co-sponsored training for 15 adults on how to teach diversity to young children, worked with parents to provide inclusion for students with special needs, and included diversity and inclusion in their center-wide training plan.

The Student Recreation Center increased female participation in Intramural Sports. They are also working to develop intramural sports for people with disabilities.

Much good work is ongoing. The Web and Media Accessibility Committee continues its work and plans to create a university policy. Matthew Olovson, Director of the Equal Opportunity Office (EOC) regularly provides anti-harassment/non-discrimination training seminars. Residential Life maintains consistently strong programming—and has won two Outstanding Commitment to Diversity Awards.

Continued Challenges

The Diversity Audit found that people in different groups experience Ferris differently. Some students, faculty, and staff feel welcome at the University; however, a significant portion of individuals from racial and ethnic groups, international groups, people with disabilities, and LGBTQ members expressed that they feel less welcome at the University than do others.

When asked during the audit to list the “top two challenges for promoting diversity and inclusion at Ferris,” students, faculty, and staff listed as number one: “Creating more opportunities for interaction among people from different identity groups.” And, students, faculty, and staff also highly ranked: “Promoting understanding and skills to relate to people who are different.”

A diverse and inclusive campus is one where difficult dialogues are encouraged—and, those dialogues are handled with civility and professionalism. Ferris benefits from these dialogues.

General Assessment and Recommendations

Ferris has made major steps toward becoming a university that is welcoming to diverse populations. As the University increasingly becomes populated with diverse groups, new challenges will arise. In the short term, the following recommendations are offered:

- ✓ Establish a university-wide Diversity and Inclusion Advisory Committee to work with the Diversity and Inclusion Office.
- ✓ Establish a university-wide Student Diversity and Inclusion Advisory Group.
- ✓ Implement changes that will make the university more welcoming: gender-neutral bathrooms, clear labeling and separation of food in the cafeterias by the Catering Services, and the creation of Spanish-language resources.
- ✓ Develop a plan for creating specific welcoming spaces, including supportive space for LGBTQ students and staff/faculty, supportive space for women, and spaces for quiet reflection and private worship.
- ✓ Explore diversity training and cultural competency training that is effective and well-matched to the needs of our community. The Department of Public Safety (DPS) has a goal of increasing communication with other university police departments to find innovative training and presentations; this may prove to be a model for other offices on campus.

Recruit, retain, and graduate a diverse student population

Progress and Achievement

There has been a significant diversification of the Ferris student body in the past 8 years. The number of students who identify as one of the racial and ethnic groups that we count has increased by 1,310 since 2007, see Appendix B. They are now at least 20.38 percent of the student body. The growing diversity of the Ferris student body is the result of intentional collaborative work within Ferris and with outside stakeholders and communities. These recruitment efforts will be boosted by the creation of a new Strategic Enrollment Plan, which, itself, will build on the work already occurring:

The Woodbridge Promesa program helps students to establish college-level proficiency beyond the developmental level before they begin college. This program continues in West Michigan and has been extended to the Detroit area as the Woodbridge Promise program. Promesa/Promise programs work both to increase student success wherever the student may matriculate, and to bring students to Ferris from across the state.

Advancement and Marketing, Administration and Finance, the Diversity and Inclusion Office, Student Affairs, Human Resources, and others, collaborate to pursue marketing and communications initiatives to reach and engage the Hispanic community in West Michigan. A new component will be Spanish-language radio advertisements, funded by Administration and Finance. These initiatives are useful as tools for recruiting students and prospective employees.

Jason Daday, Assistant Director, Admissions, coordinated 33 Group Visits with more than 600 students from schools and other institutions which are predominantly African American or Latino.

Each year the University pays the transportation costs to bring students from high schools with diverse student bodies to visit Ferris. In spring 2015 this fund provided bus transportation to bring students from Detroit Edison Academy.

The Office of Admissions hosted a group of 30+ migrant students from the Shelby/Hart area through the College Assistance Migrant Program (CAMP). They provided bus transportation, an admissions presentation in Spanish and English, and a campus tour in Spanish.

Student retention and success is a major focus of the University. Retention and Student Success (RSS) coordinates academic support services, and works closely with the academic colleges and with student affairs. 2014-2105 was the second year of the “Full Court Press for Student Success” Initiative and RSS reports that they “saw evidence of success regarding three indicators: fall probation rate, fall to spring persistence, and fall to fall retention.” RSS uses MapWorks to assess the status of first-year students in particular, and to identify at-risk students.

Ferris received the “I’m First” designation, which highlights colleges and universities that have achieved excellence in serving first generation students. “First Generation Meet and Greets” were held during New Student Orientation.

Support services are provided for students with children, students with disabilities, and others. Approximately 1/6 of entering first-time students start in the RSS Developmental programs; and this cohort is the most diverse of any college at Ferris.

The Tuition Incentive Program (TIP) is a State of Michigan incentive program that encourages eligible students to complete high school by providing tuition assistance for the first two years of college and beyond. These students must meet the Medicaid eligibility requirement. At Ferris, TIP scholars account for nearly ¼ of first-time students, and 37.22 percent are students of color.

The growth of the Ferris TIP population has been significant. In 2007 there were 477 TIP students, in 2015, 1,361. For data on TIP students see Appendix C.

The Honors Program continues to work to become more diverse, and works with the Office of Multicultural Student Services (OMSS) and the Center for Latin@ Studies to support students. To see data on diversity within this program, see Appendix D.

The Academic Support Center has extended its hours, provides tutoring in additional locations, such as residence halls, OMSS, and the Center for Latin@ Studies, and also sends tutors to special events, such as Pancakes with the President.

The Career Education and Exploration (CARE 102) course is offered in many locations in Michigan. This gives potential students experience in taking a college class, and insight into opportunities. Sites include rural high schools and tech centers, and community agencies such as Bethany Christian Services and the Women's Resource Center, which serve at-risk young adults and women in Grand Rapids.

Enrollment Services, Financial Aid, and others work to ensure that academically qualified students can find resources they need to enter college and to stay in school.

In collaboration with the Center for Latin@ Studies, Melanie Mulder, Financial Aid Advisor, participates in Hispanic Group Visits (an informal conversation about how to fund college); travels to Traverse City for outreach to the Latino community; and meets with Latino families who were referred by Ferris Admissions recruiters. She also helped to create the Migrant and Deferred Action for Childhood Arrivals (DACA) student brochure, published in October 2014.

Krissy Workman, Financial Aid Advisor, serves on the Ferris Youth Initiative (FYI) board and also serves as Ferris' Single Point of Contact (SPOC) for the state's foster care caseworkers and school district liaisons to assist with unaccompanied homeless youth.

The Strategic Planning for Diverse Enrollment (SPDE) team was formed in January 2015 in order to target diverse populations in Grand Rapids for focused recruitment opportunities. The SPDE committee was a sponsor and attended the *Grand Rapids Public Schools Back-to-School Celebration* at John Ball Park in August 2015. The SPDE group gave away school supplies, prizes, and ice cream while also providing high school students and their parents with information about Ferris, TIP, and financial aid.

In response to a recommendation from the Achievement Gap Task Force, the Office of Financial Aid increased communications to incoming and continuing students to make sure they are considered for work study when they file the FAFSA.

Continued Challenges

From its inception in 1884, Ferris has been an opportunity university, and opportunity remains one of the University's core values. One inevitable result of this approach is that many students come to Ferris from impoverished and working class backgrounds. Indeed, more than 39 percent of the university's students receive federal Pell Grants, which are need-based grants for low-income students. See Appendix E. Most African American and Latino students at Ferris face significant economic challenges—and nationwide, students from low-income families are less likely to graduate than are students from the middle-class and upper-class. Also, there remain significant achievement gaps between white students and students of color. See Appendix F.

General Assessment and Recommendations

Work should continue with analyzing and discussing courses that have high Drop, Fail, and Withdrawal (DFW) rates, particularly those that have disproportionate high DFW rates among underrepresented students. Solutions, such as pedagogical transformation and Structured Learning Assistance (SLA) sections, should be explored and funded.

- ✓ Foster a stronger collaboration between OMSS, colleges, and faculty to create intentional learning opportunities for students.
- ✓ In each college someone should be charged with monitoring the achievement gaps in the college.
- ✓ The creation of a Center for Academic Literacies will help address the achievement gaps.

Hire and retain a diverse workforce

Progress and Achievement

Along with closing the achievement gaps, hiring a diverse workforce remains one of the most difficult diversity-related challenges at the University. As indicated by Appendices G and K, progress in this area has been slow—though it should be noted that, relative to where it was in 2007, the University has seen an increase. Also, an additional increase is expected when the data is updated after November 1, 2015. In recent years, several areas at the University have experienced notable successes, including the College of Health Professions and the Athletics Department.

Continued Challenges

There are many staff positions that draw from the communities that surround the Big Rapids campus. These communities are not racially diverse.

A sizeable minority of faculty do not consider hiring a diverse faculty important. For example, in the Diversity Audit Final Report states that 31.2 percent of white faculty disagreed that “the hiring of more faculty from diverse racial and ethnic backgrounds should be a priority at Ferris.” See Appendix H.

According to the Diversity Audit Final Report, approximately 40 percent of staff of color disagree that “Ferris is committed to retaining a diverse workforce.” See Appendix I.

Also, a relatively large number of faculty and staff believe that the surrounding community is unwelcoming to racial and ethnic minorities, see Appendix J.

General Assessment and Recommendations

Ferris’s workforce is one of the least diverse workforces in Michigan; indeed, the University often ranks at or near the bottom among the state’s 15 public 4-year institutions. The University has made a small amount of progress; however, greater progress will not occur unless people throughout the University see hiring a diverse workforce as a priority. The following recommendations are offered:

- ✓ In each division and college someone should be designated to monitor diversity in employment pools and hires.
- ✓ Divisions, in cooperation with Diversity and Inclusion Office, should develop plans for increasing diversity of the workforce.
- ✓ Search chairpersons should meet with either the Vice President of Diversity and Inclusion or Director of Equal Opportunity *early* in each search process.
- ✓ Create a workgroup to devise a long-term, university-wide plan.

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

Progress and Achievement

Ferris has made strong commitments for student engagement and service learning. Ferris remains active in the Political Engagement Project and the American Democracy Project. The University applied for

and received an American Democracy Project and The Democracy Commitment Economic Inequality mini-grant for 2015-2016.

The Faculty Center for Teaching and Learning (FCTL) hired Vanessa Marr into a 3-year Teaching & Faculty Development Fellowship to focus on critical service learning, equity across the curriculum, learner-centered teaching, and identity and community-engaged scholarship. Kemi Fadayomi began working as Faculty-in-Residence at FCTL in 2015, and she will focus on curriculum and course design, diversity in the classroom, and inclusive classrooms.

Tony Baker, Professor of Sociology and founding Director of the Center for Latin@ Studies, was appointed Director for Community Engagement in September 2014. Baker is charged with creating “long term collaborations between the broader communities of Michigan that enhances the overall mission of the University, with a special emphasis on creating academic outcomes for these community collaborations.”

The College of Health Professions is stressing Inter-Professional Education (IPE) and Practice (IPEP) to help students learn to understand multiple perspectives and points of view. Health Professions, Pharmacy, and Optometry continue to work together on service projects, including the continued development of a Pharmacia in Grand Rapids. In Big Rapids, the Ferris Pharmacy Care Clinic serves uninsured patients from the Hope House Free Clinic.

KCAD is partnering with GVSU on a study abroad to Nicaragua, and they are also exploring the possibility of building a connection with the University of Guadalajara. Mike Berghoef, Professor of Social Work, has for the past 7 years taught the International Social Work Academic Service Learning course, SCWK 380, and taken Ferris students to travel throughout El Salvador to study human rights and interact with community organizers and social service agencies. Students learn about the differences, similarities and often intertwined relationships between El Salvador and the U.S.

The Ferris Museum of Sexist Objects (MoSO) invited members of the University and Big Rapids community to an open house in March 2015. MoSO was used by selected College of Arts and Sciences courses in Spring 2015 as a learning laboratory. Under the leadership of Tracy Busch, Assistant Professor of History and Lead Faculty for MoSO, facilitators will be trained and the facility opened to other professors and students.

Leigha Compson, University Career Programs Specialist, and faculty and staff in the College of Engineering Technology (CET) continue to work to bring women into CET programs and support their success. They hosted a Mother-Daughter TEA (Technology Engineering Aptitude) event in Fall 2014. This event was supported by a faculty-staff diversity mini-grant.

Continued Challenges

The evolution of Ferris as a truly diverse and inclusive institution will, obviously, impact relations between students and faculty, including in classrooms. A faculty member teaching at Ferris in 2015 is greeted by a student body that looks very different from the student body in 2007. This faculty member is more likely to notice students of color, Muslim students, and members of the LGBTQ community.

General Assessment and Recommendations

Like most institutions of higher education, Ferris has for many years had curricula that include many opportunities to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas. Ferris students have many opportunities to supplement these lessons with out-of-classroom activities. Also, the general education requirements should assure that Ferris graduates are competent regarding diversity, inclusion, and global areas. The following recommendations are offered:

- ✓ The University should host an upcoming Equity in the Classroom Conference. This will help give faculty tools for incorporating diverse pedagogy into their courses.
- ✓ The University should consider hosting an Institute to teach faculty and staff how to implement a Difficult Dialogues program.
- ✓ Create a Diversity and Inclusion Certificate program which will create opportunities for faculty and staff to explore topics related to diversity. As with the diversity mini-grants, these certificates will help faculty (and staff) better engage our students in intelligent dialogues about diversity.

Final Words

As relates to diversity and inclusion, this is an important time in the history of the University. The University's first plan—from its creation through the implementation of its initiatives—was, in the main, successful. The University looks different than it did in 2007—and, the University *is* different. It is time for the University to move beyond a focus on diversity—which emphasizes numbers—and move toward an approach that embraces inclusion—meaning, not simply accommodating different groups, but working to create a university where all members believe that the University belongs to them as much as it belongs to others. This is what it means to be a truly inclusive institution. This process will receive a boost when the new diversity and inclusion plan is created in Fall 2015.

Appendices:

Appendix A: Divisional and College Reports

Appendix B: Comparative Enrollment by Race/Ethnic Origin

Appendix C: Tuition Incentive Program (TIP) Enrollment

Appendix D: Honors Program Ethnicity Report

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Appendix G: Full Time Workforce Ethnicity Report

Appendix H: Attitudes Toward Hiring More Faculty from Underrepresented Groups

Appendix I: Attitudes of Staffing Regarding University's Commitment to Retaining Diverse Workforce

Appendix J: Attitudes of Staff Regarding Whether Surrounding Community is Comfortable for Diverse Groups

Appendix K: Michigan's 15 State Universities Fall 2013 Workforce Data Full and Part Time

Appendix L: Multi-Year Ferris Rankings of Minority Staff from the IPEDS Data

Appendix A

Divisional College Reports

Division/College	Annual Progress Report
<u>Administration and Finance</u>	Yes
<u>College of Health Professions</u>	Yes
<u>College of Arts and Sciences</u>	Yes
<u>College of Business</u>	Yes
<u>College of Education and Human Services</u>	Yes
<u>College of Pharmacy</u>	Yes
<u>College of Engineering Technology</u>	Yes
<u>FLITE</u>	Yes
<u>Governmental Relations and General Counsel</u>	Yes
<u>Kendall College of Art and Design</u>	Yes
<u>Michigan College of Optometry</u>	Yes
<u>Extended and International Operations</u>	Yes
<u>Student Affairs</u>	Yes
<u>University Advancement and Marketing</u>	Yes
<u>Retention and Student Success</u>	Yes

Appendix B

Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2007	2008	2009	2010	2011	2012	2013	2014	2015
American Indian/Alaskan Native	<u>114</u> .871%	<u>108</u> .798%	<u>125</u> .902%	<u>120</u> .835%	<u>104</u> .714%	<u>76</u> .523%	<u>83</u> .564%	<u>78</u> .534%	<u>76</u> .517%
Asian	<u>269</u> 2.06%	<u>259</u> 1.91%	<u>251</u> 1.81%	<u>223</u> 1.55%	<u>225</u> 1.55%	<u>247</u> 1.70%	<u>224</u> 1.52%	<u>207</u> 1.42%	<u>187</u> 1.27%
Black or African American	<u>840</u> 6.42%	<u>843</u> 6.23%	<u>888</u> 6.40%	<u>957</u> 6.66%	<u>909</u> 6.24%	<u>955</u> 6.57%	<u>1005</u> 6.83%	<u>1015</u> 6.95%	<u>1042</u> 7.08%
International	<u>157</u> 1.20%	<u>163</u> 1.21%	<u>161</u> 1.16%	<u>176</u> 1.22%	<u>226</u> 1.55%	<u>322</u> 2.22%	<u>404</u> 2.75%	<u>439</u> 3.01%	<u>536</u> 3.64%
Hispanic/Latino	<u>246</u> 1.88%	<u>259</u> 1.91%	<u>296</u> 2.13%	<u>340</u> 2.36%	<u>423</u> 2.91%	<u>452</u> 3.11%	<u>507</u> 3.45%	<u>556</u> 3.81%	<u>696</u> 4.73%
Native Hawaiian or Pacific Islander	NA	NA	<u>1</u> .007%	<u>4</u> .028%	<u>5</u> .034%	<u>7</u> .048%	<u>8</u> .054%	<u>7</u> .048%	<u>10</u> .068%
White	<u>10,879</u> 83.13%	<u>10,857</u> 80.23%	<u>11,019</u> 79.47%	<u>11,352</u> 78.94%	<u>11,518</u> 79.11%	<u>11,390</u> 78.37%	<u>11,486</u> 78.10%	<u>11,381</u> 77.95%	<u>11,289</u> 76.72%
Two or More Races	NA	NA	<u>62</u> .447%	<u>174</u> 1.21%	<u>243</u> 1.67%	<u>327</u> 2.25%	<u>399</u> 2.71%	<u>442</u> 3.03%	<u>452</u> 3.07%
Unreported	<u>582</u> 4.45%	<u>1043</u> 7.71%	<u>1,062</u> 7.66%	<u>1035</u> 7.20%	<u>907</u> 6.23%	<u>757</u> 5.21%	<u>591</u> 4.02%	<u>475</u> 3.25%	<u>427</u> 2.90%
Total	13,087	13,532	13,865	14,381	14,560	14,533	14,707	14,600	14,715

* Data regarding the ethnic and racial identities of Ferris State University students obtained from Fall 2015 4th Day Extract.

**Note: Changes in IPEDS race and ethnicity categories per federal mandate for Fall 2009: American Indian/Alaskan Native, Asian or Pacific Islander, Black, International, Native Hawaiian or Pacific and Two or More Races (since 2009).

Appendix C
Ferris State University
Tuition Incentive Program (TIP) Enrollment

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13*	Fall 14	Fall 15
TIP Data - Phase 1 Students	429	549	631	692	748	865	1014	1102	1206
TIP Data - Phase 2 Students	48	48	89	118	138	175	186	143	155
Total	477	597	720	810	886	1040	1200	1245	1361
TIP Phase 1 FTIAC's	211	258	304	277	316	408	431	422	470

Ethnicity - TIP Scholars	Fall 2011	Fall 2012	Fall 2013*	Fall 2014	Fall 2015
White	559	626	744	792	845
Black or African American	228	269	281	267	319
Hispanic or Latino	37	53	58	77	89
Asian	13	13	9	7	11
American Indian or Alaskan Native	4	3	6	7	3
Two or more Races	29	50	73	72	79
Unreported	16	26	29	23	15
TOTAL	886	1040	1200	1245	1361

*F13 enrollment per WebFocus Report extracted 8/20/14

F14 Enrollment Per Webfocus Report SE000258 TIP STUDENT DEMOGRAPHICS extracted 9/1/2014

F15 Enrollment Per Webfocus Report SE000258 - Tip Student Demographics, extracted 9/9/15

S. VandePanne, 9/9/2015

Appendix D

Honors Data

Honors Program Ethnicity Report									
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black or African American	<u>8</u> 1.37%	<u>6</u> 1.03%	<u>8</u> 1.35%	<u>4</u> .689%	<u>4</u> .571%	<u>3</u> .391%	<u>4</u> .054%	<u>13</u> 1.49%	<u>14</u> 1.61%
American Indian/ Alaskan Native	<u>7</u> 1.20%	<u>8</u> 1.34%	<u>6</u> 1.01%	<u>4</u> .689%	<u>10</u> 1.43%	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u> 0.11%
Asian	<u>11</u> 1.88%	<u>12</u> 2.01%	<u>13</u> 2.19%	<u>11</u> 1.89%	<u>16</u> 2.29%	<u>13</u> 1.69%	<u>8</u> 1.08%	<u>18</u> 2.07%	<u>22</u> 2.53%
Hispanic/Latino	<u>5</u> .86	<u>4</u> .669%	<u>3</u> .506%	<u>7</u> 1.20%	<u>7</u> 1.00%	<u>6</u> .782%	<u>17</u> 2.28%	<u>21</u> 2.41%	<u>31</u> 3.56%
Native Hawaiian/ Pacific Islander	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u> 1.20%	<u>1</u> .143%	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Unreported	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>20</u> 2.86%	<u>25</u> 3.25%	<u>35</u> 4.70%	<u>17</u> 1.95%	<u>13</u> 1.49%
International	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u> .429%	<u>2</u> .260%	<u>5</u> 0.67%	<u>0</u>	<u>2</u> 0.23%
Two or More Races	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u> .571%	<u>18</u> 2.34%	<u>18</u> 2.42%	<u>21</u> 2.41%	<u>23</u> 2.64%
White	<u>554</u> 94.70%	<u>568</u> 94.98%	<u>563</u> 94.94%	<u>554</u> 95.35%	<u>635</u> 90.71%	<u>700</u> 91.26%	<u>662</u> 88.98%	<u>780</u> 89.66%	<u>897</u> 89.61%
Total	585	598	593	581	700	767	744	870	1001

Appendix E
Pell Grant Data

Award Year	Undergraduates at Ferris	Pell Eligible Students	% of Students Eligible	# of Pell Students Awarded	% of Pell Students Awarded
2015-16	13,304	5,467	41.09%	5200	39.09%
2014-15	13,357	5,874	43.98%	5,290	39.60%
2013-14	13,469	5,761	42.77%	5,453	40.49%
2012-13	13,261	5,757	43.41%	5,486	41.37%
2011-12	13,350	5,676	42.52%	5,575	41.76%
2010-11	13,134	5,645	42.98%	5,548	42.24%

*This is based on fall data only and not the entire year.

Appendix F
Graduation Rates
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 Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2004 Fall	White	1073	15%	28%	41%	49%	55%
	Black or African American	99	1%	7%	16%	21%	26%
	Hispanic or Latino	13	0%	15%	23%	23%	31%
	American Indian or Alaska Native	19	0%	5%	5%	21%	37%
	Asian	19	0%	5%	21%	32%	37%
	International	12	25%	42%	75%	75%	75%
	Unreported	25	0%	0%	0%	4%	4%
2005 Fall	White	1231	10%	21%	35%	47%	53%
	Black or African American	123	0%	3%	8%	14%	24%
	Hispanic or Latino	23	9%	17%	26%	26%	26%
	American Indian or Alaska Native	12	0%	0%	8%	17%	17%
	Asian	28	0%	0%	18%	21%	32%
	International	7	0%	29%	29%	29%	29%
	Unreported	12	0%	8%	8%	8%	8%
Two or More Races	1	0%	0%	0%	0%	0%	
2006 Fall	White	1070	11%	20%	35%	45%	52%
	Black or African American	85	0%	1%	7%	14%	26%
	Hispanic or Latino	31	3%	10%	29%	35%	42%
	American Indian or Alaska Native	12	0%	25%	42%	58%	67%
	Asian	25	8%	32%	36%	44%	48%
	International	9	0%	0%	22%	44%	56%
	Unreported	7	14%	29%	43%	43%	57%
2007 Fall	White	1029	11%	22%	34%	44%	50%
	Black or African American	134	2%	10%	13%	20%	24%
	Hispanic or Latino	26	0%	8%	23%	27%	42%
	American Indian or Alaska Native	11	0%	0%	9%	27%	36%
	Asian	27	0%	4%	19%	26%	48%
	International	9	33%	33%	33%	33%	33%
	Unreported	8	0%	0%	0%	0%	13%
2008 Fall	White	1089	11%	19%	34%	44%	52%
	Black or African American	133	0%	4%	8%	20%	25%
	Hispanic or Latino	35	3%	11%	20%	20%	29%
	American Indian or Alaska Native	12	8%	33%	33%	33%	42%
	Asian	26	8%	19%	27%	35%	46%
	International	9	22%	33%	33%	33%	33%
	Unreported	8	13%	13%	25%	25%	25%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2014.

Graduation Rates by Racial and Ethnic Backgrounds*

Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in Four-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2004 Fall	White	553	2%	7%	28%	51%	56%
	Black or African American	30	3%	10%	17%	20%	30%
	Hispanic or Latino	18	0%	0%	11%	44%	50%
	American Indian or Alaska Native	4	0%	0%	0%	25%	25%
	Asian	8	0%	0%	25%	50%	63%
	International	14	7%	7%	14%	14%	21%
	Unreported	30	0%	0%	0%	0%	0%
2005 Fall	White	662	2%	6%	23%	44%	50%
	Black or African American	36	0%	3%	11%	33%	44%
	Hispanic or Latino	17	0%	6%	29%	47%	53%
	American Indian or Alaska Native	6	0%	0%	0%	33%	50%
	Asian	7	14%	14%	14%	14%	14%
	International	13	15%	15%	15%	23%	23%
	Unreported	50	0%	0%	8%	20%	20%
2006 Fall	White	590	3%	8%	32%	53%	58%
	Black or African American	21	0%	0%	10%	33%	33%
	Hispanic or Latino	14	0%	0%	14%	21%	21%
	American Indian or Alaska Native	6	17%	17%	50%	67%	67%
	Asian	11	0%	0%	18%	55%	73%
	International	4	0%	0%	0%	0%	0%
	Unreported	10	0%	0%	10%	30%	30%
2007 Fall	White	616	2%	7%	28%	48%	54%
	Black or African American	30	0%	0%	23%	37%	43%
	Hispanic or Latino	9	11%	11%	11%	33%	44%
	American Indian or Alaska Native	9	0%	0%	0%	11%	11%
	Asian	6	0%	0%	0%	17%	17%
	International	4	0%	0%	50%	75%	75%
	Unreported	114	0%	2%	29%	51%	61%
2008 Fall	White	591	2%	6%	26%	46%	52%
	Black or African American	30	0%	0%	3%	27%	33%
	Hispanic or Latino	9	0%	0%	11%	33%	44%
	American Indian or Alaska Native	2	0%	0%	0%	0%	0%
	Asian	14	0%	0%	14%	21%	36%
	International	4	0%	0%	75%	75%	75%
	Unreported	136	0%	0%	29%	45%	49%
	Two or More Races	3	0%	0%	67%	67%	67%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2014.

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 2	Year 3	Year 4	Year 5	Year 6
2004 Fall	White	1626	11%	21%	37%	50%	55%
	Black or African American	129	2%	8%	16%	21%	27%
	Hispanic or Latino	31	0%	6%	16%	35%	42%
	American Indian or Alaska Native	23	0%	4%	4%	22%	35%
	Asian	27	0%	4%	22%	37%	44%
	International	26	15%	23%	42%	42%	46%
	Unreported	55	0%	0%	0%	2%	2%
2005 Fall	White	1853	7%	16%	31%	46%	52%
	Black or African American	159	0%	3%	9%	18%	28%
	Hispanic or Latino	40	5%	13%	28%	35%	38%
	American Indian or Alaska Native	18	0%	0%	6%	22%	28%
	Asian	35	3%	3%	17%	20%	29%
	International	20	10%	20%	20%	25%	25%
	Unreported	62	0%	2%	8%	18%	18%
	Two or More Races	1	0%	0%	0%	0%	0%
2006 Fall	White	1660	8%	16%	34%	48%	54%
	Black or African American	106	0%	1%	8%	18%	27%
	Hispanic or Latino	45	2%	7%	24%	31%	36%
	American Indian or Alaska Native	18	6%	22%	44%	61%	67%
	Asian	36	6%	22%	31%	47%	56%
	International	13	0%	0%	15%	31%	38%
	Unreported	17	6%	12%	24%	35%	41%
2007 Fall	White	1645	8%	17%	31%	45%	52%
	Black or African American	164	2%	8%	15%	23%	27%
	Hispanic or Latino	35	3%	9%	20%	29%	43%
	American Indian or Alaska Native	20	0%	0%	5%	20%	25%
	Asian	33	0%	3%	15%	24%	42%
	International	13	23%	23%	38%	43%	46%
	Unreported	122	0%	2%	27%	48%	58%
2008 Fall	White	1680	8%	15%	31%	45%	52%
	Black or African American	163	0%	3%	7%	21%	26%
	Hispanic or Latino	44	2%	9%	18%	23%	32%
	American Indian or Alaska Native	14	7%	29%	29%	29%	36%
	Asian	40	5%	13%	23%	30%	43%
	International	13	15%	23%	46%	46%	46%
	Unreported	144	1%	1%	28%	44%	48%
	Two or More Races	3	0%	0%	67%	67%	67%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2014.

Appendix G

Ferris State University - Full Time Workforce*

	2011 Male	2011 Female	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female
Black or African American	<u>16</u> 2.78%	<u>11</u> 1.79%	<u>16</u> 2.75%	<u>11</u> 1.72%	<u>18</u> 3.05%	<u>10</u> 1.60%	<u>18</u> 3.01%	<u>12</u> 1.87%
Hispanic/Latino	<u>5</u> .870%	<u>7</u> 1.14%	<u>7</u> 1.20%	<u>6</u> .940%	<u>10</u> 1.69%	<u>5</u> .798%	<u>9</u> 1.51%	<u>6</u> .933%
American Indian or Alaskan Native	<u>4</u> .696%	<u>2</u> .326%	<u>5</u> .859%	<u>2</u> .314%	<u>5</u> .846%	<u>2</u> .319%	<u>5</u> .835	<u>2</u> .311
Asian	<u>24</u> 4.17%	<u>11</u> 1.79%	<u>24</u> 4.12%	<u>12</u> 1.88%	<u>21</u> 3.55%	<u>11</u> 1.76%	<u>18</u> 3.01%	<u>12</u> 1.87%
White	<u>517</u> 89.91%	<u>579</u> 94.30%	<u>517</u> 88.83%	<u>598</u> 93.73%	<u>521</u> 88.16%	<u>580</u> 92.50%	<u>513</u> 85.64%	<u>570</u> 88.65%
Two or More Races	<u>4</u> .696%	<u>1</u> .163%	<u>4</u> .687%	<u>1</u> .157%	<u>6</u> 1.02%	<u>1</u> .159%	<u>6</u> 1.00%	<u>1</u> .156%
Unreported	<u>5</u> .870%	<u>3</u> .489%	<u>9</u> 1.55%	<u>8</u> 1.25%	<u>10</u> 1.69%	<u>18</u> 2.87%	<u>30</u> 5.01%	<u>40</u> 6.22%
Total	575	614	582	638	591	627	599	643

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

Ferris State University - Full Time Faculty*

	2011 Male	2011 Female	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female
Black or African American	<u>6</u> 2.26%	<u>4</u> 2.53%	<u>6</u> 2.34%	<u>4</u> 2.52%	<u>8</u> 3.15%	<u>2</u> 1.31%	<u>7</u> 2.65%	<u>2</u> 1.14%
Hispanic/Latino	<u>2</u> .755%	<u>2</u> 1.27%	<u>2</u> .781%	<u>2</u> 1.26%	<u>2</u> .788%	<u>2</u> 1.31%	<u>2</u> .758%	<u>2</u> 1.14%
American Indian or Alaskan Native	<u>2</u> .755%	<u>1</u> .633%	<u>2</u> .781%	<u>1</u> .629%	<u>2</u> .788%	<u>1</u> .654%	<u>2</u> .758%	<u>1</u> .572%
Asian	<u>22</u> 8.30%	<u>5</u> 3.16%	<u>23</u> 8.98%	<u>6</u> 3.77%	<u>20</u> 7.88%	<u>5</u> 3.27%	<u>17</u> 6.44%	<u>5</u> 2.86%
White	<u>228</u> 86.04%	<u>146</u> 92.41%	<u>218</u> 85.16%	<u>146</u> 91.82%	<u>213</u> 83.86%	<u>146</u> 93.46%	<u>212</u> 80.30%	<u>147</u> 84.00%
Two or More Races	<u>3</u> 1.13%	0	<u>3</u> 1.17%	0	<u>4</u> 1.57%	0	<u>4</u> 1.52%	0
Unreported	<u>2</u> .755%	0	<u>2</u> .781%	0	<u>5</u> 1.97%	0	<u>20</u> 7.58%	<u>18</u> 10.29%
Total	265	158	256	159	254	153	264	175

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

Kendall College of Art and Design - Full Time Workforce*

	2011 Male	2011 Female	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female
Black or African American	<u>2</u> 5.00%	0	<u>2</u> 4.76%	<u>1</u> 1.75%	<u>2</u> 4.26%	<u>1</u> 1.56%	<u>2</u> 4.76%	<u>1</u> 1.43%
Hispanic/Latino	<u>1</u> 2.50%	0	<u>1</u> 2.38%	0	<u>2</u> 4.26%	0	<u>1</u> 2.38%	0
American Indian or Alaskan Native	<u>1</u> 2.50%	0	<u>1</u> 2.38%	0	<u>1</u> 2.13%	0	<u>1</u> 2.38%	0
Asian	0	0	<u>1</u> 2.38%	0	<u>1</u> 2.13%	0	<u>1</u> 2.38%	<u>1</u> 1.43%
White	<u>36</u> 90.00%	<u>51</u> 96.23%	<u>36</u> 85.71%	<u>53</u> 92.98%	<u>40</u> 85.11%	<u>59</u> 92.19%	<u>36</u> 85.72%	<u>64</u> 91.43%
Two or More Races	0	0	0	0	0	0	0	0
Unreported	0	<u>2</u> 3.77%	<u>1</u> 2.38%	<u>3</u> 5.26%	<u>1</u> 2.13%	<u>4</u> 6.25%	<u>1</u> 2.38%	<u>4</u> 5.71%
Total	40	53	42	57	47	64	42	70

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

Kendall College of Art and Design – Full Time Faculty*

	2011 Male	2011 Female	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female
Black or African American	<u>1</u> 4.76%	0	<u>1</u> 4.76%	0	<u>1</u> 4.76%	0	<u>1</u> 5.00%	0
Hispanic/Latino	0	0	0	0	0	0	0	0
American Indian or Alaskan Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
White	<u>20</u> 95.24%	<u>23</u> 100%	<u>19</u> 90.48%	<u>23</u> 100%	<u>19</u> 90.48%	<u>24</u> 100%	<u>18</u> 90.00%	<u>29</u> 96.67%
Two or More Races	0	0	0	0	0	0	0	0
Unreported	0	0	<u>1</u> 4.76%	0	<u>1</u> 4.76%	0	<u>1</u> 5.00%	<u>1</u> 3.33%
Total	21	23	21	23	21	24	20	30

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

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

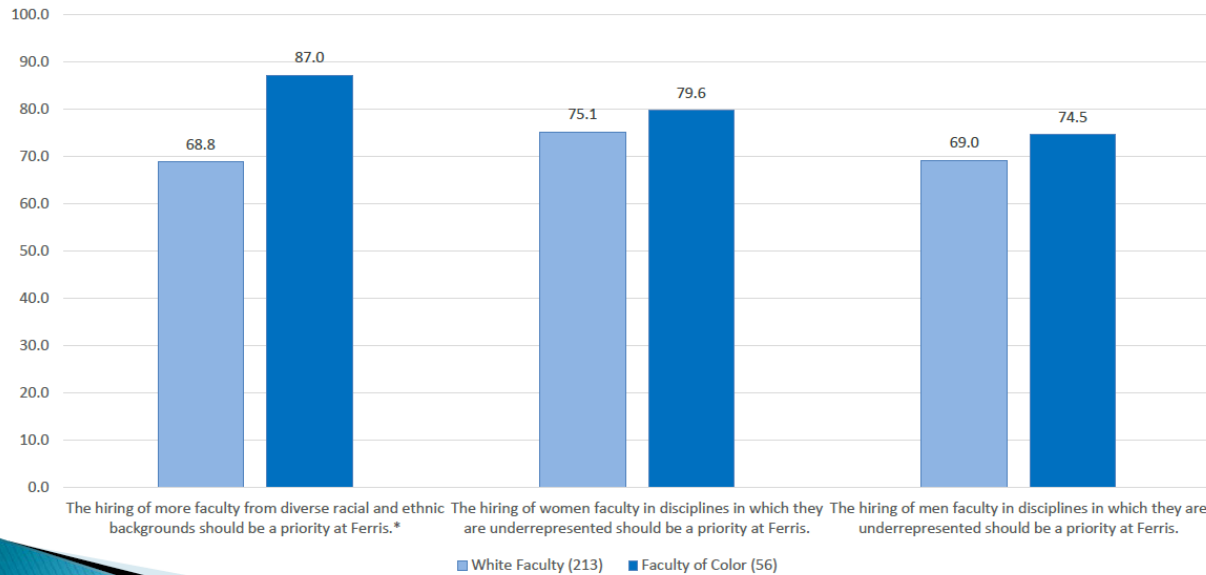
**Fall 2009: New categories were established to be in compliance for IPEDS reporting. All employees were re-surveyed to best obtain an accurate reflection of race/ethnicity.

Appendix H

Representative Themes and Comments

Approximately 70% faculty agree that hiring of more faculty from underrepresented groups should be a priority at Ferris.

Percentage of Faculty who Strongly Agree or Agree with the following statements.....

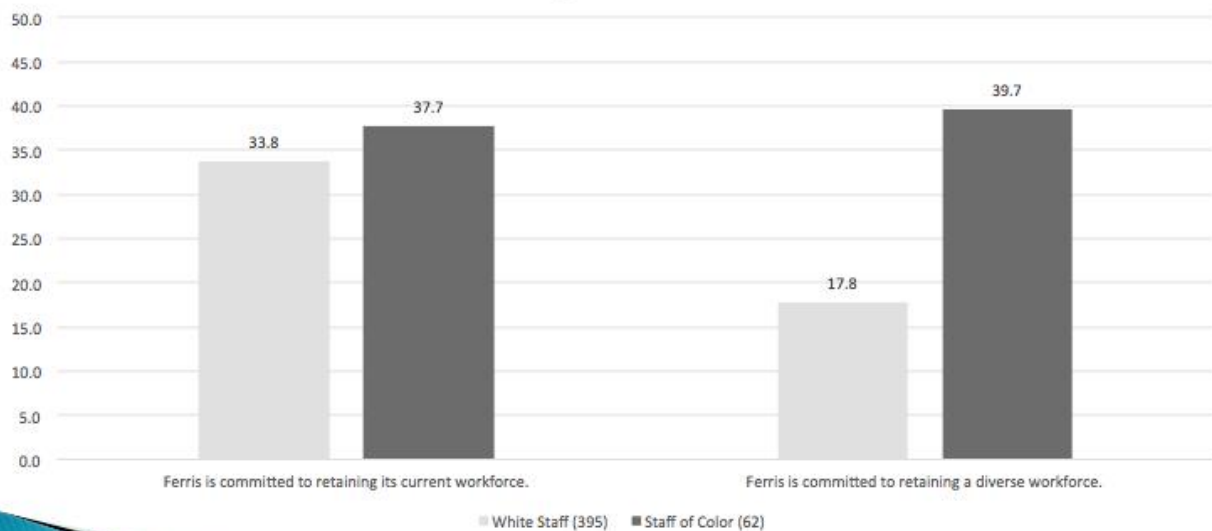


Appendix I

Representative Themes and Comments

Approximately 40% staff of color disagree that Ferris is committed to retaining its current workforce and that Ferris is committed to retaining a diverse workforce.

Percentage of Staff who Strongly Disagree or Disagree with the following statements.....

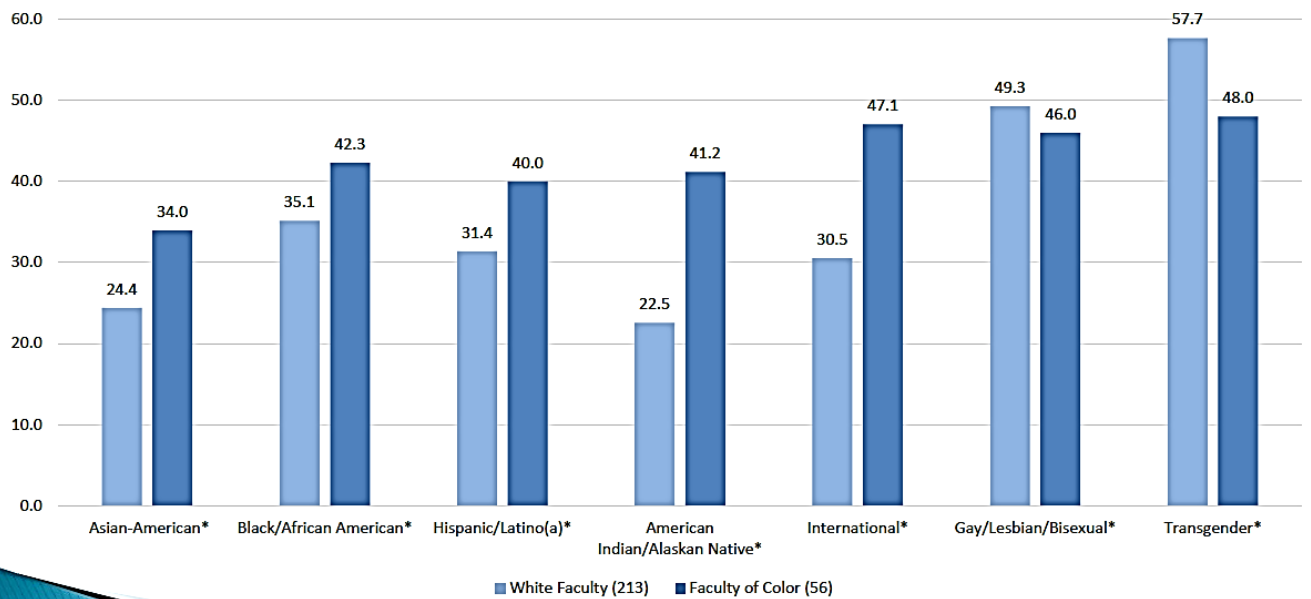


Appendix J

Representative Themes and Comments

Many faculty members disagree that the surrounding community is comfortable for faculty members across race/ethnicity and sexual orientation.

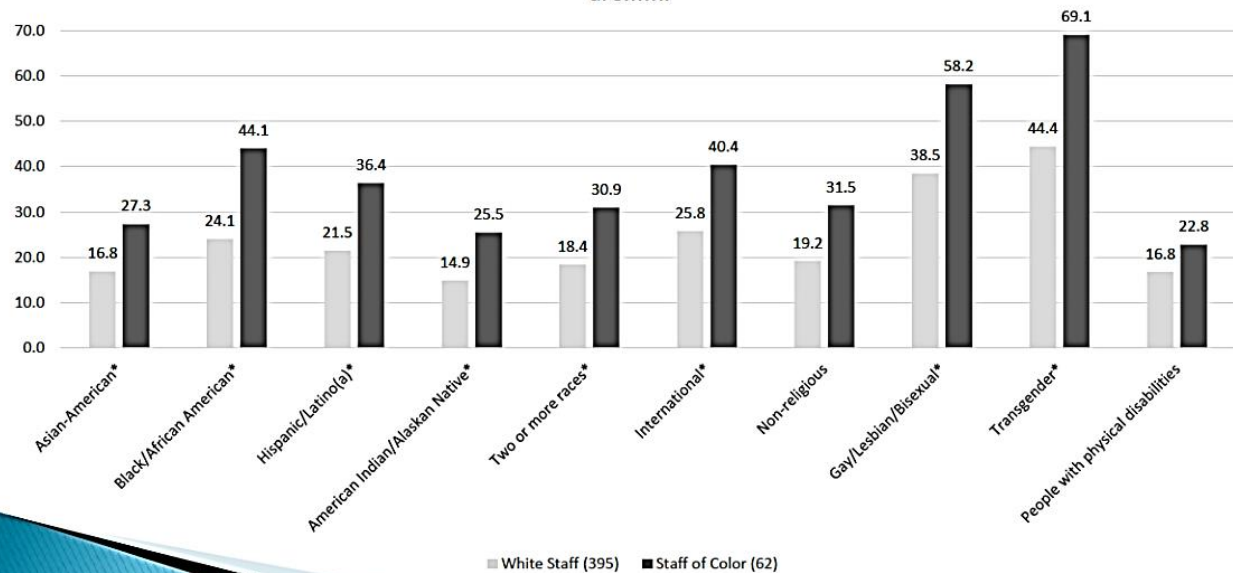
Percentage of Faculty who Strongly Disagree or Disagree with the following statements- In my opinion the surrounding community is comfortable for faculty members who are....



Representative Themes and Comments

Many staff members disagree that the surrounding community is comfortable for staff members across race/ethnicity, sexual orientation and physical disabilities.

Percentage of Staff who Strongly Disagree or Disagree with the statement - In my opinion, Ferris State University's surrounding community is comfortable for staff members who are.....



Appendix K Michigan's 15 State Universities Fall 2013 Workforce Data Full and Part Time

Institution Name	Total Full/Part Time Employees	American Indian or Alaska Native Full/part time Employees	Asian Full/part time Employees	Black or African American Full/part time Employees	Hispanic or Latino Full/part time Employees	Native Hawaiian/ Other Pacific Islander Full/part time Employees	Race/ Ethnicity Unknown, Full/part time Employees	Two or More Races Full/part time Employees	Non-resident alien, Full/part time Employees	White Full/part time Employees
Central Michigan	2740	18	101	106	42	1	45	5	30	2392
		0.657%	3.686%	3.869%	1.533%	0.036%	1.642%	0.182%	1.095%	87.299%
Eastern Michigan	2529	14	119	258	56	4	61	24	22	1971
		0.554%	4.705%	10.202%	2.214%	0.158%	2.412%	0.949%	0.870%	77.936%
Ferris State	2063	13	43	46	28	1	98	8	4	1822
		0.630%	2.084%	2.230%	1.357%	0.048%	4.750%	0.388%	0.194%	88.318%
Grand Valley	2955	9	100	162	88	0	122	21	25	2428
		0.305%	3.384%	5.482%	2.978%	0.000%	4.129%	0.711%	0.846%	82.166%
Lake Superior	461	15	7	2	2	0	50	0	22	363
		3.254%	1.518%	0.434%	0.434%	0.000%	10.846%	0.000%	4.772%	78.742%
Michigan State	11602	62	634	716	529	6	0	59	522	9074
		0.534%	5.465%	6.171%	4.560%	0.052%	0.000%	0.509%	4.499%	78.211%
Michigan Technological University	1572	5	75	7	19	0	110	4	68	1284
		0.318%	4.771%	0.445%	1.209%	0.000%	6.997%	0.255%	4.326%	81.680%
Northern Michigan	1114	14	22	9	14	0	23	5	2	1025
		1.257%	1.975%	0.808%	1.257%	0.000%	2.065%	0.449%	0.180%	92.011%
Oakland	2147	13	136	176	42	6	20	8	57	1689
		0.605%	6.334%	8.197%	1.956%	0.279%	0.932%	0.373%	2.655%	78.668%
Saginaw Valley State University	1292	3	49	55	45	1	62	4	5	1068
		0.232%	3.793%	4.257%	3.483%	0.077%	4.799%	0.310%	3.870%	82.663%
University of Michigan-Ann Arbor	21463	59	1840	1476	678	12	313	293	1196	15596
		0.275%	8.573%	6.877%	3.159%	0.056%	1.458%	1.365%	5.572%	72.665%
University of Michigan-Dearborn	1016	0	113	90	25	1	9	12	0	766
		0.000%	11.122%	8.858%	2.461%	0.098%	0.886%	1.181%	0.000%	75.394%
University of Michigan-Flint	1073	7	32	115	27	0	20	10	13	849
		0.652%	2.982%	10.718%	2.516%	0.000%	1.864%	0.932%	1.212%	79.124%
Wayne State	6794	18	649	1487	168	8	64	35	403	3962
		0.265%	9.553%	21.887%	2.473%	0.538%	0.942%	54.688%	5.932%	58.316%
Western Michigan University	3344	10	128	255	84	3	420	38	29	2377
		0.299%	3.828%	7.626%	2.512%	0.090%	12.560%	1.136%	0.867%	71.083%
This data was collected from The Integrated Postsecondary Education Data Systems (IPEDS).										

Appendix L

Multi-Year Ferris Rankings of Minority Staff from the IPEDS Data

Year	% Non-white	Ranking
2007	5.4%	15
2008	5.8%	15
2009	8.8%	15
2010	10.8%	14
2011	7.9%	15
2012	10.1%	14
2013	11.7%	14