

Diversity at Ferris

2012



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Diversity at Ferris 2012

The Ferris State University Board of Trustees approved the University's first Diversity Plan on March 21, 2008. *Diversity at Ferris 2012* is the fifth annual assessment of the University's progress toward implementing the Diversity Plan. Regarding diversity and inclusion, the 2012 calendar year represented a banner year for Ferris. Among the University's diversity highlights were:

- Ferris State University was selected as a winner of the 2012 *Insight into Diversity* Higher Education Excellence in Diversity (HEED) award. *Insight into Diversity* is a national (print and online) magazine.
- On April 26, 2012, the newly-designed Jim Crow Museum was opened at the University. The opening was covered by National Public Radio, CNN, Yahoo News, *Atlantic Monthly*, the Associated Press, and hundreds of newspapers.
- On November 27, 2012, the University's Center for Latin@ Studies had its Grand Opening Ceremonies. The Center works to increase access to higher education, promote intercultural exchange, and provide opportunities for meaningful partnerships between Ferris State University and organizations affiliated with Latin@ communities.
- The Office of Housing and Residence Life at Ferris State University was the winner of the Outstanding Commitment to Diversity award, given by the Minority & Friends Network—an organization that includes more than 60 institutions.
- Operation Excel, a summer bridge program, was implemented to aid students who qualify for general admission, but not to the degree program of their choice, to have a greater opportunity to qualify for admission to the desired programs by the end of one year.
- According to statistics from the American Society for Engineering Education, Ferris is ranked eighth in the nation in granting engineering technology degrees to females.

Diversity at Ferris 2012 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 with 14-point font. Following each of the four goals are a) areas of progress and achievement; b) continued challenges; and, c) a brief overall assessment and recommendations.

1. Create a University that is welcoming to diverse populations

Progress and Achievement

- University members continue to organize and participate in a large number of diversity and inclusion related events. For a sample of this programming see Appendix A.
- The Office of Multicultural Student Services (OMSS) is responsible for implementing much of the University's diversity-related programs, see Appendix B.
- Diversity work teams exist in colleges and divisions. Their annual reports are accessible through the links found in Appendix C.
- The Office of Housing and Residential Life implemented *Respect by Me*, a new dialogue-based initiative in the on-campus residence halls. This initiative attempts to inspire students to engage in honest dialogue, resolve conflicts, and be respectful to one another and the Ferris community
- The University hired a Director of Equal Opportunity—responsible for ensuring compliance with Federal and State equal opportunity laws, as well as enforcement of related University programs and policies. The Director provides consultation and investigation of concerns about inequity or civil rights violations by University community members.
- The University is implementing two new diversity training programs: *Preventing Workplace Bullying* and *Together: An Engaging Look at Harassment and Respect*.
- The First Lady's Attic provided professional clothing for students.
- University-wide activities were used to educate campus members about bullying (The Bullycide Project), sexual assault (Take Back the Night), domestic violence (Tombstone Project), and other social problems.
- The University's marketing and promotional materials reflect a commitment to diversity and inclusion.

Continued Challenges

Ferris State University has committed itself to being a truly diverse university. This commitment is accompanied by challenges, including but not limited to the following:

- Many of the "diverse" students recruited by the University are of low socioeconomic status and face financial and academic challenges.
- Diversity initiatives often represent changes from—and challenges to—the status quo and this may result in resistance. As the institution transitions to a truly diverse

university, there will inevitably be conflicts. These conflicts can be viewed as opportunities for teaching and maturation.

General assessment and Recommendations

The Diversity and Inclusion Office was created in January 2007, to help coordinate and provide strategic organizational leadership and focus for the University's diversity efforts. Regarding diversity and inclusion, the University has made progress. To make sure that the progress continues, the following recommendation is proposed:

- Ferris should use an external agency to conduct a diversity audit to assess how effectively the diversity policies, procedures and processes are operating within the University. This audit will serve as the basis of specific, practical action plans.

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

Progress and Achievement

- The diversifying of the Ferris student body is increasing, and the Tuition Incentive Program (TIP) is one of the drivers of that change. The number of TIP students studying at Ferris increased from 477 in Fall 2007 to 1040 in Fall 2012. The TIP population is more diverse regarding race/ethnicity than the general student population. To examine these data please see Appendix D.
- The Center for Latin@ Studies was created with a director and assistant director.
- Many divisions of the University work with faculty and administrators from universities in other countries to build relationships and facilitate International students enrolling at Ferris—these relationships include Yasar University in Turkey, Zaozhuang University in China, The Polytechnic in Nigeria, and Dankook University in South Korea.
- During the 2012 calendar year, the Office of International Education led efforts to aggressively recruit International students. In Fall 2007 there were 157 International students, constituting 1.20 percent of the student body; in Fall 2012, the number had risen to 322, representing 2.22 percent of the student body—by the winter semester it was up to 362. The Office has also implemented impressive and diverse educational and social programming. See Appendix E.
- For the eighth consecutive year, the number of Hispanic/Latino students at the University increased. In Fall 2012, there were 452 Hispanic/Latino students, representing 3.11 percent of the student body. See Appendix F.
- The number of students who identify as black/African American increased at the University. In Fall 2011, these students numbered 909 (6.24 percent); in Fall 2012, there

were 955 (6.57 percent). In Fall 2011, the Two or More Races students numbered 243 (1.67 percent), in Fall 2012, there were 327 (2.25 percent) of the University's student body, See Appendix F.

- The Ferris Youth Initiative offers scholarships and mentoring for youth who aged out of foster care or who are impoverished orphans. In 2013, for the third consecutive year, Ferris will host the annual Michigan Teen Conference, which is designed for youth aged 14 to 21 who are preparing to exit foster care, their caregivers, and the professionals who work with these youth.
- The Doctorate in Community College Leadership Program has a diverse student body, with racial minorities accounting for almost 21 percent of the students.

Continued Challenges

- TIP students now constitute more than 10 percent of the Ferris student body. This large number of low-income students brings challenges to the University.
- The University must remain vigilant regarding retention and graduation rates of TIP students. The freshman retention rate for the 2011 TIP group (59 percent) is below the retention rate for the general student body (69 percent).
- The Honors Program is one of the least diverse parts of the University. In Fall 2012, despite a surge in the size of the Honors Program to 700 students, almost all of the underrepresented groups decreased—with the exception of the “Two or More Races” category. See Appendix G.
- The graduation gap between white students and some racial and ethnic students continues. For example, looking at the students who were graduated from the 2006 cohort, 54 percent of the white students were graduated, whereas a gap persists with African Americans, 27 percent, Hispanics or Latinos, 36 percent, and International students, 38 percent. Two categories exceeded the white graduation rate: American Indian or Alaska Native, 67 percent, and, Asian, 56 percent. See Appendix H.
- A change in eligibility for the Pell Grant (limiting it to 12 semesters) has resulted in a decrease in the number of Ferris students who use this grant. In Fall 2010, 50 percent of Ferris students received the grant; in Fall 2012, 43 percent of Ferris students received the grant. Almost 200 students needed the grant but had exhausted their eligibility.

General Assessment

The University continues to do a good job recruiting racial and ethnic minority students and students of low socioeconomic status; however, a major challenge facing the University is to identify and implement strategies for retaining and graduating a higher percentage of these students. The following recommendations are offered:

- Strengthen existing mentoring programs, for example, the Scholar Peer Mentor program, and the Transitions to Success: Minority Student Orientation.
- Increase the slots available in the Operation Excel, summer bridge program.
- The Honors Program should continue to identify and implement strategies to increase the diversity of its student body.
- Enroll and graduate TIP students in associate degree programs.

3. Hire and retain a diverse workforce

Progress and Achievement

- The Vice President for Diversity and Inclusion meets with the chairpersons of search committees.
- All Ferris positions posted externally are advertised in diversityjobs.com and diversitytrio.com.
- There has been a very slight increase in the percentage of racial and ethnic minorities employed as full-time continuing employees of the University. In Fall 2011, the University employed 517 white males (89.91 percent of all males) and 579 white females (94.30 percent of all females). In Fall 2012, there were 517 white males (88.83 percent of all males) and 598 white females (93.73 percent of females). See Appendix I and J.
- The recent hiring of Academic Deans included the hiring of two administrators from underrepresented categories.
- Several divisions are intentionally using interns from underrepresented populations.

Continued Challenges

- Ferris does not have a tradition of being an institution with a diverse workforce, meaning the University cannot rely on past practices to diversify its faculty and staff.
- Ferris is a mid-sized institution located in a rural setting.

General Assessment and Recommendations

Almost every divisional diversity report mentioned the difficulty of identifying and hiring employees from underrepresented groups. It is clear that increasing the diversity of the Ferris workforce remains a major challenge facing the University; nevertheless, the University can continue its efforts to increase its brand exposure to prospective employees from underrepresented groups, and implement strategies to increase the number of racial and ethnic minorities in hiring pools. This is a complicated, multi-layered challenge with no easy solutions; however, the following recommendations are offered:

- Reconvene the Taskforce on the Recruitment and Retention of a Diverse Faculty and Staff to assess the University's progress and challenges in this area.
- The Kendall College of Art and Design should take advantage of the College's presence in a metropolitan area to recruit a more diverse workforce.
- The University should create a marketing campaign that targets prospective employees from underrepresented populations. The creation of such a campaign was one of the recommendations of the Taskforce on the Recruitment and Retention of a Diverse Faculty and Staff.

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

Progress and Achievement

- The University-wide Student Learning Outcomes selected by the General Education Taskforce includes this outcome: "Graduates of Ferris State University should understand the value of inclusion, empathy and positive engagement in their interactions with diverse others." The Taskforce added, "Human diversity is manifest in myriad ways including physical, intellectual, socioeconomic, ethnic, cultural, and sexual. From the local to global scale, successful citizens develop an attitude of respecting diversity in their interactions with others."
- In 2012, there were 102 courses at Ferris classified as "Global Consciousness Courses," and 89 that were classified as "Race, Ethnicity and/or Gender Courses" to satisfy General Education requirements. Of course, there were many other courses that examined race, ethnicity, and gender. For example, all College of Health Professions programs have at least one assessment-related learning outcome that reflects diversity and inclusion.

- The Math Department initiated academic programming to increase the math proficiency of international students and members of underrepresented groups.
- The Vice President for Diversity and Inclusion gives an annual lecture on inclusive teaching to faculty at the New Faculty Orientation.
- The President's Office, Academic Affairs, and the Diversity and Inclusion Office fund Faculty/Staff Diversity Mini-grants that are often used to enhance diversity in classrooms.
- The Jim Crow Museum was opened in 2012, offering many opportunities to learn about issues related to race relations, diversity, and inclusion. In its new location and expanded space, the Museum will host national and state-wide academic conferences.
- The Faculty Center for Teaching @ Learning supports faculty attending the state-wide Equity in the Classroom Conference.

Continued Challenges

- Relative to other employees, there is comparatively little sustained diversity training involving faculty.
- Faculty must choose to work to establish culturally sensitive and inclusive classrooms.
- Diversity works best when it is linked to excellence—the challenge is to find ways to do this.

General Assessment and Recommendations

The General Education Taskforce's selection of a diversity-related learning outcome will strengthen the work being done in many courses taught at the University—and it will encourage additional professors to reevaluate and re-conceptualize their teaching pedagogy. The Faculty Center for Teaching & Learning (FCTL) has been a leader in this area, providing training and support for faculty. The following recommendations are offered:

- Create and financially support faculty and staff professional development opportunities that focus on diversity and inclusion.
- Host a series of on-campus dialoguing opportunities for professors and staff personnel who are interested in identifying and implementing strategies for building inclusive campus environments—this may include seminars and workshops facilitated by the Diversity and Inclusion Office, FCTL, OMSS, and the Latin@ Center.

Appendix A:

A Sample of University-wide lectures, discussion, cultural events, and other activities related to diversity and inclusion

Events in 2012 changed the University, in big and little ways.

The conception and creation of the new Jim Crow Museum of Racist Memorabilia put Ferris State University in the national spotlight. The Grand Opening of the museum on April 25th and 26th was accompanied by national and international news coverage. The museum became a beacon for people in Michigan and from all over the world. Important visits included:

June 8: A group of academics from Australia toured the museum and plan to create a similar museum in Canberra.

July 27: Malaak Shabazz, youngest daughter of Malcolm X and Betty Shabazz, visited the museum.

November 15: Harvard Professor Henry Louis Gates visited the museum and filmed a component of a six-part series "The African Americans: Many Rivers to Cross" for PBS.

As Michigan changes and as the role of Ferris State University changes, Ferris has established itself as a significant force in the Grand Rapids community, including the growing Hispanic community. This work took a major step forward in 2012 with the opening of the Center for Latin@ Studies. Some events included:

March 22: Ferris State University participated in the Cesar E. Chavez Social Justice March & Community Gathering.

April 20: FSU hosted the 12th annual Advocates for Latino Student Advancement in Michigan Education youth conference.

May: FSU partnered with several other schools to host the 3rd annual Grand Rapids Latin American Film Festival.

September 28: A group of FSU faculty and administrators toured Grand Rapids with Tony Baker to establish new relationships with the Latin@community.

November: Dia de los Muertos (Day of the Dead) exhibit in IRC features art work on loan from the Mexican Consulate in Detroit to celebrate a "new collaboration" with the Center for Latin@ Studies.

November 7: Challenges & Opportunities for Latino Entrepreneurs (part of Global Entrepreneurs week).

November 12: Carlos Sanchez named Director of Latino Business and Economic Development Center.

November 27: FSU celebrations the Grand Opening of the Center for Latin@ Studies.

Many other events occurred in 2012. Some are detailed in Appendix B (Office of Multicultural Student Services) and Appendix E (Office of International Education). Other happenings engaged different groups on campus. Some examples:

January 30: Zach Wahls, “the son with two moms” spoke on campus.

February 11: Students and faculty at the Dental Hygiene clinic provided free dental health care for area children.

March 14: Faculty and academic administrators spent a day engaged in discussions about recruiting and retaining a more diverse faculty, focused around a visit by FSU alumna Professor Angela Mensah.

April: A FSU-created & hosted website supported VP Don Green’s work with the World Literacy Summit of the World Literacy Foundation to create the Oxford Declaration.

May 18: GEAR UP hosted a Passing the Torch ceremony in Muskegon

June: Ferris State University awarded a \$397,000 grant to strengthen the Ferris Youth Initiative

September 19: 2nd Annual Spiritual Exploration Fair

October 5: The Fag Bug visit & presentation

October 12: The Grand Rapids Pacers wheelchair basketball team played FSU teams at Wink Arena

November 14: Love the Skin You’re In – Body Image Exhibit

December 1: OMSS: Native American Round Dance

Appendix B

Office of Multicultural Student Services

Submitted by: Matthew Chaney, Director

2011-2012 DIVERSITY SUCCESSES

- Organized and implemented over 40 well attended programs and events throughout the academic year with a primary focus on diversity, multiculturalism and inclusion.
- Held annual “Transitions to Success” and “Minority Student Get Acquainted Day” programs for the incoming and returning students to come out and learn about the variety of different resources and minority student organizations as well as to create networking opportunities for students, faculty, and staff.
- Coordinated a revamped model of T.O.W.E.R.S. (Teaching Others What Establishes Real Success) Leadership Development Program with Ferris students.
- Organized and implemented featured presentation “Michael Reyes” and the "Hispanic Festival" in celebration of Hispanic Heritage Month.
- Organized and implemented the *Tombstone Project* in honor of Domestic Violence Awareness Month.
- Organized and implemented a Native American Documentary Series and hosted a "Native Dance Exhibition" from the Ziibiwing Center for the campus community in honor of Native American Heritage Month.
- Organized and implemented annual “MLK Freedom March” and hosted "The Meeting" play as a featured presentation, as well as a variety of other engaging events in honor of Dr. Martin Luther King, Jr.
- Organized and implemented a Black History Documentary Series, Critical Knowledge discussion, Student Tribute, and hosted the "Drum Majors for Justice" exhibit as a featured presentation for Black History Month during the month of February.
- Co-sponsored the “Taste of Asia” events with the Asian Student Organization in celebration of Asian American Awareness Month.

- Co-sponsored the Sports Communication guest speaker "Drea Avent" on campus.
- Assisted the Diversity and Inclusion Office and Academic Affairs with implementing the ALSAME Conference at Ferris State for High School Latino students from across the state of Michigan.
- Assisted with coordination of the Jim Crow Museum Opening activities such as the "GVSU Act on Racism" presentation and discussion.
- Coordinated over 20 workshops and presentations that dealt with diversity, student development and retention for the campus community.
- Provided support to a variety of student groups such as Black Greek Council, Hispanic Student Organization, Black Leaders Aspiring Critical Knowledge, You Beautiful Black Woman, Muslim Student Organization, and the Asian Student Organization in helping them to sponsor a variety of educational programs for the campus community.
- Oversaw the GEARUP/College Day Program grant implemented in schools in Baldwin, Muskegon, Morley-Stanwood, and Big Rapids.
- Assisted with more than 20 College Day presentations and visits for diverse student groups in collaboration with Admissions.

Appendix C
Divisional and College Reports

Division/College	Diversity Team in Place	Diversity Plan on File	Annual Progress Report
Administration and Finance	Yes	Yes	Yes
College of Health Professions	Yes	Yes	Yes
Arts and Sciences	Yes	Yes	Yes
College of Business	Yes	Yes	Yes
College of Education and Human Services	Yes	Yes	Yes
College of Pharmacy	Yes	Yes	Yes
College of Engineering Technology	Yes	Yes	Yes
FLITE	Yes	Yes	Yes
Governmental Relations and General Counsel	Yes	Yes	Yes
Kendall College of Art and Design	Yes(not active)	No	No
Michigan College of Optometry	Yes	No	Yes
Extended and International Operations	Yes	Yes	Yes
Student Affairs	Yes	Yes	Yes
Univ. Advance and Marketing	Yes	Yes	Yes
Retention and Student Success	Yes	Yes	Yes

Appendix D
The Tuition Incentive Program (TIP)
Data including racial and ethnic backgrounds

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
TIP Data - Phase 1 Students	429	549	631	692	748	865
TIP Data - Phase 2 Students	48	48	89	118	138	175
Total	477	597	720	810	886	1040
TIP Phase 1 FTIAC's	211	258	304	277	316	408

Ethnicity - Fall 2011	TOTAL OF ALL THREE Fall 2011	TOTAL OF ALL THREE Fall 2012
White	559	626
Black or African American	228	269
Hispanic or Latino	36	53
Asian	13	13
American Indian or Alaskan Native	4	3
Two or More Races	29	50
Native Hawaiian or Other Pacific Islander	1	0
Unknown	16	26
TOTAL	886	1040

Appendix E

Office of International Education Programming, 2012

January 24: Chinese New Year

Sponsored by the Office of International Education

This event featured traditional dancers, a Pipa player, Chinese food, Chinese calligraphy and much more to celebrate the year of the Dragon and to teach the Ferris State Campus Community about Chinese traditions both ancient and present.

April 10: Globalization Video

Sponsored by the Globalization Initiative

Ferris State University is working to help students understand the importance of globalization by integrating it into instruction in the classroom. Attendees viewed part of the documentary that chronicles this effort.

April 10: American Handshake

Sponsored by the International Student Organization

A handshake can tell you a lot about a person, but what can it tell you about a culture? The International Student Organization explored how greetings vary from country to country. Attendees found out what international students thought the first time you said "hello" and how your words and gestures are interpreted by others.

April 10: Taste of Asia

Sponsored by the Asian Student Organization and the Office of Multicultural Student Services

This event was the Asian Student Organization's Mixer! The event included a potluck, crafts & games, and fellowship with fellow students.

April 11: Wines Around the World

Sponsored by the Blue Cow Cafe

Attendees gathered at Blue Cow Café for a tasting of Wines Around the World. Wines from each continent were featured with appetizers paired with each sample.

April 12: Lost in Afghanistan: America's Political and Military Dilemma

Sponsored by the Center for Global Studies and Engagement

Guest speaker Jack Segal, is the U.S. State Department Speaker, who had been actively involved in American foreign policy for decades. For eight years, he was the senior political adviser to the NATO commander overseeing the Afghanistan conflict. This presentation aimed to define how the US-led military and political campaign went astray in Afghanistan and the border region of Pakistan. It reviewed some of the key turning points in the campaign: the expansion of the NATO-led military effort, the assessment of General McChrystal, a series of fraudulent Afghan elections, the resurgence of the Taliban and "warlordism", the discouraging outcome of the US military "surge" of 2009-12 and the subsequent reversion from counterinsurgency to counter-terrorism as the fundamental strategy.

April 12: Global Reflections

Sponsored by the Globalization Initiative and NAACP Ferris Chapter

Guest Speaker Dr. Norman Sauer from Michigan State University reflected on "We may not be who we think we are: The role of human diversity in understanding human races.

April 13: The 1st Annual Intercollege WorldQuest Competition

Sponsored by the Center for Global Studies and Engagement

Ferris State faculty and staff matched wits on topics such as current affairs, world leaders, geography, recent history, flags, international organizations, countries, regions, the world economy, culture, religion, and more.

April 15: 24th Annual International Festival of Cultures

Sponsored by the Presidents' Office

Delicious food, unique dance steps and diverse music were just a few features of the 24th Annual International Festival of Cultures. This was the signature international event of the year, and it provided a platform for the University's international students, faculty and staff to create an environment for learning about different cultures through food, entertainment, crafts, and more. Open to the campus and public, the festival was an opportunity to experience the international flavors Big Rapids has to offer.

April 15: Children's Poster Contest Winners Revealed

Sponsored by the Center for Global Studies and Engagement

Each year, the Office of International Education asks students from the local elementary schools to design a poster based on our International Festival Theme.

September 13: Beyond: A Silk Road Journey at Kendall College of Art and Design

Sponsored by the Office of International Education's Center for Global Studies and Engagement

Guests took a journey along the silk road with the aid of interactive exhibits, speakers, and performers. Along the way guests heard tales of passion and conquest, were serenaded by the music of the ancient cities, and tasted the spices that inspired adventure and discovery. The exhibits were guided by faculty leading study abroad programs, allowing students and community members the chance to learn about opportunities to experience those cultures first hand through study and travel.

September 27: Traveling the Silk Road

Sponsored by the Office of International Education

Guest speaker Professor J. Randall Groves talked about his journey along the silk road.

October 2: Between Cooperation and Conflict

Sponsored by the Office of International Education

Guest Speaker Dr. David Rosner took us beyond the era of the silk road to explore the interconnected nature of our history and its impact on our future.

October 7: Beyond: A Silk Road Journey at Ferris State's Big Rapids Campus

Sponsored by the Office of International Education's Center for Global Studies and Engagement

Guests took a journey along the silk road with the aid of interactive exhibits, speakers, and performers. Along the way guests heard tales of passion and conquest, were serenaded by the music of the ancient cities, and tasted the spices that inspired adventure and discovery. The exhibits were guided by faculty leading study abroad programs, allowing students and community members the chance to learn about opportunities to experience those cultures first hand through study and travel.

October 24: International Cooking Class

Sponsored by the Office of International Education

Faculty and students from the College of Business taught Ferris State Students, Faculty, and Staff how to cook international foods as well as gave them recipes for international foods that they can make at home.

October 30: Eid Mubarak Celebration

Sponsors: Office of International Education and Saudi Student Organization

Eid Mubarak (Eid al hajj) is a holiday were Muslims celebrate the hajj (pilgrimage to Meccah) and the survival of Ishmail, son of Abraham. At this celebration, Ferris students and faculty talked about Islam and the diversity of the hajj while guests enjoyed Arabic food.

November 15: Traditional Native American Thanksgiving Dinner

Sponsored by the Office of International Education's Center for Global Studies and Engagement, Circle of Tribal Nations, FSUbuntu, International Student Organization, and the Center for Latino Studies

Guest Speaker Dr. Scott Herron, FSU Faculty, spoke about Thanksgiving traditions among Native Americans while guests enjoyed a traditional Thanksgiving Dinner.

November 30: Diwali - The Festival of Lights Celebration

Sponsored by the International Student Organization and the Office of International Education

Diwali is one of the biggest, most enthusiastic festivals celebrated by Hindus in India. Guests joined the International Student Organizations as they celebrated, tasted Indian food, and learned about Indian culture.

Appendix F

Ferris State University Student Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2004	2005	2006	2007	2008	2009	2010	2011	2012
American Indian/Alaskan Native	<u>98</u> .830%	<u>95</u> .757%	<u>107</u> .851%	<u>114</u> .871%	<u>108</u> .798%	<u>125</u> .902%	<u>120</u> .835%	<u>104</u> .714%	<u>76</u> .523%
Asian or Pacific Islander	<u>203</u> 1.72%	<u>227</u> 1.81%	<u>236</u> 1.88%	<u>269</u> 2.06%	<u>259</u> 1.91%	<u>251</u> 1.81%	<u>223</u> 1.55%	<u>225</u> 1.55%	<u>247</u> 1.70%
Black	<u>755</u> 6.40%	<u>747</u> 5.95%	<u>677</u> 5.38%	<u>840</u> 6.42%	<u>843</u> 6.23%	<u>888</u> 6.40%	<u>957</u> 6.66%	<u>909</u> 6.24%	<u>955</u> 6.57%
International	<u>239</u> 2.02%	<u>216</u> 1.72%	<u>186</u> 1.48%	<u>157</u> 1.20%	<u>163</u> 1.21%	<u>161</u> 1.16%	<u>176</u> 1.22%	<u>226</u> 1.55%	<u>322</u> 2.22%
Hispanic/Latino	<u>150</u> 1.27%	<u>164</u> 1.31%	<u>177</u> 1.41%	<u>246</u> 1.88%	<u>259</u> 1.91%	<u>296</u> 2.13%	<u>340</u> 2.36%	<u>423</u> 2.91%	<u>452</u> 3.11%
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	<u>1</u> .007%	<u>4</u> .028%	<u>5</u> .034%	<u>7</u> .048%
White	<u>9,156</u> 77.57%	<u>9,679</u> 77.14%	<u>9,683</u> 77.00%	<u>10,879</u> 83.13%	<u>10,857</u> 80.23%	<u>11,019</u> 79.47%	<u>11,352</u> 78.94%	<u>11,518</u> 79.11%	<u>11,390</u> 78.37%
Two or More Races	NA	NA	NA	NA	NA	<u>62</u> .447%	<u>174</u> 1.21%	<u>243</u> 1.67%	<u>327</u> 2.25%
Unreported	<u>1,202</u> 10.18%	<u>1,419</u> 11.31%	<u>1,509</u> 12.00%	<u>582</u> 4.45%	<u>1,043</u> 7.71%	<u>1,062</u> 7.66%	<u>1,035</u> 7.20%	<u>907</u> 6.23%	<u>757</u> 5.21%
Total	11,803	12,547	12,575	13,087	13,532	13,865	14,381	14,560	14,533

* Data regarding the ethnic and racial identities of Ferris State University students obtained from the FSU Fact Book. Table updated Fall 11.

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

Appendix G
Ferris State University
Honors Program Ethnicity Report

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
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%
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>
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%
Hispanic/Latino	<u>5</u> .855	<u>4</u> .669%	<u>3</u> .506%	<u>7</u> 1.20%	<u>7</u> 1.00%	<u>6</u> .782%
Native Hawaiian/Pac Islander	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u> 1.20%	<u>1</u> .143%	<u>0</u>
Unknown	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>20</u> 2.86%	<u>25</u> 3.25%
International	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u> .429%	<u>2</u> .260%
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%
White, not of Hispanic Origin	<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> 91.264%
Total	585	598	593	581	700	767

Appendix H

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
2002 Fall	White	1678	9%	18%	32%	44%	49%
	Black or African American	177	1%	3%	10%	16%	21%
	Hispanic or Latino	30	10%	23%	47%	57%	57%
	American Indian or Alaska Native	10	20%	20%	30%	60%	60%
	Asian	30	0%	7%	30%	47%	57%
	International	23	9%	22%	30%	52%	52%
	Unknown	82	1%	9%	21%	21%	21%
2003 Fall	White	1859	9%	20%	33%	47%	53%
	Black or African American	160	1%	4%	11%	21%	29%
	Hispanic or Latino	40	10%	20%	33%	43%	45%
	American Indian Alaska Native	18	11%	22%	28%	50%	61%
	Asian	25	0%	0%	28%	48%	64%
	International	33	0%	9%	18%	27%	30%
	Unknown	54	4%	7%	7%	7%	7%
	Two or More Races	1	0%	0%	0%	0%	0%
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%
	Unknown	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%
	Unknown	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%
	Unknown	17	6%	12%	24%	35%	41%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2012.

Appendix I

Ferris State University - Full Time Workforce*

	2009 Male	2009 Female	2010 Male	2010 Female	2011 Male	2011 Female	2012 Male	2012 Female
Black	<u>14</u> 2.29%	<u>10</u> 1.57%	<u>15</u> 2.61%	<u>9</u> 1.49%	<u>16</u> 2.78%	<u>11</u> 1.79%	<u>16</u> 2.75%	<u>11</u> 1.72%
Hispanic	<u>6</u> .980%	<u>5</u> .786%	<u>5</u> .870%	<u>6</u> .993%	<u>5</u> .870%	<u>7</u> 1.14%	<u>7</u> 1.20%	<u>6</u> .940%
American Indian or Native Alaskan	<u>5</u> .817%	<u>3</u> .472%	<u>4</u> .696%	<u>3</u> .497%	<u>4</u> .696%	<u>2</u> .326%	<u>5</u> .859%	<u>2</u> .314%
Asian or Pacific Islander	<u>22</u> 3.59%	<u>8</u> 1.26%	<u>22</u> 3.83%	<u>9</u> 1.49%	<u>24</u> 4.17%	<u>11</u> 1.79%	<u>24</u> 4.12%	<u>12</u> 1.88%
White	<u>547</u> 89.38%	<u>595</u> 93.55%	<u>502</u> 87.30%	<u>556</u> 92.05%	<u>517</u> 89.91%	<u>579</u> 94.30%	<u>517</u> 88.83%	<u>598</u> 93.73%
Multi-Race	<u>5</u> .817%	<u>2</u> .314%	<u>5</u> .870%	<u>1</u> .166%	<u>4</u> .696%	<u>1</u> .163%	<u>4</u> .687%	<u>1</u> .157%
Unknown	<u>13</u> 2.12%	<u>13</u> 2.04%	<u>22</u> 3.83%	<u>20</u> 3.31%	<u>5</u> .870%	<u>3</u> .489%	<u>9</u> 1.55%	<u>8</u> 1.25%
Total	612	636	575	604	575	614	582	638

Ferris State University - Full Time Faculty*

	2009 Male	2009 Female	2010 Male	2010 Female	2011 Male	2011 Female	2012 Male	2012 Female
Black	<u>6</u> 2.09%	<u>4</u> 2.40%	<u>6</u> 2.17%	<u>4</u> 2.44%	<u>6</u> 2.26%	<u>4</u> 2.53%	<u>6</u> 2.34%	<u>4</u> 2.52%
Hispanic	<u>3</u> 1.05%	<u>2</u> 1.20%	<u>3</u> 1.08%	<u>2</u> 1.22%	<u>2</u> .755%	<u>2</u> 1.27%	<u>2</u> .781%	<u>2</u> 1.26%
American Indian or Native Alaskan	<u>2</u> .697%	<u>2</u> 1.20%	<u>2</u> .722%	<u>2</u> 1.22%	<u>2</u> .755%	<u>1</u> .633%	<u>2</u> .781%	<u>1</u> .629%
Asian or Pacific Islander	<u>21</u> 7.32%	<u>4</u> 2.40%	<u>21</u> 7.58%	<u>5</u> 3.05%	<u>22</u> 8.30%	<u>5</u> 3.16%	<u>23</u> 8.98%	<u>6</u> 3.77%
White	<u>247</u> 86.06%	<u>143</u> 85.63%	<u>233</u> 84.12%	<u>137</u> 83.57%	<u>228</u> 86.04%	<u>146</u> 92.41%	<u>218</u> 85.16%	<u>146</u> 91.82%
Multi-Race	<u>3</u> 1.05%	<u>1</u> .599%	<u>3</u> 1.08%	<u>1</u> .610%	<u>3</u> 1.13%	0	<u>3</u> 1.17%	0
Unknown	<u>5</u> 1.74%	<u>11</u> 6.59%	<u>9</u> 3.25%	<u>13</u> 7.93%	<u>2</u> .755%	0	<u>2</u> .781%	0
Total	287	167	277	164	265	158	256	159

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

Kendall College of Art and Design - Full Time Workforce*

	2009 Male	2009 Female	2010 Male	2010 Female	2011 Male	2011 Female	2012 Male	2012 Female
Black	<u>3</u> 7.90%	0	<u>2</u> 5.41%	0	<u>2</u> 5.00%	0	<u>2</u> 4.76%	<u>1</u> 1.75%
Hispanic	0	0	<u>1</u> 2.70%	0	<u>1</u> 2.50%	0	<u>1</u> 2.38%	0
American Indian or Native Alaskan	<u>1</u> 2.63%	0	<u>1</u> 2.70%	0	<u>1</u> 2.50%	0	<u>1</u> 2.38%	0
Asian or Pacific Islander	0	0	0	0	0	0	<u>1</u> 2.38%	0
White	<u>33</u> 86.84%	<u>49</u> 98.00%	<u>33</u> 89.19%	<u>50</u> 96.15%	<u>36</u> 90.00%	<u>51</u> 96.23%	<u>36</u> 85.71%	53 92.98%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	<u>1</u> 2.63%	<u>1</u> 2.00%	0	<u>2</u> 3.85%	0	<u>2</u> 3.77%	<u>1</u> 2.38%	<u>3</u> 5.26%
Total	38	50	37	52	40	53	42	57

Kendall College of Art and Design - Full Time Faculty*

	2009 Male	2009 Female	2010 Male	2010 Female	2011 Male	2011 Female	2012 Male	2012 Female
Black	<u>1</u> 4.77%	0	<u>1</u> 5.00%	0	<u>1</u> 4.76%	0	<u>1</u> 4.76%	0
Hispanic	0	0	0	0	0	0	0	0
American Indian or Native Alaskan	0	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0
White	<u>23</u> 91.94%	<u>22</u> 100%	<u>19</u> 95.00%	<u>22</u> 100%	<u>20</u> 95.24%	<u>23</u> 100%	<u>19</u> 90.48%	<u>23</u> 100%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	<u>1</u> 4.76%	0
Total	24	22	20	22	21	23	21	23

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

Appendix J: Michigan's 15 Universities Fall 2011 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 University	3391	22	190	151	53	0	82	15	57	2821
		0.649%	5.603%	4.453%	1.563%	0.000%	2.418%	0.442%	1.681%	83.191%
Eastern Michigan University	2996	15	131	329	72	1	63	25	133	2227
		0.501%	4.372%	10.981%	2.403%	0.033%	2.103%	0.834%	4.439%	74.332%
Ferris State University	1881	10	48	40	15	0	29	8	0	1731
		0.532%	2.552%	2.127%	0.797%	0.000%	1.542%	0.425%	0.000%	92.026%
Grand Valley State University	3196	13	110	175	92	1	126	19	63	2597
		0.407%	3.442%	5.476%	2.879%	0.031%	3.942%	0.594%	1.971%	81.258%
Lake Superior State University	411	14	8	1	2	1	0	0	14	371
		3.406%	1.946%	0.243%	0.487%	0.243%	0.000%	0.000%	3.406%	90.268%
Michigan State University	14404	70	658	814	587	4	99	91	1726	10355
		0.486%	4.568%	5.651%	4.075%	0.028%	0.687%	0.632%	11.983%	71.890%
Michigan Technological University	1996	7	74	11	23	0	128	10	306	1437
		0.351%	3.707%	0.551%	1.152%	0.000%	6.412%	0.501%	15.331%	71.994%
Northern Michigan University	1209	16	18	9	7	0	36	4	16	1103
		1.323%	1.489%	0.744%	0.579%	0.000%	2.978%	0.331%	1.323%	91.232%
Oakland University	2317	11	156	166	48	0	31	7	144	1754
		0.475%	6.733%	7.164%	2.072%	0.000%	1.338%	0.302%	6.215%	75.701%
Saginaw Valley State University	1275	2	38	49	36	0	174	0	2	974
		0.157%	2.980%	3.843%	2.824%	0.000%	13.647%	0.000%	15.700%	76.392%
University of Michigan-Ann Arbor	24674	67	1953	1493	769	13	271	351	2758	16999
		0.272%	7.915%	6.051%	3.117%	0.053%	1.098%	1.423%	11.178%	68.894%
University of Michigan-Dearborn	1030	0	133	85	23	0	10	14	0	765
		0.000%	12.913%	8.252%	2.233%	0.000%	0.971%	1.359%	0.000%	74.272%
University of Michigan-Flint	1060	6	33	119	24	0	12	10	24	832
		0.566%	3.113%	11.226%	2.264%	0.000%	1.132%	0.943%	2.264%	78.491%
State University	7782	20	656	1603	173	6	83	26	852	4363
		0.257%	8.430%	20.599%	2.223%	0.374%	1.067%	31.325%	10.948%	56.065%
Western Michigan University	4153	12	131	276	107	2	476	51	214	2884
		0.289%	3.154%	6.646%	2.577%	0.048%	11.462%	1.228%	5.153%	69.444%

*This data was collected from The Integrated Postsecondary Education Data Systems (IPEDS)