

2018-2019 DIVERSITY REPORT

A WAY FORWARD



Prepared by the
Diversity and Inclusion Office
1201 State Street, CSS 312
Big Rapids, MI 49307
231-591-3946

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Executive Summary

Diversity at Ferris 2018-19 gauges the University's progress toward meeting the six strategic goals in the 2016 Diversity Plan. This report draws heavily from discussions with campus members and reports produced by the diversity teams and others in the divisions and colleges.

Goal 1: Create a University that is respectful of differences and civil toward people who are different

The University should be commended for implementing events and other initiatives that are designed to make the campus more welcoming. Many of these efforts fall into three categories: educational programs, invited speakers, and celebratory events. The University is challenged by sporadic race/ethnicity-based conflicts among students, the occasional strain between minorities at Ferris and people in the surrounding communities, and the need for a physical landscape to better accommodate students with disabilities.

Goal 2: Build and maintain an infrastructure that supports diversity and promotes inclusion

The Michigan Veterans Affairs Agency identified Ferris State University as one of 35 institutions to receive a gold-level rating for being veteran-friendly. This recognition resulted from the University's efforts to create an office, policies, and practices to ensure the success of veterans as students. The University has done similar work to help other groups be successful, including the creation of new organizations, offices, practices, and policies. The University is challenged to continue its efforts to mainstream diversity and inclusion in a climate of decreased student enrollment and reduced tuition revenue.

Goal 3: Recruit, retain, and graduate a diverse student population

Over the last five years, the number of students enrolled at Ferris State decreased 15.25 percent; however, the number of students who identify as American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, or Two or More Races, remained virtually the same. The University has experienced a decrease in the number of students from other countries—an internationalization plan is being created to address this decrease. A persistent challenge involves graduation gaps between white students and students of color. The Academic Literacies Center is a significant effort by the University to improve student success for all students enrolled at Ferris State University; it may also help address the achievement gaps.

Goal 4: Recruit, employ, and retain a diverse workforce

Although the University has recently hired several people of color in upper-level administrative positions, it now ranks as the least racially diversified among the state's 15 public 4-year institutions. Hiring a diverse workforce remains one of the most difficult and persistent diversity-related challenges at the University. Most divisions reported difficulty hiring non-white employees. The University will likely hire fewer people in the next few years; therefore, addressing this issue will become even more difficult.

Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research

Ferris has, for many years, had curricula that included opportunities to learn about race, ethnicity, culture, gender, class, sexual orientation, and the intersections between these areas. Also, general education requirements help Ferris graduates become competent regarding diversity, inclusion, and global topics. The lessons learned in these courses are bolstered by many out-of-classroom activities. The Faculty Center for Teaching and Learning has led the effort to equip professors with the tools to create culturally sensitive and inclusive classrooms. While all faculty have an important role to play, a more diverse faculty is an important factor for creating inclusive learning environments.

Goal 6: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations

Partnerships make it possible for the Ferris community to work with others to support student success—and they are vehicles by which we honor the legacy of our founders: to make the world better. In the last several years the University has created many partnerships, especially in West Michigan. The University has made strides to create a structure and a process to coordinate these expanding efforts—a similar process would benefit the University in guiding its partnerships with communities in the counties that surround Big Rapids.

Conclusion

Despite significant challenges, we envision a bold future built on a tradition of opportunity and excellence. There is a new strategic plan—one that will create a bright and ambitious path forward. The Plan includes a new vision:

Building on the vision of our founders, Ferris State University will be an agile and transformational university. By integrating theory and practice, we will foster opportunity, discovery, and professional preparation for a dynamic global society.

The vision draws the University's collective attention back to the work done by Woodbridge Ferris. He, working in concert with Helen, his wife, built an institution for all people. From its inception, this institution has offered opportunities to all groups, including those who are marginalized and disfavored. Long before it was fashionable, Woodbridge Ferris challenged us to broaden our perspectives and worldviews, and to prepare students to become valuable citizens. This work continues at Ferris.

Preface

Ferris State University aspires to be a truly inclusive university. We understand that this aspiration must be reflected in our words—and deeds. Following the lead of our founder, Woodbridge Nathan Ferris, we are committed to building and sustaining an institution that is “open to every man and every woman... hungering for an education.”¹ And, this means everybody. A genuinely inclusive university has room for political liberals, conservatives, and moderates; people who are straight, gay, bisexual, transgender, and non-binary; people who run fast and people who ride in iron chairs; people who are wealthy and privileged and people who barely have enough money to attend the university; people from Paris, Michigan and Paris, France; whites, yellows, reds, browns, blacks, and every shade; atheists, agnostics, deists, Christians, Jews, Buddhists, Muslims, Wiccans, and others. All who hunger for education are welcome. By inclusive university, we mean a tapestry of colors, cultures, worldviews, lifestyles, and abilities all woven into its design.

Higher education institutions are challenged to expand current foci from simply providing more students access to college to ensuring that campuses are welcoming. Creating a diverse university is hard; creating an inclusive university is harder. What resources do we have in place before the “diverse” groups come? What can we do to increase the likelihood that women, people of color, people with disabilities, people from other countries, and members of the LGBTQ+ community feel comfortable here—as students, teachers, or employees? How must we change?

We must have difficult, sometimes painful discussions. The number of international students at Ferris has dropped significantly over the past four years. The problem is multicausal—and the solution will require multiple approaches. Our workforce is the least racially diverse among Michigan’s public four-year institutions. A significant graduation gap exists between white students and students of color. Like many colleges in this country, Ferris has seen an uptick in race-based conflicts. Our approach to all of these challenges must be direct. Again, we must be willing to have difficult dialogues—and to follow that talk with action.

In 2008, the University created its first diversity plan. This untitled document had four 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 diverse student populations. In 2016, the University adopted its second diversity plan, entitled, *There Is a Home for You at Ferris State University*. The initiatives in the plan resulted from a yearlong assessment, including a diversity audit conducted by two external firms: Ibis Consulting Group and Creative Diversity; the deliberations of a university-wide planning group; and discussions between the vice president for Diversity and Inclusion and individuals and groups at the University. The plan focused on both diversity and inclusion, endeavoring to change the way Ferris looks—and the way it is lived.

¹ Address by Governor Woodbridge N. Ferris, *Michigan Manual of Freedman’s Progress*, 1915.

This year's annual assessment, *Diversity at Ferris 2018-19*, gauges the University's progress toward meeting the strategic goals in the plan. The goals are presented in red lettering, followed by a) areas of progress and achievement; b) challenges; and c) recommendations. Attempts were made, where relevant, to align the recommendations in this report with those in the newly adopted university strategic plan. The material in *Diversity at Ferris 2018-19* 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 review the full reports submitted by divisions and colleges listed in [Appendix A](#)



The Work

Goal 1: Create a University that is respectful of differences and civil toward people who are different.

Progress and Achievements

The University hosts as many diversity-related events as any college its size in the state. Although diversity and inclusion programming occurs across the university, the Student Affairs division deserves special attention for its year-round programming; see, https://www.ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/2018_2019Reports/StudentAffairs2018_2019DiversityReport.pdf. The majority of these efforts fall into three categories: educational programs, invited speakers, and celebratory events. The items below are representative.

Educational Programs

- ✓ Governmental Relations and General Counsel (GRGC) provided 56 campus training sessions on anti-harassment, non-discrimination, equal employment opportunity, responsible employee/Title IX, and affirmative action to approximately 520 university community members.
- ✓ The new Faculty Orientation Week included sessions on anti-harassment, building a successful community of learners, and accommodations and accessibility.
- ✓ Extended and International Operations (EIO) provided training on Universal Design for Learning and the creation of accessible documents and pdf files.
- ✓ The Center for Leadership, Activities, and Career Services (CLACS) purchased the curriculum for Dignity U, a workshop based on establishing skills to honor other's dignity. These workshops were offered to fraternity and sorority members.
- ✓ University Counselors provided QPR training (suicide prevention) to faculty, staff, and students.
- ✓ Through the Anti-Violence Coalition, 10 Peer Educators were hired to implement Bringing in the Bystander, a national curriculum to prevent sexual violence.
- ✓ The University received a Let's End Campus Sexual Assault grant from the State of Michigan.
- ✓ The LGBTQ+ Resource Center and the Office of Student Life offered Safe Zone training.
- ✓ A document created by LGBTQ+ Center Coordinator and KCAD Faculty Committee of Diversity, Equity, and Inclusion was sent to all Ferris faculty at the beginning of the Spring 2019 semester, advising on trans- and LGBTQ-inclusive practices and rationales.
- ✓ The Office of Multicultural Student Services (OMSS) facilitated campus-wide discussions called *Conversations on Race*.
- ✓ Kendall College of Art and Design (KCAD) facilitated a series of monthly programming on diversity and inclusion topics, for example, disability, gender identity, and sexual assault.
- ✓ An "Inclusive Excellence" Certificate is offered through the Staff Center.

Invited Speakers

- ✓ Liz Plachta, CEO and co-founder of Ruby's Rainbow, challenged the Ferris community to consider educational opportunities for students with Down Syndrome.

- ✓ Esero Tuaolo, an advocate for inclusion and the LGBTQ+ community and former NFL defensive lineman, lectured to a campus-wide audience.
- ✓ The Office of International Education hosted Israeli Ishmael Khaldi who talked about his journey to become that country's first diplomat.
- ✓ The student group, Protect Life at Ferris State, created a "Cemetery of the Innocent" plus discussion events.
- ✓ Janae Kroc shared her experience of being transgender. The day before, Diversity in Pharmacy hosted a showing of the documentary "Janae Kroc: Transformer."
- ✓ Kappa Sigma and Diversity in Pharmacy hosted alumnus Caleb Cogswell's talk, "Treating Our TransPatients," which explored cultural competency, masculinizing and feminizing therapy, and adolescent patients, along with a Q&A session.

Celebratory Events

- ✓ Martin Luther King Jr. Week included a faculty/staff in-service, a student-led march, a nationally known speaker, and opportunities for student self-expression and service.
- ✓ Events were organized for nationally recognized months and weeks, including Women's History Month, Asian/Pacific American Heritage Month, Disability Awareness Month, Native American Heritage Month, and Pride Week.
- ✓ Celebrations were held to share cultural and religious traditions, such as the International Festival of Cultures, Chinese New Year, Diwali, and Native American Thanksgiving.
- ✓ Colleges and Departments continued to build a history of providing educational opportunities. For example, the College of Business Conversation on Inclusion and the College of Health Professions Best Practices Day.
- ✓ Bulldog Beginnings Inclusion Campaign, organized by CLACS in collaboration with Bulldog Beginnings activities, provided the campus with a visual representation of our welcoming community.
- ✓ There were several focused graduation ceremonies, including the Multi-Cultural Graduate Recognition observance and Lavender Graduation ceremony.

Challenges

Ferris State University does not exist on an island. Societal patterns impact us; some are direct challenges to the work that we have undertaken to make this institution an inclusive university. Opponents of inclusion-related initiatives are more vocal than they were even a decade ago. We seek to build and sustain a campus with many voices, including those which argue that diversity has little value. However, some of the opposition is counterproductive and mean-spirited. Xenophobic, racist, sexist, and transphobic incidents are on the rise nationwide. No university is immune from these incidents and the motivations that undergird them.

Recommendations

The following initiatives are recommended:

- ✓ Offer a "Respectful Workplace" program to all faculty and staff.
- ✓ Adopt and mainstream a difficult dialogues initiative.

Goal 2: Build and maintain an infrastructure that supports diversity and promotes inclusion

Progress and Achievements

The Michigan Veterans Affairs Agency identified Ferris State University as one of 35 institutions to receive a gold-level rating for being veteran-friendly. This recognition resulted from the University's efforts to create an office, policies, and practices to ensure the success of veterans as students. As the following list indicates, the University has done similar work to help other groups be successful.

- ✓ The University has several offices that deal directly with diversity and inclusion, including the OMSS, the Center for Latin@ Studies, the Office of International Education (OIE), Educational Counseling & Disabilities Services (ECDS), the Veteran Resource Center, and the LGBTQ+ Resource Center. Diversity and inclusion are also central to the work of the TIP Scholars Program (TIP), First Generation College Student Outreach, Students with Children Program, and CLACS.
- ✓ ECDS relocated to a more accessible location, expanded accommodated testing space, worked with Athletics to develop an awareness of and utilization of academic services among student-athletes, launched a campus-wide accommodation software allowing for the conversion of course text to speech in multiple languages, and engaged with campus partners on revised procedures for emotional support animals.
- ✓ The Honors Program opened a new lounge in the academic year 2018-2019 to support commuters.
- ✓ Preferred first name changes were processed for students, and the names were provided on ID cards and class lists in Banner.
- ✓ The Web Content Team led the University's web accessibility monitoring and awareness initiatives to ensure that all websites comply with directives from the Office of Civil Rights.

Challenges

The University's yearly budget is heavily dependent on tuition—and there has been a significant decrease in the number of students enrolled and overall credit hours taken during the last several years. This reduction in tuition revenue means there is greater competition for fewer resources. Many offices at Ferris have experienced budget cuts—and this includes offices that deal directly with diversity and inclusion. Significant planning has been directed toward addressing overall student enrollment; however, a prudent approach includes identifying external funding sources.

Recommendations

The following recommendations—both in the University's new strategic plan—are offered.

- ✓ **PC 1-2:** Develop and initiate an awareness campaign that informs a diverse array of students and community members on the benefits of a Ferris education.
- ✓ **PC 3.5:** Create a Community/Student Leader Roundtable.

Goal 3: Recruit, retain, and graduate a diverse student population

Progress and Achievements

Members of the Ferris State University community are rightly proud that ours is the only one of the 15 public four-year colleges in the state that is named for its founders, Woodbridge and Helen Ferris, but a more significant source of pride is that Woodbridge actively recruited a diverse student body. A century later, we continue this tradition. Over the last five years, the number of students enrolled at Ferris State decreased from 14,715 to 12,472, a 15.25 percent decline; however, the number of students who identify as American Indian/Alaskan Native, Asian, Black/African American,

Hispanic/Latino, Native Hawaiian/Pacific Islander, or Two or More Races, remained virtually the same, 2,463 to 2,461.

- ✓ The University received a \$1.2 million National Science Foundation (NSF) grant to establish Project SOAR, a 4-year program that seeks to recruit, retain, and graduate low-income, academically talented students in Science, Technology, Engineering, and Mathematics (STEM) disciplines.
- ✓ Ferris was selected to join the inaugural 2019 cohort of the First Forward program, part of the Center for First-Generation Student Success, sponsored by NASPA.
- ✓ The Admissions Office maintains a Student Admissions Representatives (STARs) program which includes two students who can speak Spanish with prospective students and their families in telephone conversations and on tours. Also, the office helped develop a pilot program to offer a test-optional admissions path into the University.
- ✓ The TIP Office was established in 2008, and a coordinator was hired in 2009. This program has played an essential role in helping the University live out its opportunity mission. In Fall 2018, the TIP rates increased, correcting a decline from the previous year ([Appendix B](#)). The trend continued in Fall 2019, with TIP enrollment (Phase 1) rising to an all-time high of 1,285—a one-year increase of 135 students (11.7 percent). The percentage of minorities among TIP students is higher than in the general student population.
- ✓ For the first time, the percentage of non-white students completing the Honors Program has risen to approximate the population at the University ([Appendix C](#)).
- ✓ In 2019, the Ferris Alumni Association awarded \$31,000 in Legacy Scholarships to 28 students, 19 of whom were women.
- ✓ FLITE librarians provided leadership and support for faculty to use and develop Open Educational Resources, an alternative to expensive textbooks.
- ✓ The College of Pharmacy has successfully implemented a Peer Mentor Program (PPMP), for all incoming P1 students.

Challenges

There has been a significant decrease in international students. From Fall 2015 to Fall 2019, the University's enrollment of international students declined from 536 to 188, a 64.9 percent decrease ([Appendix D](#)). A more persistent problem involves graduation gaps between white students and other students at the University ([Appendix E](#)). The University took a major step in addressing this with the creation of the Academic Literacies Center, a facility that uses a holistic approach to student learning. Finally, the number of students receiving Pell Grants continues to decrease ([Appendix F](#)).

Recommendations

The University's newly adopted strategic plan includes initiatives that directly relate to the challenges mentioned above:

- ✓ **SS 1.1:** Coordinate university-wide recruitment strategies focused on specific performance indicators and inclusive of all recruitment areas (Big Rapids, statewide, online, KCAD, and international).
- ✓ **SS 1.2:** Develop and commit to a targeted, measurable internationalization plan that prepares the University to thrive in a global economy and society. The plan will address study abroad, faculty development, curriculum development, on-campus global engagement, international

student recruitment and retention, inclusive environment for international stakeholders, faculty/scholar exchanges, and alumni engagement.

- ✓ **SS 2.1:** Write a university-wide retention plan focused on eliminating barriers to success, increasing student involvement, and cultivating a sense of belonging.
- ✓ **SS 2.2:** Advising task force recommendations are updated and key components implemented by Fall 2021.

Goal 4: Recruit, employ, and retain a diverse workforce

Progress and Achievements

Although the University has recently hired several people of color in senior-level administrative positions, it now ranks as the least racially diversified among the state's 15 public 4-year institutions ([Appendix G](#)). The Higher Education Recruitment Consortium (HERC) reports that increasing employee diversity is not only the right thing to do but also essential to achieving the academic missions of HERC's member institutions. Educating people of all backgrounds, beliefs, and cultures requires a diverse academic workforce. The following actions are noteworthy.

- ✓ Governmental Relations and General Counsel (GRGC) annually prepares Affirmative Action Plans, consistent with federal regulations, and provides guidance to divisions/departments regarding future recruitment and good faith compliance requirements. GRGC also provides advice and guidance to divisions/departments/search committees for attracting and retaining diverse faculty and staff.
- ✓ The Women's Advocacy Forum, now Ferris Women's Network, is active on campus. This group played a major role in organizing the Michigan ACE Women of Color Collaborative Fall Luncheon.
- ✓ Several divisions, most notably, Administration and Finance, have made a concerted effort to employ a diverse population of student workers.
- ✓ The entire KCAD leadership team attended leadership retreats led by the West Michigan Presidents' Compact Committee to learn about best practices for faculty and staff hiring that promote diversity, equity, and inclusion.



Challenges

As indicated by [Appendix H](#), the number and percentages of racial/ethnic minorities have decreased in the overall workforce. Difficulties in diversifying the workforce are many and varied. There are many staff positions that draw from the communities that surround the Big Rapids campus. These communities are not racially diverse. Also, some “diverse” employees have built on their work at Ferris to move on to find new challenges and new opportunities at other institutions. A more

troubling factor relates to attitudes. The Diversity Audit conducted in 2015 found 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 I](#). That report found that approximately 40 percent of the staff of color disagree that “Ferris is committed to retaining a diverse workforce.” See [Appendix J](#). Also, a relatively large number of faculty and staff believe that the surrounding community is unwelcoming to racial and ethnic minorities, see [Appendix K](#). The University will likely hire fewer people in the next few years; therefore, addressing this issue will become more difficult.

Recommendations

The following recommendations are offered:

- ✓ Develop a clear and consistent message to faculty, staff, and the administration that having a diverse workforce is an institutional priority.
- ✓ Have divisions, in cooperation with the DIO, develop plans for increasing the diversity of the workforce.
- ✓ Establish mentoring and other support systems for faculty in the tenure processes, particularly faculty from underrepresented groups.
- ✓ Find and create opportunities for career advancement and professional development of women and members of underrepresented groups such as succession planning, job shadowing, interim appointments, and mentoring.
- ✓ Use affirmative action plans and reported data collected by the Director of Equal Opportunity to better understand and improve the search processes at the institution.
- ✓ Gauge the environment for recruiting and retaining members of diverse populations.
- ✓ Leverage the University’s growing visibility in Latino communities to seek prospective candidates.

Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research

Progress and Achievements

Ferris has, for many years, had curricula that included opportunities to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas. Also, general education requirements help Ferris graduates become competent regarding diversity, inclusion, and global topics. The lessons learned in these courses are bolstered by many out-of-classroom activities.

- ✓ The Faculty Center for Teaching and Learning (FCTL) facilitated an impressive list of workshops meant to help advance a university culture respectful of differences and civil toward people who are different; see link https://www.ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/2018_2019Reports/RSS2018_2019DiversityReport.pdf.
- ✓ CAS continues to promote the living-learning community POSIT (Pharmacy, Optometry, and Scholars In Training). A primary goal of this program is to increase the diversity of students eligible to apply to the pharmacy, optometry, and other professional schools, and to increase retention of students enrolled in the Bachelor’s degrees within Biological Sciences.
- ✓ Curricular paperwork is nearly complete for a new Social Justice and Tolerance major. The goal is to have the multidisciplinary degree available for Fall 2020.

Continued Challenges

Professors have academic freedom and classroom autonomy; therefore, they must voluntarily support the creation of culturally sensitive and inclusive classrooms—and they must have the resources to do so. While all faculty have a vital role to play, a more diverse faculty is an essential factor for creating inclusive learning environments.

Recommendations

The following recommendations from the strategic plan are offered.

- ✓ ***APO 2.1:*** Develop new programs and offerings for professional growth and retraining of adult learners and other new audiences, and enhance recruitment, access, and campus-support for these populations.
- ✓ ***APO 4.1:*** Create a ‘program improvement center’ that can support programs’ efforts to improve and promote themselves.

Goal 6: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations

Progress and Achievements

“Ferris builds partnerships within the University and the global community that promote shared goals and success.” That statement is a public affirmation of a commitment to collaboration. Partnerships make it possible for the Ferris community to work with others to support student success—and they are vehicles by which we honor the legacy of our founders: to make the world better. In the last several years, the University has created many partnerships throughout the state. The list below is representative.

- ✓ RSS partnered with the To College Through College (T2C) Studio in Grand Rapids to support Grand Rapids Public Schools students to attend colleges across the state.
- ✓ Nineteen ninth-grade students in the Grand Rapids Public Schools system constitute the first class in the district’s Academy of Teaching and Learning through their participation in Ferris’ collaborative Teacher Cadet program.
- ✓ The Developmental Curriculum (DC) department continued to collaborate with the Office of Transfer and Secondary School Partnerships (OTSSP), offering FSU courses at Michigan high schools to aid college readiness and college access.
- ✓ Ferris’ Grand Rapids Advancement team, with partners across the University and in Grand Rapids, laid the groundwork for fundraising to build and sustain learning space and programming for Ferris in the Roosevelt Park neighborhood in Grand Rapids.
- ✓ The Volunteer Center engaged students with the elderly in the community through teaching basic computer skills and assisting with smartphones.
- ✓ The Urban Institute for Contemporary Arts continued its focus on diversity, equity, and inclusion through their curatorial method, programming, exhibitions, and community engagement.
- ✓ Governmental Relations and General Counsel hosted 90 students and families from the Grand Rapids Griffins Youth Foundation on February 1, 2019, for a campus tour, admissions presentation, dinner, and hockey game.

- ✓ Growing Opportunity: A Partnership Celebration happens each May in Grand Rapids, involving the Ferris Grand Rapids Council, Grand Rapids Community College, and others in the Grand Rapids community.
- ✓ Ferris staff participated in One Story, a collaborative effort by the Pokagon Band of Potawatomi, Southwestern Michigan College, the City of Dowagiac, the Dowagiac District Library, and the Dowagiac Area History Museum.
- ✓ Ferris Grand Rapids hosted the Beautiful U conference in partnership with Maranda of WOTV and other collaborating organizations to reach 130 junior high girls from four school districts with a low-income population and large minority groups. The girls received messages about health and wellness, self-esteem, careers, and how beautiful they are from the inside out.
- ✓ Pharmacy students work with the Red Project, a non-profit that offers HIV testing, naloxone distribution, and needle exchange. They also work with the Engaged Partners Program through Bethany Christian Services to provide basic healthcare assistance and services to international refugees in the greater Grand Rapids area.

Continued Challenges

The sheer volume of these partnerships sometimes results in a lack of coordination; however, the University has made strides to create a structure and a process for better coordination. The partnerships between Ferris State University and the groups in the surrounding communities need an infrastructure.

Recommendations

One of the strategic goals in the new strategic plan deals directly with enhancing the University's brand and its partnerships. Several of the recommendations in that plan are relevant recommendations for this section.

- ✓ **PC 3-1:** Create a team to identify opportunities to support Ferris-linked educational opportunities for students in high school and other institutions.
- ✓ **PC 3-2:** Assign regional liaisons to help strengthen local partnerships and University growth opportunities.
- ✓ **PC 3.3:** Build on civic and social engagement opportunities throughout Big Rapids, Grand Rapids, and West Michigan, including open dialogues with community leaders and organizations on issues that will strengthen and build relationships between students, local governments, businesses, educational affiliates, and civic organizations.

Conclusion

Despite significant challenges, we envision a bold future built on a tradition of opportunity and excellence. There is a new strategic plan—one that will create a bright and ambitious path forward. The Plan includes a new vision:

Building on the vision of our founders, Ferris State University will be an agile and transformational university. By integrating theory and practice, we will foster opportunity, discovery, and professional preparation for a dynamic global society.

The vision draws the University's collective attention back to the work done by Woodbridge Ferris. He, working in concert with Helen, his wife, built an institution for all people. From its inception, this institution has offered opportunities to all groups, including those who are marginalized and disfavored. Long before it was fashionable, Woodbridge Ferris challenged us to broaden our perspectives and worldviews, and to prepare students to become valuable citizens. This work continues at Ferris.



Appendix A

Divisional/College Reports

Division/College	Annual Progress Report
<u>Administration and Finance</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 Engineering Technology</u>	Yes
<u>College of Health Professions</u>	Yes
<u>College of Pharmacy</u>	Yes
<u>Extended and International Operations</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>Retention and Student Success</u>	Yes
<u>Student Affairs</u>	Yes
<u>University Advancement and Marketing</u>	Yes

Appendix B

Tuition Incentive Program Enrollment

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
TIP Data - Phase 1 Students	429	549	631	692	748	865	1014	1102	1206	1145	878	1150	1285
TIP Data - Phase 2 Students	48	48	89	118	138	175	186	143	155	208	398	418	405
Total	477	597	720	810	886	1040	1200	1245	1361	1353	1276	1568	1690
TIP Phase 1 FTIAC's	211	258	304	277	316	408	431	422	470	445	358	512	634
Ethnicity - TIP Scholars	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
White	NA	NA	NA	NA	559	626	744	792	845	828	805	950	996
Black/African American	NA	NA	NA	NA	228	269	281	267	319	312	244	329	388
Hispanic/Latino	NA	NA	NA	NA	37	53	58	77	89	106	119	151	174
Asian	NA	NA	NA	NA	13	13	9	7	11	15	13	11	13
American Indian/Alaskan Native	NA	NA	NA	NA	4	3	6	7	3	6	5	7	6
Two or More Races	NA	NA	NA	NA	29	50	73	72	79	73	79	106	107
Native Hawaiian/Pacific Islander	NA	NA	NA	NA	0	0	0	0	0	0	1	2	1
Unreported	NA	NA	NA	NA	16	26	29	23	15	13	10	12	5
TOTAL					886	1040	1200	1245	1361	1353	1276	1568	1690

Fall 13 Enrollment per WebFocus Report extracted 8/20/14

Fall 14 Enrollment Per WebFocus Report extracted 9/1/14

Fall 15 Enrollment Per WebFocus Report extracted 9/9/15, S. VandePanne

Fall 16 Enrollment Per WebFocus Report extracted 9/6/16, E. Burbatt

Fall 17 Enrollment Per WebFocus Report extracted 9/13/17, E. Burbatt

Fall 18 Enrollment Per WebFocus Report extracted 9/26/18, E. Burbatt

Fall 19 Enrollment Per WebFocus Report extracted 10/31/19, E. Burbatt

Appendix C
Honors Enrollment by Race/Ethnic Origin*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	<u>6</u> 1.00%	<u>8</u> 1.35%	<u>4</u> 0.69%	<u>4</u> 0.57%	<u>3</u> 0.39%	<u>4</u> 0.54%	<u>13</u> 1.49%	<u>14</u> 1.40%	<u>15</u> 1.45%	<u>15</u> 1.74%	<u>18</u> 2.19%	<u>16</u> 2.07%
American Indian/Alaskan Native	<u>8</u> 1.34%	<u>6</u> 1.01%	<u>4</u> 0.69%	<u>10</u> 1.43%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>1</u> 0.10%	<u>2</u> 0.19%	<u>3</u> 0.35%	<u>2</u> 0.24%	<u>0</u> 0.00%
Asian	<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> 2.20%	<u>18</u> 1.74%	<u>21</u> 2.43%	<u>17</u> 2.07%	<u>16</u> 2.07%
Hispanic/Latino	<u>4</u> 0.67%	<u>3</u> 0.51%	<u>7</u> 1.20%	<u>7</u> 1.00%	<u>6</u> 0.78%	<u>17</u> 2.28%	<u>21</u> 2.41%	<u>31</u> 3.10%	<u>33</u> 3.19%	<u>29</u> 3.36%	<u>34</u> 4.13%	<u>23</u> 2.98%
Native Hawaiian/Pac Islander	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>1</u> 0.17%	<u>1</u> 0.14%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>1</u> 0.12%	<u>0</u> 0.00%
Unknown	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>20</u> 2.86%	<u>25</u> 3.26%	<u>35</u> 4.70%	<u>17</u> 1.95%	<u>12</u> 1.20%	<u>19</u> 1.84%	<u>4</u> 0.46%	<u>5</u> 0.61%	<u>9</u> 1.16%
Other	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>3</u> 0.35%	<u>0</u> 0.00%	<u>0</u> 0.00%
International*	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>3</u> 0.43%	<u>2</u> 0.26%	<u>5</u> 0.67%	<u>2</u> 0.23%	<u>2</u> 0.20%	<u>1</u> 0.10%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%
Two or More Races	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>0</u> 0.00%	<u>4</u> 0.57%	<u>18</u> 2.35%	<u>18</u> 2.42%	<u>21</u> 2.41%	<u>23</u> 2.30%	<u>28</u> 2.71%	<u>23</u> 2.66%	<u>33</u> 4.01%	<u>28</u> 3.62%
White	<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>898</u> 89.71%	<u>920</u> 88.89%	<u>766</u> 88.66%	<u>713</u> 86.63%	<u>681</u> 88.10%
Total	598	593	581	700	767	744	870	1001	1035	864	823	773

*Not counted in the total number of students

Appendix D
Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
American Indian/Alaskan Native	<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%	<u>81</u> .571%	<u>74</u> .536%	<u>61</u> .460%	<u>66</u> .529%
Asian	<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%	<u>214</u> 1.51%	<u>228</u> 1.65%	<u>226</u> 1.71%	<u>182</u> 1.46%
Black/ African American	<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%	<u>958</u> 6.75%	<u>978</u> 7.09%	<u>986</u> 7.44%	<u>967</u> 7.75%
International	<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%	<u>390</u> 2.75%	<u>298</u> 2.16%	<u>238</u> 1.80%	<u>188</u> 1.51%
Hispanic/Latino	<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%	<u>672</u> 4.74%	<u>714</u> 5.18%	<u>743</u> 5.61%	<u>750</u> 6.01%
Native Hawaiian/ Pacific Islander	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%	<u>12</u> .084%	<u>8</u> .058%	<u>10</u> .075%	<u>8</u> .064%
White	<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%	<u>11,012</u> 77.62%	<u>10,609</u> 76.89%	<u>10,122</u> 76.39%	<u>9,498</u> 76.15%
Two or More Races	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%	<u>457</u> 3.22%	<u>494</u> 3.58%	<u>481</u> 3.63%	<u>488</u> 3.91%
Unreported	<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%	<u>391</u> 2.76%	<u>395</u> 2.86%	<u>383</u> 2.89%	<u>325</u> 2.61%
Total	13,532	13,865	14,381	14,560	14,533	14,707	14,600	14,715	14,187	13,798	13,250	12,472

* Data regarding the ethnic and racial identities of Ferris State University students obtained from Fall 2019 4th Day Extract.

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

Appendix E
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
2008 Fall	White	1089	11%	19%	34%	44%	52%
	Black/African American	133	0%	4%	8%	20%	25%
	Hispanic/Latino	35	3%	11%	20%	20%	29%
	American Indian/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%
2009 Fall	White	942	10%	18%	31%	43%	50%
	Black/African American	167	1%	2%	10%	20%	24%
	Hispanic/Latino	28	4%	11%	11%	21%	25%
	American Indian/Alaska Native	10	30%	30%	30%	40%	50%
	Asian	18	0%	22%	28%	39%	39%
	Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%	100%
	International	5	0%	20%	40%	40%	60%
	Unreported	56	11%	13%	20%	30%	45%
	Two or More Races	1	0%	0%	0%	0%	0%
2010 Fall	White	950	11%	21%	38%	49%	57%
	Black/African American	154	0%	3%	5%	12%	15%
	Hispanic/Latino	40	3%	3%	15%	28%	30%
	American Indian/Alaska Native	8	0%	0%	0%	13%	50%
	Asian	12	0%	0%	25%	42%	42%
	International	3	0%	0%	0%	33%	33%
	Unreported	37	11%	14%	38%	41%	46%
	Two or More Races	34	9%	15%	26%	41%	47%
2011 Fall	White	966	13%	20%	37%	46%	55%
	Black/African American	170	1%	2%	8%	14%	19%
	Hispanic/Latino	44	14%	16%	27%	43%	50%
	American Indian/Alaska Native	6	0%	17%	17%	33%	33%
	Asian	19	5%	16%	32%	37%	47%
	Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%	100%
	International	8	13%	38%	50%	50%	50%
	Unreported	30	10%	13%	23%	23%	33%
	Two or More Races	36	0%	0%	8%	25%	31%
2012	White	976	9%	20%	36%	49%	53%
	Black/African American	168	1%	4%	10%	26%	30%
	Hispanic/Latino	53	6%	15%	28%	42%	43%
	American Indian/Alaska Native	3	0%	0%	0%	33%	67%
	Asian	18	0%	6%	11%	39%	39%
	International	6	0%	17%	33%	67%	67%
	Unreported	33	15%	18%	39%	48%	55%
	Two or More Races	56	2%	5%	14%	20%	29%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2019.

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 Four-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2008 Fall	White	591	2%	6%	26%	46%	52%
	Black/African American	30	0%	0%	3%	27%	33%
	Hispanic/Latino	9	0%	0%	11%	33%	44%
	American Indian/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%
2009 Fall	White	584	1%	4%	24%	48%	53%
	Black/African American	26	0%	0%	15%	27%	27%
	Hispanic/Latino	18	6%	6%	22%	44%	50%
	American Indian/Alaska Native	9	0%	0%	11%	33%	33%
	Asian	10	0%	0%	50%	70%	80%
	International	4	0%	0%	75%	75%	75%
	Unreported	69	0%	6%	23%	41%	43%
	Two or More Races	6	0%	0%	17%	33%	33%
2010 Fall	White	582	1%	4%	25%	44%	49%
	Black/African American	25	0%	0%	12%	36%	48%
	Hispanic/Latino	17	0%	6%	24%	29%	41%
	American Indian/Alaska Native	5	0%	0%	0%	0%	0%
	Asian	8	0%	0%	25%	25%	38%
	International	15	0%	0%	27%	47%	47%
	Unreported	53	0%	0%	17%	42%	43%
	Two or More Races	13	0%	0%	15%	15%	15%
2011 Fall	White	651	1%	5%	27%	44%	53%
	Black/African American	21	0%	0%	14%	29%	29%
	Hispanic/Latino	22	0%	5%	14%	32%	32%
	Asian	7	0%	0%	29%	71%	86%
	International	14	0%	0%	7%	43%	50%
	Unreported	37	0%	0%	16%	59%	65%
	Two or More Races	27	0%	0%	33%	52%	56%
2012 Fall	White	629	1%	6%	36%	56%	62%
	Black/African American	33	3%	3%	9%	24%	33%
	Hispanic/Latino	24	0%	8%	29%	42%	50%
	American Indian/Alaska Native	2	0%	0%	0%	50%	50%
	Asian	6	0%	0%	17%	50%	50%
	Native Hawaiian/Pacific Island	1	0%	0%	100%	100%	100%
	International	18	0%	0%	39%	67%	78%
	Unreported	27	0%	4%	30%	56%	63%
	Two or More Races	31	0%	0%	19%	48%	55%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2019.

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
2008 Fall	White	1680	8%	15%	31%	45%	52%
	Black/African American	163	0%	3%	7%	21%	26%
	Hispanic/Latino	44	2%	9%	18%	23%	32%
	American Indian/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%
2009 Fall	White	1526	6%	13%	28%	45%	51%
	Black/African American	193	1%	2%	11%	21%	24%
	Hispanic/Latino	46	4%	9%	15%	30%	35%
	American Indian/Alaska Native	19	16%	16%	21%	37%	42%
	Asian	28	0%	14%	36%	50%	54%
	Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%	100%
	International	9	0%	11%	56%	56%	67%
	Unreported	125	5%	9%	22%	36%	44%
2010 Fall	White	1532	7%	14%	33%	47%	54%
	Black/African American	179	0%	2%	6%	16%	20%
	Hispanic/Latino	57	2%	4%	18%	28%	33%
	American Indian/Alaska Native	13	0%	0%	0%	8%	31%
	Asian	20	0%	0%	25%	35%	40%
	International	18	0%	0%	22%	44%	44%
	Unreported	90	4%	6%	26%	41%	44%
	Two or More Races	47	6%	11%	23%	34%	38%
2011 Fall	White	1617	8%	14%	33%	46%	54%
	Black/African American	191	1%	2%	9%	15%	20%
	Hispanic/Latino	66	9%	12%	23%	39%	44%
	American Indian/Alaska Native	6	0%	17%	17%	33%	33%
	Asian	26	4%	12%	31%	46%	58%
	Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%	100%
	International	22	5%	14%	23%	45%	50%
	Unreported	67	4%	6%	19%	43%	51%
2012 Fall	White	1605	6%	15%	36%	51%	56%
	Black/African American	201	1%	4%	10%	26%	30%
	Hispanic/Latino	77	4%	13%	29%	42%	45%
	American Indian/Alaska Native	5	0%	0%	0%	40%	60%
	Asian	24	0%	4%	13%	42%	42%
	Native Hawaiian/Pacific Islander	1	0%	0%	100%	100%	100%
	International	24	0%	4%	38%	67%	75%
	Unreported	60	8%	12%	35%	52%	58%
	Two or More Races	87	1%	3%	16%	30%	38%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2019.

Appendix F Pell Grant

Award Year	Undergraduates at Ferris	Pell Eligible Students	% of Students Eligible	# of Pell Students Awarded	% of Pell Students Awarded
2019-20	11,184	4,222	37.75%	3,998	35.75%
2018-19	11,885	4,560	38.37%	4,270	35.93%
2017-18	12,504	4,918	39.33%	4,649	37.18%
2016-17	12,866	4,891	38.00%	4,624	35.90%
2015-16	13,304	5,467	41.09%	5,200	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%

*The percentages do not match in all cases because some students are not eligible for the Pell Grant due to an enrollment status that doesn't allow Pell to pay, and other students have reached their lifetime Pell Grant limit of 6 years.

Appendix G: Michigan's 15 State Universities Fall 2018 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	2,830	19	122	90	61	1	67	18	37	2,415
		0.671%	4.311%	3.180%	2.155%	0.035%	2.367%	0.636%	1.307%	85.336%
Eastern Michigan	2,261	11	128	240	58	2	33	136	23	1,630
		0.487%	5.661%	10.615%	2.565%	0.088%	1.460%	6.015%	1.017%	72.092%
Ferris	1,667	5	37	52	11	2	36	10	3	1,511
		0.300%	2.220%	3.119%	0.660%	0.120%	2.160%	0.600%	0.180%	90.642%
Grand Valley	3,163	7	123	174	124	2	129	27	37	2,540
		0.221%	3.889%	5.501%	3.920%	0.063%	4.078%	0.854%	1.170%	80.304%
Lake Superior	421	26	10	3	2	0	27	0	22	331
		6.176%	2.375%	0.713%	0.475%	0.000%	6.413%	0.000%	5.226%	78.622%
Michigan State	12,808	52	728	784	618	10	0	89	628	9,899
		0.406%	5.684%	6.121%	4.825%	0.078%	0.000%	0.695%	4.903%	77.288%
Michigan Technological	1,629	2	88	12	26	0	91	12	50	1,348
		0.123%	5.402%	0.737%	1.596%	0.000%	5.586%	0.737%	3.069%	82.750%
Northern Michigan	1,050	10	10	11	15	0	20	12	30	942
		0.952%	0.952%	1.048%	1.429%	0.000%	1.905%	1.143%	2.857%	89.714%
Oakland	2,416	11	170	203	68	0	40	17	61	1,846
		0.455%	7.036%	8.402%	2.815%	0.000%	1.656%	0.704%	2.525%	76.407%
Saginaw Valley	1,069	2	44	55	36	1	47	5	2	877
		0.187%	4.116%	5.145%	3.368%	0.094%	4.397%	0.468%	0.187%	82.039%
University of Michigan-Ann Arbor	24,255	57	2,193	1,833	877	11	292	458	1,370	17,166
		0.235%	9.041%	7.557%	3.616%	0.045%	1.204%	1.888%	5.648%	70.773%
University of Michigan-Dearborn	1,087	1	108	102	35	0	13	13	36	779
		0.092%	9.936%	9.384%	3.220%	0.000%	1.196%	1.196%	3.312%	71.665%
University of Michigan-Flint	1,092	7	39	125	22	0	20	12	15	852
		0.641%	3.571%	11.447%	2.015%	0.000%	1.832%	1.099%	1.374%	78.022%
Wayne	6,649	12	627	1,566	170	7	46	84	332	3,805
		0.180%	9.430%	23.552%	2.557%	0.447%	0.692%	1.263%	4.993%	57.227%
Western Michigan	3,346	6	160	256	110	3	249	44	18	2,500
		0.179%	4.782%	7.651%	3.288%	0.090%	7.442%	1.315%	0.538%	74.716%
This data was collected from The Integrated Postsecondary Education Data Systems (IPEDS).										

Appendix H

Ferris State University – Full-time Workforce*

	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female
Black/African American	<u>17</u> 2.18%	<u>14</u> 2.15%	<u>20</u> 3.34%	<u>17</u> 2.56%	<u>19</u> 3.19%	<u>18</u> 2.70%	<u>20</u> 3.55%	<u>17</u> 2.74%	<u>15</u> 2.73%	<u>15</u> 2.48%
Hispanic/Latino	<u>10</u> 1.65%	<u>9</u> 1.39%	<u>7</u> 1.17%	<u>8</u> 1.21%	<u>5</u> .841%	<u>12</u> 1.80%	<u>6</u> 1.06%	<u>10</u> 1.61%	<u>8</u> 1.45%	<u>8</u> 1.32%
American Indian/ Native Alaskan	<u>5</u> .827%	<u>2</u> .308%	<u>5</u> .836%	<u>2</u> .301%	<u>4</u> .672%	<u>3</u> .450%	<u>3</u> .532%	<u>2</u> .323%	<u>3</u> .545%	<u>2</u> .330%
Asian	<u>20</u> 3.31%	<u>16</u> 2.46%	<u>19</u> 3.18%	<u>16</u> 2.41%	<u>22</u> 3.70%	<u>15</u> 2.25%	<u>21</u> 3.72%	<u>14</u> 2.26%	<u>20</u> 3.64%	<u>14</u> 2.31%
White	<u>544</u> 89.92%	<u>602</u> 92.62%	<u>538</u> 89.97%	<u>615</u> 92.62%	<u>533</u> 89.58%	<u>614</u> 92.05%	<u>499</u> 88.48%	<u>566</u> 91.29%	<u>483</u> 87.82%	<u>548</u> 90.43%
Two or More Races	<u>7</u> 1.16%	<u>1</u> .154	<u>8</u> 1.34%	<u>1</u> .151%	<u>9</u> 1.51%	<u>1</u> .150%	<u>7</u> 1.24%	<u>1</u> .161%	<u>8</u> 1.45%	<u>1</u> .165%
Unreported	<u>2</u> .331%	<u>6</u> .923%	<u>1</u> .167%	<u>5</u> .753%	<u>3</u> .504%	<u>4</u> .600%	<u>8</u> 1.42%	<u>10</u> 1.61%	<u>13</u> 2.36%	<u>18</u> 2.97%
Total	605	650	598	664	595	667	564	620	550	606

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

Ferris State University – Full-time Faculty*

	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female
Black/African American	<u>5</u> 1.95%	<u>3</u> 1.81%	<u>7</u> 2.71%	<u>4</u> 2.19%	<u>7</u> 2.66%	<u>5</u> 2.66%	<u>7</u> 2.75%	<u>4</u> 2.19%	<u>7</u> 2.77%	<u>5</u> 2.67%
Hispanic/Latino	<u>2</u> .778%	<u>2</u> 1.21%	<u>2</u> .775%	<u>2</u> 1.09%	<u>2</u> .761%	<u>3</u> 1.60%	<u>2</u> .784%	<u>3</u> 1.64%	<u>2</u> .791%	<u>3</u> 1.60%
American Indian/ Native Alaskan	<u>2</u> .778%	<u>1</u> .602%	<u>2</u> .775%	<u>1</u> .544%	<u>2</u> .761%	<u>1</u> .532%	<u>1</u> .392%	<u>1</u> .546%	<u>1</u> .395%	<u>1</u> .534%
Asian	<u>19</u> 7.39%	<u>10</u> 6.02%	<u>19</u> 7.37%	<u>10</u> 5.43%	<u>20</u> 7.60%	<u>8</u> 4.26%	<u>19</u> 7.45%	<u>6</u> 3.28%	<u>17</u> 6.72%	<u>6</u> 3.21%
White	<u>225</u> 89.55%	<u>148</u> 89.16%	<u>224</u> 86.82%	<u>164</u> 89.13%	<u>226</u> 85.93%	<u>169</u> 89.89%	<u>219</u> 85.88%	<u>163</u> 89.07%	<u>219</u> 86.56%	<u>164</u> 87.70%
Two or More Races	<u>4</u> 1.56%	0	<u>4</u> 1.55%	0	<u>4</u> 1.52%	0	<u>3</u> 1.18%	0	<u>3</u> 1.19%	0
Unreported	0	<u>2</u> 1.21%	0	<u>3</u> 1.63%	<u>2</u> .761%	<u>2</u> 1.06%	<u>4</u> 1.57%	<u>6</u> 3.28%	<u>4</u> 1.58%	<u>8</u> 4.28%
Total	257	166	258	184	263	188	255	183	253	187

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

Kendall College of Art and Design – Full-time Workforce*

	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female
Black/African American	<u>2</u> 4.35%	0	<u>2</u> 4.08%	0	<u>3</u> 6.25%	0	<u>2</u> 4.65%	<u>1</u> 1.54%	<u>1</u> 2.63%	<u>1</u> 1.64%
Hispanic/Latino	<u>2</u> 4.35%	0	<u>1</u> 2.04%	0	<u>1</u> 2.08%	0	<u>1</u> 2.33%	0	0	0
American Indian/ Native Alaskan	<u>1</u> 2.17%	0	<u>1</u> 2.04%	0	<u>1</u> 2.08%	0	<u>1</u> 2.33%	0	<u>1</u> 2.63%	0
Asian	<u>1</u> 2.17%	<u>1</u> 1.47%	<u>1</u> 2.04%	<u>1</u> 1.37%	<u>1</u> 2.08%	<u>1</u> 1.45%	<u>1</u> 2.33%	<u>1</u> 1.54%	<u>1</u> 2.63%	<u>1</u> 1.64%
White	<u>40</u> 86.96%	<u>66</u> 97.06%	<u>44</u> 89.80%	<u>71</u> 97.26%	<u>42</u> 87.50%	<u>67</u> 97.10%	<u>38</u> 88.37%	<u>62</u> 95.38%	<u>35</u> 92.11%	<u>58</u> 95.08%
Two or More Races	0	0	0	0	0	0	0	0	0	0
Unreported	0	<u>1</u> 1.47%	0	<u>1</u> 1.37%	0	<u>1</u> 1.45%	0	<u>1</u> 1.54%	0	<u>1</u> 1.64%
Total	46	68	49	73	48	69	43	65	38	61

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

Kendall College of Art and Design – Full-time Faculty*

	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female
Black/African American	<u>1</u> 5.00%	0	<u>1</u> 4.76%	0	<u>1</u> 5.26%	0	<u>1</u> 5.56%	0	<u>1</u> 6.25%	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0
American Indian/ Native Alaskan	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0
White	<u>19</u> 95.00%	<u>28</u> 100%	<u>20</u> 95.24%	<u>34</u> 100%	<u>18</u> 94.74%	<u>30</u> 100%	<u>17</u> 94.44%	<u>28</u> 100%	<u>15</u> 93.75%	<u>27</u> 100%
Two or More Races	0	0	0	0	0	0	0	0	0	0
Unreported	0	0	0	0	0	0	0	0	0	0
Total	20	28	21	34	19	30	18	28	16	27

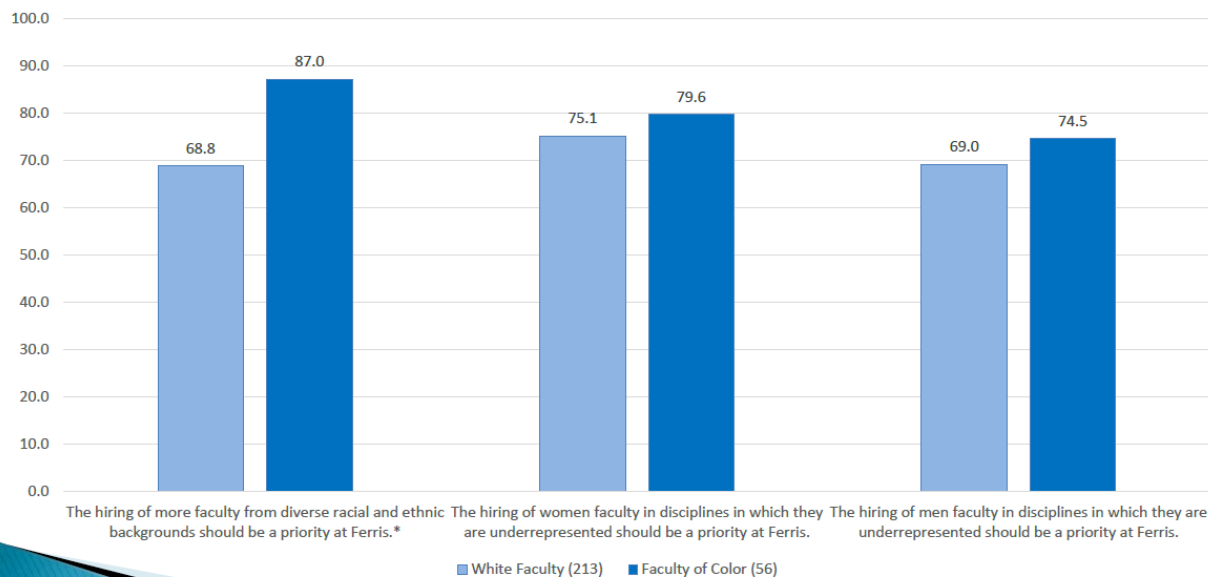
*Data collected November 1st of each year. Information obtained from Human Resources.

Appendix I

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.....

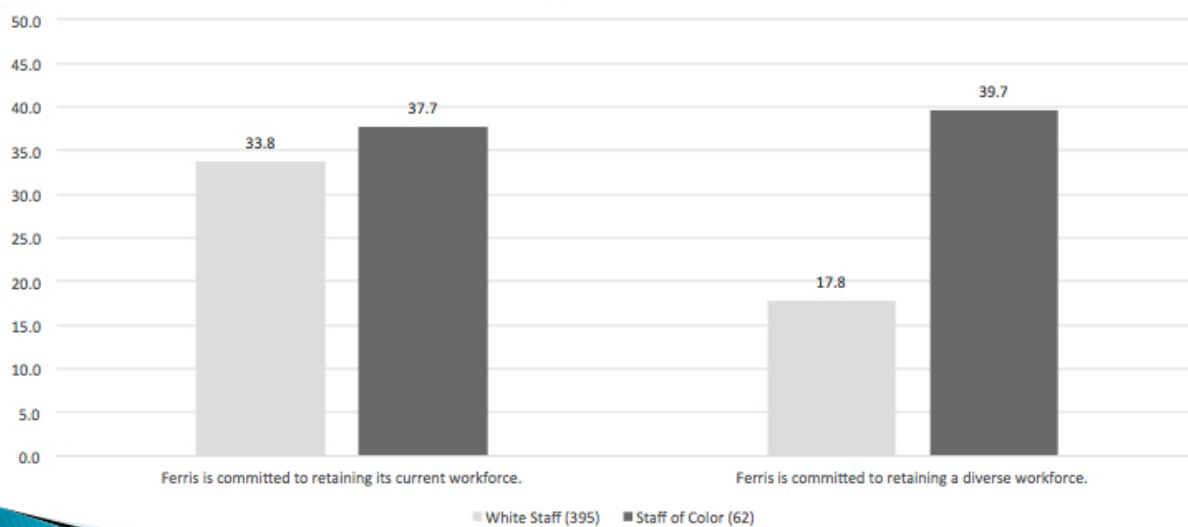


Appendix J

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 K

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....

