

Diversity at Ferris

2009



Table of Contents

Executive Summary	3
Goal 1: Create a University that is welcoming to diverse populations.....	6
Table 1: Divisional and College Reports	12
Goal 2: Recruit, retain, and graduate a diverse student population	13
Table 2: Comparative Student Enrollment by Race/Ethnic Origin	13
Table 3: Honors Program Gender and Ethnicity Report.....	15
Table 4: Honors Program Racial/Ethnic Enrollment From 2001-2009	15
Table 5: TIP Enrollment 2006-2009	16
Table 6: TIP Enrollment by Race and Ethnicity.....	16
Table 7: Graduation Rates by Racial and Ethnic Backgrounds	17
Goal 3: Hire and retain a diverse workforce.....	19
Table 8: Ferris State University - Full Time Workforce.....	19
Table 9: Ferris State University - Full Time Faculty	19
Table 10: Kendall College of Art and Design - Full Time Workforce.....	20
Table 11: Kendall College of Art and Design - Full Time Faculty	20
Goal 4: Create environments for student learning that are inclusive of and sensitive to a diverse student population.....	23
Appendix A: Michigan’s 15 State Universities Fall 2008 Workforce Data (Full and Part Time)	25

Diversity at Ferris 2009

Executive Summary

The Ferris State University Board of Trustees approved the University's first Diversity Plan on March 21, 2008. *Diversity at Ferris 2009* is the annual assessment document which monitors the University's progress toward implementing the Diversity Plan.¹ The Plan's four strategic goals are presented below in bold lettering. Following each of the four goals is a brief assessment and recommendations.

1. Create a University that is welcoming to diverse populations—Assessment: Excellent

Review: The University has made significant progress toward achieving Goal 1. The grade would be higher if all the colleges had active and productive diversity work teams.

- Diversity and inclusion related activities are increasing in number and quality, and the participation rates for these activities are high.
- More importantly, there is a growing willingness among University members to participate in difficult discussions about diversity—and a willingness to implement diversity and inclusion initiatives.
- The adoption of an Other Eligible Adults Benefits program, demonstrated that Ferris is intentional in its efforts to be a welcoming environment.
- The relocation of the Office of Multicultural Student Services helped mainstream the Office and was evidence of the University's commitment to diversity and inclusion.
- A mechanism for addressing concerns and resolving disputes that are neither legal nor contractual is being established.
- Each division and college needs a viable, engaged, diversity work team.

Recommendations

- Diversity and inclusion should be evident in the planning documents of each division and college.
- The University needs to continue to identify ways to conduct trainings, workshops, and professional development programs on sensitivity, equal opportunity, respectful workplace, student dignity policy, employee dignity policy, anti-harassment programs, and diversity education issues.
- Continue Faculty/Staff Diversity Mini-grant program.

2. Recruit, retain, and graduate a diverse student population—Assessment: Above Average

Review: There has been progress on most of the initiatives related to this goal. The University continues to aggressively recruit students from underrepresented groups. In the past year, African American enrollment increased by 5.34%, Hispanic enrollment grew by 14.29%, and Native American enrollment was up 15.74%. The Ferris student body is more diverse today than it was in 2006.

¹ The completed document can be viewed at

<http://www.ferris.edu/htmls/administration/president/diversityoffice//PDF/Diversity%20at%20Ferris%202009.pdf>.

- The creation of an International (Student) Center was critical to the University's efforts to become a truly diverse institution.
- The TIP Office has been an important part of the University's efforts to remain an institution of opportunity. The explosive growth of the TIP population at Ferris should be applauded.
- The Honors Program, one of the University's shining lights, lacks racial diversity.
- The retention rate between White students and students of color remains large.

Recommendations

- Strategies to diversify the Honors Program should be implemented.
- The University's efforts to improve the retention and graduation rates of students should be strengthened, especially students in populations that have low rates.

3. Hire and retain a diverse workforce—Assessment: Below Average

Review: At present, Ferris has the least diverse workforce of any of the 15 public universities—and some minority faculty and staff left this year. The University needs to be more aggressive in its efforts to recruit, hire, and retain a diverse workforce.

- Since 2008 all Ferris job advertisements stress that Ferris is committed to being a truly diverse institution where women, minorities, and other underrepresented groups are encouraged to apply.
- A multi-division University team was established to design an employment website that promotes Ferris as an employer of choice and emphasizes the University's commitment to diversity.
- The Public Safety Cadet Program was created.
- Not enough progress has been made on the initiatives under Goal 3 of the Diversity Plan.

Recommendations

- A university-wide taskforce should be created to identify specific strategies to address the dearth of racial and ethnic minorities employed by the University.
- Strategies must be identified that position Ferris as a welcoming environment for employees from diverse backgrounds. Additionally, search committee members must employ strategies that increase applicant pool sizes.
- Human Resources, the Office of Governmental Relations & General Counsel, and the Diversity and Inclusion Office are developing an "inclusion advocates" training program. Participants will develop skills to help develop diverse applicant pools. This program should be implemented.

4. Create environments for student learning that are inclusive of and sensitive to a diverse student population—Assessment: Slightly Above Average

Review: This is an area where the University has always shown excellence and, thanks in large part to the leadership of the Faculty Center for Teaching and Learning (FCTL), there are several exciting initiatives underway.

- Currently, there are 93 courses at Ferris that are classified as "Global Consciousness Courses," and 82 that are classified as "Race, Ethnicity and/or Gender Courses."
- In Spring 2010 the General Education Taskforce submitted this philosophy statement to the Academic Senate, "General Education at Ferris State University challenges students to be successful citizens of a diverse and globalized world." The Senate approved the statement.

- The FCTL facilitated sessions to teach faculty to be more inclusive in their teaching and led the Bridging Campus Classrooms/Connecting Diverse Students Initiative.
- The FCTL and the Diversity and Inclusion Office financially support faculty efforts to establish culturally sensitive and inclusive learning environments.
- The Globalization Initiative has sparked greater interest in the globalization process and the cultures of other nations.

Recommendations

- Audit diversity content in general education courses.
- Support the Inclusive Classroom Initiative of the FCTL.

Diversity at Ferris 2009

This is the annual assessment document which monitors the University's progress toward implementing the Diversity Plan approved by the Ferris Board of Trustees on March 21, 2008. The Plan's four strategic goals are presented in bold lettering—in Times Roman 14 font. Following each of the four goals are the specific initiatives that appeared in the original Diversity Plan. Data are given to gauge progress. Finally, a brief analysis and recommendations follow the four sections.

1. Create a University that is welcoming to diverse populations

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

The Student Climate survey was conducted in 2008. To view the results visit, <http://www.ferris.edu/diversity/measurements/ClimateSurvey.htm>. In preparation for the Higher Learning Commission reaccreditation visit in 2010-2011, Ferris State University members were surveyed on a range of topics, including diversity. The results may be found at <http://www.ferris.edu/diversity/PDF/HLCreport.pdf>

B. A mechanism for addressing concerns and resolving disputes that are neither legal nor contractual will be established; there are mechanisms for handling legal and contractual disputes.

- In 2008 the Ferris Faculty Association, members of the University's administration and members of the Ferris Board of Trustees began a process to improve the working relationship between the faculty and the administration.
- In Spring 2009, a university-wide taskforce was created, headed by Miles Postema, Vice President and General Counsel, to assess what the University currently does to address concerns and resolve disputes, and to identify strategies to address areas where mechanisms are lacking. The recommendations of that committee will be made in Spring 2010.

C. *Dialogue Ferris*, a university-wide series of lectures and discussions will be conducted. The goal is “talk with a purpose,” promoting honest, and ongoing dialogue about diversity.

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

Academic colleges, Academic Senate, Office of Multicultural Student Services, Entertainment Unlimited, Globalization Initiative, Arts & Lectures Committee, Diversity and

Inclusion Office and many others are involved in bringing university-wide diversity speakers and events to campus. Below is a sample of the many events that occurred in 2009.

- **The Chief Diversity Officer** facilitated discussions with new faculty, FSUS100 instructors, admissions officers, housing directors, individual units, divisional and college diversity work teams, student ambassadors, faculty in the College of Business, and the Michigan College of Optometry.
- **Alliance of Ferris Employees**, a professional organization that acts as a resource for LGBTQA staff and faculty and serves as an advocacy group for LGBTQA issues, was created in 2009. Their web presence can be accessed at <http://www.ferris.edu/htmls/staff/alliance/>.
- **Veterans Related Activities:** Increased programming and staffing in support of current students who are veterans and for veterans and military personnel who wish to become FSU students.
- **Expect Diversity** television show, hosted four times each semester by the Chief Diversity Officer, explores diversity and inclusion at Ferris, see <http://www.youtube.com/user/FSUdiversity>.
- **Bulldogs Unmuzzled** is an informal organization of students trained to facilitate discussions at the University. It is a collaborative initiative between the Diversity and Inclusion Office, the College of Arts and Sciences, and Student Government.
- Ten **Residential Assistants** completed the work to become Diversity Champions.
- **Disabilities Services Office** sponsored Accessibility Awareness Day for faculty and staff.
- **Human Resources** hosted Michigan Department of Civil Rights training for faculty and staff as part of Summer University 2009 and through the Fall 2009 Supervisory Training program.
- **Racquet/Tennis facility** maintains wheelchair certified instructors.
- **Student Affairs** held their Annual Diversity Retreat.
- **Raising Expectations with Raised Bed Gardens.** Plan to locate and build several wheelchair accessible raised bed garden planters for growing ornamentals and vegetables. *Funded by a Faculty/Staff Diversity Mini-Grant.*
- **Monthly Brownbag Discussions**, Ferris State University-Grand Rapids.

2009 MLK Week Celebration at Ferris State University. *Partially funded by a Faculty/Staff Diversity Mini-Grant*

- **OMSS: Tunnel of Oppression - Room of Reflection**, January 18-January 22. Two rooms—one with images of hatred, one with images of reconciliation—designed to stimulate open, honest discussions about oppression.
- **Annual MLK Freedom March**, January 18. The opening event for the 2009 MLK Week celebration. The march, led by OMSS, started at Merrill/Travis Residential Hall and ended at the Rankin Student Center lobby. Approximately 100 people participated.
- **MLK Soul Food Dinner**, January 18. The MLK Soul Food Dinner was sponsored by the Diversity and Inclusion Office and hosted by the National

Society for Minorities in Hospitality. The event was free, with approximately 250 participants.

- **OMSS: MLK Student Tribute**, January 19. Ferris students and organizations met to pay tribute to Dr. Martin Luther King, Jr.
- **Annual Martin Luther King Jr. Faculty/Staff In-Service**, January 19. Public readings on the theme "Building an Ethical Community." A lunch was held following the readings to facilitate dialogue. The event was sponsored by the Department of Social Sciences and the Diversity and Inclusion Office.
- **Motivational Speaker Kirk Nugent**, January 21. Motivational lecture, "Pursue Your Passion," was a Five-Star Event hosted by OMSS and sponsored by Entertainment Unlimited and the Finance Division of Student Government.
- **MLK Poster Board Competition Display**, January 21. Posters were displayed publicly and the winners were recognized at the 2009 MLK Legacy Dinner on January 22nd.

International and Globalization Events and Forums

- **Caliente Comida in the Cold - International Potluck**, January 28. The International Center served ethnic Hispanic food to Ferris students, faculty, and staff.
- **International Forum: Sojourn in Israel**, January 29. Lecture by Professor Dan Adsmond which explored his year studying in Israel. The event was sponsored by the Ferris Fulbrighters.
- **International Student Tax Workshop**, February 9. The International Center provided tax help for international students and staff who worked during the 2008 year.
- **International Forum: Sojourn in Ireland**, February 26. Lecture and discussion led by Professor James Hoerter who discussed his sabbatical in Ireland.
- **Inside Iraq**, March 19. Filmmaker Mike Shiley presented and discussed his documentary, chronicling a two-month journey across Iraq to uncover the reality of life beyond the media spin about the U.S. military and the Iraqi people. The event was paid for with money from Student Activity Fees as allocated by the Finance Division of Student Government.
- **International Forum: Sojourn in China**, March 26. Lecture and discussion led by Professor Dan Ding.
- **Arn Chorn-Pond**, April 24. Sponsored by the Arts & Lectures Committee. As a child, Arn Chorn-Pond survived the horrors of the Khmer Rouge regime by playing revolutionary songs on a flute. Today, he is an internationally recognized human rights leader and speaker, the recipient of the Reebok Human Rights Award, the Anne Frank Memorial Award, and the Kohl Foundation International Peace Prize. He is also the subject of the Emmy-nominated documentary, *The Flute Player*.
- **International Center Welcome Picnic**, August 30, 2009. Sponsored by International Center.
- **Study Away Fair**, October 1. Tara Benzing led this event which introduced students to opportunities for studying in other nations.

- **Living in a Different Culture**, October 13. Public lecture by Janel Lockwood and Tara Benzing as part of the Academic Support Center Speaker Series.
- **Anna Rosmus: Political Activist Lecture**, October 23. Sponsored by the Arts and Lectures Performing Artists Series, this talk explored Nazi activity in the small town of Passau, Germany.
- **International Forum: Sojourn in Qatar**, October 29. Professor Phillip Watson discussed his Spring Fulbright in the Persian Gulf Region, sponsored by the Ferris Fulbrighters.
- **Faculty Colloquium Series**, November 3. Dr. Daniel Ding presented “Teaching Technical Communication in China for a Semester.”
- **Study Abroad to Career Abroad: A College Student's Guide to Gaining International Education**, November 3. This webinar was sponsored by Study Away and Career Services.
- **Critical Encounters with Globalization**, November 12. Sponsored by Global Initiatives Taskforce and Office of Diversity and Inclusion. *Funded by a Faculty/Staff Diversity Mini-grant.*
- **Globalization and Higher Education**, November 19. Panel discussion with Fritz Erickson, Provost; David Nicol, Dean of College of Business and others, sponsored by Faculty Center for Teaching and Learning, Globalization Initiative and International Center.

Other events

- **Freezing for A Cause**, February 4. The Delta Sigma Theta Sorority Incorporated-Zeta Rho Chapter and Alpha Phi Alpha Fraternity Incorporated-Zeta Beta Chapter collected clothes for the homeless shelter in Big Rapids.
- **The Vagina Monologues**, February 19. Proceeds went to W.I.S.E., Big Rapids' local women shelter. The event was sponsored by many groups; the Diversity and Inclusion Office was a major sponsor.
- **No! Confronting Sexual Assault in Our Communities**, March 17. Video documentary with follow-up discussion. This is a documentary film about the impact of sexual violence on Black women and girls. The event was sponsored by OMSS, the Political Engagement Project, Associate Professor Denise Mitten, and the FSU Student Government Association.
- **Environmental Justice**, March 19. Lecture and discussion with Dr. Beverly Wright, a nationally-known environmental activist. The event was sponsored by OMSS, the Political Engagement Project, Associate Professor Denise Mitten, and the FSU Student Government Association.
- **Women Investing in Leadership and Learning (WILL) Conference**, March 30. Hosted by the Office of Student Government.
- **The Naked Truth: Advertising's Image of Women**, April 23. Lecture by prominent speaker and author Dr. Jean Kilbourne, sponsored by the Social Work Association using Student Activity Fees as allocated by the Finance Division of Student Government. Dr. Kilbourne is nationally recognized for her groundbreaking work on the image of women in advertising and her critical studies of alcohol and tobacco advertising.

- **10th Annual Ferris' Finest Talent Showcase**, May 1. Sponsored by OMSS.
- **Camp Idlewild**, Summer 2009. The Department of Humanities, under the leadership of Dr. Grant Snider, provided broad support for Camp Idlewild of Michigan. Activities involved FSU faculty and staff (Grant Snider, Jill Jepsen, Diane Cleland, Carrie Weis, Harry Dempsey, Randy Groves, Trinity Williams, Cami Sanderson, Toni Baker, Kimn Carlton-Smith, and Gary Huey) as well as several FSU students.
- **Solo Exhibition by Rufus Snoddy**, September 2009. Works by an African American artist dealing with the theme "separate but equal" and addressing social and racial issues.
- **Stories of Tolerance, Intolerance and Inclusion**, September 2. Public lecture presented by Chief Diversity Officer as part of Bulldog Beginnings 2009.
- **OMSS: Minority RSO Leadership Forum**, September 2, Designed to equip minority Registered Student Organizations with the resources to be successful.
- **OMSS: Get Acquainted Day on the Quad**, September 10.
- **OMSS: Open House**, September 14.
- **OMSS: Hispanic Heritage Month (HHM) '09**
 - **Hispanic Festival**, September 16. Ferris Hispanic Festival featuring Live Band "Mr. LAC y el OSO," dancers, traditional crafts and authentic Mexican food.
 - **Hispanic Meal - Rock Café**, September 22.
 - **Tres Vidas**, September 30. Live music theatre based on the lives of Mexican painter Frida Kahlo, Argentine poet Alfonsina Storni and Salvadoran peasant-activist Rufina Amaya. *Partially funded by a Faculty/Staff Diversity Mini-grant.*
 - **Discussion: Hispanics in America**, October 1. Discussion of the contributions of Hispanics in America as well as reflections on the "Tres Vidas" performance.
- **Love Makes a Family: Portraits of Gay, Lesbian, Bisexual, and Transgender People and Their Families**, October 2009. Traveling exhibit including photographs and interviews with families that have lesbian, gay, bisexual and transgender (LGBT) members. *Funded by a Faculty/Staff Diversity Mini-grant.*
- **Take Back the Night**, October 9. Public march with follow-up discussions designed to raise awareness of sexual assaults.
- **Queer Conversations:**
 - **What's Morally Wrong With Homosexuality?**, October 5. Lecture by Dr. John Corvino, Associate Professor of Philosophy at Wayne State University in Detroit and nationally known speaker on issues relating to morality and homosexuality. The event was sponsored by the Diversity and Inclusion Office.
 - **Seven Passages**, October 20. Video presentation followed by a discussion with Reverend Jim Lucas. The play "Seven Passages: The Stories of Gay Christians" was written by Stephanie Sandberg, a professor at Calvin College in Grand Rapids in 2007. The event was sponsored by the Office of Diversity and Inclusion. *Funded by a Faculty/Staff Diversity Mini-grant.*

- **OMSS: Discussion: Coming Out...Accepting In!** October 15. Conversation about LGBT issues.
- **Murderball (movie)**, October 21. As part of Disability Awareness Month, this movie and a panel discussion were offered by the Liaison Committee for Students with Disabilities.
- **Writings on the Wall**, October 18-22. Student-led University wide effort to encourage faculty, staff, and students to discuss the prevalence and consequences of hateful speech. The project also included formal discussions. For more information visit, <http://www.ferris.edu/diversity/wall/>.
- **OMSS: The Writings on the Wall Project**, October 22. Discussion about racism, sexism, classism, and homophobia.
- **Young Saved and Successful Conference**, October 23. Topics included spiritual empowerment, relationships and success strategies. The event was sponsored by Access Fellowship and the Office of Diversity and Inclusion.
- **Islam Beyond Myths, Breaking Down the Barriers**, October 27. Ahmer Amed, a spoken word poet, Hip Hop activist, intercultural diversity consultant and college administrator. This event was presented by OMSS.
- **OMSS: Native American Pow Wow – a 5 Star Event**, November 10.
- **Epilepsy in Their Own Words and Seizure Smart**, November 11. Educational event sponsored by Epilepsy Foundation of Michigan and the Office of Diversity and Inclusion and initiated by a Ferris student, Susan Richardson.
- **Ballin' 4 a Butterball**, November 19. Basketball game and food collection for Big Rapids families, sponsored by B.L.A.C.K. & Y.B.B.W.
- **TIP Scholars Meeting**, December 1. Information presented to introduce and educate students about TIP resources.
- **Who's Real Who's Not?**, December 3. Discussion of African American images on the Ferris Big Rapids campus and in the larger society. Sponsored and led by Alpha Phi Alpha Zeta Beta Chapter.
- **Alpha Phi Alpha Step Show**, December 4. Event to recognize this African American fraternity's founding members.

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

An evolving draft of this report is always available on the Diversity and Inclusion Office's web page so that members of the Ferris community can offer input. The report is presented to the Ferris Board of Trustees annually during the Spring semester. To view this document please visit, <http://www.ferris.edu/htmls/administration/president/diversityoffice//PDF/Diversity%20at%20Ferris%202009.pdf>.

- F. The University will continue to nurture existing relationships and develop new relationships with surrounding communities.
- **Baldwin After-School Mathematics Tutoring Program.** The Baldwin After-School Tutoring Program links Ferris students who are pre-service mathematics

teachers with Baldwin elementary and high school students who need assistance with their study of mathematics. *Funded by a Faculty/Staff Diversity Mini-grant.*

- **The Big Event**, April 18. More than 700 Ferris students carried out voluntary clean-up chores, such as raking leaves and cleaning windows, at over 100 homes throughout Big Rapids.
- **24th OMSS Annual PIG-NIC**, May 2. Fed participants from Ferris and the Big Rapids community.
- **EYE-DOC: Encouraging Youth Empowerment – Diversity in Optometry Collaborative, June 18-19.** 2-day summer diversity pilot program which sought to expose 9th-11th grade high school students from traditionally underrepresented racial and ethnic minority groups within the Grand Rapids public school system to the profession of Optometry. *Partially funded by a Faculty/Staff Diversity Mini-grant.*
- The staff at Ferris-Grand Rapids has numerous projects building relationships with surrounding communities.

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

Table 1 presents information about efforts of divisions and colleges to create diversity teams, develop diversity plans, and write annual progress reports. To access the data click on the highlighted name of the division or college.

Table 1: Divisional and College Reports

Division/College	Diversity Team in Place	Diversity Plan on File	Annual Progress Report
Academic Affairs	Yes	Yes	No
Administration and Finance	Yes	Yes	Yes
Allied Health Sciences	Yes	Yes	Yes
Arts and Sciences	Yes	Yes	Yes
College of Business	Yes	Yes	Yes
College of Education	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	No
Prof./Tech Studies	Yes	No	Yes
Student Affairs	Yes	Yes	Yes
Univ. Advance and Marketing	Yes	Yes	Yes
University College	Yes	Yes	Yes

Analysis: The University has made significant progress toward achieving Goal 1. Diversity and inclusion related activities are increasing, and the participation rates for these activities are high. More importantly, there is a growing willingness among University members to participate in difficult discussions about diversity—and a willingness to implement diversity and inclusion initiatives. The adoption of an Other Eligible Adults Benefits program demonstrated that Ferris is intentional in its efforts to be a welcoming environment.

At present the college divisional work plans are uneven. In order for diversity and inclusion to become integral to the everyday functions of the University, diversity and inclusion must be represented throughout the University—in every division and college.

Recommendations:

- **Each division and college needs a viable, engaged, diversity work team.**
- **Diversity and inclusion should be evident in the planning documents of each division and college.**
- **The University needs to continue to identify ways to conduct trainings, workshops, and professional development programs on sensitivity, equal opportunity, respectful workplace, student dignity policy, employee dignity policy, and diversity education issues. Additionally, a university-wide anti-harassment training program and education on how to respond to bias incidents and/or hate crimes is needed.**

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

Table 2 shows the racial and ethnic makeup of the Ferris student body. The presence of a fluctuating “unreported” category makes analysis difficult.

Table 2: Comparative Student Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2009	2008	2007	2006	2005	2004	2003	2002
American Indian/Alaskan Native	<u>125</u> .902%	<u>108</u> .798%	<u>114</u> .871%	<u>107</u> .851%	<u>95</u> .757%	<u>98</u> .830%	<u>86</u> .727%	<u>76</u> .686%
Asian or Pacific Islander	<u>251</u> 1.81%	<u>259</u> 1.91%	<u>269</u> 2.06%	<u>236</u> 1.88%	<u>227</u> 1.81%	<u>203</u> 1.72%	<u>218</u> 1.84%	<u>203</u> 1.83%
Black	<u>888</u> 6.40%	<u>843</u> 6.23%	<u>840</u> 6.42%	<u>677</u> 5.38%	<u>747</u> 5.95%	<u>755</u> 6.40%	<u>809</u> 6.84%	<u>881</u> 7.96%
Foreign	<u>161</u> 1.16%	<u>163</u> 1.21%	<u>157</u> 1.20%	<u>186</u> 1.48%	<u>216</u> 1.72%	<u>239</u> 2.02%	<u>274</u> 2.32%	<u>291</u> 2.63%
Hispanic/Latino	<u>296</u> 2.13%	<u>259</u> 1.91%	<u>246</u> 1.88%	<u>177</u> 1.41%	<u>164</u> 1.31%	<u>150</u> 1.27%	<u>155</u> 1.31%	<u>134</u> 1.21%

Native Hawaiian or Pacific Islander	<u>1</u> .007%	NA	NA	NA	NA	NA	NA	NA
White	<u>11,019</u> 79.47%	<u>10,857</u> 80.23%	<u>10,879</u> 83.13%	<u>9,683</u> 77.00%	<u>9,679</u> 77.14%	<u>9,156</u> 77.57%	<u>9,287</u> 78.56%	<u>8,714</u> 78.69%
Two or More Races	<u>62</u> .447%	NA	NA	NA	NA	NA	NA	NA
Unreported	<u>1,062</u> 7.66%	<u>1043</u> 7.71%	<u>582</u> 4.45%	<u>1,509</u> 12.00%	<u>1,419</u> 11.31%	<u>1,202</u> 10.18%	<u>993</u> 8.40%	<u>775</u> 7.00%
Total	13,865	13,532	13,087	12,575	12,547	11,803	11,822	11,074

* Data regarding the ethnic and racial identities of Ferris State University students obtained from the FSU Fact Book. Table updated Fall 09.

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

A. The University will employ aggressive recruitment efforts that will include, but not be limited to, targeting high schools in rural and urban areas, continuing the Office of Multicultural Student Services Bus Tour, locating a full-time admissions recruiter in Wayne County, and recruiting in the Chicago area.

- The OMSS Bus Tour has become an annual event, see <http://www.ferris.edu/htmls/studentlife/minority/bustour/>.
- A full-time admissions recruiter was located in Wayne County in 2008.
- The Chicago Recruiting Initiative began in 2008.
- The Great Lakes Scholarship enhances the recruiting of students, including students from diverse populations, outside of Michigan; 17% of the Great Lakes Scholarship recipients in 2009-2010 are from minority populations, which is a greater percentage than in the Ferris student population as a whole.
- Ferris hired a Spanish speaking admissions recruiter.
- Advancement and Marketing created a billboard campaign featuring a diverse population of students. Billboards are placed in areas across the state of Michigan to expand the diversity of Ferris' student population.

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

The Chief Diversity Officer supervises this annual training.

C. Efforts will be made to increase the number of diverse students in the Honors Program.

Honors Program –Honors enrollment data for Fall 2009 is presented in the table below. Honors enrollments are consistently 92+% white and 60+% female every year.

Table 3: Honors Program Gender and Ethnicity Report*

	TOTAL	% of Total	# M	% M	# F	% F
Honors Program	593	100%	229	39%	364	61%
American Indian/Alaskan Native	6	1%	3	.5%	3	.5%
Asian or Pacific Islander	13	2%	6	1%	7	1%
Black, not of Hispanic Origin	8	1%	5	1%	3	.5%
Hispanic/Latino	3	.5%	1	.5%	2	.5%
Unknown	15	2%	6	1%	9	1.5%
White, not of Hispanic Origin	548	92%	208	35%	340	57%

*Data collected as of November 30, 2009

This enrollment data is routinely collected every year and, as indicated in the table below, while some progress has been made in recent years with regard to increasing enrollment diversity, there is still a long way to go. One positive aspect to be gleaned from this report is that the Honors Program has made those gains during a period of sustained growth overall.

Table 4: Honors Program Racial/Ethnic Enrollment From 2001-2009

Group	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total	331	384	465	486	504	539	585	598	593
African American	2	1	0	0	1	4	8	6	8
Hispanic American	5	5	7	5	2	6	5	4	3
Asian-Pacific Islander	5	5	8	7	6	6	11	12	13
American Indian	2	0	1	2	1	3	7	8	6
International	0	0	0	2	1	1	0	0	0
Subtotal	14	11	16	16	11	20	31	30	30
% of Total	4.20%	2.90%	3.40%	3.30%	2.20%	3.70%	5.30%	5.02%	5.00%
First-year Only			9/196 4.6%	3/200 1.5%	2/211 1.0%	7/190 3.7%	10/213 4.7%	9/235 4.0%	10/230 4.3%
Transfers						0/10 0.0%	6/33 18%	2/22 9.0%	4/21 19%
All New Students						7/200 3.5%	16/246 6.5%	11/260 4.3%	14/230 6%

D. An International Students Program will be established.

The International (Student) Center was established in 2008, and is located on the 4th floor in FLITE. For more information see, <http://www.ferris.edu/international/Current.htm>.

E. Ferris State University – Tuition Incentive Program(TIP)

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

Table 5: TIP Enrollment 2006-2009

	Fall 09	Fall 08	Fall 07
TIP Data - Phase 1 Students	631	549	429
TIP Data - Phase 2 Students	89	48	48
Total	720	597	477
TIP Phase 1 FTIAC's	304	258	211

Table 6: TIP Enrollment by Race and Ethnicity

Ethnicity	Total
White, not hispanic	395
Black, not hispanic	176
Unknown	28
Hispanic/Latino	22
Asian or Pacific Islander	9
American Indian/Alaskan Native	6
Multiracial	3
Un-reported	81
TOTAL	720

- The TIP Office was established in 2008 and a coordinator was hired in 2009. For more information about TIP at Ferris, see <http://www.ferris.edu/htmls/colleges/university/TIPS/>.
 - The College of Allied Health implemented an associate in Allied Health degree to provide another option for students who receive TIP funds.
- F. The University will develop a plan to address retention and graduation rate disparities, including but not limited to identifying college retention monitors and creating a comprehensive university mentoring program for at-risk students.
- The Strategic Planning and Resources Council (SPARC) approved a retention initiative at its April 8, 2009 meeting, which read: Develop and implement a plan to enhance retention.
 - SCHOLAR Peer Mentor Program provided mentoring services and activities to approximately 130 mentee participants. In addition, the SCHOLAR program collaborated with the TIP Program to provide mentors to TIP eligible students in 2008-9 and 2009-10.

Table 7: Graduation Rates by Racial and Ethnic Backgrounds*

Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in All Two-Year and Four-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 3	Year 4	Year 5	Year 6	Year 7
1999 Fall	White	1495	10%	18%	29%	39%	44%
	African American	300	0%	4%	7%	11%	17%
	Hispanic	24	0%	0%	8%	13%	13%
	American Indian	17	6%	6%	18%	18%	24%
	Asian-Pacific Islander	14	0%	0%	29%	36%	43%
	International	13	15%	23%	46%	62%	69%
	Unknown	34	9%	18%	21%	24%	26%
2000 Fall	White	1660	10%	20%	31%	42%	47%
	African American	311	0%	3%	8%	15%	17%
	Hispanic	28	14%	21%	25%	29%	29%
	American Indian	22	9%	14%	23%	23%	23%
	Asian-Pacific Islander	28	0%	4%	11%	29%	39%
	International	24	25%	38%	54%	54%	63%
	Unknown	60	5%	8%	18%	30%	33%
2001 Fall	White	1670	9%	20%	33%	44%	49%
	African American	259	1%	3%	7%	15%	20%
	Hispanic	36	0%	6%	17%	33%	33%
	American Indian	9	11%	22%	22%	33%	33%
	Asian-Pacific Islander	39	8%	13%	26%	41%	46%
	International	34	9%	26%	44%	53%	53%
	Unknown	77	3%	9%	19%	30%	36%
2002 Fall	White	1652	9%	18%	32%	44%	49%
	African American	174	1%	3%	10%	17%	21%
	Hispanic	27	11%	26%	44%	56%	56%
	American Indian	10	20%	20%	30%	60%	60%
	Asian-Pacific Islander	30	0%	7%	30%	47%	57%
	International	23	9%	22%	30%	52%	52%
	Unknown	116	0%	6%	19%	28%	31%
2003 Fall	White	1818	9%	19%	33%	47%	52%
	African American	151	1%	3%	11%	20%	27%
	Hispanic	34	6%	15%	26%	38%	38%
	American Indian	18	11%	22%	28%	50%	61%
	Asian-Pacific Islander	25	0%	0%	28%	48%	64%
	International	33	0%	9%	18%	27%	30%
	Unknown	111	9%	18%	26%	37%	40%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2009.

Analysis: There has been progress on most of the initiatives related to this goal. The University continues to aggressively recruit students from underrepresented groups. In the past year, African American enrollment increased by 5.34%, Hispanic enrollment grew by 14.29%, and Native American enrollment was up 15.74%. The Ferris student body is more diverse today than it was in 2006. These are impressive gains in a post-Proposition 2 state. The creation of an International (Student) Center was critical to the University's efforts to become a truly diverse institution. The TIP Office has been an important part of the University's efforts to remain an institution of opportunity. The growth of the TIP population at Ferris should be applauded. Governor Jennifer Granholm and the Michigan legislature have considered proposals to limit TIP funding; if TIP funding is significantly reduced it would greatly impact Ferris.

The two major challenges are 1) identifying and implementing strategies to diversify the Honors Program, and, 2) continuing the University's efforts to improve the retention and graduation rates of students, especially students in populations that have low rates.

Recommendations:

- Until it is fiscally possible to hire a Director for the International (Student) Center, Academic Affairs, Student Affairs, and the Diversity and Inclusion Office should work collaboratively to advocate for International students and create and implement a strategic plan for the International (Student) Center.
- The Honors Program should aggressively recruit racial and ethnic minorities through its internal transfer provision, and work closely with the Admissions Office, Academic Affairs, University College's diversity work team, and the Diversity and Inclusion Office to identify and implement new and creative strategies to increase the racial and ethnic diversity of its student population.
- The growth of the TIP student population suggests that the program needs a full-time, permanent coordinator. The University should continue to advocate for state funding for TIP.
- A university-wide taskforce should be created to address issues of retention, including the retention gap between White students and minorities.

3. Hire and retain a diverse workforce

Table 8: Ferris State University - Full Time Workforce*

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

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

Table 9: Ferris State University - Full Time Faculty*

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

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

Table 10: Kendall College of Art and Design - Full Time Workforce*

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

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

Table 11: Kendall College of Art and Design - Full Time Faculty*

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

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

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

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

- In 2009 the following language was added to the Administrative-Professional-Supervisory Performance Evaluation Form: "List activities the employee

participated in or specific accomplishments that helped demonstrate a commitment to inclusion and the University's Diversity Plan. (Note that this criteria will be reviewed beginning with FY 10 activity.)" This was listed in the evaluative section called "Diversity Initiatives."

- The Public Safety Cadet Program was created.
- Human Resources, the Office of Governmental Relations & General Counsel, and the Diversity and Inclusion Office are developing an "inclusion advocates" training program. Participants will develop skills to help develop diverse applicant pools.
- The Office of Governmental Relations & General Counsel monitors and provides guidance in hiring activities of the University to foster a diverse faculty and staff and to meet placement goals outlined in the Affirmative Action Program consistent with federal guidelines. GRGC ensures the University's compliance with federal and state laws in regard to the hiring of employees, and provides input, assistance, and guidance to divisions/departments and search committees regarding attracting and retaining diverse faculty and staff and maintaining diversity on search committees.
- GRGC also prepares an affirmative action program as required by Executive Order 11246, with accompanying placement goals.
- GRGC conducts training for supervisors stressing the need to treat employees with dignity and respect.

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

The Chief Diversity Officer and the Academic Deans will work together to create diversity plans which include developing strategies for recruiting from graduate and professional programs in Michigan.

C. All advertisements will stress that FSU is committed to being a truly diverse institution where women, minorities, and other underrepresented groups are encouraged to apply.

This became the University's policy in 2008.

D. Search committees will receive information and assistance to attract qualified candidates, including underrepresented populations. Best practices from successful searches, including effective strategies for recruiting a diverse workforce, will be shared.

Human Resources and the Office of Governmental Relations & General Counsel developed a format for selection committee training available to all campus divisions.

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

Currently, this is not done consistently across the University.

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

- Diversity themes are prominent in Ferris's brochures, posters, banners, DVDs, advertisements, billboards, and other marketing methods. For example, see the Ferris Orientation video at <http://www.ferris.edu/admissions/orientation/OrienVideo.htm>.
- A multi-division University team was established to design an employment website that promotes Ferris as an employer of choice and emphasizes the University's commitment to diversity.
- Utilization of the Michigan Higher Education Recruitment Consortium's (MiHERC) website for recruitment is advocated by Human Resources. This may help with recruitment efforts.

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

- No progress. The Diversity and Inclusion Office can work with divisional and college diversity work groups to locate and apply for external grants.

H. Exit interviews with faculty and staff who are leaving or have left Ferris will be conducted.

- In its current form the exit interview is not really an interview. Rather, employees come to Human Resources, discuss their perceptions of the Ferris benefits packets, complete forms, and turn in keys. This is a missed opportunity to gather data about employees' experiences at the University. At this time the Diversity and Inclusion Office is unaware of any actions taken to implement this initiative. The Diversity and Inclusion Office can work with divisional and college diversity work groups to devise methods for conducting these interviews.

I. Data on promotion trends will be analyzed and appropriate University-wide procedures proposed.

The Office of Governmental Relations & General Counsel contracted with an outside expert to prepare a federal affirmative action report.

Analysis: This goal represents Ferris' greatest challenge in achieving progress toward true diversity. At present, Ferris has the least diverse workforce of any of the 15 public universities—and some minority faculty and staff left this year. If Goal 3 is to be achieved, identifying and hiring racial and ethnic minorities must become a University priority. This can be done without violating Proposition 2. Strategies must be identified that position Ferris as a welcoming environment for employees from diverse backgrounds. The focus

should be on recruiting not, simply, advertising. Additionally, search committee members must employ strategies that increase applicant pool sizes.

Recommendations:

- **A university-wide taskforce should be created to identify specify strategies to address the dearth of racial and ethnic minorities employed by the University.**
- **There have been promising talks about the creation of an “Inclusion Advocates” program; the program should be implemented.**

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

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

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

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

- Currently, there are 93 courses at Ferris that are classified as “Global Consciousness Courses,” and 82 that are classified as “Race, Ethnicity and/or Gender Courses.”
- The Faculty Center for Teaching and Learning (FCTL) facilitated or co-sponsored these sessions:
 - Supporting Students with Learning Disabilities, Attention Deficit Disorder, Emotional Difficulties, or Other Social Problems, A session of the New Faculty Transition Program, April 2009.
 - Inclusion, Equity, and Diversity in the College Classroom, A Faculty Learning Community, March-April 2009
 - Bridging Campus Classrooms // Connecting Diverse Students Initiative, Summer and Fall 2009
- FCTL collaborated with the Globalization Initiative in hosting the following events
 - “Globalization: Opportunity or Threat?” (panel discussion), September 2009
 - “Globalization and Us”(panel discussion), October 2009
 - “Globalization and Higher Education" (panel discussion), November 2009
 - “Diversity, Cosmopolitanism and Counter-Cosmopolitanism in the European Union” Professor Lars Rensmann, University of Michigan, (lecture and follow-up panel discussion), November 2009

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

- The Faculty Center for Teaching and Learning paid the expenses for 15 faculty to attend the state-wide Equity in the Classroom Conference, April 6-7. Six additional individuals were sponsored by the College of Arts and Sciences and the Office of Multicultural Student Services. The Office of Diversity and Inclusion will sponsor several staff and students for future conferences.
- FCTL purchased a copy of Getting Culture: Incorporating Diversity Across the Curriculum [Gurung and Prieto (eds.), 2009] for each participant in the Inclusion, Equity, and Diversity in the College Classroom faculty learning community formed in March and April, 2009.
- The Office of Diversity and Inclusion funds numerous diversity initiatives.

D. The University will support faculty in handling conflict related to diversity in the classroom.

- The Diversity and Inclusion Office is a resource for handling conflict related to diversity in the classroom.
- The mechanism identified in 1B of this plan will be useful in handling conflict.

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

- In Spring 2010 the General Education Taskforce submitted this philosophy statement to the Academic Senate, "General Education at Ferris State University challenges students to be successful citizens of a diverse and globalized world." The Senate approved the statement.
- In Fall 2008, the Diversity and Inclusion Office announced the availability of Faculty-Staff Diversity mini-grants and Student Diversity mini-grants which may be used to help establish culturally sensitive and inclusive learning environments.

Analysis: Academic Affairs is the core of the University and any efforts to build a truly diverse institution must have broad-based support from the members in the division, especially the faculty. It is noteworthy that many faculty are encouraging their students to attend diversity events. Ultimately, the goal is to have more faculty look deeply at ways to ensure that their courses are inclusive of and sensitive to a diverse student population. The Diversity and Inclusion Office will continue to look for ways to engage more faculty in diversity efforts.

Recommendations:

- 1) Continue the Diversity Mini-grant program.**
- 2) Strengthen and encourage the efforts of the diversity work groups that are in colleges.**

Appendix A: Michigan's 15 State Universities Fall 2008 Workforce Data (Full and Part Time)

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

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