2017-2018 **DIVERSITY** REPORT

"Get all the knowledge you can, but use your knowledge in the right way and it will be of untold benefit to you. Don't use it in oppressing others… And when you see a man or woman trying to rise and doing the right thing don't be selfish but try to help that person rise."

--Woodbridge Nathan Ferris
Making the World Better (Speech), 1910

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

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Executive Summary

Diversity at Ferris 2017-18 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 hosts as many diversity-related events as any college its size in the state. And, it has worked to make the campus more welcoming to all students, including those who identify as LGBTQ+. The efforts to create a university that is respectful of differences fall into three categories: educational programs, celebration events, and data gathering initiatives. The University should be commended for implementing events and other initiatives that are designed to make the campus more welcoming. However, there are challenges: sporadic race/ethnicity-based conflicts among students, the occasional strain between minorities at Ferris and people in the surrounding community, 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

Work in this area parallels and compliments Goal 1 initiatives. The intent here is to find ways to mainstream and sustain diversity and inclusion practices into the everyday operation of the University. Typically, it involved 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

The University has intensified its outreach to pre-college students—even pre-high school students—and its overall efforts to recruit minority students. Despite the recent decrease in students enrolled at Ferris, the number of minority students enrolled at the University has remained steady—except International students, which has shown a significant decrease since 2015. The University is also challenged by achievement gaps between white students and other students at the University. 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

In recent years the University has hired several people of color and women to upper-level administrative positions; however, the number and percentages of racial/ethnic minorities among the faculty and overall workforce remain virtually unchanged. 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

This is an area of strength at the University. Race, ethnicity, gender, class, sexual orientation, and the intersections between these areas are major foci of many courses taught at Ferris. There are other courses, with different subject matter, that are intentionally culturally sensitive and inclusive. 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 has 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

Collaboration is one of the University's core values, and developing, and growing partnerships is key to creating a truly diverse and inclusive university. These partnerships make it possible for the Ferris community to work with others to support student success—and they are one of the vehicles by which we can 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

As we continue the journey toward becoming a truly diverse and inclusive university, we must accept that the journey does not have an end—meaning, the destination is more a concept than an achievable goal. This does not mean that the accomplishments are not real. When we create an environment more welcoming to students with disabilities or LGBTQ+ students, or poor students, the benefits to those students—and to the University—are real. When we graduate more women and African Americans from the College of Engineering Technology (or any college) that is a tangible good. The work we do is not work that is finished, perfected—but it is work that is good for the individuals, good for the state, good for the nation, and in the spirit of our founders, it is work that makes the world better.

Preface

Ferris Institute was nearly destroyed on February 21, 1950. A fire devastated the campus, burning down the two chief buildings: Old Main and Old Pharmacy. The Institute's rise from the ashes is proof to the resiliency of the campus community—and testimony to the strength of the foundation laid by Woodbridge and Helen Gillespie Ferris. The fire and its place in the University's history are well documented, but there is a lesser-known fire that is also significant in the institution's history. On November 22, 1926, a Michigan newspaper reported:

> "Nine students of Ferris Institute narrowly escaped death Monday when flames swept a dormitory occupied by Negroes. The building that burned was turned over to the Institute several years ago by Senator Woodbridge N. Ferris for use of the Negro students."[1]

Woodbridge knew that black students often had difficulty finding rooms to rent. So, he bought a building and had it converted into a small dormitory. It is likely that he used personal funds to purchase the building and then donated it to Ferris Institute. We do not know much about the fire—its origins or aftermath—but we can reasonably infer that the creation of the dormitory was another example of Woodbridge's commitment to creating an educational environment that was welcoming and inclusive. That was his legacy; it is our mandate. Woodbridge Ferris' commitment to creating an institution where all—including those marginalized within the society—were welcome, was summarized by Franklin Hughes in a recent campus talk.

> "From its inception, the Ferris Institute has always been different than other schools. In the School's first catalog it states, "The Industrial will therefore, continue to appeal to all young men and women, regardless of their ages, regardless of their mental attainments, regardless of their present positions, who desire to make themselves stronger and better…. [2] Our first class in 1884 included 10 men and five women and our institution was welcoming to international students from Finland, Armenia, Mexico, China, Ecuador and many more—all prior to 1900. In 1902, the first alumni association of Ferris brought Booker T. Washington to campus to speak to an enthusiastic and packed crowd. African American students were welcomed as early as 1900—including dozens of individuals from the Hampton Institute (from Hampton, Virginia) who went on to play vital roles in the history of the United States. We know that Mr. Ferris and Vice President Gerrit Masselink read excerpts to students at morning exercises from many authors—such as W.E.B. Dubois and Booker T. Washington, but they also read from Henry Fawcett's *A Beacon for the Blind* and from N.C. Hanks' autobiography, *Up from the Hills*. In fact, Mr. Ferris was so moved by the story of N. C. Hanks, who had lost both

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[1] "Big Rapids Fire Perils Students," *Lansing State Journal* (Lansing, Michigan), November 22, 1926, p.1.
[2] Big Rapids Industrial School opened on September 1, 1884. By January 1885 the school changed its name to Ferris Industrial School. In January 1894, the School moved into and dedicated its new building, Old Main, on the corner of Oak and Ives Streets. In 1898 the institution was again renamed to Ferris Institute.

hands and eyes in a mining accident that he brought him to campus on a number of occasions and considered him a good friend."[3]

This was the legacy that we embraced when we adopted the University's first official diversity plan in 2008. That plan was driven by a desire to increase the number of inclusive classrooms, diversity-related events, and underrepresented students and faculty. 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 which included 1) a diversity audit conducted by Ibis Consulting Group and Creative Diversity, two external agencies; 2) the deliberations of a university-wide planning group; and 3) discussions between the vice president of 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.

The University faces major challenges, most notably, a declining enrollment—including a significant drop in students from other nations attending Ferris—and significant budget cuts. Despite these challenges, we remain committed to embracing and realizing our ambition of building a truly diverse and inclusive university.

This year's annual assessment, *Diversity at Ferris 2017-18*, gauges the University's progress toward meeting the six strategic goals in the 2016 plan. The goals are presented in bold lettering, followed by a) areas of progress and achievement; b) continued challenges; and c) recommendations. The material in these sections draws from and is representative of the information in the reports produced by the diversity teams in the divisions and colleges. Readers are encouraged to review the full reports submitted by divisions and colleges listed in Appendix A.

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[3] Franklin Hughes' remarks were a part of "A Forum for (Enrollment) Change," as part of Disability Awareness Month events on the Big Rapids campus, October 2018.

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. And, it has worked to make the campus more welcoming to all students, including those who identify as LGBTQ+. Broadly speaking, the efforts to create a university that is respectful of differences fall into three categories: educational programs, celebration events, and data gathering initiatives. The items below are representative.

- ✓ Working with the Diversity, Equity, and Inclusion Committee, Kendall College of Art and Design's (KCAD's) Student Engagement has developed a plan for the academic year 2018-2019 to include programs that acknowledge a calendar cycle for diversity and inclusion with specific programming for each month. This plan has been developed and is being implemented starting in fall 2018.
- ✓ The Title IX Office sponsored nine different programs during Sexual Assault Awareness Month (April), including collaborations with the Wesley House, Sigma Lambda Beta fraternity, the Office of Housing & Residence Life, and Women's Information Services (WISE). The Office also collaborated with the Athletics department to bring in Steve Thompson, author of *No More Fear*, to train athletes about sexual violence and bystander intervention.
- ✓ The Center for Latin@ Studies (CLS), the Office of Multicultural Student Services (OMSS), the Diversity and Inclusion Office (DIO), and Faculty Center for Teaching and Learning (FCTL) conducted workshops/trainings on micro aggressions throughout the year.
- ✓ FCTL facilitated several additional learning opportunities and events to support this goal (please see examples described on page 12-13).
- ✓ The Office of International Education (OIE) has developed and hosted six years of their signature BEYOND Globalization series.
- ✓ Retention and Student Services (RSS) supported the organization and facilitation of a campus-wide deliberative dialogue on immigration; faculty in Developmental Curriculum (DC) moderated the event. Faculty in DC also helped organize "Black Males Today," an event intended to raise awareness about issues this population faces on college campuses and how faculty and staff might assist in creating a more supportive environment.
- ✓ The College of Business (COB) presented the second Conversation on Inclusion event, "Immigrants in the Workplace." Approximately 300 students and employees listened to Bing Goei, Governor's Office for New Americans; Raquel Salas, Avanti Law Group; and Shri Thanedar, Michigan Gubernatorial Candidate.

- ✓ Governmental Relations and General Counsel (GRGC) provided more than 39 training sessions on anti-harassment, non-discrimination, respect in the workplace, equal employment opportunity and affirmative action to approximately 382 University community members.
- ✓ The DIO and Student Affairs provided training and workshops to over 100 student residential staff.
- ✓ The Staff Center for Training & Development offered workshops on strategies that leaders can embrace to adopt inclusion models.
- ✓ Auxiliary Enterprises implemented mandatory training sessions for all dining services management staff. These sessions focus on anti-harassment, discrimination, unconscious bias, and managing international students.
- ✓ The LGBTQ+ Resource Center organized a Lavender Graduation, recognizing students in the LGBTQ+ community who graduated in 2018, and partnered with Advocacy and Education of Gender Identity and Sexuality (AEGIS) to put on a Second Chance Prom, providing an opportunity for individuals to celebrate the prom ritual while embracing their respective identities.
- ✓ OMSS led and/or coordinated the following cultural awareness events: Latin@ Heritage Celebration, Native American Heritage Celebration, Martin Luther King, Jr. Celebration, Black History Month Celebration, Women's History Month Celebration, Asian Pacific Islander Heritage Celebration, and the Multicultural Graduate Recognition.
- ✓ CLS hosted the Cesar Chavez March with Eduardo Chavez as a keynote speaker. Ferris State University was the first college in Michigan to air a documentary produced by Chavez.
- ✓ The Day of the Dead celebration was coordinated by the OMSS and the Spanish Language faculty and staff.
- ✓ OIE hosted, and DIO sponsored the Diwali and Chinese New Year celebrations.
- ✓ The Circle of Tribal Nations RSO hosted a Native American Thanksgiving Celebration, featuring April Lindala, director of Northern Michigan University's Center for Native American Studies.
- ✓ The College of Engineering Technology (CET) hosted a banquet celebrating students, faculty, staff, and community partners who supported the success of female students.
- ✓ CLS conducted focus groups to understand the experience of Latinx students at Ferris.
- ✓ A campus climate survey collected data related to the scope of sexual misconduct and relationship violence experienced by students, and their perceptions of how the University responds.
- ✓ The College of Pharmacy (COP) surveyed its students to assess their opinions regarding the culture within the college.
- ✓ A discussion group was facilitated for females in the CET to gather qualitative data about the female student experience.

Continued Challenges

The University should be commended for implementing events and other initiatives designed to make the campus more welcoming. However, there are challenges: sporadic race/ethnicity-based conflicts among students, the occasional strain between minorities at Ferris and people in the surrounding community, and the need for a physical landscape to better accommodate students with disabilities.

Recommendations

The University should continue to do the work listed above. Additionally, the following initiatives are recommended:

- ✓ Offer a "Respectful Workplace" program to all faculty and staff.
- ✓ Create a Town/Gown group with community members and Ferris students.

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

Progress and Achievements

Work in this area parallels and compliments Goal 1 initiatives. The attempt here is to find ways to mainstream and sustain diversity and inclusion practices into the everyday operation of the University. Typically, it involved the creation of new organizations, offices, practices, and policies.

- ✓ The faculty in the Social and Behavioral Sciences developed an Equity Counts Initiative to create and sustain an equitable learning environment that honors and supports diverse backgrounds, identities, and aspirations of all students.
- ✓ The OMSS established the Multicultural Student Programming Council (MSPC), made up of students who support the mission, programs, and outreach efforts of the Office, and by extension, the University—and who provide input regarding the experiences of underrepresented student populations.
- ✓ Sigma Lambda Beta, a multicultural, Latin@-based fraternity, was added to the Interfraternity Council. They welcomed 13 members this year and finished the school year with an average cumulative GPA of 3.161.
- ✓ The University opened its first-ever LGBTQ+ Resource Center.
- ✓ The Michigan College of Optometry (MCO) continues to modify the physical elements of their main building to make it accessible to students with disabilities.
- ✓ University Advancement and Marketing (UA&M) has made a concerted effort to closed caption the videos produced and posted on www.ferris.edu and the University's social media platforms. This work is done by the News Services and Social Media team.
- ✓ Media Production provided closed captioning services and created PDFs that have vision-impaired functionality.

- ✓ The University, primarily through UA&M, has significantly incorporated diversity and inclusion themes into its marketing and branding efforts.
- ✓ Auxiliary Enterprises collaborated with the OIE to provide employment opportunities for international students.
- ✓ A preferred first name procedure was implemented by the University to provide all students and employees the opportunity to specify a name for use in the Banner system.
- ✓ Auxiliary Enterprises established a 75% reduction in the cost of break housing which is mostly used by our international students.
- ✓ Kendall College of Art and Design (KCAD) has engaged its community of faculty, staff, and students in a conversation about diversity, equity and inclusion on campus and, with the leadership of KCAD's Diversity, Equity and Inclusion Committee has developed a community statement on Diversity and Inclusion as well as a web page devoted to the statement and activities and events that support it.

Continued Challenges

The University is challenged to continue its efforts to mainstream diversity and inclusion in a climate of decreased student enrollment and reduced tuition revenue.

Recommendations

Many diversity initiatives are new. They do not have the validation that often accompanies programs that have been in place for many years. They are modern responses to new commitments by the University. As such, they are often vulnerable during times of financial uncertainty.

- ✓ The University is challenged to find new resources to create a sustainable funding model to aid the long-term success of many important initiatives, including Undergraduate Research Mentoring Collaboration, the College of Business' Annual Conversation on Inclusion, the annual disabilities awareness month programming, and the annual conference on sex trafficking. Efforts should be made to sustain these initiatives.

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

Progress and Achievements

From its beginning, Ferris has actively recruited a diverse student body. Woodbridge Ferris advertised the school in newspapers and used his public speeches to promote the inclusiveness of the Institute. A century later we continue this tradition. The initiatives in this section fall into several categories: outreach to pre-college students, efforts to recruit minority students and strategies to improve student success for those students enrolled at Ferris State University. The following items are representative of the University's efforts.

- ✓ For the 2017-18 period, the University offered $24.5 million in institutional financial aid to students—up more than $2.2 million from the previous year.
- ✓ The Center for Latin@ Studies (CLS) celebrated its 5th anniversary on campus. With support from the University Advancement & Marketing Division in Grand Rapids, the Center secured a $1 million endowed scholarship to support students who complete the Promesa Summer Success Program—an eight-week early college bridge program—and continue at Ferris.
- ✓ FCTL and CLS worked together to provide support to faculty mentors and students who participated in the Promesa Scholars Program Undergraduate Research Mentoring Collaboration. Undergraduate research is considered a high-impact teaching and learning practice that contributes positively to student retention and success.
- ✓ Developmental Curriculum faculty provided course materials and mentoring for various summer school success programs in Grand Rapids, Godfrey-Lee, Holland, Shelby/Hart, and Detroit.
- ✓ The Architectural Design Summer Academy hosted nine students in June—six from Innovation Central High School, a Grand Rapids school which primarily serves Hispanic and African American students.
- ✓ In Fall 2018, the Tuition Incentive Program (TIP) rates improved, correcting a decline from the previous year (Appendix B). It should be noted that the percentage of minorities among TIP students is higher than in the general student population.
- ✓ The University has implemented intense advising and mentoring for student athletes.
- ✓ RSS sponsored a Student Success Summit intended to aid continued focus on creating a campus ethos supportive of students and their overall personal and academic success.
- ✓ The C4 Scholar Program (Cross-Curricular Career Cohort) is a yearlong cohort and instructional support program for academically at-risk students who have placed into the remedial composition (ENGL 074), beginning algebra (MATH 110), and reading (READ 106). To reduce student debt and time-to-degree, ENGL 074 is replaced by a special section of the first credit-bearing composition course (ENGL 150), and MATH 110 is replaced by a special section of MATH 115. Data gathered to date show gains in year-to-year retention, attitudes of professionalism, and course grades.
- ✓ The Ferris Foundation's Opportunity Scholarship Endowment recipients are a diverse group of students in age, race, and gender, and represent underserved areas within Michigan. This number fluctuates between 20-25 students per year.
- ✓ College of Arts and Sciences created a living-learning community called POSIT (**P**harmacy and **O**ptometry **S**cholars **I**n **T**raining). The goals of this program are to increase the diversity of students eligible for applying to pharmacy and optometry school and increase the retention of students enrolled in BS degree programs in the Sciences.
- ✓ Academic Affairs created the Academic Literacies Center, in FLITE, embracing a holistic approach to student learning.

Continued Challenges

Despite the recent decrease in students enrolled at Ferris, the number of minority students enrolled at Ferris has increased, which is driven by the continued increase in Latin@ students. However, there has been a significant decrease in International students. From Fall 2015 to Fall 2018, the University's enrollment of International students declined from 536 to 238, a 55.6 percent decrease (Appendix C). A more obstinate problem involves achievement gaps between white students and other students at the University (Appendix D). 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.

Recommendations

- ✓ Create an International Student Recruitment and Retention Action Plan.
- ✓ In each college, someone should be designated to monitor the student achievement gaps in the college.
- ✓ In courses in which achievement gaps exist, strategies should be identified to address the gaps.
- ✓ Identify ways to coordinate the everyday operations of OMSS, CLS, and OIE—and give those offices the resources to take on greater academic functions.

Goal 4: Recruit, employ and retain a diverse workforce

Progress and Achievements

There are people of color at most levels of leadership at the University, including the Board of Trustees, the President's Council, Deans' Council, Academic Leadership Council, the leadership teams of Administration and Finance, and Kendall. In recent years, the University has hired two academic deans and an associate vice president, all African Americans. These three hires resulted from the commitment of University leaders to ensuring search pools were inclusive.

- ✓ Governmental Relations and General Counsel prepares Affirmative Action Plans consistent with federal regulations, and provides guidance to divisions/departments regarding future recruitment and good faith compliance requirements.
- ✓ EIO has seen gains in its attempts to hire more minority faculty at off-campus sites.
- ✓ The Athletic Department has worked to increase the diversity of its employees. During FY18, this includes three female head coaches, four female assistant coaches, two male African American assistant coaches, and one female African American assistant coach. Another coach succeeds every day with a hearing impairment. The NCAA Faculty Athletic Representative is female.
- ✓ Tutors and Structured Learning Assistance (SLA) facilitators are diverse. Of the 119 tutors, 84% are White, 3% are African American or Black, 3% are Asian American, and

6% report more than one race. Of the 45 SLA facilitators, 79% are White, 2% are African American or Black, 2% are Native American, and 7% report more than one race.

✓ Although they are not full-time employees, there are many students of color who work at the University.

✓ KCAD's director of human resources, dean of academic affairs, and the president have worked to refine further the procedures and practices of faculty and staff searches to incorporate best practices regarding expanding the search recruitment to increase the diversity of the applicant pool.

Continued Challenges

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. As indicated by Appendices E and F, the number and percentages of racial/ethnic minorities remain virtually unchanged in the overall workforce and the faculty, in particular. The University will likely hire fewer people in the next few years; therefore, addressing this issue will become even more difficult.

Recommendations

To prioritize diversity in the workforce, the following recommendations are offered:

✓ Develop a clear and consistent message to faculty, staff, and 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 who are employed as Ferris State University faculty and staff, such as succession planning, job shadowing, interim appointments, and mentoring.

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

Progress and Achievements

This is an area of strength at the University. Race, ethnicity, gender, class, and sexual orientation, and the intersections between these areas are major foci of many courses taught at Ferris. There are other courses with different subject matter that are intentionally culturally sensitive and inclusive. The lessons learned in these courses are bolstered by many out-of-classroom activities.

- ✓ The Faculty Center for Teaching and Learning (FCTL) continued the Institute on Inclusion and Inclusive Classrooms (offered in both Spring and Summer 2018). The Center also offered the Second Annual Equity by Design Forum, which included a workshop, "Inclusive Excellence in the Classroom and Beyond," and a keynote lecture, "Inclusive Excellence in the Age of Exclusion."
- ✓ FCTL also facilitated workshops and courses to improve inclusivity in classrooms, including opportunities to learn sign language, guidance on making courses accessible to students with disabilities, and faculty learning opportunities that addressed, for example, microaggressions, stereotypes, and stereotype threat.
- ✓ All members of the faculty in the Developmental Curriculum Department (as well as faculty from other colleges) participated in FCTL's "Flipping the Script" faculty learning community that focused on improving classroom engagement and culture for African American students. Furthermore, the faculty created a pilot survey to gauge student perception of the Big Rapids community.
- ✓ Bill Burmeister incorporated the text "Teaching Virtues" on traditional Lakota values applied in higher education in ENGL 250.
- ✓ The College of Health Professions Diversity and Inclusion Committee coordinated and hosted the CHP Best Practices Day, "Inclusion of Sexual Health in Health Profession Education." The LGBTQ+ Center assisted with creating a student panel for the event to help identify ways to develop a more inclusive space for LGBTQ+ students.
- ✓ The law enforcement academy spent three weeks in November teaching on the topic of diversity.
- ✓ Thirteen members of the KCAD and UICA administration, staff, and faculty attended Grand Rapids' Partners for a Racism Free Community Forum, Standing at the Intersection.
- ✓ Kendall College of Art and Design's (KCAD's) Professor Margaret Vega created a collaborative performance work and public written word artwork to address the impact of micro-aggressions within the KCAD student community. *Micro-Aggression* was a commentary on the impact of cultural and racial slurs.

Continued Challenges

The establishing of inclusive classrooms cannot be mandated. This is not so much a challenge as it is a reality. 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 has an important role to play, a more diverse faculty is an important factor for creating inclusive learning environments.

Recommendations

✓ Host an Institute to teach faculty and staff how to implement a Difficult Dialogues program.

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

Collaboration is one of the University's core values, and developing, and growing partnerships is key to creating a truly diverse and inclusive university. These partnerships make it possible for the Ferris community to work with others to support student success—and they are one of the vehicles by which we can 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 list below is representative of the partnerships we have created across the nation.

✓ Kendall College of Art and Design (KCAD) collaborated with the Grand Rapids Ballet to provide an inside look of the Ballet's MOVEMEDIA: Diversity II program for faculty and staff at KCAD and UICA as a way to develop a conversation about the importance of cultural expression to the promotion of inclusion.

✓ The Women In Technology (WIT) student group fundraised and donated money to support hurricane relief and Relay for Life.

✓ The Engaged Partners Program is a partnership between the COP and Bethany Christian Services offering a multicultural, interdisciplinary opportunity for health professions (pharmacy and medical) students to further develop their clinical and community leadership skills as they provide basic healthcare assistance and services to international refugees in the greater Grand Rapids area.

✓ Establishing an Academic Center for Rural Health to address underserved populations while providing educational opportunities is an ongoing CHP effort.

✓ The University received a National Science Foundation S-STEM grant. The project, titled S3OAR, is a partnership between Northern Kentucky University and Ferris.

✓ EIO partnered with Maranda, host of "Maranda: Where You Live," to bring Park Parties to five low-income areas throughout West Michigan providing free lunches, rides, activities, haircuts, backpacks, and more.

✓ Ferris Grand Rapids is a partner with the Hispanic Center in providing 25 Hispanic rising 11th and 12th graders with math-focused programming. Students spend the mornings in summer school and afternoons on the Ferris Grand Rapids Campus located at Grand Rapids Community College.

✓ "First Year Student Focused Health Outreach" is a project that provides first-year pharmacy students with opportunities to learn about the underserved communities in

West Michigan and to interact with people by participating in health outreach; most recently with an elementary school and a homeless shelter.

✓ Ferris is extending its work in West Michigan through various outreach initiatives coordinated by the Office of Community Engagement and the Latino Business and Economic Development Center (LBEDC). Carlos Sanchez (ED of LBEDC) increased the capacity of Ferris's entrepreneurship efforts through reframing the work as "Ferris *Emprende*" by establishing new relationships with the Grand Rapids Chamber of Commerce, among other partners. Sanchez has also led the way in creating the Ferris presence at Plaza Roosevelt, a neighborhood base for outreach into the urban communities of Grand Rapids. The Office of Community Engagement has facilitated the creation of a "Grow our Own" teacher training program with GRPS, partnerships with the Public Museum School and the graphic design program, as well as a new literacy initiative in Big Rapids.

Continued Challenges

Members of the University are involved in many partnerships with businesses, civic organizations, colleges and universities, and others. 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

✓ The University has made significant progress in addressing food insecurity among its students; however, it remains challenged to identify strategies to help students facing housing insecurity—more specifically, it should work with the Wesley House and similar organizations to address this issue.

✓ Create ways to intentionally bring students, including students from underrepresented groups and international students, and local community people together.

Conclusion

As we continue the journey toward becoming a truly diverse and inclusive university, we must accept that the journey does not have an end—meaning, the destination is more a concept than a realistic goal. This does not mean that the accomplishments are not real. When we create an environment more welcoming to students with disabilities or LGBTQ+ students, or poor students, the benefits to those students—and the University—are real. When we graduate more women and African Americans from the College of Engineering Technology (or any college) that is a tangible good, no, the work we do is not work that is finished, perfected—but it is work that is good for the individuals, good for the state, good for the nation, and in the spirit of our founders, it is work that makes the world better.

Appendix A
Divisional/College Reports

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

Appendix B
Tuition Incentive Program Enrollment (TIP)

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

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

Fall 14 Enrollment Per Webfocus Report SE000258 - Tip Student Demographics, extracted 9/1/2014

Fall 15 Enrollment Per Webfocus Report SE000258 - Tip Student Demographics, extracted 9/9/15, S. VandePanne

Fall 16 Enrollment Per Webfocus Report SE000258 - Tip Student Demographics, extracted 9/6/16, E. Burbatt

Fall 17 Enrollment Per Webfocus Report SE000258 - Tip Student Demographics, extracted 9/13/17, E .Burbatt

Fall 18 Enrollment Per Webfocus Report SE000258 - Tip Student Demographics, extracted 9/26/18, E. Burbatt

Appendix C
Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
American Indian/ Alaskan Native	108 .798%	125 .902%	120 .835%	104 .714%	76 .523%	83 .564%	78 .534%	76 .517%	81 .571%	74 .536%	61 .460%
Asian	259 1.91%	251 1.81%	223 1.55%	225 1.55%	247 1.70%	224 1.52%	207 1.42%	187 1.27%	214 1.51%	228 1.65%	226 1.71%
Black/ African American	843 6.23%	888 6.40%	957 6.66%	909 6.24%	955 6.57%	1005 6.83%	1015 6.95%	1042 7.08%	958 6.75%	978 7.09%	986 7.44%
International	163 1.21%	161 1.16%	176 1.22%	226 1.55%	322 2.22%	404 2.75%	439 3.01%	536 3.64%	390 2.75%	298 2.16%	238 1.80%
Hispanic/ Latino	259 1.91%	296 2.13%	340 2.36%	423 2.91%	452 3.11%	507 3.45%	556 3.81%	696 4.73%	672 4.74%	714 5.18%	743 5.61%
Native Hawaiian/ Pacific Islander	NA	1 .007%	4 .028%	5 .034%	7 .048%	8 .054%	7 .048%	10 .068%	12 .084%	8 .058%	10 .075%
White	10,857 80.23%	11,019 79.47%	11,352 78.94%	11,518 79.11%	11,390 78.37%	11,486 78.10%	11,381 77.95%	11,289 76.72%	11,012 77.62%	10,609 76.89%	10,122 76.39%
Two or More Races	NA	62 .447%	174 1.21%	243 1.67%	327 2.25%	399 2.71%	442 3.03%	452 3.07%	457 3.22%	494 3.58%	481 3.63%
Unreported	1043 7.71%	1,062 7.66%	1035 7.20%	907 6.23%	757 5.21%	591 4.02%	475 3.25%	427 2.90%	391 2.76%	395 2.86%	383 2.89
Total	13,532	13,865	14,381	14,560	14,533	14,707	14,600	14,715	14,187	13,798	13,250

* Data regarding the ethnic and racial identities of Ferris State University students obtained from Fall 2018 4th Day Extract.

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

Appendix D
Graduation Rates by Racial and Ethnic Backgrounds*

Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
	Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in All Two-Year Degree Programs						
2007 Fall	White	1029	11%	22%	34%	44%	51%
	Black/African American	134	2%	10%	13%	20%	24%
	Hispanic/Latino	26	0%	8%	23%	27%	42%
	American Indian/Alaska Native	11	0%	0%	9%	27%	36%
	Asian	27	0%	4%	19%	26%	48%
	International	9	33%	33%	33%	33%	33%
	Unreported	8	0%	0%	0%	0%	13%
2008 Fall	White	1089	11%	19%	34%	44%	52%
	Black/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%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2018.

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

Graduation Rates by Racial and Ethnic Backgrounds*

Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
	Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in Four-Year Degree Programs						
2007 Fall	White	616	2%	7%	28%	48%	54%
	Black/African American	30	0%	0%	23%	37%	43%
	Hispanic/Latino	9	11%	11%	11%	33%	44%
	American Indian/Alaska Native	9	0%	0%	0%	11%	11%
	Asian	6	0%	0%	0%	17%	17%
	International	4	0%	0%	50%	75%	75%
	Unreported	114	0%	2%	29%	51%	61%
2008 Fall	White	591	2%	6%	26%	46%	52%
	Black/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%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2018.

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

Graduation Rates by Racial and Ethnic Backgrounds*

Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
	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						
2007 Fall	White	1645	8%	17%	31%	45%	52%
	Black/African American	164	2%	8%	15%	23%	27%
	Hispanic/Latino	35	3%	9%	20%	29%	43%
	American Indian/Alaska Native	20	0%	0%	5%	20%	25%
	Asian	33	0%	3%	15%	24%	42%
	International	13	23%	23%	38%	46%	46%
	Unreported	122	0%	2%	27%	48%	58%
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%
	Two or More Races	7	0%	0%	14%	29%	29%
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%
	Two or More Races	63	0%	0%	19%	37%	41%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2018.

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

Ferris State University - Full Time Workforce*

	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female
Black/African American	18 3.01%	12 1.87%	17 2.18%	14 2.15%	20 3.34%	17 2.56%	19 3.19%	18 2.70%	20 3.55%	17 2.74%
Hispanic/Latino	9 1.51%	6 .933%	10 1.65%	9 1.39%	7 1.17%	8 1.21%	5 .841%	12 1.80%	6 1.06%	10 1.61%
American Indian/ Native Alaskan	5 .835	2 .311	5 .827%	2 .308%	5 .836%	2 .301%	4 .672%	3 .450%	3 .532%	2 .323%
Asian	18 3.01%	12 1.87%	20 3.31%	16 2.46%	19 3.18%	16 2.41%	22 3.70%	15 2.25%	21 3.72%	14 2.26%
White	513 85.64%	570 88.65%	544 89.92%	602 92.62%	538 89.97%	615 92.62%	533 89.58%	614 92.05%	499 88.48%	566 91.29%
Two or More Races	6 1.00%	1 .156%	7 1.16%	1 .154	8 1.34%	1 .151%	9 1.51%	1 .150%	7 1.24%	1 .161%
Unreported	30 5.01%	40 6.22%	2 .331%	6 .923%	1 .167%	5 .753%	3 .504%	4 .600%	8 1.42%	10 1.61%
Total	599	643	605	650	598	664	595	667	564	620

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

Ferris State University - Full Time Faculty*

	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female
Black/African American	7 2.65%	2 1.14%	5 1.95%	3 1.81%	7 2.71%	4 2.19%	7 2.66%	5 2.66%	7 2.75%	4 2.19%
Hispanic/Latino	2 .758%	2 1.14%	2 .778%	2 1.21%	2 .775%	2 1.09%	2 .761%	3 1.60%	2 .784%	3 1.64%
American Indian/ Native Alaskan	2 .758%	1 .572%	2 .778%	1 .602%	2 .775%	1 .544%	2 .761%	1 .532%	1 .392%	1 .546%
Asian	17 6.44%	5 2.86%	19 7.39%	10 6.02%	19 7.37%	10 5.43%	20 7.60%	8 4.26%	19 7.45%	6 3.28%
White	212 80.30%	147 84.00%	225 89.55%	148 89.16%	224 86.82%	164 89.13%	226 85.93%	169 89.89%	219 85.88%	163 89.07%
Two or More Races	4 1.52%	0	4 1.56%	0	4 1.55%	0	4 1.52%	0	3 1.18%	0
Unreported	20 7.58%	18 10.29%	0	2 1.21%	0	3 1.63%	2 .761%	2 1.06%	4 1.57%	6 3.28%
Total	264	175	257	166	258	184	263	188	255	183

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

Kendall College of Art and Design - Full Time Workforce*

	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female	2017 Male	2017 Female
Black/African American	2 4.76%	1 1.43%	2 4.35%	0	2 4.08%	0	3 6.25%	0	2 4.65%	1 1.54%
Hispanic/Latino	1 2.38%	0	2 4.35%	0	1 2.04%	0	1 2.08%	0	1 2.33%	0
American Indian/ Native Alaskan	1 2.38%	0	1 2.17%	0	1 2.04%	0	1 2.08%	0	1 2.33%	0
Asian	1 2.38%	1 1.43%	1 2.17%	1 1.47%	1 2.04%	1 1.37%	1 2.08%	1 1.45%	1 2.33%	1 1.54%
White	36 85.72%	64 91.43%	40 86.96%	66 97.06%	44 89.80%	71 97.26%	42 87.50%	67 97.10%	38 88.37%	62 95.38%
Two or More Races	0	0	0	0	0	0	0	0	0	0
Unreported	1 2.38%	4 5.71%	0	1 1.47%	0	1 1.37%	0	1 1.45%	0	1 1.54%
Total	42	70	46	68	49	73	48	69	43	65

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

Kendall College of Art and Design - Full Time Faculty*

	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female
Black/African American	1 5.00%	0	1 5.00%	0	1 4.76%	0	1 5.26%	0	1 5.56%	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
White	18 90.00%	29 96.67%	19 95.00%	28 100%	20 95.24%	34 100%	18 94.74%	30 100%	17 94.44%	28 100%
Two or More Races	0	0	0	0	0	0	0	0	0	0
Unreported	1 5.00%	1 3.33%	0	0	0	0	0	0	0	0
Total	20	30	20	28	21	34	19	30	18	28

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

Appendix F: Michigan's 15 State Universities Fall 2017 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 Employess	Two or More Races Full/part time Employees	Non-resident alien, Full/part time Employees	White Full/part time Employees
Central Michigan	2,896	18	115	86	53	32	66	14	43	2,469
		0.622%	3.971%	2.970%	1.830%	1.105%	2.279%	0.483%	1.485%	85.256%
Eastern Michigan	2,383	13	127	252	64	2	34	39	19	1,833
		0.546%	5.329%	10.575%	2.686%	0.084%	1.427%	1.637%	0.797%	76.920%
Ferris	1,789	9	31	58	19	2	19	12	16	1,623
		0.503%	1.733%	3.242%	1.062%	0.112%	1.062%	0.671%	0.894%	90.721%
Grand Valley	3,127	7	115	174	113	1	150	26	44	2,497
		0.224%	3.678%	5.564%	3.614%	0.032%	4.797%	0.831%	1.407%	79.853%
Lake Superior	462	22	7	4	4	0	27	0	24	350
		4.762%	1.515%	0.866%	0.866%	0.000%	5.844%	0.000%	5.195%	75.758%
Michigan State	12,660	52	727	734	597	8	0	84	624	9,834
		0.411%	5.742%	5.798%	4.716%	0.063%	0.000%	0.664%	4.929%	77.678%
Michigan Technological	1,621	2	88	9	30	0	96	11	52	1,333
		0.123%	5.429%	0.555%	1.851%	0.000%	5.922%	0.679%	3.208%	82.233%
Northern Michigan	1,051	13	6	9	9	0	18	12	26	958
		1.237%	0.571%	0.856%	0.856%	0.000%	1.713%	1.142%	2.474%	91.151%
Oakland	2,445	11	173	193	57	0	46	17	62	1,886
		0.450%	7.076%	7.894%	2.331%	0.000%	1.881%	0.695%	2.536%	77.137%
Saginaw Valley	1,098	2	43	60	36	1	51	7	3	895
		0.182%	3.916%	5.464%	3.279%	0.091%	4.645%	0.638%	0.273%	81.512%
University of Michigan-Ann Arbor	23,456	57	2,096	1,750	816	11	292	403	1,317	16714
		0.243%	8.936%	7.461%	3.479%	0.047%	1.245%	1.718%	5.615%	71.257%
University of Michigan-Dearborn	1,099	1	126	95	43	1	13	15	0	805
		0.091%	11.465%	8.644%	3.913%	0.091%	1.183%	1.365%	0.000%	73.248%
University of Michigan-Flint	1,116	7	40	130	24	0	21	11	15	868
		0.627%	3.584%	11.649%	2.151%	0.000%	1.882%	0.986%	1.344%	77.778%
Wayne	6,643	12	623	1,557	160	9	47	72	352	3,811
		0.181%	9.378%	23.438%	2.409%	0.578%	0.708%	1.084%	5.299%	57.369%
Western Michigan	3,318	11	148	266	96	3	282	40	17	2,455
		0.332%	4.461%	8.017%	2.893%	0.090%	8.499%	1.206%	0.512%	73.990%
This data was collected from The Integrated Postsecondary Education Data Systems (IPEDS).										