2019-2020 DIVERSITY REPORT

CHALLENGES AHEAD

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Executive Summary

The United States experienced a racial reckoning in 2020. On campuses across the nation, students protested—demanding that leaders address inequities on their campuses. Ferris State students were also vocal about their expectations, challenging the University to be more inclusive. In response, the Ferris administration issued *Our University's Continuing Commitment to Diversity, Equity, and Inclusion*, a document that outlined specific actions that the University would undertake. Those actions are now central to the University's annual diversity report, *Diversity at Ferris 2019-20*, which gauges the University's progress toward meeting the six strategic goals in its 2016 Diversity Plan.

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

Although slowed by the pandemic, Ferris hosted an impressive number of diversity-related events. These events provide an important educational function which is crucial to building and sustaining a welcoming environment. One of the takeaways from recent campus townhall meetings was that the University needed to increase the number of diversity and inclusion-related professional development/training for employees and students. This was done. Additionally, students were recently surveyed, demographic data on students' contacts with Public Safety and the Office of Student Misconduct was analyzed, and a Campus Climate Team was created.

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

The Diversity and Inclusion Office was created in 2007. At that time, there were few offices on campus that related directly to diversity and inclusion—the exception being the Office of Multicultural Student Services (OMSS), then known as the Office of Minority Student Affairs. In recent years, the following offices have been created: the Office of International Education (OIE), the Center for Latin@ Studies (CLS), Center for Latino Business, and the LGBTQ+ Resource Center. The University's recent reduction in tuition revenue means there is greater competition for fewer resources. Many offices at Ferris have experienced budget cuts—and this includes offices that deal directly with diversity and inclusion. Finally, the work of these offices should be better aligned, and in some instances, re-envisioned.

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

There were significant decreases in minority students in 2019 and 2020; nevertheless, their percentage of the student body increased—this resulted from greater decreases in the enrollment of white students. In the Fall of 2020, "diverse populations" made up nearly one-fourth of the student body. There has been a significant decrease in international students attending Ferris during the last five years. A more persistent challenge involves graduation gaps between white students and other students at the university. The graduation rates for Black/African American, Hispanic/Latino, and American Indian/Alaska Native are significantly lower than White students—which is itself below the national average.

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

A wealth of research demonstrates that the experiences of students of color are more negative than those of white students—and those negative experiences are heightened by the lack of minority

faculty. Minority students constitute roughly one fourth of all Ferris students, however, there are only eight African American full-time faculty members—and the number of Hispanic (six) and Native American faculty (two) is even lower. The University is encouraged to collect and analyze data on the status of minority employees at the university, particularly for recruitment, retention, and promotion. Ferris also uses federal affirmative action plans and reported data collected by the Director of Equal Opportunity to better understand and improve the search processes at the institution, and develop a clear and consistent message to faculty, staff, and the administration that having a diverse workforce is an institutional priority.

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

Ferris has, for many years, had curricula that included opportunities to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas. Also, general education requirements help Ferris graduates become competent regarding diversity, inclusion, and global topics. Students at the University town hall meetings have encouraged the University to offer courses that dealt more directly with diversity and inclusion. Professors have academic freedom and classroom autonomy; therefore, they must voluntarily support the creation of culturally sensitive and inclusive classrooms—and they must have the resources to do so. While all faculty have a vital role to play, a more diverse faculty is an essential factor for creating inclusive learning environments.

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

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

Conclusion

The events of 2020 remind us as a university community that we must remain vigilant as we build a truly inclusive University; this includes listening to the concerns of our students, faculty, and staff—even when those conversations are difficult. We must listen. We must take action. We must ensure that our policies and practices do not disadvantage groups, particularly those who have historically been the victims of discrimination. This is work that we have begun and that we must continue.

Preface

Each year brings challenges, and 2020 brought the worldwide COVID-19 pandemic, a cataclysmic event that killed more than 400,000 Americans, disrupted the economy, and spread a sense of uncertainty, vulnerability, and political divisiveness across the nation. Universities were not spared. In the spring semester, most educational institutions—including ones in higher education—canceled in-person classes and moved to remote instruction. By the fall semester, COVID-19 had significantly altered nearly every aspect of college life. There were significant decreases in student enrollment resulting in substantial drops in tuition revenue. Employees were furloughed or laid off, academic programs were closed, and the college experience was fundamentally changed. COVID-19 made it more challenging for higher educational institutions to do their work, including work related to diversity, inclusion, and equity.

The challenges wrought by COVID-19 were compounded on May 25, 2020, when George Floyd, a 46-year-old African American, was killed in Minneapolis, Minnesota while being arrested for purportedly using a counterfeit bill. During the arrest, Derek Chauvin, a White police officer with the Minneapolis Police Department, knelt on Floyd's neck for more than eight minutes. Floyd's pleas were ignored. He died. His death was captured on a harrowing video that shocked the nation and led to a racial reckoning for this country, with thousands of protestors demanding justice after more shootings and killings of unarmed Black people by police.

At universities across the nation, students, faculty, and staff held rallies, protests, and vigils to speak out against police brutality and to proclaim that Black Lives Matter. On June 3, 2020, a protest demonstration was held on the Ferris campus. It began in the Quad and ended in front of the FLITE Library. This event, organized and led by Byron Brooks, a Ferris student, included nearly 500 people—students, faculty, staff, local public safety, and police officers, and members of the greater Big Rapids community. There were speeches, a march, and a vigil. The participants challenged the University to look at the ways that its practices and policies impact African Americans and other people of color. In response to this challenge, the Ferris administration issued *Our University's Continuing Commitment to Diversity, Equity, and Inclusion*, a document that outlined specific actions that the University would undertake.

Ferris State University is well-positioned to meet these challenges. The University developed its first diversity plan in 2007. The approach was to strategically embed diversity into the University's infrastructure to ensure that meaningful changes were created and sustained. To this end, each University division was charged with creating diversity work teams and empowering those teams to devise and implement action plans consisting of specific initiatives, assigned tasks and systems for monitoring progress. The Diversity Office remains responsible for assisting these workgroups and monitoring progress across the University.

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

The Work

This year's annual assessment, *Diversity at Ferris 2019-20*, gauges the University's progress toward meeting the strategic goals in the plan. The goals are presented in red lettering, followed by a) areas of progress and achievement; b) challenges; and c) recommendations. Attempts were made, where relevant, to align the recommendations in this report with those in the University's strategic plan. *Diversity at Ferris 2019-20* 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 examine the full reports submitted by divisions and colleges listed in Appendix A

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

Progress and Achievements

There are many ways to accomplish this goal. One approach is to host diversity-related activities on campus. Although slowed by the pandemic, Ferris hosted an impressive number of diversity-related events. This programming occurred across the University, however, the Student Affairs division deserves special attention for its year-round programming; see Student Affairs Diversity Report.

One of the takeaways from the campus townhall meetings that occurred after the death of George Floyd was that the University needed to provide its members training designed to ensure that the campus was inclusive. The following are illustrative of this work at the University.

- ✓ Governmental Relations and General Counsel (GRGC) facilitated 38 campus-training sessions on anti-harassment; non-discrimination; equal employment opportunity; responsible employee/Title IX; and affirmative action to approximately 600 University community member attendees.
- ✓ GRGC staff attended and/or hosted continuing education workshops on topics, including Updates and Developments in Title IX (including new regulations issued in May 2020 by the United States Department of Education); the Impact of Title IX regulations on Faculty and Employees; Title IX Investigator Training; Responsible Employee Compliance (Title IX); Structured Racism 101: Basic Training for Lawyers; Clery Considerations During the Coronavirus Pandemic; Optimizing the Learning Environment for Students with Disabilities; Affirmative Action, Equal Opportunity, and Diversity; and, Anti-Harassment and Non-Discrimination.
- ✓ The Staff Center for Training & Development provided workshops on how to create accessible electronic documents and videos so individuals who utilize screen readers and other accessibility devices can access the information using the technology of their choice.
- ✓ The Staff Center's annual Supervisor Program included the following sessions: Inclusion Advocacy and Affirmative Action Seminar; The Hiring Process; Anti-Harassment and Non-Discrimination; at FSU Seminar; Handling Accommodation Requests; Managing the ARC of Diversity; Conflict Resolution for the Workplace; and, Fair Labor Standards Act for Supervisors.

- ✓ Employees at Birkam Health Center (BHC), Personal Counseling Center (PCC), and the Center for Leadership, Activities, and Career Services (CLACS), including student staff, were urged to and compensated for attending campus-offered diversity training and events.
- ✓ All employees in Auxiliary Enterprises attend annual training on harassment and discrimination prevention.
- ✓ University Recreation (UREC) added two new diversity training sessions for their staff: Understanding Microaggressions, and Tough Conversations with Students.
- ✓ The following sessions occurred during FCTL's New Faculty Orientation: "Anti-Harassment and Non-Discrimination at Ferris State University," "Building a Successful Community of Learners," "Accommodations and Accessibility," "Creating a Truly Diverse University," and "Beliefs, Mindsets, and Practices: Moving Toward More Inclusive Classes."
- ✓ Within the Academic Literacies Center (ALC), tutors, SLA facilitators, office assistants, and other campus partners participated in Title IX, Anti-Violence, and Disability Awareness training.
- ✓ Center for Latin@ Studies partners annually with the Staff Center for Training and Development to provide training on introduction to Microaggression and How to Interrupt as well as other diversity leadership training for the Leadership Development Program.
- ✓ CLACS facilitated two Diversity and Inclusion Summits which included breakout sessions that engaged students in discussions about inclusion.
- ✓ Housing and Residence Life encouraged programming and training within the on-campus community. Diversity and inclusion are central to their programming model and all student staff actively participate.
- ✓ The Difficult Dialogues program, including workshops to train facilitators, was instituted on campus.

Challenges

The United States experienced a racial reckoning in 2020. On campuses across the nation, students protested—demanding that campus leaders address inequities on their campuses. Members of the Ferris State University community have also been vocal about their expectations, challenging the University to be more inclusive.

Recommendations

Significant work has been done—and is being done—at the University to make inclusivity a reality. That work should be supplemented by the following actions.

- ✓ Analyze demographic data on students' contacts with Public Safety and the Office of Student Conduct to determine if there are issues of inequity.
- ✓ Offer professional development for senior leadership—the President's Council, the Deans' Council, and the KCAD Leadership team—that focuses on diversity, inclusion, and equity.
- ✓ Use the results of the National Assessment of Collegiate Campus Climates (NACCC) to inform and improve support resources, policies, and practices, including those to prevent or respond to discrimination and harassment.
- ✓ Create and mainstream a Campus Climate Team to combat incidents of hate/bias in the following ways: actively participating and leading in the assessment of the campus climate; offering proactive education efforts; and, ensuring that appropriate University resources and

expertise are made available to anyone who feels they have been harmed or negatively impacted because of their identity.

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

Progress and Achievements

The Diversity and Inclusion Office was created in 2007. At that time, there were few offices on campus that related directly to diversity and inclusion—the exception being the Office of Multicultural Student Services (OMSS), then known as the Office of Minority Student Affairs. In recent years, the following offices have been created: the Office of International Education (OIE), the Center for Latin@ Studies (CLS), the Veteran Resource Center, and the LGBTQ+ Resource Center. Diversity and inclusion are also central to the work of the TIP Scholars Program (TIP), First Generation College Student Outreach, Students with Children Program, Educational Counseling and Disability Services (ECDS), and CLACS. The good work done in these offices has been supplemented by recent actions.

- ✓ Themed housing was developed and implemented in Bond Hall for LGBTQ+ students. The Office of Housing and Residence Life will continue to work with the Ferris LGBTQ+ Center to support students living on-campus.
- ✓ In the Michigan College of Optometry (MCO), four single-stall restrooms are designated as gender-neutral, and a lactation room is available.
- ✓ Paula McDowell and Vandana Rajaram, two MCO faculty, founded an MCO chapter of the National Optometric Student Association (NOSA), which works to provide support for minority students and students of color.
- ✓ ECDS created and managed a new ADA accommodation process and a new COVID-related accommodation process.
- ✓ A major fundraising effort is underway to build a new Jim Crow Museum

Challenges

The University's yearly budget is heavily dependent on tuition—and there has been a significant decrease in the number of students enrolled and overall credit hours taken during the last several years. This reduction in tuition revenue means there is greater competition for fewer resources. Many offices at Ferris have experienced budget cuts—and this includes offices that deal directly with diversity and inclusion.

Recommendations

One recommendation is to strengthen and better align the work done in those offices that work directly with diverse populations. The goal is to enhance the services provided to our students. The additional recommendations are found in the University's strategic plan.

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

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

Progress and Achievements

There were significant decreases in minority students in 2019 and 2020; nevertheless, their percentage of the student body increased—this resulted from greater decreases in the enrollment of White students (Appendix D). In the Fall of 2020, roughly one fourth of the student body were members of historically underrepresented groups. The University has prioritized enrollment efforts, and that includes recruiting a diverse student population. The following actions are illustrative.

- ✓ The Center for Latin@ Studies, the Office of Community Engagement (OCE), and the College of Retention and Student Success provided college readiness academic courses to 50-70 rising high school seniors and admitted Ferris freshmen in Kent, Ottawa, and Oceana Counties. Most students are Latino or African American and lead to approximately 20% of participants matriculating at Ferris.
- ✓ To College, Through College, a joint initiative involving OCE and Admissions, provides direct support to Ferris applicants and current students to navigate barriers such as financial, social, and transportation to support graduation. This has played a significant role in the success of at least 10 students per year persisting.
- ✓ CAS has continued to promote the living-learning community POSIT (Pharmacy, Optometry, and Scholars in Training). A primary goal of this program is to increase the diversity of students eligible to apply to pharmacy, optometry, and other professional schools and to increase retention of students enrolled in the BS degrees within Biological Sciences.
- ✓ Nearly $2 million was given to Ferris through advancement efforts over the last year to student scholarships that support diverse populations, including ethnic and racial diversity, age, socioeconomic status, academic ability, and systemic change. Notable among these gifts is a $350,000 matched gift in support of foster youth through the Norris P. Johnson and Irene Johnson (Johnson Scholars) Scholarship Endowment and $450,000 in support of working families from the Thompson Foundation.
- ✓ The Tuition Incentive Program, a racially diverse initiative, remains strong at the University (Appendix B).
- ✓ The Fall 2020 Honors cohort is the most diverse in the history of the program (Appendix C).

Challenges

There has been a significant decrease in international students attending Ferris during the last five years (Appendix D). A more persistent challenge involves graduation gaps between White students and other students at the University (Appendix E). The graduation rates for Black/African American, Hispanic/Latino, and American Indian/Alaska Native are significantly lower than White students—which is itself below the national average. The University took a major step in addressing this with the creation of the Academic Literacies Center, a facility that uses a holistic approach to student learning. Finally, the number of students receiving Pell Grants continues to decrease (Appendix F).

Recommendations

It is critical that the University address gaps in academic achievement and create tailored comprehensive plans to reduce these gaps. To begin, colleges are encouraged to follow the lead of the MCO and designate an administrator to monitor achievement gaps within the respective colleges.

Additionally, there are recommendations in the strategic plan that address the concerns discussed above.

- ✓ *SS 1.1:* Coordinate University-wide recruitment strategies focused on specific performance indicators and inclusive of all recruitment areas (Big Rapids, statewide, online, KCAD, transfer students, dual enrolled students and international).
- ✓ *SS 1.2:* Develop and commit to a targeted, measurable internationalization plan that prepares the University to thrive in a global economy and society. The plan will address study abroad, faculty development, curriculum development, on-campus global engagement, international student recruitment and retention, inclusive environment for international stakeholders, faculty/scholar exchanges, and alumni engagement.
- ✓ *SS 2.1:* Write a University-wide retention plan focused on eliminating barriers to success, increasing student involvement, and cultivating a sense of belonging.
- ✓ *SS 2.2:* Advising task force recommendations are updated and key components implemented by Fall 2021.

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

Progress and Achievements

The leadership team in Administration and Finance is racially diverse; however, this is not the norm at the University. Ferris continues to struggle to assemble and maintain a racially diverse workforce (Appendix H). A wealth of research demonstrates that the experiences of students of color are more negative than those of white students—and those negative experiences are heightened by the lack of minority faculty. Minority students constitute roughly one-fourth of all students; however, there are only eight African American full-time faculty—and the number of Hispanic (six) and Native American faculty (two) are even lower. Students should see people who look like them when they enter an institution. The dearth of minority faculty was a constant complaint in the town hall meetings with students. The best approach available to the University is to create an environment that is welcoming to racial minorities—and then actively recruit them.

- ✓ Governmental Relations and General Counsel (GRGC) annually prepares Affirmative Action Plans, consistent with federal regulations, and guides divisions/departments regarding future recruitment and good faith compliance requirements. GRGC also provides advice and guidance to divisions/departments/search committees for attracting and retaining diverse faculty and staff.
- ✓ Several divisions, most notably Student Affairs, and Administration and Finance, have made concerted efforts to employ a diverse population of student workers.

Challenges

The University's efforts to diversify its workforce are hindered by Proposal 2, which amended the Michigan Constitution to ban affirmative action programs that give preferential treatment to groups or individuals based on their race, sex, color, ethnicity, or national origin. Moreover, many staff positions draw from the communities that surround the Big Rapids campus. These communities are not racially diverse. Also, some "diverse" employees have built on their work at Ferris to move on to find new challenges and new opportunities at other institutions. The University will likely hire fewer people in the next few years; therefore, addressing this issue will become more difficult.

Recommendations

The following recommendations are offered:

✓ Collect and analyze data on the status of minority employees at the University, particularly for recruitment, retention, and promotion.

✓ Use federal affirmative action plans and reported data collected by the Director of Equal Opportunity to better understand and improve the search processes at the institution.

✓ Develop a clear and consistent message to faculty, staff, and the administration that having a diverse workforce is an institutional priority.

✓ Have divisions, in cooperation with the DIO, develop plans for increasing the diversity of the workforce.

✓ Establish mentoring and other support systems for faculty in the tenure processes, particularly faculty from underrepresented groups.

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

Progress and Achievements

Ferris has, for many years, had curricula that included opportunities to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas. Also, general education requirements help Ferris graduates become competent regarding diversity, inclusion, and global topics. Students at the University town hall meetings encouraged the University to offer courses that dealt more directly with diversity and inclusion.

✓ The Faculty Center for Teaching and Learning (FCTL) hired Anne Spain, Faculty-in-Residence, to advance two key areas of work: (1) diversity, equity, and inclusion in the classroom; and (2) student success in persistently challenging courses. With regard to the latter, such courses are those with high rates of grades of D and F, and withdrawals ("high DFW") for all students ("gateway" courses) and those courses with disproportionately high DFW rates for students of color ("achievement gap" courses).

✓ Social Work faculty Carrie Thompson and Joanie Hazelton had about 150 students participate in a Poverty Simulation. The simulation is an interprofessional event used to encourage students to explore what living from day to day in poverty looks/feels like.

✓ Kathleen Wykes created writing assignments for composition courses requiring students to create written profiles of survivors, liberators, military personnel, emergency workers, ordinary citizens, and others involved in events of genocide during the 20th century and that are featured in our Ferris FLITE resource, the USC Shoah Foundation Visual History Archive database.

✓ Lynette Vought worked with her ARTS101 students to create silhouettes inspired by the story of Harriet Tubman and the art of Kara Walker. In partnership with the Ferris Fine Art Gallery, the finished work was installed on exterior business store windows spanning four blocks in downtown Big Rapids.

✓ Curricular paperwork is nearly complete for a new Social Justice and Tolerance major.

Continued Challenges

Professors have academic freedom and classroom autonomy; therefore, they must voluntarily support the creation of culturally sensitive and inclusive classrooms—and they must have the resources

to do so. While all faculty have a vital role to play, a more diverse faculty is an essential factor for creating inclusive learning environments.

Recommendations

The following recommendations from the strategic plan are offered.

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

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

Progress and Achievements

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

- ✓ For the past four years, UREC's student staff has worked with the Special Olympics Area 5 athletes. This opportunity allows athletes to compete while engaging with college students in a campus environment.
- ✓ Students in Need of Eyecare, coordinated by Dr. Sarah Hinkley of the MCO faculty, provided eye examinations and subsequent refractive and medical care to 74 economically-disadvantaged school-aged children from Fremont and Hesperia schools.
- ✓ The fourth-year students in the College of Pharmacy, in collaboration with nursing students, provide medication, education, and obtain appropriate resources for persons without homes or few resources. The students have partnered with MSU medical students and Bethany Christian Church to educate refugees on American healthcare services, resources, and lifestyles.
- ✓ Ferris Grand Rapids sponsored WOTV Maranda's Caring for Families event with Meijer and Bethany Christian Services (BCS). Many families were identified by BCS to participate, many of whom were new to the United States. The event began at Meijer with pizza, entertainment, and then shopping for the families. The families received winter necessities, food, kitchen essentials, clothes, and toys for their kids for the holidays.

Continued Challenges

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

Recommendations

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

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

Conclusion

Diversity is one of Ferris' core values. This means that every student, faculty, and staff member —whatever their race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs—has the right to be treated with respect. All members of the University community have a responsibility to uphold this value.

Appendix A
Divisional/College Reports

Division/College	Annual Progress Report
Administration and Finance	Yes
Center for Latino Studies	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
Latino Business and Economic Development Center	Yes
Michigan College of Optometry	Yes
Office of Community Engagement	Yes
Office of International Education	Yes
Retention and Student Success	Yes
Student Affairs	Yes
University Advancement and Marketing	Yes

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Appendix B
Tuition Incentive Program Enrollment

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
TIP Data - Phase 1 Students	429	549	631	692	748	865	1014	1102	1206	1145	878	1150	1285	1221
TIP Data - Phase 2 Students	48	48	89	118	138	175	186	143	155	208	398	418	405	372
Total	477	597	720	810	886	1040	1200	1245	1361	1353	1276	1568	1690	1593
TIP Phase 1 FTIAC's	211	258	304	277	316	408	431	422	470	445	358	512	634	457
Ethnicity - TIP Scholars	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
White	NA	NA	NA	NA	559	626	744	792	845	828	805	950	996	963
Black/African American	NA	NA	NA	NA	228	269	281	267	319	312	244	329	388	335
Hispanic/Latino	NA	NA	NA	NA	37	53	58	77	89	106	119	151	174	167
Asian	NA	NA	NA	NA	13	13	9	7	11	15	13	11	13	7
American Indian/Alaskan Native	NA	NA	NA	NA	4	3	6	7	3	6	5	7	6	9
Two or More Races	NA	NA	NA	NA	29	50	73	72	79	73	79	106	107	105
Native Hawaiian/Pacific Islander	NA	NA	NA	NA	0	0	0	0	0	0	1	2	1	1
Unreported	NA	NA	NA	NA	16	26	29	23	15	13	10	12	5	6
TOTAL					886	1040	1200	1245	1361	1353	1276	1568	1690	1593

Fall 13 Per WebFocus Report extracted 8/20/14

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

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

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

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

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

Fall 19 Per Webfocus Report SE000258 - Tip Student Demographics, extracted 10/31/2019, E. Burbatt

Fall 20 Per Webfocus Report SE0002SB - TIP Student Demographics, extracted 9/23/20, P. Weisgerber

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Appendix C
Honors Enrollment by Race/Ethnic Origin*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
African American	6	8	4	4	3	4	13	14	15	15	18	16	27
	1.00%	1.35%	0.69%	0.57%	0.39%	0.54%	1.49%	1.40%	1.45%	1.74%	2.19%	2.07%	3.00%
American Indian/Alaskan Native	8	6	4	10	0	0	0	1	2	3	2	0	1
	1.34%	1.01%	0.69%	1.43%	0.00%	0.00%	0.00%	0.10%	0.19%	0.35%	0.24%	0.00%	0.11%
Asian	12	13	11	16	13	8	18	22	18	21	17	16	17
	2.01%	2.19%	1.89%	2.29%	1.69%	1.08%	2.07%	2.20%	1.74%	2.43%	2.07%	2.07%	1.89%
Hispanic/Latino	4	3	7	7	6	17	21	31	33	29	34	23	33
	0.67%	0.51%	1.20%	1.00%	0.78%	2.28%	2.41%	3.10%	3.19%	3.36%	4.13%	2.98%	3.67%
Native Hawaiian/Pac Islander	0	0	1	1	0	0	0	0	0	0	1	0	0
	0.00%	0.00%	0.17%	0.14%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%	0.00%	0.00%
Unknown	0	0	0	20	25	35	17	12	19	4	5	9	7
	0.00%	0.00%	0.00%	2.86%	3.26%	4.70%	1.95%	1.20%	1.84%	0.46%	0.61%	1.16%	0.78%
Other	0	0	0	0	0	0	0	0	0	3	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.35%	0.00%	0.00%	0.00%
International*	0	0	0	3	2	5	2	2	1	0	0	0	0
	0.00%	0.00%	0.00%	0.43%	0.26%	0.67%	0.23%	0.20%	0.10%	0.00%	0.00%	0.00%	0.00%
Two or More Races	0	0	0	4	18	18	21	23	28	23	33	28	36
	0.00%	0.00%	0.00%	0.57%	2.35%	2.42%	2.41%	2.30%	2.71%	2.66%	4.01%	3.62%	4.00%
White, not of Hispanic Origin	568	563	554	635	700	662	780	898	920	766	713	681	779
	94.98%	94.94%	95.35%	90.71%	91.26%	88.98%	89.66%	89.71%	88.89%	88.66%	86.63%	88.10%	86.56%
Total	598	593	581	700	767	744	870	1001	1035	864	823	773	900

*Not counted in total number of students.

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Appendix D
Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
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%	66 .529%	61 .546%
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%	182 1.46%	180 1.61%
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%	967 7.75%	918 8.22%
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%	188 1.51%	135 1.21%
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%	750 6.01%	650 5.82%
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%	8 .064%	4 .036%
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%	9,498 76.15%	8469 75.85%
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%	488 3.91%	434 3.89%
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%	325 2.61%	314 2.81%
Total	13,532	13,865	14,381	14,560	14,533	14,707	14,600	14,715	14,187	13,798	13,250	12,472	11,165

* Data regarding the ethnic and racial identities of Ferris State University students obtained from Fall 2020 4th Day Extract.

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

Appendix E
Graduation Rates by Racial and Ethnic Backgrounds*

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						
2009 Fall	White	942	10%	18%	31%	43%	50%
	Black/African American	167	1%	2%	10%	20%	24%
	Hispanic/Latino	28	4%	11%	11%	21%	25%
	American Indian/Alaska Native	10	30%	30%	30%	40%	50%
	Asian	18	0%	22%	28%	39%	39%
	Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%	100%
	International	5	0%	20%	40%	40%	60%
	Unreported	56	11%	13%	20%	30%	45%
	Two or More Races	1	0%	0%	0%	0%	0%
2010 Fall	White	950	11%	21%	38%	49%	57%
	Black/African American	154	0%	3%	5%	12%	15%
	Hispanic/Latino	40	3%	3%	15%	28%	30%
	American Indian/Alaska Native	8	0%	0%	0%	13%	50%
	Asian	12	0%	0%	25%	42%	42%
	International	3	0%	0%	0%	33%	33%
	Unreported	37	11%	14%	38%	41%	46%
	Two or More Races	34	9%	15%	26%	41%	47%
2011 Fall	White	966	13%	20%	37%	46%	55%
	Black/African American	170	1%	2%	8%	14%	19%
	Hispanic/Latino	44	14%	16%	27%	43%	50%
	American Indian/Alaska Native	6	0%	17%	17%	33%	33%
	Asian	19	5%	16%	32%	37%	47%
	Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%	100%
	International	8	13%	38%	50%	50%	50%
	Unreported	30	10%	13%	23%	23%	33%
	Two or More Races	36	0%	0%	8%	25%	31%
2012 Fall	White	976	9%	20%	36%	49%	53%
	Black/African American	168	1%	4%	10%	26%	30%
	Hispanic/Latino	53	6%	15%	28%	42%	43%
	American Indian/Alaska Native	3	0%	0%	0%	33%	67%
	Asian	18	0%	6%	11%	39%	39%
	International	6	0%	17%	33%	67%	67%
	Unreported	33	15%	18%	39%	48%	55%
	Two or More Races	56	2%	5%	14%	20%	29%
2013 Fall	White	955	8%	19%	38%	51%	55%
	Black/African American	147	0%	5%	13%	26%	32%
	Hispanic/Latino	40	0%	10%	28%	40%	43%
	American Indian/Alaska Native	5	0%	0%	40%	40%	40%
	Asian	8	13%	13%	13%	13%	38%
	International	8	13%	50%	50%	50%	50%
	Unreported	19	11%	11%	26%	37%	42%
	Two or More Races	68	1%	6%	21%	32%	32%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2020.

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 Four-Year Degree Programs						
2009 Fall	White	584	1%	4%	24%	48%	53%
	Black/African American	26	0%	0%	15%	27%	27%
	Hispanic/Latino	18	6%	6%	22%	44%	50%
	American Indian/Alaska Native	9	0%	0%	11%	33%	33%
	Asian	10	0%	0%	50%	70%	80%
	International	4	0%	0%	75%	75%	75%
	Unreported	69	0%	6%	23%	41%	43%
	Two or More Races	6	0%	0%	17%	33%	33%
2010 Fall	White	582	1%	4%	25%	44%	49%
	Black/African American	25	0%	0%	12%	36%	48%
	Hispanic/Latino	17	0%	6%	24%	29%	41%
	American Indian/Alaska Native	5	0%	0%	0%	0%	0%
	Asian	8	0%	0%	25%	25%	38%
	International	15	0%	0%	27%	47%	47%
	Unreported	53	0%	0%	17%	42%	43%
	Two or More Races	13	0%	0%	15%	15%	15%
2011 Fall	White	651	1%	5%	27%	44%	53%
	Black/African American	21	0%	0%	14%	29%	29%
	Hispanic/Latino	22	0%	5%	14%	32%	32%
	Asian	7	0%	0%	29%	71%	86%
	International	14	0%	0%	7%	43%	50%
	Unreported	37	0%	0%	16%	59%	65%
	Two or More Races	27	0%	0%	33%	52%	56%
2012 Fall	White	629	1%	6%	36%	56%	62%
	Black/African American	33	3%	3%	9%	24%	33%
	Hispanic/Latino	24	0%	8%	29%	42%	50%
	American Indian/Alaska Native	2	0%	0%	0%	50%	50%
	Asian	6	0%	0%	17%	50%	50%
	Native Hawaiian/Pacific Island	1	0%	0%	100%	100%	100%
	International	18	0%	0%	39%	67%	78%
	Unreported	27	0%	4%	30%	56%	63%
	Two or More Races	31	0%	0%	19%	48%	55%
2013 Fall	White	599	1%	8%	36%	54%	58%
	Black/African American	17	0%	0%	0%	12%	18%
	Hispanic/Latino	26	0%	0%	19%	50%	50%
	American Indian/Alaska Native	7	0%	0%	0%	14%	29%
	Asian	6	0%	17%	33%	83%	83%
	International	19	0%	5%	26%	42%	42%
	Unreported	11	0%	0%	18%	27%	36%
	Two or More Races	19	5%	5%	21%	42%	42%

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

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						
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%
2012 Fall	White	1605	6%	15%	36%	51%	56%
	Black/African American	201	1%	4%	10%	26%	30%
	Hispanic/Latino	77	4%	13%	29%	42%	45%
	American Indian/Alaska Native	5	0%	0%	0%	40%	60%
	Asian	24	0%	4%	13%	42%	42%
	Native Hawaiian/Pacific Islander	1	0%	0%	100%	100%	100%
	International	24	0%	4%	38%	67%	75%
	Unreported	60	8%	12%	35%	52%	58%
	Two or More Races	87	1%	3%	16%	30%	38%
2013 Fall	White	1554	5%	15%	37%	52%	56%
	Black/African American	164	0%	4%	12%	24%	30%
	Hispanic/Latino	66	0%	6%	24%	44%	45%
	American Indian/Alaska Native	12	0%	0%	17%	25%	33%
	Asian	14	7%	14%	21%	43%	57%
	International	27	4%	19%	33%	44%	44%
	Unreported	30	7%	7%	23%	33%	40%
	Two or More Races	87	2%	6%	21%	34%	34%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2020.

Appendix F
Pell Grant

Award Year	Undergraduates at Ferris	Pell Eligible Students	% of Students Eligible	# of Pell Students Awarded	% of Pell Students Awarded
2020-21	9,929	3,673	36.99%	3,259	32.82%
2019-20	11,184	4,254	38.04%	4,002	35.78%
2018-19	11,885	4,599	38.70%	4,333	36.46%
2017-18	12,504	4,969	39.74%	4,721	37.76%
2016-17	12,866	4,969	38.62%	4,726	36.73%
2015-16	13,323	5,556	41.70%	5,256	39.45%
2014-15	13,357	5,747	43.03%	5,446	40.77%
2013-14	13,469	5,808	43.12%	5,466	40.58%
2012-13	13,261	5,823	43.91%	5,525	41.66%
2011-12	13,350	5,791	43.38%	5,648	42.31%
2010-11	13,134	5,769	43.92%	5,633	42.89%

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

Appendix G: Michigan's 15 State Universities Fall 2019 Workforce Data (Full and Part-Time)

Institution Name	Total Full/ Part Time Employees	American Indian or Alaska Native Full/part time Employees	Asian Full/part time Employees	Black or African American Full/part time Employees	Hispanic or Latino Full/part time Employees	Native Hawaiian/ Other Pacific Islander Full/part time Employees	Race/ Ethnicity Unknown, Full/part time Employees	Two or More Races Full/part time Employees	Non-resident alien, Full/part time Employees	White Full/part time Employees
Central Michigan	2,741	15	112	90	60	1	44	19	32	2,368
		0.547%	4.086%	3.283%	2.189%	0.036%	1.605%	0.693%	1.167%	86.392%
Eastern Michigan	2,152	10	121	227	63	2	48	26	20	1,635
		0.465%	5.623%	10.548%	2.928%	0.093%	2.230%	1.208%	0.929%	75.976%
Ferris	1,578	7	35	45	18	1	65	13	6	1,388
		0.444%	2.218%	2.852%	1.141%	0.063%	4.119%	0.824%	0.380%	87.959%
Grand Valley	3,171	6	124	179	135	1	145	29	29	2,523
		0.189%	3.910%	5.645%	4.257%	0.032%	4.573%	0.915%	0.915%	79.565%
Lake Superior	424	24	11	2	3	0	24	0	26	334
		5.660%	2.594%	0.472%	0.708%	0.000%	5.660%	0.000%	6.132%	78.774%
Michigan State	12,942	51	740	797	622	10	0	86	677	9,959
		0.394%	5.718%	6.158%	4.806%	0.077%	0.000%	0.665%	5.231%	76.951%
Michigan Technological	1,579	1	85	14	30	0	84	9	55	1,301
		0.063%	5.383%	0.887%	1.900%	0.000%	5.320%	0.570%	3.483%	82.394%
Northern Michigan	1,065	12	12	10	17	0	21	14	27	952
		1.127%	1.127%	0.939%	1.596%	0.000%	1.972%	1.315%	2.535%	89.390%
Oakland University	2,507	13	196	224	80	0	37	14	37	1,926
		0.519%	7.818%	8.935%	3.191%	0.000%	1.476%	0.558%	1.476%	76.825%
Saginaw Valley	1,079	4	45	54	36	1	50	7	6	876
		0.371%	4.171%	5.005%	3.336%	0.093%	4.634%	0.649%	0.556%	81.186%
University of Michigan-Ann Arbor	24,910	57	2,265	1,917	936	13	296	481	1,430	17,515
		0.229%	9.093%	7.696%	3.758%	0.052%	1.188%	1.931%	5.741%	70.313%
University of Michigan-Dearborn	1,089	1	115	102	39	0	14	16	33	769
		0.092%	10.560%	9.366%	3.581%	0.000%	1.286%	1.469%	3.030%	70.615%
University of Michigan-Flint	1,049	6	39	118	21	0	19	11	11	824
		0.572%	3.718%	11.249%	2.002%	0.000%	1.811%	1.049%	1.049%	78.551%
Wayne	6,647	14	637	1,576	166	6	53	81	329	3,785
		0.211%	9.583%	23.710%	2.497%	0.381%	0.797%	1.219%	4.950%	56.943%
Western Michigan	3,271	6	164	253	107	2	213	46	17	2,463
		0.183%	5.014%	7.735%	3.271%	0.061%	6.512%	1.406%	0.520%	75.298%
This data was collected from The Integrated Postsecondary Education Data Systems (IPEDS).										

Appendix H
Ferris State University – Full-time Workforce*

	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female
Black/African American	20 3.34%	17 2.56%	19 3.19%	18 2.70%	20 3.55%	17 2.74%	15 2.73%	15 2.48%	15 3.03%	11 1.95%
Hispanic/Latino	7 1.17%	8 1.21%	5 .841%	12 1.80%	6 1.06%	10 1.61%	8 1.45%	8 1.32%	7 1.41%	10 1.78%
American Indian/ Native Alaskan	5 .836%	2 .301%	4 .672%	3 .450%	3 .532%	2 .323%	3 .545%	2 .330%	1 .202%	1 .178%
Asian	19 3.18%	16 2.41%	22 3.70%	15 2.25%	21 3.72%	14 2.26%	20 3.64%	14 2.31%	17 3.44%	13 2.31%
White	538 89.97%	615 92.62%	533 89.58%	614 92.05%	499 88.48%	566 91.29%	483 87.82%	548 90.43%	427 86.26%	502 89.17%
Two or More Races	8 1.34%	1 .151%	9 1.51%	1 .150%	7 1.24%	1 .161%	8 1.45%	1 .165%	7 1.41%	2 .356%
Unreported	1 .167%	5 .753%	3 .504%	4 .600%	8 1.42%	10 1.61%	13 2.36%	18 2.97%	21 4.24%	24 4.26%
Total	598	664	595	667	564	620	550	606	495	563

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

Ferris State University – Full-time Faculty*

	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female
Black/African American	7 2.71%	4 2.19%	7 2.66%	5 2.66%	7 2.75%	4 2.19%	7 2.77%	5 2.67%	5 2.26%	3 1.71%
Hispanic/Latino	2 .775%	2 1.09%	2 .761%	3 1.60%	2 .784%	3 1.64%	2 .791%	3 1.60%	2 .905%	4 2.29%
American Indian/ Native Alaskan	2 .775%	1 .544%	2 .761%	1 .532%	1 .392%	1 .546%	1 .395%	1 .534%	1 .453%	1 .572%
Asian	19 7.37%	10 5.43%	20 7.60%	8 4.26%	19 7.45%	6 3.28%	17 6.72%	6 3.21%	14 6.34%	5 2.86%
White	224 86.82%	164 89.13%	226 85.93%	169 89.89%	219 85.88%	163 89.07%	219 86.56%	164 87.70%	192 86.88%	153 87.43%
Two or More Races	4 1.55%	0	4 1.52%	0	3 1.18%	0	3 1.19%	0	2 .905%	0
Unreported	0	3 1.63%	2 .761%	2 1.06%	4 1.57%	6 3.28%	4 1.58%	8 4.28%	5 2.26%	9 5.14%
Total	258	184	263	188	255	183	253	187	221	175

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

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

	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female
Black/African American	2 4.08%	0	3 6.25%	0	2 4.65%	1 1.54%	1 2.63%	1 1.64%	0	0
Hispanic/Latino	1 2.04%	0	1 2.08%	0	1 2.33%	0	0	0	0	0
American Indian/ Native Alaskan	1 2.04%	0	1 2.08%	0	1 2.33%	0	1 2.63%	0	1 3.03%	0
Asian	1 2.04%	1 1.37%	1 2.08%	1 1.45%	1 2.33%	1 1.54%	1 2.63%	1 1.64%	0	1 2.08%
White	44 89.80%	71 97.26%	42 87.50%	67 97.10%	38 88.37%	62 95.38%	35 92.11%	58 95.08%	32 96.97%	47 97.92%
Two or More Races	0	0	0	0	0	0	0	0	0	0
Unreported	0	1 1.37%	0	1 1.45%	0	1 1.54%	0	1 1.64%	0	0
Total	49	73	48	69	43	65	38	61	33	48

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

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

	2016 Male	2016 Female	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female
Black/African American	1 4.76%	0	1 5.26%	0	1 5.56%	0	1 6.25%	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0
American Indian/ Native Alaskan	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0
White	20 95.24%	34 100%	18 94.74%	30 100%	17 94.44%	28 100%	15 93.75%	28 100%	15 100%	23 100%
Two or More Races	0	0	0	0	0	0	0	0	0	0
Unreported	0	0	0	0	0	0	0	0	0	0
Total	21	34	19	30	18	28	16	28	15	23

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