



DIVERSITY AT FERRIS

2016-2017



“When I appeal for the elixir of life in education I am not simply advocating the rights of the colored child, but the inalienable rights of every child, regardless of race, color, or previous conditions.”

~Woodbridge Nathan Ferris

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Preface

Woodbridge Nathan Ferris, the University's founder, was a strong advocate for education for all people, regardless of race, ethnicity or sex. This commitment was evident in his words—and actions. One example is illustrative. While serving as president of Ferris Institute he was confronted by a landlord who complained that “she had been insulted.” The source of her insult was that she believed Woodbridge Ferris had “sent to her boarding house a colored girl.” The landlord informed our founder that the other roomers—all white females—were prepared to leave the boarding house unless the student was removed. He reluctantly found the student another house. Woodbridge Ferris, then, challenged our students to be better:

On the following morning I said to the School that I supposed I was living in Michigan, but I concluded, after describing this experience, that I was living in Louisiana. The Ferris Institute is one of the most democratic schools in the United States. It has no color line; it has no age limit; it has no educational requirements for admission. It is open to every man and woman, every boy and girl who are hungering for an education. This makes the attitude of the girls of this particular boarding house all the more remarkable.



Woodbridge N. Ferris

A century later, we are still committed to building and sustaining a welcoming and inclusive University. One would be hard-pressed to find an institution our size that offers more diversity and inclusion related programming – events such as ethnic festivals and sensitivity trainings, in addition to campus-wide discussions on difficult topics like racism, sexism, classism and homophobia. We have implemented initiatives to make the campus more welcoming to LGBTQ members. An increasing number of faculty have redesigned their courses to infuse diversity and inclusion related pedagogy. Of these things, we are proud. We have taken actions to help students who struggle financially, most notably, increasing financial assistance to those students. We are committed to ensuring the success of our students, including those who suffer food and housing insecurity. This is good work—work consistent with our core values.

We have weighty challenges: a decline in International students, significant achievement gaps and a workforce that is not as diverse as most of our sister institutions—and, periodically, incidents of incivility surrounding issues of race, gender, and sexual orientation. We will continue to address these and other challenges, and we will make progress. Woodbridge Ferris built this institution during the Jim Crow period, and he was often confronted by the prevailing attitudes of that time; nevertheless, his commitment to education for all people—and advocacy for marginalized groups—never wavered. That was his legacy; it is our mandate.

The Diversity and Inclusion Office produces an annual report assessing the University's progress toward addressing its diversity-related goals. This document, *Diversity at Ferris 2016-17*, serves as that report. It gauges the University's progress toward meeting the strategic goals in the 2016 Diversity and Inclusion Plan. The Plan has six goals: 1) Create a University that is respectful of differences and civil toward people who are different; 2) Build and maintain an infrastructure that supports diversity and promotes inclusion; 3) Recruit, retain and graduate a diverse student population; 4) Recruit, employ, and retain a diverse workforce; 5) Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning and research; and, 6) Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations. The goals are presented in bold red lettering, followed by a) areas of progress and achievement—with examples of work done; 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.



The Work

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

Progress and Achievements

A truly diverse and inclusive university recognizes, embraces and celebrates differences. It *actively seeks* diversity, not just *tolerates* it. Equally important, it promotes equity, encourages dialogue, and insists upon fairness and civility for and among all of its students, faculty and staff. It moves a university away from a focus on increasing the number and size of different groups to a focus on integrating people's experiences, knowledge and perspectives into the core of the University. It means creating a university where each member correctly believes the institution belongs to him or her as much as it belongs to others. Below is a representative sample of the steps members of the University have taken to foster an inclusive environment.

Marie Yowitz, Department Coordinator for Educational Counseling & Disabilities Services (ECDS), delivered a presentation to the Michigan College of Optometry faculty about universal design and accommodation of people with disabilities under the Americans with Disabilities Act (ADA).

ECDS hosted the Allies for Inclusion Exhibit: The Ability Exhibit, a traveling interactive display designed to develop allies for people with disabilities.

Media Production supports the University with closed captioning on all videos received for duplication or original production and created PDFs used by vision-impaired students and employees. (PDFs must be tailored to be interpreted properly by text-to-speech applications).

Birkam Health Center worked with the Northern Rural Expansion Team to provide healthcare options to veterans who attend Ferris.

The Office of Multicultural Student Services (OMSS) created and published a Multicultural Student Organizations Photobook highlighting Registered Student Organizations (RSO) whose members are from racially and ethnically diverse backgrounds.

OMSS coordinated a campus dialogue series, "Conversations on Race." These discussions were held in partnership with RSOs and academic units. OMSS also coordinated the following cultural awareness events: Latin@ Heritage Celebration, Native American Heritage Celebration, Women's History Month Celebration, and Asian Pacific Islander Heritage Celebration. Annually, OMSS leads a university-wide committee that sponsors the Martin Luther King Jr. Celebration.

The Diversity and Inclusion Office collaborated with the Office of International Education to observe Chinese New Year and host a Dawali (Hindu) celebration.

Student Affairs collaborated with the American College Personnel Association to host "IGNITE," a statewide multicultural and diversity summit for university employees.



**"Take Back The Night"
2016**

The Title IX Coordinator provided training for appellant agents, including cultural competence within Title IX investigations. The Title IX Office also collaborated with the Sexual Assault Prevention Committee and the Lambda Alpha Epsilon fraternity to organize a Take Back the Night march as part of Sexual Assault Awareness Month activities.

The President's Council approved a Preferred First Name policy. Enrollment Services is leading the effort to ensure effective implementation.

Across the campus, 68 single-stall restrooms were designated as gender neutral. Physical Plant employees did this work.

Enrollment Services initiated participation in [Campus Pride Index](http://www.campusprideindex.org/campuses/details/8476?campus=ferris-state-university), a tool measuring the extent to which colleges are welcoming to LGBTQIA members. See www.campusprideindex.org/campuses/details/8476?campus=ferris-state-university.

As part of the initiative to display art with diversity and inclusion themes across campus, portraits of Hampton/Ferris graduates are displayed in several areas.

Academic Affairs posts a calendar with the high religious holidays to make faculty and staff more aware of the needs of religious students.

The Birkam Health Center and Personal Counseling Services provides translation services via an interpreter line using three-way telephone conferencing for student patients who wish to use their first language, if not English, when receiving health care.

The College Republicans hosted Ben Shapiro as a university-wide lecturer. The event was well-attended and without incident.

The Center for Leadership, Activities, and Career Services (CLACS) approved two diversity-related RSOs: the Association of Non Traditional Students (ANTS) and Diversity in Pharmacy. CLACS also reactivated another student group: Black Student Union.

University Recreation created and awarded the first *Club Sport Core Value* award at the Torchbearer Leadership Awards. The award is given to a Club Sport that embodies the Ferris Core Values on the playing field, throughout campus and within our community. Women's Club Rugby was the first recipient of this award.

Continued Challenges

In 2015, Ferris State University, in partnership with the Ibis Consulting Group, Inc. and Creative Diversity Solutions, completed its most recent [diversity audit](#). This included a review of University documents (strategic plans, mission and vision statements and annual *Diversity at Ferris* reports), 17 focus groups (approximately



160 participants) and online surveys of students, faculty and staff. To view the findings, visit ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/FerrisAuditReportfinal060315.pdf.

According to the audit, over 80 percent of faculty, staff and students agree that they are valued as members of the Ferris community and the general atmosphere is comfortable for individuals from diverse backgrounds. However, there were sizeable segments of several populations who did not believe Ferris is a welcoming environment; these segments included people of color—especially African Americans—LGBTQ members, international students, and students and staff with disabilities.

A recent report from the Anti-Defamation League claimed that during the 2016-17 school year, students, faculty and staff on 110 American college campuses were confronted by 159 incidents of racist fliers and stickers, as well as numerous on-campus appearances by white supremacists and several rounds of anti-Semitic, racist faxes and emails.¹ Last year neo-Nazi flyers appeared on dozens of American campuses, including the University of Massachusetts, the University of Pennsylvania, the University of Texas, and the University of Oklahoma. The flyers also appeared on the Ferris campus. The University responded in a direct and effective manner. Although it is important that Ferris be prepared to deal with extremist groups, it is equally important—maybe more important—that the University focus on those everyday practices that can make it a more inclusive environment.

Recommendations

The University should continue to do the work listed above. Additionally, the following initiatives, all listed in the Diversity and Inclusion Plan, are recommended:

- ✓ Offer “Respectful Workplace” program to all faculty and staff.
- ✓ Work with individuals and offices across the University to create and implement a civil dialoguing initiative.
- ✓ Provide diversity and anti-bias training annually for Residence Advisors, Student Government members, and leaders of RSOs.
- ✓ Identify best practices for handling and serving food in ways inclusive of medical, religious, ethnic and philosophical concerns.

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

Progress and Achievements

Diversity is one of the University’s core values. To live this value, the University must advance and sustain diversity and inclusion through practices, policies and allocated resources. The list below is representative of actions taken to address this goal.

¹ “White Supremacists on Campus: Unprecedented Recruitment Efforts Underway,” ADL, <https://www.adl.org/blog/white-supremacists-on-campus-unprecedented-recruitment-efforts-underway? ga=1.3868912.1741098207.1488839158>, accessed October 16, 2017.



A university-wide Diversity and Inclusion Work Group was established to sustain diversity and inclusion initiatives, and support the implementation of the Diversity and Inclusion Plan.

Diversity Work Groups exist in each division and all academic colleges. To see their reports view Appendix A. Student Affairs relaunched their division-wide Diversity Committee and focused their efforts on accomplishing Goal 2(F) of the Ferris State Diversity & Inclusion Plan by establishing an LGBTQ Resource Center within the Division of Student Affairs. The Diversity and Inclusion Office is the co-champion of this initiative. The facility should be open by the beginning of spring 2017.

In 2016, the College of Pharmacy created two Prayer/Meditation/Reflection rooms, one in Big Rapids, and the other in Grand Rapids. In 2017, FLITE opened a “Meditation, Prayer and Reflection Room.”

The Social and Behavioral Sciences department is creating a website—connected with their Equity in the Classroom initiative—to house resources for creating equity in Ferris classrooms and give voice to minority students.

The Title IX Coordinator, Kevin Carmody, began collaboration with two RSOs: Students in Advocacy and Education of Gender Identities and Sexuality (AEGIS) and Diverse Sexuality & Gender Alliance (D-SAGA), as well as faculty, to continue Safe Zone training initiatives across the University.

The Title IX Coordinator trained and supervised 13 student volunteers in the Step Up program. This group delivered 12 presentations during the spring semester on Bystander Intervention. The Title IX Office also created partnerships with the Center for Latin@ Studies to provide bilingual training about Title IX processes.

ECDS continues work to complete an audit of accessibility opportunities and advance a university plan to meet ADA standards.

The Advancement and Marketing Web Content Team collaborated with Information Technology Services to conduct an Electronic Information and Technology Accessibility Audit with assistance from the firm, SSB Bart Group. This initiative creating an EIT Accessibility Policy and Procedures for the University will move the University toward compliance with the ADA.

The Facilities Management program announced an accessibility project allowing students to identify and propose solutions for accessibility issues in the College of Engineering Technology.

Continued 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 in the last two years. This reduction in revenue from student tuition means there is greater competition for fewer resources.



FLITE Library Meditation, Prayer and Reflection Room



Recommendations

Creating a truly diverse and inclusive university requires sustained intentionality. The following recommendations are offered.

- ✓ Each division should designate a person to work with the Diversity and Inclusion Office. This person should be a part of that division's diversity work team.
- ✓ Kendall College of Art and Design should develop and implement a diversity and inclusion plan.

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

Progress and Achievements

Ferris has had success recruiting racial and ethnic minorities and students from other underrepresented groups. The University is working to improve retention and graduation rates for these and other students—and the University is finding ways to recruit underrepresented students into STEM fields.

The College of Arts & Sciences created a living learning community called **Pharmacy and Optometry Scholars In Training (POSIT)**. The goals of this program are to increase the retention of students enrolled in the Biological Sciences within the College and to increase the diversity of students eligible to apply to pharmacy and optometry schools.

Elisa Pacheco Cotter, a personal counselor, presented “Stress Management with Cultural Considerations,” a workshop targeted toward first-generation Latino students.

The College of Engineering Technology (CET), with the support of Perkins programming, held 30 events focused on supporting non-traditional (i.e., female) students. Over 1,000 attendees participated in events that ranged from K-12 outreach to support for female student retention within CET.

Transitions to Success: Multicultural Freshman Orientation—implemented by OMSS—introduces students of color to resources on campus, including opportunities to meet faculty and staff from diverse backgrounds. OMSS also coordinates a Multi-Cultural Graduate Recognition Program, which recognizes underrepresented students approved to participate in commencement.

The Michigan College of Optometry (MCO) admitted the first student in a wheelchair in its history, and only the second student in a wheelchair in the nation admitted to an optometry program. The College is actively modifying the program—including the physical elements of the building—to make a doctor of optometry degree at MCO universally accessible to students who have the skills necessary to practice optometry as identified by the Association of Schools and Colleges of Optometry.

Alumni Relations and the News Services and Social Media Team diversified the stories in the *Bulldog for Life* video series to feature men and women from varying backgrounds who have attended Ferris.



The recipients of the 2017 Foundation Opportunity Scholarship are comprised of a diverse pool. The students represent various ages, races and underserved populations within the state of Michigan.

Rita Walters, Assistant Professor of Social Work, Angela Guy-Lee, Sociology Instructor, finished their project “Black Faculty-Student Mentoring Program.” They continue to mentor 20 African American students.

Continued Challenges

During the past decade, Ferris State University experienced overall growth in the percentage of racial and ethnic students. This changed during the past two years, with a decrease in the percentage (and number) of students from racial and ethnic groups – see Appendix B.² Several specific enrollment challenges emerged in fall 2017. One challenge is the significant drop in the number of International students. Another challenge involved the Tuition Incentive Program (TIP), which encourages eligible students to complete high school by providing tuition assistance for the first two years of college and beyond.³ In Fall 2015, there were 1,206 Phase 1 TIP students, but in the Fall 2017, that number had dropped to 878. This represents a 27 percent drop in two years, see Appendix C. The University is vulnerable to changes in state appropriations for TIP—while simultaneously being reliant on having a large number of TIP students.

TIP students are not the only Ferris State University students who are from the lower-income classes. Ferris has a disproportionately large number of students below, at or just above the poverty line; indeed, 39.33 percent of the University’s students are eligible for Pell grants, see Appendix D. The relatively large poor population at Ferris also includes some students who experience food and housing insecurity. The University has made some progress addressing food insecurity but housing insecurity remains a challenge.

The most persistent diversity challenge relates to significant gaps between the graduation rates for white students and students of color, especially African Americans, in two-year programs, see Appendix E. Academic achievement gaps are the result of multiple historically anchored factors embedded throughout society. For example, class background greatly influences graduation rates. One Harvard study found that family resource disparities predict between one-half and two-thirds of the total racial achievement gap in any given study.⁴ The University must get a better understanding of its academic achievement gaps, more specifically, identifying factors that can be addressed by the University.



**Dr. Rita Walters with
graduating Ferris State
students**

² The University counts data from the following groups: American Indian/Alaskan Native, Asian, Black/African American, International, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, and Two or More Races.

³ In order to receive a TIP scholarship, students must have (or have had) Medicaid coverage for 24 months within a 36-consecutive month period prior to high school completion—and be identified by the Michigan Department of Health and Human Services (DHHS) as having met the Medicaid eligibility requirement.

⁴ “The Achievement Gap Initiative at Harvard University,” <http://www.agi.harvard.edu/projects/FactsonAchievementGaps.pdf>, accessed September 11, 2017.



Recommendations

- ✓ The University must address its policies and practices which contribute to the decline in International students.
- ✓ In each college, someone should be charged with monitoring the achievement gaps in that college.
- ✓ There exists an opportunity to further develop data mining and reporting capabilities which support timely identification of students likely to benefit from specific services or direct support.
- ✓ Strengthen the academic resources in the Office of Multicultural Student Services (OMSS) and foster a stronger collaboration between OMSS, colleges, and faculty to create intentional learning opportunities for students.
- ✓ Create Center for Academic Literacies.
- ✓ Address the gaps in two-year graduations, in part, by finding ways to encourage students who satisfy the coursework requirements to obtain a two-year degree to complete the paperwork to receive the degree.
- ✓ Identify campus and off-campus options for students experiencing housing insecurity.

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

Progress and Achievements

Hiring and retaining a diverse workforce remains one of the most difficult and persistent diversity-related challenges at Ferris. Although, the University continues to rank near the bottom among the state's 15 public 4-year institutions in this area, a modest amount of success has occurred in recent years, see Appendix F.

Governmental Relations and General Counsel and Human Resources monitors and provides guidance in the hiring activities of the University, provides advice and guidance to divisions/departments/search committees for attracting and retaining diverse faculty and staff, offers inclusion advocacy training, and prepares Affirmative Action Plans, consistent with federal regulations.

The Administration and Finance division has been a leader in working to obtain diverse candidate pools. This has resulted in hiring employees from underrepresented groups, including the Associate Vice President for Auxiliary Enterprises, a new female head coach in softball, a new Officer in the Department of Public Safety (DPS), and several hall directors.

The Department of Public Safety has sought and employed minority student employees entering the field of criminal justice.

Every Criminal Justice Metro Detroit site (Auburn Hills, Clinton Township, Garden City, Harper Woods, and Port Huron) had at least one instructor of Black/African American descent assigned there during the Spring 2017 semester. This was the first time this had taken place.

Continued Challenges

Almost every divisional diversity report mentioned the difficulty of identifying and hiring employees from underrepresented groups. Some impediments are beyond the University's control— for example, the location of the main campus in a rural area and the number of minority professionals in certain academic fields. There are challenges involved in making a university's workforce more diverse, but it can be done if an institution is



willing to follow the advice of Daryl G. Smith, senior research fellow and professor emerita of Education and Psychology at Claremont Graduate University, by "interrupting the usual."⁵ Universities must intentionally move beyond the self-fulfilling prophecies about the difficulty of hiring underrepresented faculty and staff—move beyond advertising and engage in active recruiting.

Recommendations

- ✓ Have divisions, in cooperation with the Diversity and Inclusion Office, develop plans for increasing the diversity of the workforce.
- ✓ Develop a university-wide mechanism for the sharing and coordinating of effective recruiting strategies and best practices, focused on underrepresented faculty and staff.
- ✓ Establish mentoring and other support systems for faculty as they pursue tenure, particularly faculty from underrepresented groups.
- ✓ The Director of Equal Opportunity should meet with all units at the University to discuss best practices for recruiting and utilization reports.
- ✓ Reestablish Diversity Counts! monthly gatherings.

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 and great progress for the University. In many parts of the institution, faculty are encouraged, given learning opportunities and provided with resources to improve inclusivity in their classes and in their work. The actions/initiatives below are illustrative.

The Ferris State University Seminar (FSUS) courses include sections on diversity and inclusion. The 2016 FSUS Course Evaluation results revealed (a) three out of four students indicated the FSU Seminar course helped them understand that diversity comes in many forms (79%), and (b) more than two-thirds of the students indicated their FSU Seminar course increased their understanding of differences and similarities among the members of the diverse Ferris community (74%).

The College of Business organized a university wide panel discussion, “Embracing Diversity in the Workplace.”

The College of Health Profession’s Diversity & Inclusion Committee collaborated with ECDS to conduct the “CHP Best Practices Day: Illuminating Ideas for Inclusion” workshop on April 13, 2017, at the Michigan College of Optometry. There were 51 attendees at the event, along with the speakers and student panelists.

Anuli Njoku, Assistant Professor of Public Health, developed and taught a course, “Cultural Diversity Competence & Issues in Public Health Practice” (PUBH 540), in the Master of Public Health program in Spring 2017.

⁵ Daryl G. Smith, Caroline S. Turner, Nana Osei-Kofi and Sandra Richards, “Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty,” *The Journal of Higher Education*, Volume 75, 2004, p.4.



In Fall 2016, Eric Warner, Assistant Professor of Spanish and French, led a campus-wide Spanish book club focusing on Sandra Cisneros's *The House on Mango Street*, a coming-of-age novel addressing themes related to growing up bilingual and Latinx in the United States. The group read the book in Spanish and discussed it in Spanish, English and Spanglish.

With support from a multi-institutional National Science Foundation grant, the Mathematics Department is working with faculty from the Social Work Department and the Nursing program to extend the innovative Quantitative Reasoning for Business curriculum to social work and nursing.

UA&M secured a gift from Mickey Shapiro, a child of Holocaust survivors, who began his college career at Ferris State University, to acquire access to the USC Shoah Foundation Visual History Archive. With the acquisition, Ferris became the third institution in Michigan and the 53rd in the world to have access to the streaming video collection of more than 54,000 primary source testimonies of survivors and witnesses of the Holocaust and other crimes against humanity.

The Economic Inequality Initiative also funded two projects associated with its “Community-Engaged Research and Creative Works Initiative.” The two projects—one in the Public Health Program

and one in the Social Sciences—engaged students, faculty and community partners in research examining various aspects of access to healthcare in Mecosta County.

The Faculty Center for Teaching and Learning (FCTL) supported or facilitated the following learning and professional development opportunities for faculty:

- “Conflict Resolution and Classroom Community”
- “Democracy’s Learning Opportunities: What Politics Can Teach Us About Ourselves and Others”
- “Institute on Inclusion and Inclusive Classrooms”
- “Insights from International Students”
- “Self-Compassions Practices for the Classroom, Boardroom, and Living Room”
- “Using Technology to Create a More Inclusive Learning Environment”
- “Incorporating Diversity into FYE: Instructional and Assessment Strategies for the Classroom” (a webinar and collaboration with Ferris State University Seminar)
- “Classroom Community and Climate”
- “Accessible Course Content Workshop”

**USC Shoah Foundation
Visual History Archive**



- *Night School* documentary and author presentation (a collaboration with the School of Education)
- “Going Beyond: Faculty/Staff Abroad” (a collaboration with the Office of International Education)
- 1st Annual Equity By Design Forum (invited guest, Debby Irving)
 - “Leveling the Playing Field: Interrupting Patterns of Privilege”
 - “Radical Curiosity: The Unexplained Pathway to Human Potential”
- “Recognizing Stereotypes, Their Impact on Students, and Strategies to Reducing Both”

Continued Challenges

One of the many ways a University lives out its value of diversity is by creating inclusive classrooms—spaces where instructors and students work together to create an environment in which everyone feels safe, supported and encouraged. In these classrooms, instructors use a variety of teaching methods to facilitate the academic achievement of all students. Content is presented in ways that reduce a student’s experience of marginalization and, wherever possible, help students understand that their experiences, values and perspectives influence how they construct knowledge in any field. The FCTL offers workshops that help create strategies for incorporating diversity and inclusion in their teaching and research; however, participation in these workshops is voluntary.

Recommendation

- ✓ 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

Woodbridge Ferris founded the university bearing his name, in part, to make the world better. It remains a noble goal—and it is an accurate description of much of the work done by individual employees and Ferris units in partnership with groups external to the University.

The Michigan College of Optometry is working with individuals from the Academic Affairs Office, the College of Pharmacy, the College of Health Professions, and the Latino Business and Economic Development Center to develop a farmacia in the Roosevelt Park section of Grand Rapids.

In the Fall semester, Eric Warner taught the annual Ferris and Kendall *Hablemos!* (Let’s Talk!), a 10-week course where students learned about the Latinx⁶ community in Michigan, the Spanish-speaking world, Spanish pronunciation, and basic vocabulary and expressions useful for traveling or engaging with Spanish speakers. The course was open to community members in Big Rapids and Grand Rapids.

⁶ Latinx is the gender neutral alternative to Latino, Latina and even Latin@.



Students collect donations and provide information about the Wesley House Student Emergency Food Pantry

The Diversity and Inclusion Office worked with the Wesley House to create an Emergency Food Pantry to serve Ferris State University students.

Ferris Grand Rapids is a partner with the Hispanic Center in providing 25 Hispanic rising 9th and 10th graders with math-focused programming. This is an 8-week summer program. Students spend the mornings in summer school and afternoons on the Ferris Grand Rapids Campus located at Grand Rapids Community College.

Grand Rapids Public Schools (GRPS) and the Grand Rapids Community Foundation (GRCF) established a partnership to create a college-going culture and a support system for GRPS students at Union High School. Students who persist and graduate through the system receive full scholarship dollars for post-secondary education.

The College of Pharmacy, in collaboration with the Michigan College of Optometry and College of Health Professions, continues to collaborate with GRPS's Innovation Central to offer high school students opportunities to experience different career options.

CET sponsored Advanced TEA Training (Technology and Engineering Aptitude), designed to instruct individuals on using the TEA curriculum to promote CET fields and careers to predominantly middle-school-aged, female students.

The Circle of Tribal Nations RSO, under the guidance of Scott Herron, Professor of Biology Education, and Andrea Lodholtz, Greenhouse Technician and Manager, hosted a Ghost Supper event (November 3) at the West Campus Community Center to welcome students, faculty, staff and community members to a Native American (Anishinaabe culture) celebration and feast meal. The event honored the deceased who passed onto the spirit world/heaven.

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

A new partnership with Clark Communications in Grand Rapids has resulted in increased visibility and awareness of Ferris initiatives and partnerships in Grand Rapids. This includes enhanced media coverage of activities of the Center for Latin@ Studies, the Promesa Program (52 students this summer), the Latino Business and Economic Development Center, the Hispanic Center of West Michigan, Grand Rapids Public Schools and the College of Pharmacy's efforts to boost health awareness among disadvantaged community members.



Continued Challenges

In recent years, Ferris State University has invested a significant amount of resources—human and financial—in West Michigan, especially Grand Rapids. Efforts have been made to better coordinate the work being done; that coordination should be enhanced, completely funded and placed within the hierarchy of the institution.

Recommendations

Ferris has a vested interest in building strong relationships with the communities that surround its campuses. The following recommendations are offered:

- ✓ Work with local organizations to provide information and community resources to Ferris students who are experiencing food and/or housing insecurity.
- ✓ Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators and staff that addresses the needs of potential employees (e.g., employment opportunities in region for spouse/partner, housing, religious organizations, social integration in the region).
- ✓ Create the infrastructure necessary to do the desired work in West Michigan.



Conclusion

Diversity is not a problem to be solved but rather an opportunity to be pursued. This only occurs when diversity is paired with a commitment to inclusion. The future of Ferris is intricately connected to its willingness to infuse and mainstream diversity and inclusion throughout the institution by intentionally including these efforts in strategic, divisional and academic/department planning—and incorporating best practices relative to the recruitment, retention and graduation of minority students in addition to retention and promotion of faculty from underrepresented groups. Finally, the University must remain alert and vigilant in its efforts to maintain a welcoming environment for all students and employees.



Members of the Ferris Women's Advocacy Forum attended the Women of Color Collaborative Luncheon. This was sponsored by the ACE Women's Network of Michigan.



Appendix A

Divisional/College Reports

Division/College	Annual Progress Report
<u>Administration and Finance</u>	Yes
<u>College of Health Professions</u>	Yes
<u>College of Arts and Sciences</u>	Yes
<u>College of Business</u>	Yes
<u>College of Education and Human Services</u>	Yes
<u>College of Pharmacy</u>	Yes
<u>College of Engineering Technology</u>	Yes
<u>FLITE</u>	Yes
<u>Governmental Relations and General Counsel</u>	Yes
Kendall College of Art and Design	No
<u>Michigan College of Optometry</u>	Yes
<u>Extended and International Operations</u>	Yes
<u>Student Affairs</u>	Yes
<u>University Advancement and Marketing</u>	Yes
<u>Retention and Student Success</u>	Yes



Appendix B

Comparative Enrollment by Race/Ethnic Origin*

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

* Data regarding the ethnic and racial identities of Ferris State University students obtained from Fall 2017 4th Day Extract.

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



Appendix C

Tuition Incentive Program (TIP)

Ethnicity - TIP Scholars	Fall 2011	Fall 2012	Fall 2013*	Fall 2014	Fall 2015	Fall 2016	Fall 2017
White	559	626	744	792	845	828	805
	63.093%	60.192%	62.000%	63.614%	62.087%	61.197%	63.088%
Black/African American	228	269	281	267	319	312	244
	25.734%	25.865%	23.417%	21.446%	23.439%	23.060%	19.122%
Hispanic	37	53	58	77	89	106	119
	4.176%	5.096%	4.833%	6.185%	6.539%	7.834%	9.326%
Asian	13	13	9	7	11	15	13
	1.467%	1.250%	0.750%	0.562%	0.808%	1.109%	1.019%
American Indian/Alaskan Native	4	3	6	7	3	6	5
	0.451%	0.288%	0.500%	0.562%	0.220%	0.443%	0.392%
Two or More Races	29	50	73	72	79	73	79
	3.273%	4.808%	6.083%	5.783%	5.805%	5.395%	6.191%
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	1
	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.078%
Unreported	16	26	29	23	15	13	10
	1.806%	2.500%	2.417%	1.847%	1.102%	0.961%	0.784%
TOTAL	886	1040	1200	1245	1361	1353	1276

*F13 enrollment per WebFocus Report extracted 8/20/14

F14 Enrollment Per WebFocus Report SE000258 TIP STUDENT DEMOGRAPHICS extracted 9/1/2014

F15 Enrollment Per WebFocus Report SE000258 - Tip Student Demographics, extracted 9/9/15

S. VandePanne, 9/9/2015

F16 Enrollment Per WebFocus Report SE000258 - Tip Student Demographics, extracted 9/6/16

E. Burbatt, 9/6/16

F16 Enrollment Per WebFocus Report SE000258 - Tip Student Demographics, extracted 9/13/17



Appendix D

Pell Grants

Award Year	Undergraduates at Ferris	Pell Eligible Students	% of Students Eligible	# of Pell Students Awarded	% of Pell Students Awarded
2017-18	12,504	4,918	39.33%	4,649	37.18%
2016-17	12,866	4,891	38.00%	4,624	35.90%
2015-16	13,304	5,467	41.09%	5,200	39.09%
2014-15	13,357	5,874	43.98%	5,290	39.60%
2013-14	13,469	5,761	42.77%	5,453	40.49%
2012-13	13,261	5,757	43.41%	5,486	41.37%
2011-12	13,350	5,676	42.52%	5,575	41.76%
2010-11	13,134	5,645	42.98%	5,548	42.24%

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



Appendix E

Graduation Rates by Racial and Ethnic Backgrounds*

Graduation Rates for Full-Time/First Time Freshman in All Two-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2006 Fall	White	1070	11%	20%	35%	45%	52%
	Black/African American	85	0%	1%	7%	14%	26%
	Hispanic/Latino	31	3%	10%	29%	35%	42%
	American Indian/Alaska Native	12	0%	25%	42%	58%	67%
	Asian	25	8%	32%	36%	44%	48%
	International	9	0%	0%	22%	44%	56%
	Unreported	7	14%	29%	43%	43%	57%
2007 Fall	White	1029	11%	22%	34%	44%	50%
	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%	51%
	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%
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%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2017.



Graduation Rates by Racial and Ethnic Backgrounds*

Graduation Rates for Full-Time/First Time Freshman in Four-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2006 Fall	White	590	3%	8%	32%	53%	58%
	Black/African American	21	0%	0%	10%	33%	33%
	Hispanic/Latino	14	0%	0%	14%	21%	21%
	American Indian\Alaska Native	6	17%	17%	50%	67%	67%
	Asian	11	0%	0%	18%	55%	73%
	International	4	0%	0%	0%	0%	0%
	Unreported	10	0%	0%	10%	30%	30%
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%	47%	47%
	International	15	0%	0%	27%	75%	75%
	Unreported	53	0%	0%	17%	42%	43%
	Two or More Races	13	0%	0%	15%	15%	15%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2017.



Graduation Rates by Racial and Ethnic Backgrounds*

Graduation Rates for Full-Time/First Time Freshman in All Two-Year and Four-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2006 Fall	White	1660	8%	16%	34%	48%	54%
	Black/African American	106	0%	1%	8%	18%	27%
	Hispanic/Latino	45	2%	7%	24%	31%	36%
	American Indian/Alaska Native	18	6%	22%	44%	61%	67%
	Asian	36	6%	22%	31%	47%	56%
	International	13	0%	0%	15%	31%	38%
	Unreported	17	6%	12%	24%	35%	41%
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	13	15%	23%	46%	46%	46%
	Unreported	125	5%	9%	22%	36%	44%
		Two or More Races	7	0%	0%	14%	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%

*Data obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2017.



Appendix F

Ferris State University - Full Time Workforce*

	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female
Black/African American	<u>18</u> 3.05%	<u>10</u> 1.60%	<u>18</u> 3.01%	<u>12</u> 1.87%	<u>17</u> 2.18%	<u>14</u> 2.15%	<u>20</u> 3.34%	<u>17</u> 2.56%	<u>19</u> 3.19%	<u>18</u> 2.70%
Hispanic/Latino	<u>10</u> 1.69%	<u>5</u> .798%	<u>9</u> 1.51%	<u>6</u> .933%	<u>10</u> 1.65%	<u>9</u> 1.39%	<u>7</u> 1.17%	<u>8</u> 1.21%	<u>5</u> .841%	<u>12</u> 1.80%
American Indian/ Native Alaskan	<u>5</u> .846%	<u>2</u> .319%	<u>5</u> .835	<u>2</u> .311	<u>5</u> .827%	<u>2</u> .308%	<u>5</u> .836%	<u>2</u> .301%	<u>4</u> .672%	<u>3</u> .450%
Asian	<u>21</u> 3.55%	<u>11</u> 1.76%	<u>18</u> 3.01%	<u>12</u> 1.87%	<u>20</u> 3.31%	<u>16</u> 2.46%	<u>19</u> 3.18%	<u>16</u> 2.41%	<u>22</u> 3.70%	<u>15</u> 2.25%
White	<u>521</u> 88.16%	<u>580</u> 92.50%	<u>513</u> 85.64%	<u>570</u> 88.65%	<u>544</u> 89.92%	<u>602</u> 92.62%	<u>538</u> 89.97%	<u>615</u> 92.62%	<u>533</u> 89.58%	<u>614</u> 92.05%
Two or More Races	<u>6</u> 1.02%	<u>1</u> .159%	<u>6</u> 1.00%	<u>1</u> .156%	<u>7</u> 1.16%	<u>1</u> .154	<u>8</u> 1.34%	<u>1</u> .151%	<u>9</u> 1.51%	<u>1</u> .150%
Unreported	<u>10</u> 1.69%	<u>18</u> 2.87%	<u>30</u> 5.01%	<u>40</u> 6.22%	<u>2</u> .331%	<u>6</u> .923%	<u>1</u> .167%	<u>5</u> .753%	<u>3</u> .504%	<u>4</u> .600%
Total	591	627	599	643	605	650	598	664	595	667

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

Ferris State University - Full Time Faculty*

	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female
Black/African American	<u>8</u> 3.15%	<u>2</u> 1.31%	<u>7</u> 2.65%	<u>2</u> 1.14%	<u>5</u> 1.95%	<u>3</u> 1.81%	<u>7</u> 2.71%	<u>4</u> 2.19%	<u>7</u> 2.66%	<u>5</u> 2.66%
Hispanic/Latino	<u>2</u> .788%	<u>2</u> 1.31%	<u>2</u> .758%	<u>2</u> 1.14%	<u>2</u> .778%	<u>2</u> 1.21%	<u>2</u> .775%	<u>2</u> 1.09%	<u>2</u> .761%	<u>3</u> 1.60%
American Indian/ Native Alaskan	<u>2</u> .788%	<u>1</u> .654%	<u>2</u> .758%	<u>1</u> .572%	<u>2</u> .778%	<u>1</u> .602%	<u>2</u> .775%	<u>1</u> .544%	<u>2</u> .761%	<u>1</u> .532%
Asian	<u>20</u> 7.88%	<u>5</u> 3.27%	<u>17</u> 6.44%	<u>5</u> 2.86%	<u>19</u> 7.39%	<u>10</u> 6.02%	<u>19</u> 7.37%	<u>10</u> 5.43%	<u>20</u> 7.60%	<u>8</u> 4.26%
White	<u>213</u> 83.86%	<u>146</u> 93.46%	<u>212</u> 80.30%	<u>147</u> 84.00%	<u>225</u> 89.55%	<u>148</u> 89.16%	<u>224</u> 86.82%	<u>164</u> 89.13%	<u>226</u> 85.93%	<u>169</u> 89.89%
Two or More Races	<u>4</u> 1.57%	0	<u>4</u> 1.52%	0	<u>4</u> 1.56%	0	<u>4</u> 1.55%	0	<u>4</u> 1.52%	0
Unreported	<u>5</u> 1.97%	0	<u>20</u> 7.58%	<u>18</u> 10.29%	0	<u>2</u> 1.21%	0	<u>3</u> 1.63%	<u>2</u> .761%	<u>2</u> 1.06%
Total	254	153	264	175	257	166	258	184	263	188

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



Kendall College of Art and Design - Full Time Workforce*

	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female
Black/African American	$\frac{2}{4.26\%}$	$\frac{1}{1.56\%}$	$\frac{2}{4.76\%}$	$\frac{1}{1.43\%}$	$\frac{2}{4.35\%}$	0	$\frac{2}{4.08\%}$	0	$\frac{3}{6.25\%}$	0
Hispanic/Latino	$\frac{2}{4.26\%}$	0	$\frac{1}{2.38\%}$	0	$\frac{2}{4.35\%}$	0	$\frac{1}{2.04\%}$	0	$\frac{1}{2.08\%}$	0
American Indian/ Native Alaskan	$\frac{1}{2.13\%}$	0	$\frac{1}{2.38\%}$	0	$\frac{1}{2.17\%}$	0	$\frac{1}{2.04\%}$	0	$\frac{1}{2.08\%}$	0
Asian	$\frac{1}{2.13\%}$	0	$\frac{1}{2.38\%}$	$\frac{1}{1.43\%}$	$\frac{1}{2.17\%}$	$\frac{1}{1.47\%}$	$\frac{1}{2.04\%}$	$\frac{1}{1.37\%}$	$\frac{1}{2.08\%}$	$\frac{1}{1.45\%}$
White	$\frac{40}{85.11\%}$	$\frac{59}{92.19\%}$	$\frac{36}{85.72\%}$	$\frac{64}{91.43\%}$	$\frac{40}{86.96\%}$	$\frac{66}{97.06\%}$	$\frac{44}{89.80\%}$	$\frac{71}{97.26\%}$	$\frac{42}{87.50\%}$	$\frac{67}{97.10\%}$
Two or More Races	0	0	0	0	0	0	0	0	0	0
Unreported	$\frac{1}{2.13\%}$	$\frac{4}{6.25\%}$	$\frac{1}{2.38\%}$	$\frac{4}{5.71\%}$	0	$\frac{1}{1.47\%}$	0	$\frac{1}{1.37\%}$	0	$\frac{1}{1.45\%}$
Total	47	64	42	70	46	68	49	73	48	69

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

Kendall College of Art and Design - Full Time Faculty*

	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female	2017 Male	2017 Female
Black/African American	$\frac{1}{4.76\%}$	0	$\frac{1}{5.00\%}$	0	$\frac{1}{5.00\%}$	0	$\frac{1}{4.76\%}$	0	$\frac{1}{5.26\%}$	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	$\frac{19}{90.48\%}$	$\frac{24}{100\%}$	$\frac{18}{90.00\%}$	$\frac{29}{96.67\%}$	$\frac{19}{95.00\%}$	$\frac{28}{100\%}$	$\frac{20}{95.24\%}$	$\frac{34}{100\%}$	$\frac{18}{94.74\%}$	$\frac{30}{100\%}$
Two or More Races	0	0	0	0	0	0	0	0	0	0
Unreported	$\frac{1}{4.76\%}$	0	$\frac{1}{5.00\%}$	$\frac{1}{3.33\%}$	0	0	0	0	0	0
Total	21	24	20	30	20	28	21	34	19	30

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

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



Appendix G: Michigan's 15 State Universities Fall 2016 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	3052	20	124	108	53	1	71	12	46	2617
		0.655%	4.063%	3.539%	1.737%	0.033%	2.326%	0.393%	1.507%	85.747%
Eastern Michigan	2479	15	128	243	59	2	84	27	18	1903
		0.605%	5.163%	9.802%	2.380%	0.081%	3.388%	1.089%	0.726%	76.765%
Ferris	2076	11	43	61	20	1	22	14	6	1898
		0.530%	2.071%	2.938%	0.963%	0.048%	1.060%	0.674%	0.289%	91.426%
Grand Valley	3120	6	109	163	111	1	140	25	27	2538
		0.192%	3.494%	5.224%	3.558%	0.032%	4.487%	0.801%	0.865%	81.346%
Lake Superior	462	24	8	2	5	13	18	0	24	368
		5.195%	1.732%	0.433%	1.082%	2.814%	3.896%	0.000%	5.195%	79.654%
Michigan State	12516	54	699	761	590	5	0	73	623	9711
		0.431%	5.585%	6.080%	4.714%	0.040%	0.000%	0.583%	4.978%	77.589%
Michigan Technological	1607	4	83	10	29	0	109	9	50	1313
		0.249%	5.165%	0.622%	1.805%	0.000%	6.783%	0.560%	3.111%	81.705%
Northern Michigan	1044	12	9	10	12	0	10	8	27	956
		1.149%	0.862%	0.958%	1.149%	0.000%	0.958%	0.766%	2.586%	91.571%
Oakland University	2359	10	166	182	39	0	37	14	59	1852
		0.424%	7.037%	7.715%	1.653%	0.000%	1.568%	0.593%	2.501%	78.508%
Saginaw Valley	1136	3	45	56	40	1	52	5	6	928
		0.264%	3.961%	4.930%	3.521%	0.088%	4.577%	0.440%	0.528%	81.690%
University of Michigan-Ann Arbor	23045	54	2059	1689	781	11	299	382	1280	16490
		0.234%	8.935%	7.329%	3.389%	0.048%	1.297%	1.658%	5.554%	71.556%
University of Michigan-Dearborn	1055	0	122	89	41	0	10	15	0	778
		0.000%	11.564%	8.436%	3.886%	0.000%	0.948%	1.422%	0.000%	73.744%
University of Michigan-Flint	1132	7	38	133	25	0	21	12	18	878
		0.618%	3.357%	11.749%	2.208%	0.000%	1.855%	1.060%	1.590%	77.562%
Wayne	6756	22	661	1553	170	7	56	61	358	3868
		0.326%	9.784%	22.987%	2.516%	0.451%	0.829%	108.929%	5.299%	57.253%
Western Michigan	3342	13	139	276	92	3	273	39	17	2490
		0.389%	4.159%	8.259%	2.753%	0.090%	8.169%	1.167%	0.509%	74.506%

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