Ferris State University
2020-21 Diversity Report

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Executive Summary

Diversity at Ferris 2020-21, gauges Ferris State 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

After the killing of George Floyd and the national unrest that followed, the Ferris State University community came together in a series of town hall meetings. Students voiced concerns about inequities at Ferris and in the surrounding community. In response, the University's leadership team produced a document, "Our University's Continuing Commitment to Diversity, Equity, and Inclusion." That document committed the institution to take specific actions to make the University more welcoming and inclusive. One of those actions involved the University engaging an external organization, the National Assessment of Collegiate Campus Climates (NACCC), to conduct an audit of students' attitudes regarding campus inclusiveness. The results of the survey were used to develop a better understanding of the extent to which Ferris State University supports diversity, inclusion, and equity, and to inform and improve support resources, policies, and practices, including those to prevent or respond to discrimination and harassment.

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

Beginning around 2007, the University invested significant resources in creating offices devoted to serving underrepresented populations, including the Office of International Education, the Center for Latin@ Studies, the Veterans Resource Center, and the LGBTQ+ Resource Center. These offices joined with the Office of Multicultural Student Services (created in 1986) to help with the recruitment, retention, and graduation of students. Regrettably, the University has experienced a significant decrease in students since 2016 which forced the institution to make deep cuts to close widening budget shortfalls produced by fewer tuition dollars. The reduction in revenue means greater competition for fewer resources. Many offices at Ferris have experienced budget cuts and this includes offices that deal directly with diversity and inclusion.

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

One measure of a diverse student population is the number of racial minorities. Until 2020, the growth of racial minorities in the Ferris student body was one of the University's great successes. Even with decreases in minority enrollment in the last two years, the increase in the percentage of racial minorities at the University since 2006 is noteworthy. The University made a major investment in addressing academic achievement gaps when it partnered with EAB, beginning summer 2021, to create the Ferris Equity Initiative, Navigating Success. This initiative includes Navigate, EAB's Student Success Management System, which engages students, administrators, advisors, faculty, and other staff in a collaborative network to holistically support student success.

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

Diversifying the Ferris State University workforce has been a subject of discussion for more than a decade. Creating and sustaining a racially and ethnically diverse workforce continues to be a challenge. The University needs to develop a clear and consistent message to faculty, staff, and the administration that having a diverse workforce is an institutional priority. Related to this, each

division, in cooperation with the Diversity, Inclusion [and Strategic Initiatives Office] (DISI), should develop plans for increasing the diversity in their respective areas.

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

Inclusive teaching provides a learning experience that allows students from all backgrounds and abilities to be successful. Inclusive classrooms are ones in which all students rightly believe that their contributions and perspectives are valued and respected. The Faculty Center for Teaching and Learning offers workshops to help faculty create inclusive classrooms. Also, the University has, for many years, had curriculum that included opportunities for students to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas.

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

Ferris has many partnerships, some with the communities that surround our campuses, and others partnerships throughout the state. Ideally, these 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. Among the most notable partnerships is the Promesa Summer Success program, an eight-week program that combines academics and college preparation with the cultural experiences of the students, the instructors, and the community. Despite the challenges of COVID-19, the Promesa program continued through in-person delivery at three sites (Grand Rapids, Holland, and Oceana County). New partnerships also enabled expansion to new areas (Detroit & Muskegon Heights).

Conclusion

The University is soon to develop its next diversity plan. This new plan will retain an emphasis on diversity—for example, increasing the number of racial and ethnic minorities in the student body and the workforce. And it will have an inclusion focus, meaning, creating a campus that is welcoming. But this plan will also focus on equity. In its simplest terms, equity means giving every student and employee what they need to succeed by increasing access, resources, and opportunities, especially for those individuals and groups who have been historically disadvantaged in the country and underrepresented at Ferris State University.

Introduction

As recently as 2006, Ferris State University operated without an institutional diversity plan. This is not to say that the institution was oblivious to issues related to diversity, inclusion, and equity. Many academic courses examined race, gender, and global topics. The University had annual diversity-related events, most notably, the Festival of Cultures and the Martin Luther King, Jr. Celebration. The Office of Minority Student Affairs (now the Office of Multicultural Student Services), assisted with the transition, retention, and graduation of underrepresented student populations. There were opportunities for the University's commitment to diversity to mature. The number of minority students was relatively low. There was a Disabilities Services Office—but it was inconveniently located on the third floor of the Starr Building. There were no offices dedicated to International Students, Latino/x students, LGBTQ+ students, or students who were military veterans. Racial minorities were not prominently displayed in university promotional materials. And the University struggled with persistent challenges: significant graduation gaps among racial groups, a dearth of minority employees, and episodic acts of incivility.

There has been progress. The Diversity and Inclusion Office (now the Diversity, Inclusion, and Strategic Initiatives Office) was created in January 2007. Over the next decade the following offices were created, the Office of International Education, the Center for Latin@ Studies, the Veterans Resource Center, and the LGBTQ+ Resource Center. These offices represent tangible evidence that the University is committed to becoming a more inclusive environment. They are products of a well-thought-out process.

In January 2007 the DIO began a university-wide effort to create Ferris' first diversity plan. The university community spent months debating definitions for "diversity" and "inclusion." These debates were necessary—and productive. After coming to a consensus of what is meant by diversity and inclusion, the campus community next identified four strategic goals accompanied by proposed initiatives and actions. The approach was to strategically embed diversity and inclusion into the University's infrastructure to ensure that meaningful changes were sustained. Each division was charged with creating work teams and empowering those teams to implement action plans consisting of specific initiatives, assigned tasks, and systems for monitoring progress. In 2008 the DIO began producing annual reports—*Diversity at Ferris*—to monitor 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 DIO vice president and individuals and groups at the University. The plan focused on both diversity and inclusion, striving to change the way Ferris is lived.

The current plan is coming to an end. This represents an opportunity for the University to pause and reflect on how best to continue the work that began in 2007. This new plan must still have a diversity emphasis—for example, increasing the number of racial and ethnic minorities in the student body and the workforce—and an inclusion focus—meaning, creating a campus that is welcoming. But this plan will also focus on equity. In its simplest terms, equity means fairness,

impartiality, and justice—and equal opportunity for all students to participate fully in all the educational and nonacademic opportunities offered at the University.

The Work

This year's annual assessment, *Diversity at Ferris 2020-21*, gauges the University's progress toward meeting the strategic goals in the 2016 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 2020-21* 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

Sustaining a diverse, equitable, accessible, and inclusive university requires intentionality and vigilance. There must be programming that celebrates different cultures and histories. Ferris State University has excelled in this way. Although slowed by the pandemic, the University 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.

But the University needs to do more than host celebrations. After the killing of George Floyd and the national unrest that followed, the University community came together in a series of town hall meetings. Students voiced their concerns. In response, the University produced a document, *Our University's Continuing Commitment to Diversity, Equity, and Inclusion.* That document contained several actions that the University would take to make the campus more welcoming and inclusive. Among those actions were the following:

- ✓ A task force was formed to collect demographic data on students' contacts with the Department of Public Safety and the Office of Student Conduct. That report led to several changes in practices and policies. See, https://www.ferris.edu/administration/president/DiversityOffice/pdf/DPSandOfficeofStudentConductDataCommitteeReport2021.pdf.
- ✓ The Big Rapids Social Equity Initiative, led by Byron Brooks, a Ferris student, was created. This is a continuing dialogue series, involving Ferris students and employees, and leaders from the community that surrounds the university, on topics related to racial justice.
- ✓ The Office of International Education spearheaded a university-wide initiative, "One Community; One Book." Using the book, *Haste to Rise*, the initiative sought to build community while addressing the University's historical commitment to opportunity and racial justice.

- ✓ Professional development focusing on diversity, inclusion, and equity began in Fall 2020, with sessions for senior leadership on the Big Rapids campus and at Kendall College of Art and Design (KCAD).
- ✓ The University established a Campus Climate Team (CCT), a group of employees from across the campus. The CCT proactively responds to instances of bias in the following ways: support students who are targets of hate or bias incidents; refer students to available university resources including units that conduct formal investigations; educate the campus community about the impact of hate and bias, and advocate for and promote new initiatives that further a welcoming and inclusive campus. See, https://www.ferris.edu/campus-climate/homepage.htm.
- ✓ KCAD assembled an Equity Council of local advisors to assist in moving diversity, equity, and inclusion initiatives forward.
- ✓ A series of conversations began involving the President, Provost, Vice President for Student Affairs, Vice President for Diversity, Inclusion, and Strategic Initiatives, and the KCAD President and members of the student body. These conversations occurred throughout the academic year.
- ✓ The University engaged the National Assessment of Collegiate Campus Climates (NACCC) to conduct an audit of students' attitudes regarding campus inclusiveness. The results of the survey were used to develop a better understanding of the extent to which Ferris State University supports diversity, inclusion, and equity, and to inform and improve support resources, policies, and practices, including those to prevent or respond to discrimination and harassment. To see the full report, click here.

Challenges

The NACCC study was conducted in October 2020. Members of the University community were struggling with the challenges brought by COVID-19. Much of campus programming was occurring remotely via Zoom. Some of the diversity-related programs which had occurred in previous years did not occur. Moreover, the University was still dealing with the after-effects of a highly publicized and deeply divisive incident on campus. These challenges likely impacted the results of the survey. Nevertheless, there were patterns of survey responses that cannot be ignored. Most notably, that a sizeable number of students believed that the University and the surrounding community were not welcoming.

Recommendations

As indicated in the above section, Progress and Achievements, the University has taken new, concrete actions to make the campus more welcoming. This work must continue. It should also be noted that the University has for many years, hosted training sessions and workshops facilitated by, among others, Governmental Relations and General Counsel (GRGC), the Staff Center for Training & Development, and the Faculty Center for Teaching and Learning (FCTL). This work should be supplemented by the following:

- ✓ Collect and analyze data on the status of minority employees at the University, particularly as relates to recruitment, retention, and promotion.

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

Progress and Achievements

As mentioned above, the University has created several diversity-related offices since 2007. Diversity and inclusion are also central to the work of the TIP Scholars Program (TIP), First Generation College Student Outreach, Educational Counseling and Disability Services (ECDS), and the Center for Career and Professional Services (CAPS). The good work done in these offices has been supplemented by recent actions, for example, themed housing was developed and implemented in Bond Hall for LGBTQ+ students; more single-stall restrooms have been designated as gender-neutral across campus, and a new ADA accommodation process is in place.

Challenges

Ferris State University has experienced significant budget cuts for several years. This was predictable. 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 since 2016. This financial situation was worsened by the COVID-19 pandemic, which forced universities large and small to make deep cuts to close widening budget shortfalls. The reduction in revenue means there is greater competition for fewer resources. The reduction in revenue means there are fewer resources. Many offices at Ferris have experienced budget cuts—and this includes offices that deal directly with diversity and inclusion.

Recommendations

Initiative IE. 1.1 in the University's strategic plan states, "Engage in a thorough review of University structures and processes and complete an organizational realignment, to be conducted in a way that provides an ownership (or shared understanding) of important University structures while also increasing trust, efficiency, and effectiveness." That initiative may help identify equity gaps at the University. The initiative speaks to the need for a broad review of the University's structures and processes, which, of course, includes looking at the work done by diversity-related offices. The University has significantly less money, which further emphasizes the wisdom of better aligning the work done in those offices that work directly with diverse populations.

The following recommendation also warrants consideration.

✓ The LGBTQ+ Resource Center is managed by a part-time employee. The Coordinator's position should become a full-time position.
✓ Colleges should consider opening prayer, contemplation, and meditation spaces in their buildings.

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

Progress and Achievements

One measure of a diverse student population is the number of racial minorities. Until 2020, the growth of racial minorities in the Ferris student body was one of the University's great successes. Even with drops in minority enrollment in the last two years, the increase in the percentage of racial minorities at the University since 2006 is noteworthy. The

In the Fall of 2021, roughly one-fourth of the student body were members of historically underrepresented groups (Appendix B). The Tuition Incentive Program, which serves a racially diverse student population, remains strong at the University (Appendix C). The University has prioritized enrollment efforts, and that includes recruiting a diverse student population. The following actions are illustrative.

- ✓ To College, Through College, provided direct support to Ferris applicants and current students to remove barriers to graduation.
- ✓ The College of Arts, Sciences, and Education (CASE) 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 the pharmacy, optometry, and other professional schools and to increase retention of students enrolled in the BS degrees within Biological Sciences.
- ✓ The Honors Program continues to racially diversify its student body. Indeed, although the University's overall enrollment decreased in recent years, the Honors Program retained a diverse cohort of students with the highest percentage (14.94) of non-white students in the history of the program. (Appendix D).

Challenges

Although there was a small increase in the number of International students in Fall 2021, there has been a significant drop in International students at Ferris since 2015, which was the peak of International student enrollment (Appendix B). 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 (Appendix E).

Recommendations

The University made a major investment in addressing academic achievement gaps when it partnered with EAB to create the *Ferris Equity Initiative, Navigating Success*. This initiative includes Navigate, EAB's Student Success Management System, which engages students, administrators, advisors, faculty, and other staff in a collaborative network to holistically support students. FEI is more than software. It is a cohesive equity plan that provides research-backed best practices, policies, and technology proven to reduce and eliminate equity gaps. As a parallel to the work that will be done via the Ferris Equity Initiative, the following recommendation is offered:

- ✓ Colleges are encouraged to follow the lead of the MCO and designate an administrator to monitor achievement gaps within the college.
- ✓ Faculty in departments, school, or programs with courses that have high rates of D, F, and/or W grades and/or equity gaps should engage with FCTL, which has the expertise, support, and a process in place to collaborate with faculty on these efforts. Other offices at Ferris (e.g., Academic Literacies Center, Center for Latin@ Studies, DIO, Educational Counseling & Disability Services,, LGBTQ+ Resource Center, Office of International Education, Veterans Resource Center, Office of Multicultural Student Services) may also provide meaningful and substantive support for this work.

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

Progress and Achievements

Having a diverse workforce is a crucial ingredient of quality education, scholarly discourse, and reflection. A diverse workforce confirms the value and potential of all and undercuts the persistence of stereotypes. Ferris students are preparing to enter a workforce with individuals who may differ in terms of language, color, culture, sexuality, religion, or customs. Recruiting and retaining a diverse workforce is important for the education of our students and, therefore, must be integral to the mission of the University.

The recent NACCC study demonstrated that the experiences of students of color are more negative than those of white students—and those experiences are made worse by the lack of minority faculty. Minority students constitute roughly one-fourth of all students; however, in 2020-2021, there are only eleven self-identified African American full-time faculty members—and the number of Hispanic (seven) 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 were hindered by Proposal 2, which was passed by voters on November 7, 2006. Proposal 2 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 or ethnically diverse. Also, some "diverse" employees have built on their work at Ferris and found new opportunities at other institutions. Finally, the University will hire fewer people in the next few years; therefore, addressing this issue will become more difficult.

Recommendations

Despite the challenges, Ferris can increase the number and percentage of racial and ethnic minorities in its workforce. But this change will not arise organically—it must follow from intentionality in the words and actions of leaders and members of an organization. The following recommendations are offered:

- ✓ 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 graduates should be able to demonstrate a working knowledge and understanding of issues surrounding race, ethnicity, and gender. This was one of the takeaways from the students who attended the town hall meetings. The University has, for many years, had curricula that included opportunities to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas, see the most recent General Education sortable list. Below are several examples of classroom and research that incorporate diversity-related themes.

- ➢ Keli Masten incorporated texts primarily by Black American, Asian American, Latin American, female and queer authors in her writing and literature courses.
- ➢ Zoe Wendler designed and deployed a new class session on marginalized identities in ENGL 417 and redeveloped all classes to more directly address issues of racial inequity.
- ➢ Rick Amidon incorporated in ENGL 323 Proposal Writing a project in which students research an international issue (world poverty, forgotten cultures, developing communities, and the like) and write a proposal to address the problems.
- ➢ Gustavo Rodriguez taught a SPAN 224 Spanish for Heritage Speakers section in partnership with Plaza Roosevelt in Grand Rapids.
- ➢ Master of Social Work capstone research projects focuses on issues such as food insecurity, homelessness, domestic violence, poverty, special education, substance abuse, mental health, human trafficking, and the implementation of trauma-informed practice in rural health districts.
- ➢ Over the past year, several DCCL students completed dissertations focusing on diversity, inclusion, and equity.

Continued Challenges

For more than a decade the Faculty Center for Teaching and Learning (FCTL) has played a critical role in helping teachers incorporate diversity, inclusion, and equity into their teaching pedagogy (Appendix A Retention and Student Success, page 4). The FCTL offered other related workshops—the challenge is that these workshops are voluntary.

Some faculty members are deeply committed to incorporating diversity, inclusion, and equity into their teaching and research. They would do this work irrespective of the University's commitment. But there are other faculty who do not see this approach as a priority. Some faculty members are unwilling to revisit their teaching pedagogy. Others are politically and/or philosophically opposed. And there are some faculty who are less engaged with teaching, in part because of the challenges that accompanied COVID-19.

Recommendations
- ✓ Academic Affairs is in the process of developing a Master Plan. That plan should include strategies for incorporating diversity and inclusion in significant ways in teaching, learning, and research.
- ✓ Faculty should take greater advantage of the opportunities provided by FCTL and other offices to develop greater knowledge of, teaching and learning strategies for, and empathy for diversity, inclusion, and equity at FSU.

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 has many partnerships, some are with the communities that surround our campuses, and others are partnerships throughout the state. Ideally, these 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. Below is a representative list of some of the University's partnerships.

- ✓ Promesa Summer Success continued through in-person delivery at three sites (Grand Rapids, Holland, and Oceana County). New partnerships also enabled expansion to new areas (Detroit & Muskegon Heights).
- ✓ The CLS Avancemos Program held weekly workshops in coordination with Grandville Avenue Arts and Humanities (GAAH) in the Spring of 2021. Through these sessions, middle school students participated in STEM-themed exploration activities directly tied to Ferris degree fields.
- ✓ Ferris is working with multiple companies to raise funds and build the new Jim Crow Museum, including Steelcase, Custer, and Rockford Construction.

Continued Challenges

The challenges in this area can be viewed in two broad categories: local partnerships and statewide partnerships. During the town hall meetings which occurred in 2020, it was apparent that when students talk about their Ferris experience, they included experiences in the surrounding town. When they have a good (or bad) experience at a local store or in a nearby community, it impacts their desire or willingness to remain at the University. The Big Rapids Social Equity Initiative is an example of the University and the local community building a necessary partnership.

The sheer volume of the University's statewide partnerships sometimes results in a lack of coordination; however, the University needs 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

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 address the needs of potential employees (e.g., employment opportunities in the region for spouse/partner, housing, religious organizations, social integration in the region).
- ✓ Assemble a team to explore developing a partnership plan for West Michigan and/or Grand Rapids.

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

At the end of the College of Pharmacy's Annual Diversity Report is a statement that applies to the larger university audience. Here is that declaration:

> Lastly, every member of the Ferris community must understand why EDI (Equity, Diversity, and Inclusion) is essential for the operation of the University. A failure to establish a diverse environment is a failure of the University's commitment to its students. To successfully move into the mainstream of a nation of growing diversity, all students must possess an understanding of and commitment to, diversity. Understanding and commitment can only be assured if the environment students are educated in are built upon EDI. The creation of a University EDI plan must, therefore, be built upon the education of every member of the Ferris community of the value of EDI in their personal and work lives.

We should keep these powerful and poignant words in mind as we do the work of creating a new diversity, inclusion, and equity plan. This new plan will retain an emphasis on diversity—for example, increasing the number of racial and ethnic minorities in the student body and the workforce. And it will have an inclusion focus, meaning, creating a campus that is welcoming. But this plan will also focus on equity. In its simplest terms, equity means giving every student and employee what they need to succeed by increasing access, resources, and opportunities, especially for those individuals and groups who have been historically disadvantaged in the country and underrepresented at Ferris State University. The new plan will also have key numerical targets.

Appendix A
Divsional/College Reports

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

Appendix B
Compartative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
American Indian/Alaskan Native	120 .835%	104 .714%	76 .523%	83 .564%	78 .534%	76 .517%	81 .571%	74 .536%	61 .460%	66 .529%	61 .546%	52 .502%
Asian	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%	177 1.71%
Black/ African American	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%	818 7.89%
International	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%	145 1.40%
Hispanic/Latino	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%	648 6.25%
Native Hawaiian/ Pacific Islander	4 .028%	5 .034%	7 .048%	8 .054%	7 .048%	10 .068%	12 .084%	8 .058%	10 .075%	8 .064%	4 .036%	5 .050%
White	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%	7713 74.44%
Two or More Races	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%	385 3.72%
Unreported	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%	418 4.03%
Total	14,381	14,560	14,533	14,707	14,600	14,715	14,187	13,798	13,250	12,472	11,165	10,361

* 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 C
Tuition Incentive Program Enrollment

	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	Fall 21
TIP Data - Phase 1 Students	549	631	692	748	865	1014	1102	1206	1145	878	1150	1285	1221	1139
TIP Data - Phase 2 Students	48	89	118	138	175	186	143	155	208	398	418	405	372	411
Total	597	720	810	886	1040	1200	1245	1361	1353	1276	1568	1690	1593	1550
TIP Phase 1 FTIAC's	258	304	277	316	408	431	422	470	445	358	512	634	457	395
Ethnicity - TIP Scholars	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	Fall 21
White	NA	NA	NA	559	626	744	792	845	828	805	950	996	963	944
Black/African American	NA	NA	NA	228	269	281	267	319	312	244	329	388	335	320
Hispanic/Latino	NA	NA	NA	37	53	58	77	89	106	119	151	174	167	165
Asian	NA	NA	NA	13	13	9	7	11	15	13	11	13	7	10
American Indian/Alaskan Native	NA	NA	NA	4	3	6	7	3	6	5	7	6	9	8
Two or More Races	NA	NA	NA	29	50	73	72	79	73	79	106	107	105	77
Native Hawaiian/Pacific Islander	NA	NA	NA	0	0	0	0	0	0	1	2	1	1	0
Unreported	NA	NA	NA	16	26	29	23	15	13	10	12	5	6	26
TOTAL				886	1040	1200	1245	1361	1353	1276	1568	1690	1593	1550

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

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

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

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

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

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

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

Fall 20 Enrollment Per Webfocus Report SE0002SB - TIP Student Deompgraphics, extracted 9/23/20, P. Weisgerber Fall 21 Enrollment Per Webfocus Report SE0002SB - TIP Student Deompgraphics, extracted 11/29/21, P. Weisgerber

*Not counted in total number of students.

Appendix D
Honors Enrollment by Race/Ethnic Origin

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African American	3	4	13	14	15	15	18	16	25	19
	0.39%	0.54%	1.49%	1.40%	1.45%	1.74%	2.19%	2.07%	3.41%	3.19%
American Indian/Alaskan Native	0	0	0	1	2	3	2	0	1	0
	0.00%	0.00%	0.00%	0.10%	0.19%	0.35%	0.24%	0.00%	0.14%	0.00%
Asian	13	8	18	22	18	21	17	16	13	15
	1.69%	1.08%	2.07%	2.20%	1.74%	2.43%	2.07%	2.07%	1.77%	2.52%
Hispanic/Latino	6	17	21	31	33	29	34	23	27	22
	0.78%	2.28%	2.41%	3.10%	3.19%	3.36%	4.13%	2.98%	3.68%	3.70%
Native Hawaiian/Pac Islander	0	0	0	0	0	0	1	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%	0.00%	0.00%	0.17%
Unknown	25	35	17	12	19	4	5	9	8	6
	3.26%	4.70%	1.95%	1.20%	1.84%	0.46%	0.61%	1.16%	1.09%	1.01%
Other	0	0	0	0	0	3	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.35%	0.00%	0.00%	0.00%	0.00%
International	2	5	2	2	1	0	0	0	0	0
	0.26%	0.67%	0.23%	0.20%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%
Two or More Races	18	18	21	23	28	23	33	28	25	20
	2.35%	2.42%	2.41%	2.30%	2.71%	2.66%	4.01%	3.62%	3.41%	3.36%
White, not of Hispanic Origin	700	662	780	898	920	766	713	681	635	512
	91.26%	88.98%	89.66%	89.71%	88.89%	88.66%	86.63%	88.10%	86.51%	86.05%
Total	**767**	**744**	**870**	**1001**	**1035**	**864**	**823**	**773**	**734**	**595**

Appendix E
Ferris State University 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
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%
2014 Fall	White	907	9%	25%	43%	51%	54%
	Black/African American	142	1%	8%	22%	30%	35%
	Hispanic/Latino	54	0%	7%	30%	37%	39%
	American Indian/Alaska Native	5	0%	0%	20%	20%	20%
	Asian	13	15%	23%	31%	38%	38%
	International	5	0%	20%	40%	60%	60%
	Unreported	11	27%	36%	45%	45%	45%
	Two or More Races	56	7%	14%	29%	38%	39%
2015 Fall	White	943	11%	30%	44%	52%	55%
	Black/African American	176	0%	6%	16%	21%	23%
	Hispanic/Latino	74	4%	19%	31%	39%	43%
	American Indian/Alaska Native	4	25%	25%	25%	25%	25%
	Asian	19	16%	47%	58%	63%	63%
	Native Hawaiian/Pacific Islander	1	0%	0%	100%	100%	100%
	International	8	0%	0%	25%	25%	25%
	Unreported	4	25%	50%	50%	75%	75%
	Two or More Races	64	5%	19%	31%	39%	48%

Graduation Rates for Full-Time/First Time Freshman in All Four-Year Degree Programs

Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
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%
2014 Fall	White	566	1%	6%	43%	60%	64%
	Black/African American	14	0%	7%	14%	29%	29%
	Hispanic/Latino	27	0%	0%	37%	44%	44%
	American Indian/Alaska Native	4	0%	0%	25%	50%	50%
	Asian	12	0%	0%	8%	42%	50%
	International	25	4%	16%	24%	56%	60%
	Unreported	4	0%	0%	0%	50%	50%
	Two or More Races	26	0%	4%	31%	50%	62%
2015 Fall	White	519	1%	7%	41%	57%	60%
	Black/African American	20	0%	0%	20%	35%	45%
	Hispanic/Latino	30	0%	3%	20%	33%	40%
	American Indian/Alaska Native	1	0%	0%	0%	0%	0%
	Asian	8	0%	0%	25%	25%	38%
	Native Hawaiian/Pacific Island	1	0%	0%	0%	100%	100%
	International	22	0%	0%	23%	32%	32%
	Unreported	3	0%	0%	67%	100%	100%
	Two or More Races	17	0%	12%	53%	65%	65%

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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
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%
2014 Fall	White	1473	6%	18%	43%	55%	58%
	Black/African American	156	1%	8%	21%	30%	34%
	Hispanic/Latino	81	0%	5%	32%	40%	41%
	American Indian/Alaska Native	9	0%	0%	22%	33%	33%
	Asian	25	8%	12%	20%	40%	44%
	International	30	3%	17%	27%	57%	60%
	Unreported	15	20%	27%	33%	47%	47%
	Two or More Races	82	5%	11%	29%	41%	46%
2015 Fall	White	1462	7%	22%	43%	54%	57%
	Black/African American	196	0%	5%	17%	22%	26%
	Hispanic/Latino	104	3%	14%	28%	38%	42%
	American Indian/Alaska Native	5	20%	20%	20%	20%	20%
	Asian	27	11%	33%	48%	52%	56%
	Native Hawaiian/Pacific Islander	2	0%	0%	50%	100%	100%
	International	30	0%	0%	23%	30%	30%
	Unreported	7	14%	29%	57%	86%	88%
	Two or More Races	81	4%	17%	36%	44%	52%

*Data from Institutional Research and Testing Updated Fall 2021.

Appendix F
Full-Time Workforce and Faculty

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	2021 Male	2021 Female
Black/African American	24	21	24	24	24	19	20	17	19	14	16	17
	3.66%	2.86%	3.69%	3.26%	3.91%	2.71%	3.33%	2.51%	3.25%	2.25%	3.04%	2.8%
Hispanic/Latino	7	10	6	12	6	11	8	9	8	11	8	13
	1.07%	1.36%	0.92%	1.63%	0.98%	1.57	1.33%	1.33%	1.48%	1.77%	1.52%	2.12%
American Indian/ Native Alaskan	5	2	4	3	3	2	3	2	1	1	1	2
	0.76%	0.27%	0.61%	0.41%	0.49%	0.29%	0.50%	0.30%	0.19%	0.16%	0.19%	0.33%
Asian	22	20	25	17	23	18	22	18	20	19	20	19
	3.35%	2.72%	3.84%	2.31%	3.75%	2.57%	3.66%	2.66%	3.70%	3.05%	3.80%	3.10%
White	588	678	582	676	547	645	535	624	484	571	474	556
	89.63%	92.24%	89.40%	91.72%	89.09%	92.14%	89.02	92.31%	89.63%	91.65%	89.94%	90.85%
Two or More Races	8	3	9	3	7	3	8	3	8	4	8	4
	1.22%	0.41%	1.38%	0.41%	1.14%	0.43%	1.33%	0.44%	1.48%	0.64%	1.52%	0.65%
Unreported	2	1	1	2	4	2	5	3	0	3	0	1
	0.30%	0.14%	0.15%	0.27%	0.65%	0.29%	0.83%	0.44%	0	0.48%	0	0.16%
Total	656	735	651	737	614	700	601	676	540	623	527	612

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	2021 Male	2021 Female
Black/African American	10	6	10	7	10	5	9	6	7	4	6	4
	3.25%	2.48%	3.27%	2.9%	3.37%	2.08%	3.10%	2.51%	2.72%	1.83%	2.42%	1.80%
Hispanic/Latino	2	3	2	4	2	4	2	4	2	5	2	5
	0.65%	1.24%	0.65%	1.67%	0.67%	1.67%	0.69%	1.67%	0.78%	2.28%	0.81%	2.25%
American Indian/ Native Alaskan	2	1	2	1	1	1	1	1	1	1	1	1
	0.65%	0.41%	0.65%	0.42%	0.34%	0.42%	0.34%	0.42%	0.39%	0.46%	0.40%	0.45%
Asian	21	11	23	8	21	10	19	10	16	10	16	9
	6.82%	4.55%	7.52%	3.33%	7.07%	4.17%	6.55%	4.18%	6.23%	4.57%	6.45%	4.05%
White	268	218	264	217	257	217	253	215	228	196	220	200
	87.01%	90.08%	86.27%	90.42%	86.53%	90.42	87.24%	89.96%	88.72%	89.50%	88.71%	90.09%
Two or More Races	4	2	4	2	3	2	3	2	3	2	3	2
	1.30%	0.83%	1.31%	0.83%	1.01%	0.83%	1.03%	0.84	1.17%	0.91%	1.2%	0.90%
Unreported	1	1	1	1	3	1	3	1	0	1	0	1
	0.32%	0.41%	0.33%	0.42%	1.01%	0.42%	1.03%	0.42%	0	0.46%	0	0.45%
Total	308	242	306	240	297	240	290	239	257	219	248	222

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	2021 Male	2021 Female
Black/African American	2	0	3	0	2	1	1	1	0	0	0	0
	3.77%	0	5.88%	0	4.44%	1.61%	2.44%	1.69%	0	0	0	0
Hispanic/Latino	1	0	1	0	1	0	1	0	0	0	0	1
	1.89%	0	1.96%	0	2.22%	0	2.44%	0	0	0	0	2.04%
American Indian/ Native Alaskan	1	0	1	0	1	0	1	0	1	0	1	0
	1.89%	0	1.96%	0	2.22%	0	2.44%	0	2.94%	0	2.94%	0
Asian	1	1	1	1	1	1	1	1	0	1	0	0
	1.89%	1.43%	1.96%	1.43%	2.22%	1.61%	2.44%	1.69%	0	2.13%	0	0
White	48	67	45	67	40	58	37	55	33	45	33	47
	90.57%	95.71%	88.24%	95.71%	88.89%	93.55%	90.24%	93.22%	97.06%	95.74%	97.06%	95.92%
Two or More Races	0	1	0	1	0	1	0	1	0	1	0	1
	0	1.43%	0	1.43%	0	1.61%	0	1.69%	0	2.13%	0	2.04%
Unreported	0	1	0	1	0	1	0	1	0	0	0	0
	0	1.43%	0	1.43%	0	1.61%	0	1.69%	0	0	0	0
Total	53	70	51	70	45	62	41	59	34	47	34	49

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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	2021 Male	2021 Female
Black/African American	1	0	1	0	1	0	1	0	0	0	0	0
	3.70%	0	4.17%	0	4.76%	0	5.00%	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/ Native Alaskan	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
White	26	33	23	33	20	29	19	28	14	23	16	24
	96.30%	100.00%	95.83%	100.00%	95.24%	100.00%	95.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0
Unreported	0	0	0	0	0	0	0	0	0	0	0	0
Total	27	33	24	33	21	29	20	28	14	23	16	24

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