Ferris State University 2021-22 Diversity Report

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Executive Summary

Words matter. Diversity and ethical community are core values at Ferris. But we must remain vigilant in our quest to ensure that our words are reflected in our actions. Since 2008 the Diversity, Inclusion, and Strategic Initiative Office (DISIO) has produced an annual assessment called *Diversity at Ferris*. This year's document, *Diversity at Ferris 2021-22*, gauges the University's progress toward meeting the strategic goals in the 2016 plan.

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

Post-COVID, the University is once again hosting a wide array of DEIB-related (diversity, equity, inclusion, and belonging) events. The commitment to creating a respectful and welcoming campus is also reflected in an increase in professional development related to DEIB training. However, lower student enrollment, reduced budgets, challenges to existing financial models, growing skepticism about the value of a higher education degree, and other challenges hamper the University's efforts, including DEIB work. The University is in the early stages of creating a new DEIB plan. This represents the first time that the University has considered *Belonging* a desired outcome. A key recommendation is to establish the expectation for all employees that we are an institution committed to diversity, equity, inclusion, and belonging and that all employees have a role to play in this commitment.

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

In 2022 the University created a full-time Coordinator position for the LGBTQ+ Resource Center. This position represents tangible progress for the University's DEIB efforts. The new DEIB plan will include the strategic goal, "Provide the infrastructure to support diversity, inclusion, and equity." Multiple interviews and focus groups informed this goal. The University has made progress in becoming more accessible. Still, it needs a plan that addresses access and infrastructure for students, employees, and visitors with diverse needs, such as gender-neutral bathrooms, prayer/meditation rooms, and physical access to campus facilities. And the University must strengthen and better align the work done in those offices that work directly with diverse populations.

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

From 2007 to 2020, the growth of racial minorities in the Ferris student body was one of the University's great successes. COVID-19 slowed that growth, but there was a slight increase in 2021. The University is challenged to maintain and ultimately increase the number of students from racial and ethnic groups. The University made a crucial investment in addressing academic achievement gaps when it partnered with EAB to create the Ferris Equity Initiative, Navigating Success. This initiative has helped the University identify and eliminate some unnecessary barriers to entry and success for

underrepresented students related to admissions, transfers, financing, and retention. In addition, specific steps are being taken to increase the enrollment of international students.

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

There have been parts of the University that attempted to prioritize this goal, but it has yet to become an institution-wide priority. Ferris can change the composition of its workforce if it holds every division, college, school, and department accountable for bringing DEIB excellence into recruitment, hiring, and retention practices. This includes collecting and analyzing data on the status of racial and ethnic minority employees at the University, particularly regarding recruitment, retention, and promotion.

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

Like other universities in the state, Ferris has curricula that include opportunities to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas. The Faculty Center for Teaching and Learning (FCTL) helps teachers incorporate diversity, inclusion, equity, and belonging into their teaching pedagogy. There is fatigue at the University. Some of it is related to budget cuts, retirements, and layoffs. These occurrences drain a campus of needed energy. Moreover, some faculty are strong advocates for DEIB at Ferris, but others do not see DEIB as a priority.

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

President Pink has shared his vision of a university with intentional, mutually beneficial partnerships with school districts, community colleges, four-year colleges, state and federal agencies, and for-profit and not-for-profit corporations. A highly publicized partnership involves Gotion, a multi-national company planning a $2.36 billion battery component manufacturing complex in Big Rapids. The partners include, among others, Ferris, MedStar, Right Place, Michigan Works, Mecosta County, and Big Rapids and Greene Township officials.

Conclusion

The University is at a crucial time, with many and varied challenges that must be addressed. Hiring Dr. Bill Pink as president sends a powerful message to all University stakeholders. It says that DEIB work matters and that we have a leader who will ensure that the University continues the egalitarian efforts of our founder.

Introduction

On March 28, 2022, Amna Seibold, Chair of the Ferris State University Board of Trustees, announced the person who would become the 19th president of the University. The next leader would be Bill Pink, who had served as the president of Grand Rapids Community College since May 2017. This selection was almost universally hailed because Pink had the reputation of being a passionate and dedicated educator. But there was something else. Once he began his tenure in July 2022, he became the first African American to hold the position. Ferris presidents had been a steady stream of white men, except for Helen Popovich, a white woman, who served as president from August 1989 to June 1994.

Woodbridge Ferris, the founder of the University that bears his name, was a champion for diversity, inclusion, and equity at a time when it was unpopular and sometimes dangerous to support these "progressive" causes. From its beginning in 1884, the school welcomed students from many backgrounds. The first class of students at the Ferris Industrial School had five women and ten men. By the late 1890s, international students were attending what was then called Ferris Institute. In the first decade of the 1900s, African American students were enrolled. Those early graduation classes included many, likely most, poor students. It is doubtful that Woodbridge Ferris ever used the word diversity—he certainly did not use it the way we do today—but the institution that he envisioned, the one that he created, was, to use his words, "thoroughly democratic … a school for all people, regardless of race or station." That is the Ferris our founder envisioned—one of his ways to "make the world better."

But something happened, something disappointing and lamentable. We got away from his legacy. We became an institution that was too often hostile toward racial minorities and others. Woodbridge died in 1928. The Institution he founded moved away from its commitment to racial equality. In 1969, white students carried signs that read "White Power" while shouting, "We shall overcome." There were sit-ins, arrests, and a riot. The appointment of an African American as president at that time would have been unimaginable. Two decades later, African Americans staged a sit-in to bring attention to long-standing patterns of inequity. Again, Ferris was not ready for an African American president. From the 1990s to the early 2000s, race relations evolved from outright hostility to benign neglect—a school where DEIB work was mainly ignored.

In the last decade and a half, the University has made strides to improve the campus for underrepresented and underserved students. The University adopted its first diversity plan. The Office of Multicultural Student Services was expanded and relocated to FLITE, the center of academic life on the campus. The Office of International Education, the Center for Latin@ Studies, the Veteran Resource Center, and the

LGBTQ+ Resource Center were created. The number of racial minorities on campus doubled. Relations between campus police and the student body were examined.

On June 3, 2020, a protest demonstration was held on the Ferris campus. It was in response to the killing of George Floyd. This event included nearly 500 people—students, faculty, staff, local public safety, police officers, and the surrounding Big Rapids community. The participants challenged the University to examine how its practices and policies impact African Americans and other people of color. In response to this challenge, the Institution issued *Our University's Continuing Commitment to Diversity, Equity, and Inclusion*, a document outlining specific actions the University should undertake.

In October 2020, Ferris State University students participated in the National Assessment of Collegiate Campus Climates (NACCC) survey. The survey was designed to help assess the racial climate at the University. The results were worrisome. A sizeable minority of the students did not feel welcomed at the University or in the surrounding Big Rapids community. That same month, a group of employees was assembled to analyze DPS and Student Conduct data, looking for patterns. That Fall, a series of town hall meetings allowed students to be heard by administrators, staff, and faculty. During those meetings, several students complained that the University was slow and ineffective when reacting to incidents of incivility. In response, the Campus Climate Team (CCT) was created. The CCT, made up of employee volunteers, exists to combat incidents of hate/bias in the following ways: actively participate and lead in the assessment of the campus climate, offer proactive education efforts, and ensure that appropriate University resources and expertise are made available to anyone who believes they have been harmed or negatively impacted because of their identity.

DEIB work is never complete. The University has made progress. However, there are challenges—significant graduation gaps among racial groups, a relative scarcity of racial minorities in the workforce, and occasional acts of incivility against racial minorities, international students, and students who identify as LGBTQ+. The campus must become more accessible to students with disabilities. These challenges highlight the work that needs to be done.

President Pink has brought an enthusiastic embrace of DEIB work. This is welcomed. He cannot do this work alone, but he can help lead Ferris Forward to become a campus where all students and employees believe the campus belongs to them. This sense of belonging honors our founder's legacy, and equally important, it helps ensure success for our students.

The Work

Words matter. Ferris State University has six stated core values—two of them, *diversity* and *ethical community*—directly relate to the University's embracing of diversity, equity, inclusion, and belonging (DEIB). Having these words in our guiding documents is good, but we must ensure that our good words are lived out in our policies and practices.

Since 2008 the DISIO has produced an annual assessment called *Diversity at Ferris*. This year's document, *Diversity at Ferris 2021-22*, examines 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. The recommendations in this report should align with the recommendations 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 complete reports submitted by divisions and colleges. They are in Appendix A.

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

Progress and Achievements

There are many ways a university community can demonstrate that it is respectful of differences and committed to creating a campus where all groups have a sense of belonging. One way is through programming that celebrates cultures, histories, and lived experiences. During the pandemic, there was a decrease in the number of events that occurred on campus. Post-COVID, the University again hosted a wide array of DEIB-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. The Student Affairs division has been a leader in DEIB work on campus for many years.

The commitment to creating a respectful and welcoming campus is also reflected in an increase in professional development related to DEIB training. These sessions, often in a workshop format, involved employees and students. Ferris has for many years hosted training sessions and workshops facilitated by Governmental Relations and General Counsel (GRGC), the Staff Center for Training & Development, and the Faculty Center for Teaching and Learning (FCTL). Now, additional offices and individuals are also providing these services. The following sessions are illustrative.

- The LGBTQ+ Resource Center provided training and workshops to housing staff, Retention and Student Success (RSS), Ferris Library for Information, Technology, and Education (FLITE) faculty and staff, and Admissions staff.

- The Office of Multicultural Student Services (OMSS) facilitated "First Thoughts" diversity training for several FSUS courses and Residence Advisors. Participants learned how to build cultural competency through self-reflection and group activities.
- The University Recreation Center offered their student employees paid DEI training at the Diversity, Equity, & Inclusion Summit.
- The Office of Student Conduct staff participated in professional development for restorative justice, social justice mediation, and other conflict resolution practices.
- The School of Education, in conjunction with Equal Employment Opportunity (EEO), provides and requires Implicit Bias training for all education students. Dean Cagle has organized Mental Health 101 for department chairs and heads, and he will follow up with disability training.
- Implicit bias training was developed to meet the licensure requirements of Nursing and Dental Hygiene students. Kendall College of Art and Design (KCAD) employees participated in a Microaggressions workshop for professional development hosted by the Center for Latin@ Studies.
- A two-hour continuing education lecture titled "Implicit Bias Training for Optometrists" was included in the Michigan College of Optometry (MCO) Summer Continuing Education (CE) program.
- The Office of Housing and Residence Life offers training and education on DEI issues, including implicit bias training, for all student paraprofessionals and professionals, including Housing leadership team members.
- The Public Safety Department has incorporated annual training sessions, including ones that focus on implicit bias, anti-biased policing, and constitutional and community policing.
- FLITE employees, Structured Learning Assistant (SLA), tutors, students, and staff will complete Title IX and DEI training.
- The DISIO office has provided professional development focusing on diversity, inclusion, and equity, with sessions for senior leadership on the Big Rapids campus and at KCAD.
- Ferris Women's Network facilitated a training called Equal Pay Day Workshop: Advocacy & Salary Negotiation.

Challenges

Ferris shares many challenges facing other institutions—lower student enrollments, reduced budgets, challenges to existing financial models, growing skepticism about the value of a higher education degree, and increased levels of mental concerns among students. This past year, many employees and students returned to American campuses. Some returned with pandemic exhaustion: a lack of motivation or

the feeling of purposelessness. These challenges also exist at Ferris. Additionally, the findings in the NACCC study (mentioned in the Introduction) indicate that the University has much work to do to gain the trust of its underrepresented/underserved students.

Recommendations

The University is in the early stages of creating a new DEIB plan. This represents the first time that the University has considered *belonging* a desired outcome. Indeed, the first strategic goal of the new plan will be **"Create a welcoming and inclusive environment where students and employees feel a sense of belonging."** This goal reflected the advice of many individuals and groups that met with the DISIO in 2022 to discuss the new plan. Those discussions also informed the following recommendations.

- ✓ Establish an expectation for all employees that we are an institution committed to diversity, equity, inclusion, and belonging and that all employees have a role to play in this commitment.
- ✓ Develop, deliver, and strongly encourage diversity, discrimination, and harassment training for all employees, emphasizing fostering equity-minded educational environments.
- ✓ Develop ways to recognize student, faculty, and staff efforts that help promote the University's commitment to a diverse and inclusive environment.
- ✓ Improve the sense of college pride among students and employees.

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

Progress and Achievements

In 2022 the University expanded the LGBTQ+ Coordinator from a part-time to full-time position. This position represents concrete progress for the University's DEIB efforts. The KCAD College Senate standing committee for Diversity, Equity, and Inclusion was instrumental in working with the administration and the facilities group to identify and update signage and communications to the KCAD community around gender-inclusive restrooms.

The next DEIB plan will have the strategic goal, **"Provide the infrastructure to support diversity, inclusion, and equity."** Again, this goal was informed by multiple interviews and focus groups with individuals and groups. Below is a sample of some actions taken by the University.

- ✓ MCO installed four single-stall restrooms were designated as gender-neutral. Also, the College will update its lactation room.
- ✓ In the past two years, themed communities were developed for our underserved populations while living on campus.

Challenges

Nationally, college enrollment began receding after the millennial enrollment wave peaked in 2010. This drop included student enrollment in Michigan's colleges. Ferris has seen a steady decrease in students for more than six years. The University's yearly budget is heavily dependent on tuition, so the drop in students has led to painful and, in some cases, disruptive budget reductions. The University has several important positions that are grant funded—and the grants are not likely to be renewed.

Recommendations

✓ Develop a comprehensive system of accountability and assessment that quantifies the University's performance about specified DEIB goals.

✓ Provide professional development on DEIB for all employee groups.

✓ Develop a plan that addresses access/infrastructure for students with diverse needs, such as gender-neutral bathrooms, lactation rooms, prayer /meditation rooms, and physical access to campus facilities.

✓ Strengthen and better align the work done in those offices that work directly with diverse populations.

✓ Seek out and encourage campus to apply for DIEB-related grants to help fund programs. This also would meet the targets of the Strategic Plan.

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

Progress and Achievements

From 2007 to 2020, the growth of racial minorities in the Ferris student body was one of the University's great successes. COVID-19 slowed that growth, but there was a slight increase in 2021, see Appendix B. The University is challenged to maintain and ultimately increase the number of students from racial and ethnic groups.

Another significant challenge impacting this goal is the persistent achievement gaps between white students and students from other racial groups, see Appendix C. The University made a crucial investment in addressing academic achievement gaps when it partnered with EAB to create the *Ferris Equity Initiative, Navigating Success*. This university-wide initiative includes Navigate, EAB's Student Success Management System, which engages students, administrators, advisors, faculty, and other staff in a collaborative network to support students holistically with technology proven to reduce and eliminate equity gaps.

✓ The Coordinator of the Honors Program recently left the University. He strongly advocated for DEIB initiatives within the Program, leading the effort to diversify its student body racially. To see the history of minority student enrollment in the Program, see (Appendix D). The Program is more racially diverse than at any time.

Challenges

There are more than 90 colleges in Michigan, and many of them are actively recruiting domestic minorities and international students. The University has several initiatives that target underserved student populations. There has been a significant drop in international students at Ferris since 2015, which was the peak of the University's international student enrollment (Appendix B). The University is exploring several initiatives to increase international student enrollment. And the racial diversity of the student body would be severely impacted if the Tuition Incentive Program is decreased by cuts in appropriations by the State (Appendix C).

Recommendations

- ✓ Identify and eliminate unnecessary barriers to entry for underrepresented students related to admissions, transfers, financing., and retention
- ✓ Reduce retention/graduation gaps in both on-campus and distance education environments.
- ✓ Identify, implement, and support high-impact practices that embrace the concepts of equity and diversity to encourage the equitable participation of all students.

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

Progress and Achievements

This is arguably the University's greatest diversity challenge. In the past decade, parts of the University attempted to prioritize this goal, but those efforts needed to be sustained. In short, hiring and retaining a racially diverse workforce has not become an institution-wide priority. As stated earlier, hiring Bill Pink as President sends a message that the University has changed—or at a minimum, is willing to change.

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 provides advice and guidance to divisions/departments/search committees to attract and retain diverse faculty and staff. The GRGC reports show that the University has done an excellent job hiring women across the campus but struggles to hire employees of color. The University has taken the following actions:

- ✓ Human Resources collaborated with the Equal Opportunity Office to update and present training for people on search committees.
- ✓ Human Resources partnered with the NAACP to post jobs weekly on their website.
- ✓ The University has created a bidding procurement process for capital projects to emphasize support for minority-owned businesses.

- ✓ Several divisions, most notably Student Affairs and Administration and Finance, have made concerted efforts to employ a diverse population of student workers.

Challenges

In the past two years, the University lost several well-known and long-serving employees who were members of racial groups, including the former executive directors of the Office of International Education and the Center for Latin@ Studies. In addition, the part-time Coordinator for the LGBTQ+ Resource left the University, leaving the position vacant until it was filled. Additionally, the CASE experienced a decline in the racial diversity of its faculty, particularly in the Social and Behavioral Sciences and Social Work departments. Presently, there are only two full-time faculty who identify as African Americans and only five full-time faculty who identify as Hispanic or Latino.

Recommendations

Changing the racial and ethnic diversity of the Ferris workforce is not a new challenge. Regrettably, the University continues to struggle in this area. Ferris can increase the number and percentage of racial and ethnic minorities in its workforce. But there must be intentionality among the power holders at the University, meaning administrative leaders and faculty leaders. The following recommendations have been offered in the past, and they remain relevant:

- ✓ Hold every division, college, school, and department accountable for bringing DEIB excellence into recruitment and hiring practices.
- ✓ Collect and analyze data on the status of minority employees at the University, particularly regarding recruitment, retention, and promotion.
- ✓ Use federal affirmative action plans and reported data collected by the Director of Equal Opportunity to better understand and improve the search processes at the Institution.
- ✓ 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

Inclusive classrooms are classrooms where students feel safe and supported. Students can express their views and concerns. In these classrooms, the content is viewed from several perspectives and presented in a manner that reduces all students' experiences of marginalization. Students understand that individuals' experiences, values, and attitudes influence knowledge construction in any field or discipline. The Faculty Center for Teaching and Learning (FCTL) helps teachers incorporate diversity, inclusion, equity, and belonging into their teaching pedagogy (Appendix A)

Like other universities in the state, Ferris has curricula that include opportunities to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas. This is evident in general education offerings. Below are examples of classrooms and research that incorporate DEIB themes.

✓ Multiple departments, including Math, Biology, and English, Languages, and World Literature, collaborate with our Cross-Curricular Career Community (C-4) program, a multi-semester learning community for students with three developmental placements including relational advising, course acceleration, program transition and re-direction, student mentoring, and a faculty learning community with a specific focus on retention.

Continued Challenges

There is fatigue at the University. Some of it is related to budget cuts, retirements, and layoffs. These occurrences drain a campus of needed energy. Moreover, there are faculty who do not see DEIB as a priority.

Recommendations

✓ The Academic Affairs Master Plan should address this goal.
✓ Faculty should take advantage of the opportunities provided by the FCTL and other offices regarding strategies for creating an equity-minded university.

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

President Pink has shared his vision of a university with intentional, well-thought-out, mutually beneficial partnerships with for-profit and not-for-profit corporations, school districts, community colleges, four-year colleges, and state and federal agencies. President Pink has begun this work. A significant partnership involved Gotion bringing a facility to Big Rapids that involves batteries for electric vehicles. The partners include, among others, Ferris, MedStar, Right Place, Michigan Works, local Mecosta County, and Big Rapids and Greene Township officials. The following is a sample of other partnerships.

✓ Partnered with Maranda and Wood TV8 to bring summer Park Parties to five school district summer school programs in Wyoming, Muskegon, Battle Creek, Holland, and Kalamazoo.
✓ Prison Education Initiative – Ferris signed an Articulation Agreement with Mott CC to provide bachelor's degree completion for Business Administration Bachelor's at Thumb Correctional Facility (Second Chance Pell being reinstated July 2023).
✓ Partnered with Disability Advocates of Kent County and created a closer relationship with the local disability community. In the spring of 2022, a DAKC representative will join the liaison Committee for Students with Disabilities. *Educational Counseling and Disability Services.*

Continued Challenges

The University needs to develop a reciprocal model where all sides benefit. The University also needs a plan that guides the identification and implementation of partnerships.

Recommendations

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

- ✓ Assemble a team to explore developing a partnership plan for West Michigan and Grand Rapids.
- ✓ Work with local organizations to provide information and community resources to Ferris students experiencing food and housing insecurity.
- ✓ Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that addresses potential employees' needs (e.g., employment opportunities in the region for spouse/partner, housing, religious organizations, and social integration in the region).

<p align="center">Conclusion</p>

In February 2018, David Pilgrim, Vice President for Diversity, Inclusion, and Strategic Initiatives, gave a brief talk to the Ferris State University Board of Trustees. In that update, he said:

> Time is neutral. It is folly to believe that any situation is improved just because time passes. The truth is this: Our actions or inactions determine the future. In that sense, the future is not uncertain. We can build the future that we want to see. Woodbridge Ferris built this institution during the Jim Crow period. He was challenged by the prevailing attitudes and behaviors 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 University is at a critical time with many and varied challenges that must be addressed. But hiring Bill Pink as president sends a powerful message to all University stakeholders. It says that DEIB work matters and that we have a leader who will ensure that the University continues the egalitarian efforts of our founder.

Appendix A
Divisional/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
Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaskan Native	104 .714%	76 .523%	83 .564%	78 .534%	76 .517%	81 .571%	74 .536%	61 .460%	66 .529%	61 .546%	52 .502%	75 .745%
Asian	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%	178 1.76%
Black/ African American	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%	874 8.67%
International	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%	135 1.34%
Hispanic/Latino	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%	647 6.42%
Native Hawaiian/ Pacific Islander	5 .034%	7 .048%	8 .054%	7 .048%	10 .068%	12 .084%	8 .058%	10 .075%	8 .064%	4 .036%	5 .050%	9 .089%
White	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%	7444 73.90%
Two or More Races	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%	312 3.09%
Unreported	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%	398 3.95%
Total	14,560	14,533	14,707	14,600	14,715	14,187	13,798	13,250	12,472	11,165	10,361	10,072

* Data regarding the ethnic and racial identities of Ferris State University students obtained from the Fall 2022 4th Day Extract.

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

	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
TIP Data - Phase 1 Students	692	748	865	1014	1102	1206	1145	878	1150	1285	1221	1139	1185
TIP Data - Phase 2 Students	118	138	175	186	143	155	208	398	418	405	372	411	418
Total	810	886	1040	1200	1245	1361	1353	1276	1568	1690	1593	1550	1603
TIP Phase 1 FTIAC's	277	316	408	431	422	470	445	358	512	634	457	395	516
Ethnicity - TIP Scholars	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
White	NA	559	626	744	792	845	828	805	950	996	963	944	950
Black/African American	NA	228	269	281	267	319	312	244	329	388	335	320	333
Hispanic/Latino	NA	37	53	58	77	89	106	119	151	174	167	165	190
Asian	NA	13	13	9	7	11	15	13	11	13	7	10	12
American Indian/Alaskan Native	NA	4	3	6	7	3	6	5	7	6	9	8	12
Two or More Races	NA	29	50	73	72	79	73	79	106	107	105	77	66
Native Hawaiian/Pacific Islander	NA	0	0	0	0	0	0	1	2	1	1	0	0
Unreported	NA	16	26	29	23	15	13	10	12	5	6	26	40
TOTAL		886	1040	1200	1245	1361	1353	1276	1568	1690	1593	1550	1603

Fall 22 Enrollment Per Webfocus Report SE0002SB - TIP Student Demographics, extracted 12/9/22 by Nicholas Palmer

*Not counted in the total number of students.

Appendix D
Honors Enrollment by Race/Ethnic Origin

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African American	4	13	14	15	15	18	16	25	19	23
	0.54%	1.49%	1.40%	1.45%	1.74%	2.19%	2.07%	3.41%	3.19%	4.48%
American Indian/Alaskan Native	0	0	1	2	3	2	0	1	0	3
	0.00%	0.00%	0.10%	0.19%	0.35%	0.24%	0.00%	0.14%	0.00%	.58%
Asian	8	18	22	18	21	17	16	13	15	17
	1.08%	2.07%	2.20%	1.74%	2.43%	2.07%	2.07%	1.77%	2.52%	3.31%
Hispanic/Latino	17	21	31	33	29	34	23	27	22	30
	2.28%	2.41%	3.10%	3.19%	3.36%	4.13%	2.98%	3.68%	3.70%	5.84%
Native Hawaiian/Pac Islander	0	0	0	0	0	1	0	0	1	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%	0.00%	0.00%	0.17%	.19%
Unknown	35	17	12	19	4	5	9	8	6	13
	4.70%	1.95%	1.20%	1.84%	0.46%	0.61%	1.16%	1.09%	1.01%	2.53%
Other	0	0	0	0	3	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.35%	0.00%	0.00%	0.00%	0.00%	0.00%
International	5	2	2	1	0	0	0	0	0	0
	0.67%	0.23%	0.20%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Two or More Races	18	21	23	28	23	33	28	25	20	13
	2.42%	2.41%	2.30%	2.71%	2.66%	4.01%	3.62%	3.41%	3.36%	2.53%
White, not of Hispanic Origin	662	780	898	920	766	713	681	635	512	413
	88.98%	89.66%	89.71%	88.89%	88.66%	86.63%	88.10%	86.51%	86.05%	80.50%
Total	744	870	1001	1035	864	823	773	734	595	513

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
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%
2016 Fall	White	809	12%	29%	46%	53%	56%
	Black/African American	139	1%	10%	22%	29%	33%
	Hispanic/Latino	78	13%	22%	36%	47%	50%
	American Indian/Alaska Native	7	0%	14%	29%	43%	43%
	Asian	22	9%	18%	36%	45%	45%
	Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
	International	7	0%	29%	29%	57%	57%
	Unreported	7	0%	29%	29%	43%	57%
	Two or More Races	63	13%	21%	30%	40%	44%

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
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%
2016 Fall	White	552	1%	6%	36%	56%	61%
	Black/African American	21	0%	0%	10%	38%	38%
	Hispanic/Latino	30	0%	0%	23%	33%	40%
	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
	Asian	12	0%	25%	50%	75%	75%
	Native Hawaiian/Pacific Islander	1	0%	0%	100%	100%	100%
	International	11	0%	0%	55%	55%	55%
	Unreported	6	0%	17%	17%	50%	50%
	Two or More Races	21	5%	5%	43%	71%	71%

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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
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%
2016 Fall	White	1361	7%	20%	43%	54%	58%
	Black/African American	160	1%	9%	20%	31%	34%
	Hispanic/Latino	108	9%	16%	32%	44%	47%
	American Indian/Alaska Native	7	0%	14%	29%	43%	43%
	Asian	34	6%	21%	41%	56%	62%
	Native Hawaiian/Pacific Islander	1	0%	0%	100%	100%	100%
	International	18	0%	11%	44%	56%	56%
	Unreported	13	0%	23%	23%	46%	54%
	Two or More Races	84	11%	17%	33%	48%	51%

*Data from Institutional Research and Testing Updated Fall 2022.

Appendix F
Full-Time Workforce and Faculty

Ferris State University – Full-time Workforce*

	2017 Male	2017 Female	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female	2021 Male	2021 Female	2022 Male	2022 Female
Black/African American	24	24	24	19	20	17	19	14	16	17	17	16
	3.69%	3.26%	3.91%	2.71%	3.33%	2.51%	3.25%	2.25%	3.04%	2.8%	3.28%	2.74%
Hispanic/Latino	6	12	6	11	8	9	8	11	8	13	6	8
	0.92%	1.63%	0.98%	1.57	1.33%	1.33%	1.48%	1.77%	1.52%	2.12%	1.16%	1.37%
American Indian/ Native Alaskan	4	3	3	2	3	2	1	1	1	2	1	3
	0.61%	0.41%	0.49%	0.29%	0.50%	0.30%	0.19%	0.16%	0.19%	0.33%	0.19%	0.51%
Asian	25	17	23	18	22	18	20	19	20	19	20	16
	3.84%	2.31%	3.75%	2.57%	3.66%	2.66%	3.70%	3.05%	3.80%	3.10%	3.85%	2.74%
White	582	676	547	645	535	624	484	571	474	556	467	535
	89.40%	91.72%	89.09%	92.14%	89.02	92.31%	89.63%	91.65%	89.94%	90.85%	89.98%	91.45%
Two or More Races	9	3	7	3	8	3	8	4	8	4	7	6
	1.38%	0.41%	1.14%	0.43%	1.33%	0.44%	1.48%	0.64%	1.52%	0.65%	1.35%	1.03%
Unreported	1	2	4	2	5	3	0	3	0	1	1	1
	0.15%	0.27%	0.65%	0.29%	0.83%	0.44%	0	0.48%	0	0.16%	0.19%	0.17%
Total	651	737	614	700	601	676	540	623	527	612	519	585

Ferris State University – Full-time Faculty*

	2017	2017	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Black/African American	10	7	10	5	9	6	7	4	6	4	6	2
	3.27%	2.9%	3.37%	2.08%	3.10%	2.51%	2.72%	1.83%	2.42%	1.80%	2.46%	0.93%
Hispanic/Latino	2	4	2	4	2	4	2	5	2	5	2	3
	0.65%	1.67%	0.67%	1.67%	0.69%	1.67%	0.78%	2.28%	0.81%	2.25%	0.82%	1.39%
American Indian/ Native Alaskan	2	1	1	1	1	1	1	1	1	1	1	1
	0.65%	0.42%	0.34%	0.42%	0.34%	0.42%	0.39%	0.46%	0.40%	0.45%	0.41%	0.46%
Asian	23	8	21	10	19	10	16	10	16	9	16	9
	7.52%	3.33%	7.07%	4.17%	6.55%	4.18%	6.23%	4.57%	6.45%	4.05%	6.56%	4.17%
White	264	217	257	217	253	215	228	196	220	200	216	192
	86.27%	90.42%	86.53%	90.42	87.24%	89.96%	88.72%	89.50%	88.71%	90.09%	88.52%	88.89%
Two or More Races	4	2	3	2	3	2	3	2	3	2	3	3
	1.31%	0.83%	1.01%	0.83%	1.03%	0.84	1.17%	0.91%	1.2%	0.90%	1.23%	1.39%
Unreported	1	1	3	1	3	1	0	1	0	1	0	1
	0.33%	0.42%	1.01%	0.42%	1.03%	0.42%	1.03%	0.46%	0	0.45%	0	0.46%
Total	306	240	297	240	290	239	257	219	248	222	244	216

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

	2017	2017	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Black/African American	3	0	2	1	1	1	0	0	0	0	0	0
	5.88%	0	4.44%	1.61%	2.44%	1.69%	2.44%	1.69%	0	0	0	0
Hispanic/Latino	1	0	1	0	1	0	0	0	0	1	0	0
	1.96%	0	2.22%	0	2.44%	0	2.44%	0	0	2.04%	0	2.04%
American Indian/ Native Alaskan	1	0	1	0	1	0	1	0	1	0	1	0
	1.96%	0	2.22%	0	2.44%	0	2.94%	0	2.94%	0	3.25%	0
Asian	1	1	1	1	1	1	0	1	0	0	1	0
	1.96%	1.43%	2.22%	1.61%	2.44%	1.69%	2.44%	2.13%	0	2.13%	3.25%	0
White	45	67	40	58	37	55	33	45	33	47	29	39
	88.24%	95.71%	88.89%	93.55%	90.24%	93.22%	97.06%	95.74%	97.06%	95.92%	93.55%	95.12%
Two or More Races	0	1	0	1	0	1	0	1	0	1	0	2
	0	1.43%	0	1.61%	0	1.69%	0	2.13%	0	2.04%	0	4.87%
Unreported	0	1	0	1	0	1	0	0	0	0	0	0
	0	1.43%	0	1.61%	0	1.69%	0	1.69%	0	0	0	0
Total	51	70	45	62	41	59	34	47	34	49	31	41

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

	2017	2017	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Black/African American	1	0	1	0	1	0	0	0	0	0	0	0
	4.17%	0	4.76%	0	5.00%	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	23	33	20	29	19	28	14	23	16	24	12	19
	95.83%	100.00%	95.24%	100.00%	95.00%	100.00%	100.00%	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	24	33	21	29	20	28	14	23	16	24	12	19

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