FERRIS STATE UNIVERSITY

2022-2023 Diversity, Equity, Inclusion and Belonging Report

Prepared by the
Diversity, Inclusion, and Strategic Initiatives Office
1201 State Street, CSS 312
Big Rapids, MI 49307
231-591-3946

ferris.edu/diversity

Introduction

In 2023, conservative politicians intensified opposition to Diversity, Equity, Inclusion, and Belonging (DEIB) initiatives in U.S. public universities, proposing bills to ban diversity training, restrict diversity statements, and eliminate considerations of race, sex, and other factors in admissions and employment. In 2023, 40 such bills had been introduced in 22 states, signaling a widespread attempt to curtail DEIB efforts. The anti-DEIB movement gained momentum after a U.S. Supreme Court decision—*Students for Fair Admissions, Inc.* (SFFA) *v. President & Fellows of Harvard College (Harvard)* and *SFFA v. University of North Carolina (UNC)*, Nos. 20-1199 & 21-707—was passed on June 29, 2023. That High Court ruling ended race-conscious admission programs nationwide, invalidating them at prestigious institutions. The impact is palpable, with some faculty expressing concerns—even fears—in addressing issues of racism, sexism, or homophobia in their classrooms, particularly in states like Florida and Texas.

Some universities have opted to remove the term "diversity" from the titles of their offices and officers. Regrettably, some institutions have suspended their DEIB policies and initiatives. In contrast, Ferris State University espouses a different approach, demonstrating a commitment to integrating DEIB principles into its organizational framework. For example, The University recently adopted its third DEIB plan, *Helping Others Rise: A Diversity, Equity, Inclusion, and Belonging Plan for Ferris State University 2023-2027*.

There Is a Home for You at Ferris State University was the DEIB plan that guided the University from 2016 to 2023. This year's annual assessment, *Diversity at Ferris 2020-23,* gauges the University's progress toward meeting the strategic goals in that plan. The goals are presented in red, followed by a) areas of progress and achievement, b) challenges, and c) recommendations. The information in this document relies heavily on the annual DEIB reports provided by the divisions across the University and academic colleges; see Appendix A.

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

The University's latest diversity plan significantly emphasizes an institutional commitment to belonging. Belonging is defined in the document as "feeling valued, respected, supported, and empowered in your professional, educational, and personal endeavors." This marks the first instance of such inclusion in a major university document. In the upcoming 2024 strategic plan, "Ferris Forward: Relevant and Responsive," belonging is one of the four pillars.

Progress and Achievements

There are instances across the University of students, faculty, and staff addressing this goal. Below is a sample of the work done in this area.

1. There is a DEIB work team in each division and college at the University.
2. The University has a Campus Climate Team (CCT). The CCT collaborates with individuals and groups to create a more welcoming environment for every community member who calls Ferris home. Through assessment, analysis, understanding, and education, the CCT continuously improves our campus climate and addresses incidents of bias (explicit or implicit), harassment, or discrimination.
3. The Office of the Vice President and General Counsel oversaw training, workshops, and development programs related to equal opportunity, affirmative action, anti/harassment/non-discrimination, respectful workplace, employee and student dignity policy, non-discrimination, and diversity appreciation. The office also investigates and addresses complaints of discrimination, harassment, retaliation, and other concerns related to employee and student dignity and labor relations issues against the University and its community members.
4. All student-athletes were provided Title IX training.
5. A seminar on testing accommodations and Title IX/Diversity concerns was held for Michigan College of Optometry (MCO) faculty and staff. The seminar was led by Education Counseling and Disabilities Services (ECDS) personnel and helped establish strong working relationships between the offices.
6. The Office of Multicultural Student Services (OMSS), the Hispanic/Latino Cultural Center, and the LGBTQ+ Resource Center sponsored many events associated with Hispanic Heritage (September), Domestic Violence Awareness & LGBTQ+ History (October), Native American Heritage Celebration (November), Trans Day of Remembrance (November), Black History (February), Multicultural Graduate Recognition Celebration (March), and Lavender Graduation (April).
7. The Office of International Education hosted events that created a sense of community, fostered institutional pride, and provided spaces for campus-wide discussions.
8. The Rock Café and Quad Café offered menus that appeal to regional and international cultures. Dining Services participated in the first annual *Queer & Glad You're Here* welcome program presented by the LGBTQ+ Resource Center.

9. The College of Health Professions (CHP) identified and created a comfortable space as a lactation room to support faculty, staff, and students.
10. The University fully endowed a new scholarship supporting first-generation students.

Challenges

Fostering a university environment that continually upholds diversity, equity, inclusion, and a sense of belonging requires ongoing dedication. Upholding these principles entails continuous dialogue and proactive steps to raise awareness, creating a campus atmosphere that embraces and values each individual.

Recommendations

1. Institute regularly administered climate surveys and other information-gathering tools for students, faculty, and staff, such as focus groups, town hall meetings, and topical discussion groups, using the data collected by these tools to inform policy and practice.
2. Provide confidential and easily accessed processes for students to report grievances.
3. Include DEIB responsibilities and performance indicators, as appropriate, in employee evaluations.
4. Develop, deliver, and strongly encourage diversity, discrimination, and harassment training for all employees and students, emphasizing fostering equity-minded educational environments.

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

The effectiveness of a DEIB plan hinges on the capacity of planners and campus leaders to cultivate and uphold widespread support throughout the university community. Establishing and retaining this support necessitates a range of initiatives, all of which demand a substantial investment in human and financial resources.

Progress and Achievements

1. The Office of Multicultural Student Services, the LGBTQ+ Resource Center, and the Hispanic/Latino Cultural Center were moved to the Diversity, Inclusion, and Strategic Initiatives Office (DISIO). This move will help align and improve the work done in these offices.
2. The DISIO hired a Senior DEIB Officer to help guide the University's efforts to become a more inclusive institution. That person will also help supervise the Office of Multicultural Student Services and the Hispanic/Latino Cultural Center.
3. Kendall College of Art and Design (KCAD) partnered with the Big Rapids campus to host the OMSS and LGBTQ+ staff with regular hours to support KCAD students. Also, a Black, Indigenous, People of Color (BIPOC) Affinity

group at KCAD became an established Registered Student Organization. There are comparable organizations on the Big Rapids campus.

Challenges

There is an increasing call for establishing an Intercultural Center at the University, mirroring similar structures in numerous colleges and universities across the state. This center would serve as a home for existing offices dedicated to underrepresented groups and provide a designated space for those, such as Native American, Asian, Pacific Islander, and Desi-American (APIDA) students, who currently lack such accommodations. Unfortunately, the University lacks the financial means to construct this facility, and the current political climate at both the national and state levels makes it unlikely that government funds will be accessible for this purpose.

Recommendations

1. Develop a comprehensive system of accountability and assessment that quantifies the University's performance relative to specified DEIB goals.
2. Develop a plan that addresses access for students and staff with diverse needs, such as gender-neutral bathrooms, prayer /meditation rooms, lactation spaces, and physical access to campus facilities.
3. Ensure all facilities and communication platforms are fully accessible and universal design practices are implemented throughout the University.
4. Explore opportunities for creating an intercultural center.

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

Ferris originated as an opportunity-driven institution. Since its inception, a dedication to fostering a diverse student body has remained integral to our mission, offering educational opportunities to individuals who might not otherwise attend a university. This longstanding commitment provides relevancy for our present-day students, who will navigate an increasingly diverse global landscape. The University is devoted to aligning a diverse student body with academic excellence, as demonstrated by including "Student Excellence" as one of the pillars in the new strategic plan.

Progress and Achievements

1. There are longstanding graduation gaps between white students and many students from underrepresented groups, see Appendix B. As an opportunity institution, the University enrolls many students from low-income backgrounds, as evidenced by the number of students eligible for financial aid or enrolled in the Tuition Incentive Program, see Appendix C and Appendix D. Additionally, the University has a significant number of first-generation students, see Appendix E.
2. The University made a sizeable financial investment by financing the adoption of Navigate, a leading student CRM (customer relations management system). It enables faculty and staff to communicate with students, view their information, run

reports, and conduct outreach. The adoption of Navigate as part of the Ferris Equity Initiative was designed to improve the academic performance of all students, particularly those from groups with high attrition rates.

3. The College of Health Professions signed a partnership with AXIOM/MedStar to recruit students from India into Nursing. The College of Health Professions (CHP), College of Business (COB), College of Arts, Science, and Education (CASE), MCO, College of Pharmacy (COP), and the College of Engineering Technology (CET) are planning with the Autonomous University of Mexico State to recruit students and faculty from Mexico into programs that include but are not limited to, Nursing, Dental Hygiene, Optometry, Plastics, Automotive, Pharmacy, Information Security, and World Languages.

4. The University continues to grow support for first-generation students while also elevating Ferris's national recognition as a leader in supporting those who are the first in their families to attend and complete college. Led by Dr. David McCall and first-generation advocates across campus, Ferris received notification from the National Association of Student Personnel Administrators (NASPA) on January 20, 2023, confirming acceptance as a First Scholars institution.

5. Retention and Student Services applied for the Title III SIP Grant. This grant would provide strategic and intentional support for first-generation low-income students through a holistic approach to student success. They also applied for and received $607,000 in funding through the King-Chávez-Parks (KCP) Student Support Services (4S) grant program to assist those students most likely to benefit from additional academic readiness support.

6. Since 2015, there has been a noticeable increase in the number of (and percentage of) racial and ethnic minorities in the Honors Program; see Appendix F. This is an example of how DEIB work can be linked to academic excellence.

Challenges

During the last eight years, Ferris has experienced a significant decrease in student enrollment, see Appendix B. In 2015, there were 14,715 students enrolled; by 2023, that number had dropped to 9,918. This represents a 32.6 percent decrease. The decline has not been as steep for students from underrepresented populations, but it has been significant. In 2015, there were 2,999 students from underrepresented populations, by 2023, there were 2,174, representing a 27.5 percent decrease. Despite this decrease, the percentage of underrepresented students at Ferris increased from 20.4 percent in 2015 to 21.9 percent in 2023.

Recommendations

1. Where possible, identify and create scholarships that target underrepresented students.
2. Each college should develop a DEIB Plan that identifies, implements, and supports practices addressing achievement gaps—persistence and graduation—between white and students of color.
3. Work across the University's divisions to increase the number of students engaged with Navigate.
4. Develop a comprehensive retention plan.

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

The University needs to consistently prioritize recruiting and retaining a diverse workforce, particularly concerning race and ethnicity. While there have been efforts such as task forces, the examination of best practices, and some hirings, historical emphasis on this issue has yet to become a top priority for administrative or faculty leaders.

Progress and Achievements

As mentioned earlier in this document, the University has committed itself to creating a culture of inclusion and belonging. The specific initiatives and actions to achieve this goal will be included in the new strategic plan.

1. Human Resources added a section to PageUp for all searches to provide a Diversity Recruitment Plan. This information can be pulled for easy reporting.
2. In the Fall of 2023—a period not covered by this report—there were several racial minorities hired in administrative positions at the University, including the Director of the Department of Public Safety, an advancement officer, and the Director and Assistant Director positions at the Office of Multicultural Student Services.

Challenges

Hiring a diverse workforce is a persistent challenge for many predominantly white institutions, including Ferris. The number and percentage of employees from underrepresented groups at Ferris is one of the lowest in the state, Appendix H. A particularly troubling situation is the relatively low number of faculty from racial and ethnic groups, see Appendix H.

An equally daunting challenge involves retaining employees from underrepresented groups, see Appendix I. Ferris has witnessed a significant decrease in "diverse" employees. Some left for promotions at other institutions. Some retired. Still, others left because they did not feel a strong sense of belonging at the University. To

date, we have not identified gender-diverse employees, which, in turn, skews the data on underrepresented populations, as not everyone identifies as male or female.

As minoritized employees navigate the unwritten rules of the workplace, they are less likely to benefit from the guidance of sponsors and mentors, who often gravitate toward employees of their race, sex, gender, or ideological slants.

Specific job categories at Ferris provide inadequate compensation, making it challenging to attract minorities to relocate to Big Rapids. Additionally, the surrounding community near the main campus may not always be welcoming to individuals from underrepresented populations.

Recommendations

1. Hold every division and college accountable for bringing DEIB excellence into recruitment and hiring practices.
2. Design and implement a well-organized, intentional, and strategically planned employee mentorship program.

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

Diversity, Equity, Inclusion, and Belonging (DEIB) represent a crucial pathway to achieving institutional excellence at the University. This DEIB commitment is fundamental to shaping the educational landscape. It is imperative that this dedication permeates and is reflected in the teaching and learning processes throughout the University.

Progress and Achievements

1. Multiple departments, including Mathematics, Biosciences, English, Languages, and World Literature, collaborate across CASE in the Cross-Curricular Career Community (C-4) program, a multi-semester learning community for students with three developmental placements. Guided by a business management-inspired accountability framework, the program includes relational advising, course acceleration, program transition, student mentoring, and a faculty learning community focused on retention. Tailored for economically disadvantaged and diverse-background students entering Ferris, C-4 is well-suited for those from underserved communities.
2. CASE supports faculty in and outside the College to enable the work of the Shoah committee. In partnership with the Provost's office and the Faculty Center for Teaching and Learning (FCTL), CASE empowers the work of the Shoah faculty learning committee. Additionally, a Social Justice major was created in 2021. The anticipated student interest has not materialized.

3. In CRIM 110 (Intro. to Criminal Justice), students undergo a week-long lesson covering policing in the Jim Crow Era and Sundown Towns. The lesson features a tour of the Jim Crow Museum and a lecture that concludes with a small group discussion. In this discussion, students, acting as officers, analyze and detail their approach to investigating a case involving a woman reporting an incident related to the skin color of two children.

4. Inclusive teaching in the healthcare field is paramount as it directly influences the quality of patient care, fosters a positive learning environment, and addresses the diverse needs of patients and healthcare professionals. CHP continues to partner with the Grand Rapids African American Health Institute (GRAAHI), supporting a Cohort of Nursing and Dental Hygiene students. Dan Wrubel from the Michigan College of Optometry (MCO) led a Volunteer Optometric Services to Humanity (VOSH) mission trip to Dominica in August 2022. The team included eight fourth-year MCO interns and four Ferris pre-optometry students.

5. KCAD launched the KCAD Design Academy, an initiative that provides Grand Rapids Public Schools (GRPS) students with opportunities to explore the world of design and the design process through hands-on learning experiences guided by KCAD faculty members and local design professionals.

6. Through collaboration between the Faculty Center for Teaching and Learning (FCTL) and the Ferris Library for Information, Technology, and Education (FLITE), a multipart series helped further expand open educational resource (OER) utilization. The FCTL facilitated many sessions, including but not limited to: Shoah Genocide Education faculty learning community (multiple sessions); What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching (2021) book discussion group (various sessions); and Launch of the Enhancing Student Learning and Success in Persistently Challenging Courses grants program.

Continued Challenges

Ferris State University has one of the least diverse faculties among Michigan's four-year public institutions. Diverse faculty enrich the academic environment, provide varied perspectives, and serve as role models, inspiring students from underrepresented backgrounds. They contribute to a more inclusive learning environment, fostering open dialogue and preparing students for the workforce.

Recommendations

1. Academic Affairs is in the process of developing an Academic Strategic Plan. That plan should include significant goals and strategies for incorporating diversity and inclusion in teaching, learning, and research.

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

University partnerships are essential because they improve learning, encourage new research ideas, connect academics with industry, and create an active global learning environment. Under the leadership of President Pink and Provost Fleischman, Ferris has committed itself to forming partnerships that are beneficial to the University and its students and also serve the public good. For example, the University's collaboration with Crystal Mountain should result in internships for Ferris students. The University also works with Mexican General Consul Roberto Nicolas to explore partnership opportunities. Additional partnerships include, but are not limited to, BAMF, the West Michigan Hispanic Chamber of Commerce, the Hispanic Center of Western Michigan, the Mecosta Osceola Intermediate School District (MOISD), and the Grand Rapids Chamber of Commerce.

Progress and Achievements

1. The University created the position of Special Assistant to the President for Innovation and Entrepreneurship. Dr. Kasey Thompson, Associate Professor of Business Ethics, Business, and Strategy, holds this position. Dr. Thompson, a former Director of Global Menu Strategy for a Fortune 250 company, will manage external partnerships for the University.

2. The Career and Professional Success office formed 57 new employer connections through a partnership with the Aerospace Industry Association of Michigan.

3. Ferris signed a five-year partnership with the National Security Agency to enhance STEM education.

4. In what is referred to as a "Comprehensive Partnership," Ferris State University and Crystal Mountain signed a first-of-its-kind agreement that provides a broad range of career exploration, employment, and internship options for students and employee training opportunities.

5. Alta Equipment Company recently committed to becoming the founding donor for the Heavy Equipment 'Partners in Success' Endowment, which will provide programmatic support for recruiting and engagement costs.

Continued Challenges

As the University continues to expand its partnerships, it will likely face several challenges. Universities and external partners often have distinct goals and priorities. More resources, both financial and human, may help the development of partnerships. Universities and external entities must allocate sufficient resources to establish and maintain effective collaborations. Establishing successful partnerships requires a long-term commitment from all parties involved. Maintaining enthusiasm and sustaining

efforts over time can be challenging, particularly when faced with changing leadership or shifting priorities.

Recommendations

The following recommendations are offered:

1. Measure success and demonstrate the tangible benefits for all Ferris stakeholders.

2. Develop clear risk management strategies and a shared understanding of acceptable risk levels.

3. Prioritize partnerships—and be willing to end some partnerships as new ones emerge.

Conclusion

The University is dedicated to DEIB, acknowledging progress and addressing persistent challenges such as retention gaps and workforce diversity. Retaining employees of color should be a priority across all divisions. Creating an inclusive community involves dismantling barriers for every student and fostering an environment where all individuals are valued, regardless of background. We must ensure an inclusive campus where every student and employee feels a sense of ownership, including racial minorities, those from other nations, those with disabilities, and members of LGBTQ+ communities. George Bernard Shaw, the renowned literary critic, once asserted, "Progress is impossible without change, and those who cannot change their minds cannot change anything." For Ferris to thrive, it necessitates a collective willingness among the members of the Ferris community to reconsider institutional processes, practices, and priorities—and subsequently implement necessary changes. Furthermore, Ferris faces the challenge of instigating cultural shifts. For the first time in the University's history, *belonging* is a pillar in the institution's strategic plan. Embracing and fostering this cultural change will be instrumental in shaping Ferris's future trajectory.

Appendix A
Divisional/College Reports

Division/College	Annual Progress Report
Academic Affairs	Yes
Administration and Finance	Yes
General Counsel	Yes
Kendall College of Art and Design	Yes
Student Affairs	Yes
University Advancement and Marketing	Yes

Appendix B
Comparative Enrollment by Race/Ethnic Origin*

Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
American Indian/Alaskan Native	76 .523%	83 .564%	78 .534%	76 .517%	81 .571%	74 .536%	61 .460%	66 .529%	61 .546%	52 .502%	75 .745%	79 .79%
Asian	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%	168 1.69%
Black/ African American	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%	850 8.57%
International	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%	153 1.54%
Hispanic/Latino	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%	631 6.36%
Native Hawaiian/ Pacific Islander	7 .048%	8 .054%	7 .048%	10 .068%	12 .084%	8 .058%	10 .075%	8 .064%	4 .036%	5 .050%	9 .089%	8 .08%
Two or More Races	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%	285 2.87%
White	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%	7329 73.89%
Unreported	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%	415 4.18%
Total	14,533	14,707	14,600	14,715	14,187	13,798	13,250	12,472	11,165	10,361	10,072	9,918

* Data regarding the ethnic and racial identities of Ferris State University students obtained from the Fall 2023 4th Day Extract.

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

Appendix C
Total Eligible, Total Receiving Aid, and Aid Totals

Aid Year	Applications Received	Total Fall Undergrads in an Aid-Eligible Program	Number of Students Receiving Any Aid	Percent of Total Receiving Any Aid	Fall Undergrads Total Aid	Pell Student Count	Pell Percent of Total	Need-Based Aid Student Count	Need-Based Aid Percent of total
16-17	23,556	11,998	9,964	83.0%	$135,111,000	4,722	39.4%	7,274	60.6%
17-18	26,242	11,525	9,665	83.9%	$133,350,000	4,718	40.9%	7,163	62.2%
18-19	25,633	10,971	9,056	82.5%	$124,850,000	4,333	39.5%	6,539	59.6%
19-20	24,258	10,358	8,754	84.5%	$122,549,000	4,001	38.6%	6,050	58.4%
20-21	22,579	9,538	7,997	83.8%	$108,301,000	3,481	36.5%	5,413	56.8%
21-22	20,243	8,765	7,352	83.9%	$102,062,000	3,206	36.2%	4,841	55.2%
22-23*	20,536	8,358	7,215	86.3%	$109,382,000	3,047	36.5%	4,586	55.0%

Appendix D
Tuition Incentive Program Enrollment

	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
TIP Data - Phase 1 Students	748	865	1014	1102	1206	1145	878	1150	1285	1221	1139	1185	1269
TIP Data - Phase 2 Students	138	175	186	143	155	208	398	418	405	372	411	418	399
Total	886	1040	1200	1245	1361	1353	1276	1568	1690	1593	1550	1603	1668
TIP Phase 1 FTIAC's	316	408	431	422	470	445	358	512	634	457	395	516	572
Ethnicity - TIP Scholars	**Fall 11**	**Fall 12**	**Fall 13**	**Fall 14**	**Fall 15**	**Fall 16**	**Fall 17**	**Fall 18**	**Fall 19**	**Fall 20**	**Fall 21**	**Fall 22**	**Fall 23**
American Indian/Alaskan Native	4	3	6	7	3	6	5	7	6	9	8	12	16
Asian	13	13	9	7	11	15	13	11	13	7	10	12	16
Black/African American	228	269	281	267	319	312	244	329	388	335	320	333	377
Hispanic/Latino	37	53	58	77	89	106	119	151	174	167	165	190	199
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	1	2	1	1	0	0	1
Two or More Races	29	50	73	72	79	73	79	106	107	105	77	66	61
Unreported	16	26	29	23	15	13	10	12	5	6	26	40	58
White	559	626	744	792	845	828	805	950	996	963	944	950	940
Total	886	1040	1200	1245	1361	1353	1276	1568	1690	1593	1550	1603	1668

Fall 23 Enrollment Per Webfocus Report SE0002SB - TIP Student Demographics

*Not counted in the total number of students.

Appendix E
First Generation College Student*

Aid Year	Student Count	Percent of Total Undergrad Students	Percent Receiving Any Aid
16-17	2,890	24%	96.1%
17-18	2,749	24%	96.1%
18-19	2,492	23%	95.6%
19-20	2,290	22%	96.1%
20-21	2,100	22%	94.4%
21-22	1,845	21%	94.5%
22-23*	1,749	21%	95.8%

*Degree-seeking undergraduates in aid-eligible major

Appendix F
Honors Enrollment by Race/Ethnic Origin

Race/Ethnicity	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
African American	13 1.49%	14 1.40%	15 1.45%	15 1.74%	18 2.19%	16 2.07%	25 3.41%	19 3.19%	23 4.48%	30 5.44%
American Indian/Alaskan Native	0 0.00%	1 0.10%	2 0.19%	3 0.35%	2 0.24%	0 0.00%	1 0.14%	0 0.00%	3 0.58%	3 0.54%
Asian	18 2.07%	22 2.20%	18 1.74%	21 2.43%	17 2.07%	16 2.07%	13 1.77%	15 2.52%	17 3.31%	19 3.45%
Hispanic/Latino	21 2.41%	31 3.10%	33 3.19%	29 3.36%	34 4.13%	23 2.98%	27 3.68%	22 3.70%	30 5.84%	30 5.44%
International	2 0.23%	2 0.20%	1 0.10%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Native Hawaiian/Pac Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 0.12%	0 0.00%	0 0.00%	1 0.17%	1 0.19%	0 0.00%
Other	0 0.00%	0 0.00%	0 0.00%	3 0.35%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Two or More Races	21 2.41%	23 2.30%	28 2.71%	23 2.66%	33 4.01%	28 3.62%	25 3.41%	20 3.36%	13 2.53%	8 1.45%
Unknown	17 1.95%	12 1.20%	19 1.84%	4 0.46%	5 0.61%	9 1.16%	8 1.09%	6 1.01%	13 2.53%	17 3.09%
White, not of Hispanic Origin	780 89.66%	898 89.71%	920 88.89%	766 88.66%	713 86.63%	681 88.10%	635 86.51%	512 86.05%	413 80.50%	444 80.58%
Total	870	1001	1035	864	823	773	734	595	513	551

Appendix G
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	Cohort Population	Year 2	Year 3	Year 4	Year 5	Year 6
2013 Fall	American Indian/Alaska Native	5	0%	0%	40%	40%	40%
	Asian	8	13%	13%	13%	13%	38%
	Black/African American	147	0%	5%	13%	26%	32%
	Hispanic/Latino	40	0%	10%	28%	40%	43%
	International	8	13%	50%	50%	50%	50%
	Two or More Races	68	1%	6%	21%	32%	32%
	Unreported	19	11%	11%	26%	37%	42%
	White	955	8%	19%	38%	51%	55%
2014 Fall	American Indian/Alaska Native	5	0%	0%	20%	20%	20%
	Asian	13	15%	23%	31%	38%	38%
	Black/African American	142	1%	8%	22%	30%	35%
	Hispanic/Latino	54	0%	7%	30%	37%	39%
	International	5	0%	20%	40%	60%	60%
	Two or More Races	56	7%	14%	29%	38%	39%
	Unreported	11	27%	36%	45%	45%	45%
	White	907	9%	25%	43%	51%	54%
2015 Fall	American Indian/Alaska Native	4	25%	25%	25%	25%	25%
	Asian	19	16%	47%	58%	63%	63%
	Black/African American	176	0%	6%	16%	21%	23%
	Hispanic/Latino	74	4%	19%	31%	39%	43%
	International	8	0%	0%	25%	25%	25%
	Native Hawaiian/Pacific Islander	1	0%	0%	100%	100%	100%
	Two or More Races	64	5%	19%	31%	39%	48%
	Unreported	4	25%	50%	50%	75%	75%
	White	943	11%	30%	44%	52%	55%
2016 Fall	American Indian/Alaska Native	7	0%	14%	29%	43%	43%
	Asian	22	9%	18%	36%	45%	55%
	Black/African American	139	1%	10%	22%	29%	33%
	Hispanic/Latino	78	13%	22%	36%	47%	50%
	International	7	0%	29%	29%	57%	57%
	Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
	Two or More Races	63	13%	21%	30%	40%	44%
	Unreported	7	0%	29%	29%	43%	57%
	White	809	12%	29%	46%	53%	56%
Fall 2017	American Indian/Alaska Native	6	0%	0%	0%	0%	0%
	Asian	12	8%	25%	33%	42%	58%
	Black/African American	150	1%	7%	13%	20%	22%
	Hispanic/Latino	95	6%	17%	28%	36%	40%
	International	5	0%	20%	20%	60%	80%
	Native Hawaiian/Pacific Islander	1	0%	0%	0%	0%	0%
	Two or More Races	61	8%	18%	28%	41%	43%
	Unreported	9	11%	22%	33%	56%	56%
	White	889	12%	27%	44%	54%	57%

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

Year Entering	Race/Ethnicity	Cohort Population	Year 2	Year 3	Year 4	Year 5	Year 6
2013 Fall	American Indian/Alaska Native	7	0%	0%	0%	14%	29%
	Asian	6	0%	17%	33%	83%	83%
	Black/African American	17	0%	0%	0%	12%	18%
	Hispanic/Latino	26	0%	0%	19%	50%	50%
	International	19	0%	5%	26%	42%	42%
	Two or More Races	19	5%	5%	21%	42%	42%
	Unreported	11	0%	0%	18%	27%	36%
	White	599	1%	8%	36%	54%	58%
2014 Fall	American Indian/Alaska Native	4	0%	0%	25%	50%	50%
	Asian	12	0%	0%	8%	42%	50%
	Black/African American	14	0%	7%	14%	29%	29%
	Hispanic/Latino	27	0%	0%	37%	44%	44%
	International	25	4%	16%	24%	56%	60%
	Two or More Races	26	0%	4%	31%	50%	62%
	Unreported	4	0%	0%	0%	50%	50%
	White	566	1%	6%	43%	60%	64%
2015 Fall	American Indian/Alaska Native	1	0%	0%	0%	0%	0%
	Asian	8	0%	0%	25%	25%	38%
	Black/African American	20	0%	0%	20%	35%	45%
	Hispanic/Latino	30	0%	3%	20%	33%	40%
	International	22	0%	0%	23%	32%	32%
	Native Hawaiian/Pacific Island	1	0%	0%	0%	100%	100%
	Two or More Races	17	0%	12%	53%	65%	65%
	Unreported	3	0%	0%	67%	100%	100%
	White	519	1%	7%	41%	57%	60%
2016 Fall	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
	Asian	12	0%	25%	50%	75%	75%
	Black/African American	21	0%	0%	10%	38%	38%
	Hispanic/Latino	30	0%	0%	23%	33%	40%
	International	11	0%	0%	55%	55%	55%
	Native Hawaiian/Pacific Islander	1	0%	0%	100%	100%	100%
	Two or More Races	21	5%	5%	43%	71%	71%
	Unreported	6	0%	17%	17%	50%	50%
	White	552	1%	6%	36%	56%	61%
2017 Fall	American Indian/Alaska Native	6	0%	0%	0%	0%	0%
	Asian	12	8%	25%	33%	42%	58%
	Black/African American	17	1%	7%	13%	20%	22%
	Hispanic/Latino	95	6%	17%	28%	36%	40%
	International	5	0%	20%	20%	60%	80%
	Native Hawaiian/Pacific Islander	1	0%	0%	0%	0%	0%
	Two or More Races	61	8%	18%	28%	41%	43%
	Unreported	9	11%	22%	33%	56%	56%
	White	889	12%	27%	44%	54%	57%

.

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
2013 Fall	American Indian/Alaska Native	12	0%	0%	17%	25%	33%
	Asian	14	7%	14%	21%	43%	57%
	Black/African American	164	0%	4%	12%	24%	30%
	Hispanic/Latino	66	0%	6%	24%	44%	45%
	International	27	4%	19%	33%	44%	44%
	Two or More Races	87	2%	6%	21%	34%	34%
	Unreported	30	7%	7%	23%	33%	40%
	White	1554	5%	15%	37%	52%	56%
2014 Fall	American Indian/Alaska Native	9	0%	0%	22%	33%	33%
	Asian	25	8%	12%	20%	40%	44%
	Black/African American	156	1%	8%	21%	30%	34%
	Hispanic/Latino	81	0%	5%	32%	40%	41%
	International	30	3%	17%	27%	57%	60%
	Two or More Races	82	5%	11%	29%	41%	46%
	Unreported	15	20%	27%	33%	47%	47%
	White	1473	6%	18%	43%	55%	58%
2015 Fall	American Indian/Alaska Native	5	20%	20%	20%	20%	20%
	Asian	27	11%	33%	48%	52%	56%
	Black/African American	196	0%	5%	17%	22%	26%
	Hispanic/Latino	104	3%	14%	28%	38%	42%
	International	30	0%	0%	23%	30%	30%
	Native Hawaiian/Pacific Islander	2	0%	0%	50%	100%	100%
	Two or More Races	81	4%	17%	36%	44%	52%
	Unreported	7	14%	29%	57%	86%	88%
	White	1462	7%	22%	43%	54%	57%
2016 Fall	American Indian/Alaska Native	7	0%	14%	29%	43%	43%
	Asian	34	6%	21%	41%	56%	62%
	Black/African American	160	1%	9%	20%	31%	34%
	Hispanic/Latino	108	9%	16%	32%	44%	47%
	International	18	0%	11%	44%	56%	56%
	Native Hawaiian/Pacific Islander	1	0%	0%	100%	100%	100%
	Two or More Races	84	11%	17%	33%	48%	51%
	Unreported	13	0%	23%	23%	46%	54%
	White	1361	7%	20%	43%	54%	58%
2017 Fall	American Indian/Alaska Native	7	0%	0%	0%	0%	0%
	Asian	23	4%	13%	22%	26%	39%
	Black/African American	167	1%	7%	11%	20%	22%
	Hispanic/Latino	119	5%	15%	30%	40%	45%
	International	19	0%	11%	26%	63%	68%
	Native Hawaiian/Pacific Islander	1	0%	0%	0%	0%	0%
	Two or More Races	81	6%	15%	27%	41%	44%
	Unreported	15	7%	13%	27%	47%	47%
	White	1344	8%	20%	41%	54%	57%

*Data from Institutional Research and Testing Updated Fall 2023.

Appendix H
Full-Time Workforce and Faculty

Ferris State University – Full-time Workforce*

	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female	2021 Male	2021 Female	2022 Male	2022 Female	2023 Male	2023 Female
Black/African American	24	19	20	17	19	14	16	17	17	16	17	14
	3.91%	2.71%	3.33%	2.51%	3.25%	2.25%	3.04%	2.8%	3.27%	2.7%	3.14%	2.4%
Hispanic/Latino	6	11	8	9	8	11	8	13	6	8	6	9
	0.98%	1.57	1.33%	1.33%	1.48%	1.77%	1.52%	2.12%	1.15%	1.36%	1.10%	1.56%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA`	NA	NA	NA	NA	1	0
											0.18%	
American Indian/ Native Alaskan	3	2	3	2	1	1	1	2	1	3	2	3
	0.49%	0.29%	0.50%	0.30%	0.19%	0.16%	0.19%	0.33%	0.19%	0.51%	0.36%	0.52%
Asian	23	18	22	18	20	19	20	19	20	16	20	18
	3.75%	2.57%	3.66%	2.66%	3.70%	3.05%	3.80%	3.10%	3.85%	2.73%	3.69%	3.13%
White	547	645	535	624	484	571	474	556	467	535	486	521
	89.09%	92.14%	89.02	92.31%	89.63%	91.65%	89.94%	90.85%	89.98%	91.45%	89.83%	90.60%
Two or More Races	7	3	8	3	8	4	8	4	7	6	6	7
	1.14%	0.43%	1.33%	0.44%	1.48%	0.64%	1.52%	0.65%	1.34%	1.02%	1.10%	1.21%
Unreported	4	2	5	3	0	3	0	1	1	1	3	3
	0.65%	0.29%	0.83%	0.44%		0.48%		0.16%	0.19	0.17%	0.55%	0.52%
Total	614	700	601	676	540	623	527	612	519	585	541	575

Ferris State University – Full-time Faculty*

	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female	2021 Male	2021 Female	2022 Male	2022 Female	2023 Male	2023 Female
Black/African American	10 3.37%	5 2.08%	9 3.10%	6 2.51%	7 2.72%	4 1.83%	6 2.42%	4 1.80%	6 2.45%	2 0.92%	5 2.29%	2 1.20%
Hispanic/Latino	2 0.67%	4 1.67%	2 0.69%	4 1.67%	2 0.78%	5 2.28%	2 0.81%	5 2.25%	2 0.81%	3 1.38%	2 0.91%	4 2.40%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA`	NA	NA	NA	NA	0	0
American Indian/ Native Alaskan	1 0.34%	1 0.42%	1 0.34%	1 0.42%	1 0.39%	1 0.46%	1 0.40%	1 0.45%	1 0.40%	1 0.46%	1 0.45%	1 0.60%
Asian	21 7.07%	10 4.17%	19 6.55%	10 4.18%	16 6.23%	10 4.57%	16 6.45%	9 4.05%	16 6.55%	9 4.16%	17 7.79%	10 6.02%
White	257 86.53%	217 90.42	253 87.24%	215 89.96%	228 88.72%	196 89.50%	220 88.71%	200 90.09%	216 88.52%	192 88.88%	190 87.15%	147 88.55%
Two or More Races	3 1.01%	2 0.83%	3 1.03%	2 0.84	3 1.17%	2 0.91%	3 1.2%	2 0.90%	3 1.2%	3 1.38%	3 1.37%	1 0.60%
Unreported	3 1.01%	1 0.42%	3 1.03%	1 0.42%	0	1 0.46%	0	1 0.45%	0	1 0.46%	0	1 0.60%
Total	297	240	290	239	257	219	248	222	244	216	218	166

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

	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female	2021 Male	2021 Female	2022 Male	2022 Female	2023 Male	2023 Female
Black/African American	2 4.44%	1 1.61%	1 2.44%	1 1.69%	0	0	0	0	0	0	0	0
Hispanic/Latino	1 2.22%	0	1 2.44%	0	0	0	0	1 2.04%	0	0	1 3.03%	1 2.22%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA`	NA	NA	NA	NA	0	0
American Indian/ Native Alaskan	1 2.22%	0	1 2.44%	0	1 2.94%	0	1 2.94%	0	1 3.25%	0	1 3.03%	0
Asian	1 2.22%	1 1.61%	1 2.44%	1 1.69%	0	1 2.13%	0	0	1 3.25%	0	1 3.03%	0
White	40 88.89%	58 93.55%	37 90.24%	55 93.22%	33 97.06%	45 95.74%	33 97.06%	47 95.92%	29 93.55%	39 95.12%	30 90.91%	42 93.33%
Two or More Races	0	1 1.61%	0	1 1.69%	0	1 2.13%	0	1 2.04%	0	2 4.87%	0	2 4.44%
Unreported	0	1 1.61%	0	1 1.69%	0	0	0	0	0	0	0	0
Total	45	62	41	59	34	47	34	49	31	41	33	45

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

	2018 Male	2018 Female	2019 Male	2019 Female	2020 Male	2020 Female	2021 Male	2021 Female	2022 Male	2022 Female	2023 Male	2023 Female
Black/African American	1 4.76%	0	1 5.00%	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	1 6.25%	1 4.16%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA`	NA	NA	NA	NA	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	1 6.25%	0
White	20 95.24%	29 100.00%	19 95.00%	28 100.00%	14 100.00%	23 100.00%	16 100.00%	24 100.00%	12 100.00%	19 100.00%	14 87.50%	23 95.83%
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	21	29	20	28	14	23	16	24	12	19	16	24

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

Appendix I
Workforce and Faculty Hires and Separations

Hires & Rehires Calendar Year 2023			Separations Calendar Year 2023		
	2023 Male	**2023 Female**		**2023 Male**	**2023 Female**
Black/African American	5 4.08%	6 3.92%	**Black/African American**	2 4.08%	5 4.90%
Hispanic/Latino	6 5.79%	7 4.75%	**Hispanic/Latino**	0	1 0.98%
Native Hawaiian or Other Pacific Islander	0	1 0.65%	**Native Hawaiian or Other Pacific Islander**	0	1 0.98%
American Indian/ Native Alaskan	0	0	**American Indian/ Native Alaskan**	0	0
Asian	4 3.84%	4 2.61%	**Asian**	1 2.04%	0
White	83 79.80%	131 85.62%	**White**	46 93.87%	93 91.17%
Two or More Races	1 0.96%	2 1.30%	**Two or More Races**	0	2 1.96%
Unreported	5 4.80%	2 1.30%	**Unreported**	0	0
Total	104	153	**Total**	49	102