

FERRIS STATE UNIVERSITY

2023-24 Diversity, Equity, Inclusion, and Belonging Report



Prepared by the Diversity, Inclusion, and Strategic Initiatives Office
ferris.edu/diversity

Reflections from the Vice President

In the Fall of 2023, Ferris State University adopted its third diversity plan. That document is called *Helping Others Rise: A Diversity, Equity, Inclusion, and Belonging Plan for Ferris State University 2023-2027*. The plan has four key goals. 1: Create a welcoming and inclusive environment where students and employees feel a sense of belonging. 2. Enroll, retain, and graduate a diverse student body. 3. Hire, retain, and promote a diverse faculty and staff. 4. Provide the infrastructure to support diversity, inclusion, equity, and belonging. These goals are consistent with those found at similar institutions; more importantly, their implementation will ensure Ferris lives out its values, mission, and vision.

Since 2008, the Diversity, Inclusion, and Strategic Initiatives Office (DISIO) has produced an annual report detailing Ferris State University's progress in advancing its DEIB (Diversity, Equity, Inclusion, and Belonging) initiatives, as well as the challenges faced along the way. These reports show significant strides, including increased resources to support minoritized students over the past three years. However, a notable gap in graduation rates between white students and students of color remains. In 2022, Bill Pink made history as Ferris State University's 19th president and first African American leader. While Dr. Pink's appointment represents a historic step forward, Ferris continues to confront challenges in enhancing the racial and ethnic diversity of its workforce. Increasing representation across faculty and staff roles is a crucial goal for creating a genuinely diverse and inclusive academic environment.

As the examples above illustrate, DEIB work is an ongoing journey rather than a destination. Continuous assessment and adaptation of strategies are essential to foster a truly inclusive environment. It requires commitment from leadership and the entire community to ensure that progress is sustained and that challenges are addressed effectively. Ferris can make meaningful strides toward achieving its DEIB goals by regularly evaluating policies, seeking feedback, and implementing new initiatives.

The *2023-24 Diversity, Inclusion, Equity, and Belonging Report* relies primarily, but not exclusively on, reports generated by the various divisions and colleges within Ferris State University, see [Appendix A](#). This approach allows for a comprehensive analysis of the university's DEIB efforts, incorporating various insights and data to better inform strategies and initiatives. The report aims to present a more complete picture of the university's progress and challenges in fostering an inclusive environment by including multiple sources.

This year, Ferris State University's divisions and colleges were tasked with identifying one or two key initiatives to support the DEIB plan. This focused strategy promotes targeted action and accountability, empowering each division to contribute meaningfully to the plan's overall goals. By concentrating on specific initiatives, the university can more effectively monitor progress and assess the impact of these efforts in creating a more inclusive and equitable campus environment.

The outline for this year's report remains consistent with previous reports, maintaining a familiar structure that allows for continuity and easier comparison over time. Each goal is presented, followed by progress and achievements, challenges, and recommendations. This consistency helps stakeholders quickly locate essential information and assess progress on DEIB initiatives while allowing for the inclusion of new data and insights.

I am truly grateful for the opportunity to help lead Ferris State University's DEIB efforts and for the commitment of our faculty, staff, and students who drive this critical work forward. A university does not need just one DEIB champion—it needs a community of champions dedicated to this cause. I believe our founder, Woodbridge Ferris, would be proud of our progress. By advancing his vision, we honor his legacy and reinforce the values he championed, ensuring that Ferris State continues to lead in diversity and inclusion and builds a more equitable academic community for future generations.

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

In the 2024 strategic plan, *Ferris Forward: Relevant and Responsive*, belonging is highlighted as one of four central pillars. The plan describes belonging as “feeling valued, respected, supported, and empowered in your professional, educational, and personal endeavors.” While inclusion emphasizes ensuring that everyone’s ideas are heard and respected, belonging represents its emotional counterpart, fostering a sense of personal connection, acceptance, and mutual support across the University community.

Progress and Achievements

Students, faculty, and staff across the university are addressing this goal in various ways. The first category below represents ongoing work supporting this goal, and the second represents new initiatives. These lists are representative, not exhaustive.

Ongoing Work

1. Each division and college at the University has its own DEIB work team.
2. The University’s Campus Climate Team (CCT) collaborates with the community to enhance belonging at Ferris. Through assessment and education, the CCT works to improve campus climate and address incidents of bias, harassment, and discrimination.
3. The Office of Student Community Standards informs students each semester about grievance reporting via university notices, emails, tabling events, and its website. When necessary, it collaborates with the Equal Opportunity Office to address concerns.
4. The Office of the Vice President and General Counsel oversees training and development programs on equal opportunity, anti-harassment, and diversity appreciation. It also investigates complaints related to discrimination, harassment, retaliation, and employee and student dignity.
5. The Office of Multicultural Student Services (OMSS), along with the Hispanic/Latino Cultural Center and the LGBTQ+ Resource Center, sponsors events throughout the year, including celebrations for Hispanic Heritage, Domestic Violence Awareness, LGBTQ+ History, Native American Heritage, Black History, Multicultural Graduate Recognition, and Lavender Graduation.
6. The University fully endowed a new scholarship supporting first-generation students.

New Initiatives

1. The Faculty Transition Program included sessions such as "Microaggressions-Impacts and Responses" and "Fostering a Sence of Belonging." The New Faculty Orientation (beginning of the academic year) included sessions on fostering a sense of belonging, anti-harassment, and discrimination.
2. The University conducted surveys and held a workshop on neurodivergent students. An estimated 10 to 30 percent of students in higher education are neurodivergent, a term used to describe individuals whose brains develop or

function differently due to medical conditions, learning disabilities, and other factors, as defined by the Cleveland Clinic.

3. Birkam Health Center conducts a patient satisfaction survey after each visit, asking if patients felt respected, received culturally sensitive care, and had their concerns addressed. Survey results guide improvements in policies, practices, procedures, and operations.
4. The University sponsored several LGBTQ+ pride events throughout the state.
5. In the spring, planning began to establish a food pantry for Ferris students. By fall, the Bulldog Pantry opened, providing Ferris students free access to food, personal hygiene products, and other household essentials.

Challenges

Here are some challenges facing Ferris: The university's enrollment has decreased more than 30 percent in the past decade, adversely impacting the University's resources. On the national level, lawmakers in more than 28 states have introduced more than 85 bills to restrict or regulate DEI initiatives. The anti-DEIB legislation reflects and shapes a growing antagonism toward DEIB work and minoritized communities.

Recommendations

1. Implement regular climate surveys and other information-gathering methods for students, faculty, and staff, including focus groups, town hall meetings, and topical discussion groups. Utilize the data collected 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 the importance of fostering equity-minded educational environments.

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

The effectiveness of a DEIB plan depends on the ability of planners and university leaders to cultivate and maintain widespread support within the university community. Establishing and sustaining this support requires diverse initiatives that demand a significant investment of human and financial resources.

Progress and Achievements

Ongoing work

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). These offices are now better aligned to serve the Big Rapids campus, KCAD, and other Ferris communities.

2. The DISIO hired Colleen Green as a Senior DEIB Officer to help guide the University's efforts to become a more inclusive institution. She supervises the Office of Multicultural Student Services, the LGBTQ+ Resource Center, and the Hispanic/Latino Cultural Center. Colleen has also implemented strategies for connecting the University with Indigenous communities.

Challenges

There is increased resistance to new (and existing) DEIB initiatives nationwide.

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.

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

Student Excellence is a core pillar of the new strategic plan: “Student Excellence is a commitment to personal and academic growth through meaningful experiences and mastery of applicable knowledge. Excellent students cultivate the abilities to continually learn, adapt, serve, and succeed in their careers and as engaged citizens.” The University needs to connect student excellence with its DEIB commitment.

Progress and Achievements

Ongoing work

The University made a substantial financial commitment to implement Navigate, a leading student CRM (Customer Relationship Management) system. This platform empowers faculty and staff to communicate directly with students, access their information, generate reports, and conduct targeted outreach. As part of the Ferris Equity Initiative, Navigate aims to enhance academic performance for all students, focusing on supporting those from groups with historically higher attrition rates.

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.

Challenges

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](#).

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

Since 2008, the DISIO has produced an annual assessment document, and for each of the past 15 years, it has consistently highlighted a lack of racial diversity in the workforce. This continues to be one of the most enduring DEIB challenges facing the University.

Progress and Achievements

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 past year, the University has hired several minorities in influential positions, including the Director of the Department of Public Safety, the Associate Dean of Student Life, and several faculty members.

Challenges

Ferris State is a predominantly white institution (PWI) located in a rural, economically poor area in Michigan. This can make relocation less attractive for minority candidates looking for inclusive and welcoming surroundings. 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.

Cultural barriers to diversifying the workforce exist on campus. Traditional recruitment methods and hiring practices favor white applications, impacting the selection of minority candidates at PWIs. Additional and continual work needs to focus on bias in recruitment and hiring.

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 are among 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](#). Retaining minority faculty and staff is just as critical as hiring them. If the work environment feels unwelcoming or isolating, minority employees may be more likely to leave. Additionally, a lack of professional development, advancement opportunities, and institutional support can impact retention.

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

Integrating DEIB into education encourages students to think critically and expand their perspectives by engaging with diverse backgrounds and experiences. It promotes equity by addressing systemic barriers and creating opportunities for all learners to succeed. An inclusive approach fosters a sense of belonging, enhancing student engagement and retention. Moreover, DEIB equips students with vital skills in collaboration and communication within diverse environments—qualities that are highly sought after by employers.

Progress and Achievements

Ongoing Work

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.
2. 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

Continued Challenges

Ferris State University has one of the least diverse faculties among Michigan's four-year public institutions. Diverse faculty enhance the academic environment by offering different perspectives and serving as role models for students from underrepresented backgrounds. They help create a more inclusive learning atmosphere, encouraging open dialogue and better preparing students for the workforce.

Recommendations

Academic Affairs is in the process of developing an Academic Strategic Plan. That plan will 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 for enriching education, driving innovative research, connecting academia with industry, and nurturing a vibrant global learning community. Guided by the leadership of President Pink and Provost Fleischman, Ferris State University is committed to cultivating partnerships that advance the university's mission, support student success, and serve the broader public good.

Progress and Achievements

In recent years, the University has signed Memorandums of Understanding (MOU) with corporations (BAMF Health), educational entities (Newaygo Promise), and community organizations (Disability Advocates of Kent County).

Continued Challenges

As the University expands partnerships, it may face challenges such as differing goals, limited resources, and the need for long-term commitment. Effective collaborations require adequate financial and human resources, sustained enthusiasm, and stability despite leadership changes 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

Appendix A
Divisional/College Reports

Division/College	Annual Progress Report
<u>Academic Affairs</u>	Yes
<u>Administration and Finance</u>	Yes
<u>General Counsel</u>	Yes
<u>Kendall College of Art and Design</u>	Yes
<u>Student Affairs</u>	Yes
<u>University Advancement and Marketing</u>	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
	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
Ethnicity - TIP Scholars													
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	<u>24</u>	<u>19</u>	<u>20</u>	<u>17</u>	<u>19</u>	<u>14</u>	<u>16</u>	<u>17</u>	<u>17</u>	<u>16</u>	<u>17</u>	<u>14</u>
	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	<u>6</u>	<u>11</u>	<u>8</u>	<u>9</u>	<u>8</u>	<u>11</u>	<u>8</u>	<u>13</u>	<u>6</u>	<u>8</u>	<u>6</u>	<u>9</u>
	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	<u>1</u> 0.18%	0
American Indian/ Native Alaskan	<u>3</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>3</u>
	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	<u>23</u>	<u>18</u>	<u>22</u>	<u>18</u>	<u>20</u>	<u>19</u>	<u>20</u>	<u>19</u>	<u>20</u>	<u>16</u>	<u>20</u>	<u>18</u>
	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	<u>547</u>	<u>645</u>	<u>535</u>	<u>624</u>	<u>484</u>	<u>571</u>	<u>474</u>	<u>556</u>	<u>467</u>	<u>535</u>	<u>486</u>	<u>521</u>
	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	<u>7</u>	<u>3</u>	<u>8</u>	<u>3</u>	<u>8</u>	<u>4</u>	<u>8</u>	<u>4</u>	<u>7</u>	<u>6</u>	<u>6</u>	<u>7</u>
	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	<u>4</u>	<u>2</u>	<u>5</u>	<u>3</u>	0	<u>3</u>	0	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>3</u>
	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	<u>10</u> 3.37%	<u>5</u> 2.08%	<u>9</u> 3.10%	<u>6</u> 2.51%	<u>7</u> 2.72%	<u>4</u> 1.83%	<u>6</u> 2.42%	<u>4</u> 1.80%	<u>6</u> 2.45%	<u>2</u> 0.92%	<u>5</u> 2.29%	<u>2</u> 1.20%
Hispanic/Latino	<u>2</u> 0.67%	<u>4</u> 1.67%	<u>2</u> 0.69%	<u>4</u> 1.67%	<u>2</u> 0.78%	<u>5</u> 2.28%	<u>2</u> 0.81%	<u>5</u> 2.25%	<u>2</u> 0.81%	<u>3</u> 1.38%	<u>2</u> 0.91%	<u>4</u> 2.40%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA`	NA	NA	NA	NA	0	0
American Indian/ Native Alaskan	<u>1</u> 0.34%	<u>1</u> 0.42%	<u>1</u> 0.34%	<u>1</u> 0.42%	<u>1</u> 0.39%	<u>1</u> 0.46%	<u>1</u> 0.40%	<u>1</u> 0.45%	<u>1</u> 0.40%	<u>1</u> 0.46%	<u>1</u> 0.45%	<u>1</u> 0.60%
Asian	<u>21</u> 7.07%	<u>10</u> 4.17%	<u>19</u> 6.55%	<u>10</u> 4.18%	<u>16</u> 6.23%	<u>10</u> 4.57%	<u>16</u> 6.45%	<u>9</u> 4.05%	<u>16</u> 6.55%	<u>9</u> 4.16%	<u>17</u> 7.79%	<u>10</u> 6.02%
White	<u>257</u> 86.53%	<u>217</u> 90.42	<u>253</u> 87.24%	<u>215</u> 89.96%	<u>228</u> 88.72%	<u>196</u> 89.50%	<u>220</u> 88.71%	<u>200</u> 90.09%	<u>216</u> 88.52%	<u>192</u> 88.88%	<u>190</u> 87.15%	<u>147</u> 88.55%
Two or More Races	<u>3</u> 1.01%	<u>2</u> 0.83%	<u>3</u> 1.03%	<u>2</u> 0.84	<u>3</u> 1.17%	<u>2</u> 0.91%	<u>3</u> 1.2%	<u>2</u> 0.90%	<u>3</u> 1.2%	<u>3</u> 1.38%	<u>3</u> 1.37%	<u>1</u> 0.60%
Unreported	<u>3</u> 1.01%	<u>1</u> 0.42%	<u>3</u> 1.03%	<u>1</u> 0.42%	0	<u>1</u> 0.46%	0	<u>1</u> 0.45%	0	<u>1</u> 0.46%	0	<u>1</u> 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	<u>2</u> 4.44%	<u>1</u> 1.61%	<u>1</u> 2.44%	<u>1</u> 1.69%	0	0	0	0	0	0	0	0
Hispanic/Latino	<u>1</u> 2.22%	0	<u>1</u> 2.44%	0	0	0	0	<u>1</u> 2.04%	0	0	<u>1</u> 3.03%	<u>1</u> 2.22%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA`	NA	NA	NA	NA	0	0
American Indian/ Native Alaskan	<u>1</u> 2.22%	0	<u>1</u> 2.44%	0	<u>1</u> 2.94%	0	<u>1</u> 2.94%	0	<u>1</u> 3.25%	0	<u>1</u> 3.03%	0
Asian	<u>1</u> 2.22%	<u>1</u> 1.61%	<u>1</u> 2.44%	<u>1</u> 1.69%	0	<u>1</u> 2.13%	0	0	<u>1</u> 3.25%	0	<u>1</u> 3.03%	0
White	<u>40</u> 88.89%	<u>58</u> 93.55%	<u>37</u> 90.24%	<u>55</u> 93.22%	<u>33</u> 97.06%	<u>45</u> 95.74%	<u>33</u> 97.06%	<u>47</u> 95.92%	<u>29</u> 93.55%	<u>39</u> 95.12%	<u>30</u> 90.91%	<u>42</u> 93.33%
Two or More Races	0	<u>1</u> 1.61%	0	<u>1</u> 1.69%	0	<u>1</u> 2.13%	0	<u>1</u> 2.04%	0	<u>2</u> 4.87%	0	<u>2</u> 4.44%
Unreported	0	<u>1</u> 1.61%	0	<u>1</u> 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	<u>1</u> 4.76%	0	<u>1</u> 5.00%	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	<u>1</u> 6.25%	<u>1</u> 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	<u>1</u> 6.25%	0
White	<u>20</u> 95.24%	<u>29</u> 100.00%	<u>19</u> 95.00%	<u>28</u> 100.00%	<u>14</u> 100.00%	<u>23</u> 100.00%	<u>16</u> 100.00%	<u>24</u> 100.00%	<u>12</u> 100.00%	<u>19</u> 100.00%	<u>14</u> 87.50%	<u>23</u> 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	<u>5</u> 4.08%	<u>6</u> 3.92%	Black/African American	<u>2</u> 4.08%	<u>5</u> 4.90%
Hispanic/Latino	<u>6</u> 5.79%	<u>7</u> 4.75%	Hispanic/Latino	0	<u>1</u> 0.98%
Native Hawaiian or Other Pacific Islander	0	<u>1</u> 0.65%	Native Hawaiian or Other Pacific Islander	0	<u>1</u> 0.98%
American Indian/ Native Alaskan	0	0	American Indian/ Native Alaskan	0	0
Asian	<u>4</u> 3.84%	<u>4</u> 2.61%	Asian	<u>1</u> 2.04%	0
White	<u>83</u> 79.80%	<u>131</u> 85.62%	White	<u>46</u> 93.87%	<u>93</u> 91.17%
Two or More Races	<u>1</u> 0.96%	<u>2</u> 1.30%	Two or More Races	0	<u>2</u> 1.96%
Unreported	<u>5</u> 4.80%	<u>2</u> 1.30%	Unreported	0	0
Total	104	153	Total	49	102