FERRIS STATE UNIVERSITY

Diversity and Inclusion Office

Diversity at Ferris

2013-14

Report

TABLE OF CONTENTS

Introduction

The Ferris State University Board of Trustees approved the university's first Diversity Plan on March 21, 2008. *Diversity at Ferris 2013-2014* is the sixth assessment of the university's progress toward implementing the Diversity Plan. In 2013, the Diversity and Inclusion Office changed the time frame for the *Diversity at Ferris* reports, moving from calendar year to academic year. Therefore, the 2013-2014 assessment covers 18 months – January 1, 2013 through June 30, 2014.

One of the major recommendations presented in *Diversity at Ferris 2012* was: "Ferris should use an external agency to assess how effectively the diversity policies, procedures and processes are operating within the university. This audit will serve as the basis of specific, practical action plans." A team composed of personnel from Ibis Consulting Group and Creative Diversity Solutions has been hired to perform a diversity audit at FSU during the 2014-2015 academic year. The report that they create will be used as the basis for a new University Diversity Plan.

Other ongoing major initiatives are deeply related to the work of transforming Ferris State University. Part One of the new University Strategic Plan was completed in Spring 2014. Part One represents overall strategic thinking and identifies focus areas for the future of Ferris. The focus areas are grouped around each of the university's core values. As Part Two of the strategic plan develops, diversity and inclusion will be an essential part of the university's future. See http://www.ferris.edu/HTMLS/administration/president/strategic/StrategicPlanPart1.pdf.

The report of the Sexual Assault Task Force was finalized early in the Fall 2014 semester, and work has already begun to implement its recommendations. According to the Task Force report, "the University initiated this task force to ensure that the University's current policies and practices provide the campus community with a safe learning environment while ensuring that its efforts accurately reflect the most recent guidance from OCR" [U.S. Department of Education Office of Civil Rights]. Effective and prompt implementation of the recommendations will create a more welcoming university with safer and more inclusive learning environments. The Task Force report is available at: http://www.ferris.edu/HTMLS/administration/adminandfinance/docs/Sexual_Assault_Task_Force_Report_with_Appendicies_Added%20_8-29-14.pdf.

Beyond... Diversity is a major campus wide initiative this year. It is co-sponsored by the Office of International Education and the Diversity and Inclusion Office. Faculty will include content in their courses, and a variety of public events will be scheduled including panel presentations, book clubs, broad discussions, and major program events.

Ferris State University's new general education program is scheduled to go live in Fall 2016, with pilot programs beginning in Fall 2015. The 2014-2015 academic year will involve much planning for implementation of new general education models. General Education will focus on the core competencies that will be achieved by students who graduate from Ferris. These include diversity and inclusion, and global. The new general education will require involvement of diversity champions and the development of more diversity and inclusion related programming, and will strengthen student learning and engagement in these areas.

Diversity at Ferris 2013-2014 continues the tradition of using the original Plan's four strategic goals as the barometers by which to gauge progress. The Plan's four strategic goals are presented below in bold with 14-point font. Following each of the four goals are a) areas of progress and achievement; b) continued challenges; and, c) a brief overall assessment and recommendations.

Create a University that is welcoming to diverse populations

Progress and Achievement

Ferris State University continues to make progress toward becoming a truly welcoming university. The Web and Media Accessibility Committee, for example, is working to ensure that web-based and electronic course content and other electronic information technology is universally-designed to ensure equal access to all. The university regularly provides anti-harassment/non-discrimination training seminars, providing education on Ferris policies and expectations for equitable and inclusive conduct within the University community. The new University Center will feature a variety of spaces and opportunities for all students to engage in activities and attend a variety of events. The Sexual Assault Task Force is charged with making the university a safer place. Residential Life maintains consistently strong programming throughout campus, and has won two Outstanding Commitment to Diversity Awards.

Colleges and divisions throughout the university are making efforts to be more welcoming to all students, see Appendix A. The Admissions Office reports a very diverse group of 2014 Orientation leaders. Birkam Health Center provides a language translation service. International students receive golf lessons at the golf course. Students with children can take advantage of special programming as well as financial support for childcare at Tot's Place. The Ferris website has become more accessible and is moving toward being bilingual. FLITE staff are taking advantage of public service training opportunities and are making library content easier to find. The University continues to offer an impressive array of diversity related programming, especially through Student Affairs; Student Affairs has also worked with the Diversity and Inclusion Office to expand and improve the diversity-related content in their web presence.

One of the major changes over the past few years is the message of welcoming that the university has put out for the Hispanic community in Michigan and for international students. Ferris is active in Grand Rapids and with communities of migrant workers in the Traverse City area. Activities include recruitment of students, academic support interventions, and offering a section of a Career Exploration course to parents so they can better understand and support their children's choices. Ferris welcomes international students and visiting scholars, and provides helpful support. Housing and Residential Life has worked to resolve problems and provide a comfortable living situation for students who stay on campus over university breaks and those with dietary or cultural restrictions.

Continued Challenges

During the Spring semester 2014, African American students, angered by media reports in *The Torch*, a student newspaper, and *The Pioneer*, a Big Rapids newspaper, challenged the university to address a number of concerns. A team of Ferris employees, including members of the Senior

Administration, met to address those concerns. This work is ongoing and yielding positive results. A video was created by the Diversity and Inclusion Office to provide a forum for students to address some of the negative stereotypes and perceptions, see, https://www.youtube.com/watch?v=y1TuVPHieR8.

Data from the 2014 National Survey of Student Engagement (NSSE) data shows Ferris students averaging "significantly lower" on "discussions with diverse others." Students reported that they are not engaging with students from different racial, ethnic, and religious backgrounds. This indicates that there is a continued need for intentional engagement opportunities at the university.

General Assessment and Recommendations

Ferris is both a complex social organization and a large community. Inevitably, conflicts will arise. The university is challenged to be vigilant, proactive, and responsive to the needs of its members. Conflict and tension need not be viewed as negatives; indeed, as the above example demonstrates, conflict and tension can lead to greater sensitivity, improved relations, and a more welcoming environment.

Ferris State University has made major steps toward becoming a university that is welcoming to diverse populations. The following recommendations are offered to continue the university's progress.

- During the upcoming diversity audit, focus groups of and interviews with faculty, staff, and students will be conducted to ascertain the extent to which they feel welcome at the university. The focus groups and interviews will include, but not be limited, to people of color, people who identify as lesbian, gay, bi-sexual, and transgender, people with disabilities, and religious groups. Data will also be collected from all Ferris members via a climate survey.
- We should encourage campus and community discussion about all aspects of diversity, including the difficult discussions that often accompany diversity. *Diversity at Ferris 2012* made this point: "As the institution transitions to a truly diverse university, there will inevitably be conflicts. These conflicts can be viewed as opportunities for teaching and maturation." The university should consider implementing a program like Difficult Dialogues: Engaging Difficult Dialogues in Higher Education. See, difficultdialoguesuaa.org.
- The Big Rapids campus can be a challenge to navigate for people with physical disabilities. Continuing the campus shuttle service will help address this concern. The university should be proactive about making sure that students and others with disabilities feel welcome. This is one of the many areas that will be examined by the diversity auditors.

Recruit, retain, and graduate a diverse student population

Progress and Achievement

When the Board of Trustees approved the Ferris Diversity Plan in 2008, the university was experiencing stagnant enrollment of underrepresented groups. The university made a concerted effort to increase the diversity of its student body. The Office of Multicultural Student Services (OMSS)—formerly the Office of Minority Student Affairs—was relocated to FLITE, the academic center of the university. The Office of International Education and the Center for Latin@ Studies were created. The work of these three offices in conjunction with aggressive recruiting by the Admissions Office and the branding work done by Advancement and Marketing has produced a significant increase in the number of underrepresented racial and ethnic group members at the university. The student population has grown more diverse over the past six years, although increases are uneven, See Appendix B.

- 556 (3.81%) of students identify as Hispanic/Latino (up from 507 (3.45%) in 2013 and 296 (2.13%) in 2009).
- 439 (3.01%) of students are International students (up from 404 (2.75%) in 2013 and 161 (1.16%) in 2009).
- 1015 (6.95%) identify as Black/African American (up from 1005 (6.83%) in 2013 and 888 (6.40%) in 2009).
- 442 (3.03%) identify as mixed race (up from 399 (2.71%) in 2013 and 62 (.447%) in 2009).
  However, some numbers have gone down:
- 78 (.534%) identify as American Indian/Alaskan Native (down from 83 (.564%) in 2013, and 125 (.902%) in 2009).
- 207 (1.42%) identify as Asian/Pacific Islander (down from 224 (1.52%) in 2013 and 251 (1.81%) in 2009).

The Admissions Office, colleges, individual academic programs, and the Diversity and Inclusion Office have employed creative efforts to recruit a larger and more diverse student body. Some examples are:

- The Admissions Office brings Ferris to diverse communities throughout the state, and has a team of three recruiters working to continue to enhance all facets of diversity.
- The College of Engineering Technology is reaching out to recruit women and other underrepresented groups into the Engineering Technology programs.
- Extended and International Operations (EIO) continues to develop relationships with educational institutions in other countries.
- The College of Pharmacy provides support for students at other institutions, including community colleges, who are preparing to apply to the College.
- The Honors Program now has more flexible admissions criteria, and has adjusted its on-campus living requirement to match the university's requirement. This has resulted in an increase in the number and percentages of minorities in the Honors Program. See Appendix C.
- EIO works in Traverse City to connect with and recruit students from migrant laborer communities, and has hired a full-time recruitment officer to focus on Spanish-speaking audiences and outreach to the Latino community.
- The Latin@ Center continues to lead in the development of strong relationships with the Hispanic Center of Western Michigan.
- Ferris has worked hard to increase the number of Tuition Incentive Program (TIP) students at the university, see Appendix D.

A major focus, particularly for Academic Affairs, Retention and Student Success(RSS), and the Diversity and Inclusion Office, is student retention and success. While graduation gaps are persistent, see Appendix E, several promising new developments exist. For example,

- The Achievement Gaps Task force met throughout the 2013-2014 academic year and its finished report proposed several important initiatives, see http://www.ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/AchievementGapsTaskforceFinalReport.pdf.
- RSS is using MapWorks to help identify at-risk students and to gather better data about how Ferris students feel about their college experience. For example, initial data shows that African American first-year students are more often homesick and much less confident about meeting current monthly expenses and paying for the next semester. This understanding can be used to better address the reasons that students fail to matriculate or choose to leave school.
- RSS added professional advisors.
- The Office of International Education continues to provide a welcoming and supportive environment for students from other countries.
- University Advancement & Marketing has worked with a donor to create scholarships exclusively for TIP students.
- The FYI program supports student success with mentoring and other programming, see http://www.ferris.edu/HTMLS/administration/president/DiversityOffice/fofyi/homepage.htm.
- Efforts to reduce student debt and decrease time to degree are important for all Ferris students, and may make it easier for black and Hispanic/Latino students to successfully complete their academic programs. At FLITE, the library, media productions, and the Faculty Center for Teaching and Learning joined together in the "Rich Media Textbooks Initiative", designed to support faculty to create online textbooks that will be freely available to FSU students.
- Exciting and promising work is being done by the Department of Mathematics and the FCTL. Math requirements are often barriers for students. Needing to take, or re-take, remedial and beginning level math courses puts students further behind and further in debt. Also, students don't just need to know how to solve equations, they need quantitative literacy. Kirk Weller and Victor Piercey are developing a course in quantitative literacy that will be more valuable to students and will challenge them to understand how mathematical concepts describe the world they live in. These students will have the opportunity to learn by working on real-world projects; for example, in Fall 2014 a team of students will assist with the analysis of survey data collected by the Achievement Gaps Task Force. As part of a related project, Roxanne Cullen, Department of Languages & Literature, and Victor Piercey have team taught a combined English and Math course to enhance learning in both subjects. This work is consistent with one of the recommendations in the Achievement Gaps Task force report. See http://www.ferris.edu/HTMLS/academics/center/initiatives/focusonstudentsuccess/awards.htm.

Continued Challenges

From its inception in 1884, Ferris has been an opportunity university, and opportunity remains one of the university's core values. The practical result of this approach is that many students come to Ferris from impoverished and working class backgrounds. Indeed, almost 44 percent of the university's students qualify for federal Pell Grants, which are need-based grants for low-income students. See Appendix F. Most African American and Latino students at Ferris face significant economic challenges—and nation-wide, students from low-income families are less likely to graduate than are students from the middle-class and upper-class.

General Assessment and Recommendations

There is much good work going on to recruit a more diverse student body and areas of the university, including the Admissions Office, have made recruiting a diverse student body an integral part of their work. This is commendable and the university should continue this work.

The university is confronted by societal forces—poverty rates and educational inequities—but this cannot deter the university from its goal of providing access-through-graduation for all students, including students of color and other diverse identities. The university's approach should be to have rigorous courses and provide students the resources to excel in the classroom. The following recommendations are offered.

- Adopt and implement the recommendations in the Achievement Gaps Task force.
- Continue the fine work that is being done to diversify the student population in the Honors Program.
- Re-establish the OMSS Imagine More Student Life Bus Tour.
- Use the diversity audit to provide information about how the overall climate at the university affects students of color and other diverse identities.

Hire and retain a diverse workforce

Progress and Achievement

As demonstrated by Appendix G, this remains one of Ferris' most difficult diversity challenges. There has been ground laying work done—a Workforce Taskforce convened, hiring resources identified, and significant efforts made by the Office for Equal Opportunity to provide search committee instruction and inclusion advocate seminars. However, the overall composition of the workforce has not been significantly altered. Some college diversity reports have included this issue as an item to be worked on for several years without showing progress. The College of Health Professions had twelve successful faculty searches during the 2013-2014 academic year, and was able to recruit a diverse group of new faculty. This required strong leadership from the Dean and Associate Dean, as well as new practices such as broader advertising and holding the search open until a diverse pool had been found.

Ferris State University is now hiring additional faculty, because of attrition and growing/new programs. Agreements between the Provost and the Ferris Faculty Association resulted in the

transformation of full-time adjunct positions into tenure-track positions. Some new employees will work at sites other than Big Rapids. It is possible that off campus hiring can take advantage of the more diverse population in other areas of the state. For example, EIO has been successful in hiring African American instructors for CJ in southeast Michigan. To see relevant workforce tables, see Appendix G

The university's hiring efforts may be bolstered by the updated PeopleAdmin which allows the university to better track the diversity of candidate pools. Within PeopleAdmin, diversity recruitment plans require search committees to identify strategies for recruiting a diverse pool of candidates. The Diversity and Inclusion Office has created a web resource that collects information to help search committees attract diverse pools, see, http://www.ferris.edu/HTMLS/administration/president/DiversityOffice/recruitingworkforce.htm

Continued Challenges

Ferris is located in Big Rapids, Michigan, a rural community. One of the long-standing assumptions at the university is that minorities—especially African Americans, Arab Americans, and persons from other countries—will not live in a small, rural community. This assumption influences many discussions about diversifying the workforce.   Additionally, the university does not have a long history of hiring significant numbers of diverse faculty and staff.

General Assessment and Recommendations

The university should find effective ways to brand itself as an institution that is welcoming to all groups. Recruitment efforts must not rely solely on advertising. Instead, prospective employees from diverse populations must be actively recruited and search committees should make good faith efforts to leverage professional associations, affinity groups, contacts, and other non-traditional recruitment sources to attain diverse applicant pools. The following recommendations are offered.

- Revisit the recommendations in the Workforce Taskforce report and determine if there are recommendations that should become policy. See http://www.ferris.edu/htmls/administration/president/DiversityOffice/pdf/taskforcereport draftFinal.pdf.
- Promote the Inclusion Advocate Seminars conducted through Government Relations and General Counsel.
- Use affirmative action plans and reported data collected by the Director of Equal Opportunity to better understand and improve the search processes at the institution.
- Follow the example set by the College of Health Professions: actively recruit until there is a diverse pool; and, then, proceed to interview and hire the best candidates.
- Use interviews and focus groups during the diversity audit to gauge the environment for recruiting and retaining members of diverse populations.
- Leverage the university's growing visibility in Latino communities and other nations to seek prospective candidates.
- Continue and refine development of Diversity and Inclusion Office recruitment resources.

- Require academic colleges, including Kendall College of Art and Design, to develop and implement plans for diversifying their workforce.

Create environments for student learning that are inclusive of and sensitive to a diverse student population

<u>Progress and Achievement</u>

Programs which have strong service learning components play a major role in creating inclusive learning environments. Some of the related Ferris activities are;
- Establishing a Pharmacia within an underserved area of Grand Rapids with a large Spanish-speaking population;
- CHP is planning major global health initiatives with some African countries;
- Students participate in local free clinics in Pharmacy, Social Work, and Health Professions; and,
- Students in different CET programs, including Energy, Construction Management, and HVAC, work with Habitat for Humanity to reduce or eliminate energy costs in rehabbed and newly built houses.
- Ferris students also demonstrate this commitment to service learning (and engagement) with many events, including the Small Town Studio Youth Mentorship Program, the Big Event, and the Martin Luther King, Jr. Day of Service.

When programs like these are integrated into the curriculum, they help create a real change in the learning environment. Bringing staff into these activities gives them a chance to develop diversity-related skills and understanding in ways that have meaning to them. The three Health colleges (Pharmacy, Optometry, and Health Professions) are working together to develop new and innovative programs that will better prepare students.

Some colleges are creating student diversity committees, or making sure students are involved in the college diversity committee.

As the university works to fully meet the obligations and responsibilities of Title IX, the campus will provide a better learning environment for women. The campus will be more safe, and women who do have experiences with sexual assault or sexual harassment will be treated with caring respect.

The Faculty Center for Teaching and Learning (FCTL) continues to support faculty in developing inclusive and exciting learning environments. FCTL is supporting work being done to transform lower-level mathematics education, to make the content more appropriate and to support engaged pedagogy. FCTL has also developed a program to train faculty to use the Learning Lab in FLITE; those faculty have a great opportunity to transform their teaching in ways that will be both inclusive and challenging.

A group of faculty is working with the Diversity and Inclusion Office to create a "Collection of Sexist Objects" and to develop ways to promote use of this collection within FSU courses. The

university's experience teaching with the objects in the Jim Crow Museum of Racist Memorabilia is a rich source of understanding of how to effectively use objects as teaching tools.

<u>Continued Challenges</u>

While all faculty have an important role to play, a more diverse faculty is an important factor for creating inclusive learning environments.

<u>General Assessment and Recommendations</u>

Ferris has for many years had curricula that included many opportunities to learn about race, ethnicity, gender, class, sexual orientation, and the intersections between these areas. Moreover, there are many out-of-classroom activities that bolster the lessons learned in these courses. Also, the general education requirements should assure that Ferris graduates are competent regarding diversity, inclusion, and global areas. The following recommendations are offered:

- The university needs to find ways to ensure that all faculty are incorporating diverse viewpoints into classroom activities and curricula. Employment of faculty with diverse backgrounds and identities can support student preparation for a globally-diverse workforce and society. Faculties from different backgrounds and with different histories, identities, and statuses bring new ideas to the campus, which strengthen the work of all faculty.
- Increase and celebrate collaborative efforts among the colleges and other divisions.
- The Faculty/Staff Diversity Mini-grant program is sponsored by the President's Office, Academic Affairs, and the Diversity and Inclusion Office. These grants have been a boon to out-of-class programming. The university should promote these grants to faculty for use in supplementing the lessons taught in courses.
- Create a Diversity and Inclusion Certificate program which will create opportunities for faculty and staff to explore topics related to diversity. As with the diversity mini-grants, these certificates will help faculty (and staff) better engage our students in intelligent dialogues about diversity.
- The university should be vigilant in its efforts to strengthen student engagement, service learning, and diversity.

<u>Final Notes</u>

We can now start looking at diversity and inclusion, not as a series of organized events and programs, but as an activity for and responsibility of the entire university. For that reason, this report does not include a list of diversity-related and internationally focused programs. These events occur across campus, and are already well reported.

Appendices:

Appendix A: Division and College Reports
Appendix B: Ferris State University Student Comparative Enrollment by Race/Ethnic Origin
Appendix C: Ferris State University Honors Program Ethnicity Report
Appendix D: The Tuition Incentive Program (TIP)
Appendix E: Ferris State University Graduation Rates
Appendix F: Ferris Pell Grant Eligibility and Recipients
Appendix G: Ferris State University/Kendall College – Full Time Workforce Ethnicity Report and Michigan's 15 State Universities Fall 2012 Workforce Data (Full and Part Time)

Appendix A

Divisional and College Reports

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

Appendix B

Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2006	2007	2008	2009	2010	2011	2012	2013	2014
American Indian/Alaskan Native	107 .851%	114 .871%	108 .798%	125 .902%	120 .835%	104 .714%	76 .523%	83 .564%	78 .534%
Asian or Pacific Islander	236 1.88%	269 2.06%	259 1.91%	251 1.81%	223 1.55%	225 1.55%	247 1.70%	224 1.52%	207 1.42%
Black	677 5.38%	840 6.42%	843 6.23%	888 6.40%	957 6.66%	909 6.24%	955 6.57%	1005 6.83%	1015 6.95%
International	186 1.48%	157 1.20%	163 1.21%	161 1.16%	176 1.22%	226 1.55%	322 2.22%	404 2.75%	439 3.01%
Hispanic/Latino	177 1.41%	246 1.88%	259 1.91%	296 2.13%	340 2.36%	423 2.91%	452 3.11%	507 3.45%	556 3.81%
Native Hawaiian or Pacific Islander	NA	NA	NA	1 .007%	4 .028%	5 .034%	7 .048%	8 .054%	7 .048%
White	9,683 77.00%	10,879 83.13%	10,857 80.23%	11,019 79.47%	11,352 78.94%	11,518 79.11%	11,390 78.37%	11,486 78.10%	11,381 77.95%
Two or More Races	NA	NA	NA	62 .447%	174 1.21%	243 1.67%	327 2.25%	399 2.71%	442 3.03%
Unreported	1,509 12.00%	582 4.45%	1043 7.71%	1,062 7.66%	1035 7.20%	907 6.23%	757 5.21%	591 4.02%	475 3.25%
Total	12,575	13,087	13,532	13,865	14,381	14,560	14,533	14,707	14,600

* Data regarding the ethnic and racial identities of Ferris State University students obtained from the FSU Fact Book. Table updated Fall 14.

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

Appendix C

Honors Program Ethnicity Report*	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
African American	6 1.03%	8 1.35%	4 .689%	4 .571%	3 .391%	4 054%	13 1.49%
American Indian/ Alaskan Native	8 1.34%	6 1.01%	4 .689%	10 1.43%	0	0 0.00%	0 0.00%
Asian	12 2.01%	13 2.19%	11 1.89%	16 2.29%	13 1.69%	8 1.08%	18 2.07%
Hispanic/Latino	4 .669%	3 .506%	7 1.20%	7 1.00%	6 .782%	17 2.28%	21 2.41%
Native Hawaiian/ Pacific Islander	0	0	1 1.20%	1 .143%	0	0 0.00%	0 0.00%
Unknown	0	0	0	20 2.86%	25 3.25%	35 4.70%	17 1.95%
International	0	0	0	3 .429%	2 .260%	5 0.67%	0 0.00%
Two or More Races	0	0	0	4 .571%	18 2.34%	18 2.42%	21 2.41%
White, not of Hispanic Origin	568 94.98%	563 94.94%	554 95.35%	635 90.71%	700 91.264%	662 88.98%	780 89.66%
Total	598	593	581	700	767	744	870

*Data provided by the Honors Program after 4th day count Fall 2014.

Ferris State University
Tuition Incentive Program

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
TIP Data - Phase 1 Students	429	549	631	692	748	865	1014	1102
TIP Data - Phase 2 Students	48	48	89	118	138	175	186	143
Total	477	597	720	810	886	1040	1200	1245
TIP Phase 1 FTIAC's	211	258	304	277	316	408	431	422

Ethnicity - TIP Scholars	Fall 2011	Fall 2012	Fall 2013	Fall 2014
White	559	626	744	792
Black or African American	228	269	281	267
Hispanic or Latino	36	53	58	77
Asian	13	13	9	7
American Indian or Alaskan Native	4	3	6	7
Two or More Races	29	50	73	72
Native Hawaiian or Other Pacific Islander	1	0	0	0
Unknown	16	26	29	23
TOTAL	886	1040	1200	1245

Appendix E
Graduation Rates by Racial and Ethnic Backgrounds*

Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
	Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in <mark>**All Two-Year Degree Programs**</mark>						
2003 Fall	White	1230	13%	27%	38%	47%	53%
	Black or African American	122	1%	5%	12%	23%	30%
	Hispanic or Latino	31	13%	23%	32%	42%	42%
	American Indian Alaska Native	12	17%	33%	33%	58%	75%
	Asian	19	0%	0%	16%	37%	58%
	International	21	0%	14%	14%	29%	33%
	Unknown	31	6%	10%	10%	10%	10%
	Two or More Races	1	0%	0%	0%	0%	0%
2004 Fall	White	1073	15%	28%	41%	49%	55%
	Black or African American	99	1%	7%	16%	21%	26%
	Hispanic or Latino	13	0%	15%	23%	23%	31%
	American Indian or Alaska Native	19	0%	5%	5%	21%	37%
	Asian	19	0%	5%	21%	32%	37%
	International	12	25%	42%	75%	75%	75%
	Unknown	25	0%	0%	0%	4%	4%
2005 Fall	White	1231	10%	21%	35%	47%	53%
	Black or African American	123	0%	3%	8%	14%	24%
	Hispanic or Latino	23	9%	17%	26%	26%	26%
	American Indian or Alaska Native	12	0%	0%	8%	17%	17%
	Asian	28	0%	0%	18%	21%	32%
	International	7	0%	29%	29%	29%	29%
	Unknown	12	0%	8%	8%	8%	8%
	Two or More Races	1	0%	0%	0%	0%	0%
2006 Fall	White	1070	11%	20%	35%	45%	52%
	Black or African American	85	0%	1%	7%	14%	26%
	Hispanic or Latino	31	3%	10%	29%	35%	42%
	American Indian or Alaska Native	12	0%	25%	42%	58%	67%
	Asian	25	8%	32%	36%	44%	48%
	International	9	0%	0%	22%	44%	56%
	Unknown	7	14%	29%	43%	43%	57%
2007 Fall	White	1029	11%	22%	34%	44%	50%
	Black or African American	134	2%	10%	13%	20%	24%
	Hispanic or Latino	26	0%	8%	23%	27%	42%
	American Indian or Alaska Native	11	0%	0%	9%	27%	36%
	Asian	27	0%	4%	19%	26%	48%
	International	9	33%	33%	33%	33%	33%
	Unknown	8	0%	0%	0%	0%	13%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2013.

Graduation Rates by Racial and Ethnic Backgrounds*

Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
	Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in Four-Year Degree Programs						
2003 Fall	White	629	1%	6%	24%	47%	53%
	Black or African American	38	0%	0%	8%	13%	24%
	Hispanic or Latino	9	0%	11%	33%	44%	56%
	American Indian Alaska Native	6	0%	0%	17%	33%	33%
	Asian	6	0%	0%	67%	83%	83%
	International	12	0%	0%	25%	25%	25%
	Unknown	23	0%	4%	4%	4%	4%
2004 Fall	White	553	2%	7%	28%	51%	56%
	Black or African American	30	3%	10%	17%	20%	30%
	Hispanic or Latino	18	0%	0%	11%	44%	50%
	American Indian or Alaska Native	4	0%	0%	0%	25%	25%
	Asian	8	0%	0%	25%	50%	63%
	International	14	7%	7%	14%	14%	21%
	Unknown	30	0%	0%	0%	0%	0%
2005 Fall	White	662	2%	6%	23%	44%	50%
	Black or African American	36	0%	3%	11%	33%	44%
	Hispanic or Latino	17	0%	6%	29%	47%	53%
	American Indian or Alaska Native	6	0%	0%	0%	33%	50%
	Asian	7	14%	14%	14%	14%	14%
	International	13	15%	15%	15%	23%	23%
	Unknown	50	0%	0%	8%	20%	20%
2006 Fall	White	590	3%	8%	32%	53%	58%
	Black or African American	21	0%	0%	10%	33%	33%
	Hispanic or Latino	14	0%	0%	14%	21%	21%
	American Indian or Alaska Native	6	17%	17%	50%	67%	67%
	Asian	11	0%	0%	18%	55%	73%
	International	4	0%	0%	0%	0%	0%
	Unknown	10	0%	0%	10%	30%	30%
2007 Fall	White	616	2%	7%	28%	48%	54%
	Black or African American	30	0%	0%	23%	37%	43%
	Hispanic or Latino	9	11%	11%	11%	33%	44%
	American Indian or Alaska Native	9	0%	0%	0%	11%	11%
	Asian	6	0%	0%	0%	17%	17%
	International	4	0%	0%	50%	75%	75%
	Unknown	114	0%	2%	29%	51%	61%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2013.

Graduation Rates by Racial and Ethnic Backgrounds*

Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
	Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in <mark>**All Two-Year and Four-Year Degree Programs**</mark>						
2003 Fall	White	1859	9%	20%	33%	47%	53%
	Black or African American	160	1%	4%	11%	21%	29%
	Hispanic or Latino	40	10%	20%	33%	43%	45%
	American Indian Alaska Native	18	11%	22%	28%	50%	61%
	Asian	25	0%	0%	28%	48%	64%
	International	33	0%	9%	18%	27%	30%
	Unknown	54	4%	7%	7%	7%	7%
	Two or More Races	1	0%	0%	0%	0%	0%
2004 Fall	White	1626	11%	21%	37%	50%	55%
	Black or African American	129	2%	8%	16%	21%	27%
	Hispanic or Latino	31	0%	6%	16%	35%	42%
	American Indian or Alaska Native	23	0%	4%	4%	22%	35%
	Asian	27	0%	4%	22%	37%	44%
	International	26	15%	23%	42%	42%	46%
	Unknown	55	0%	0%	0%	2%	2%
2005 Fall	White	1853	7%	16%	31%	46%	52%
	Black or African American	159	0%	3%	9%	18%	28%
	Hispanic or Latino	40	5%	13%	28%	35%	38%
	American Indian or Alaska Native	18	0%	0%	6%	22%	28%
	Asian	35	3%	3%	17%	20%	29%
	International	20	10%	20%	20%	25%	25%
	Unknown	62	0%	2%	8%	18%	18%
	Two or More Races	1	0%	0%	0%	0%	0%
2006 Fall	White	1660	8%	16%	34%	48%	54%
	Black or African American	106	0%	1%	8%	18%	27%
	Hispanic or Latino	45	2%	7%	24%	31%	36%
	American Indian or Alaska Native	18	6%	22%	44%	61%	67%
	Asian	36	6%	22%	31%	47%	56%
	International	13	0%	0%	15%	31%	38%
	Unknown	17	6%	12%	24%	35%	41%
2007 Fall	White	1645	8%	17%	31%	45%	52%
	Black or African American	164	2%	8%	15%	23%	27%
	Hispanic or Latino	35	3%	9%	20%	29%	43%
	American Indian or Alaska Native	20	0%	0%	5%	20%	25%
	Asian	33	0%	3%	15%	24%	42%
	International	13	23%	23%	38%	43%	46%
	Unknown	122	0%	2%	27%	48%	58%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2013.

Appendix F: Ferris Pell Grant Eligibility and Recipients*

Award Year	Undergraduates at Ferris	Pell Eligible Students	% of Students Eligible	# of Pell Students Awarded	% of Pell Students Awarded
2014-15	13,357	5,874	43.98%	5,290	39.60%
2013-14	13,469	5,761	42.77%	5,453	40.49%
2012-13	13,261	5,757	43.41%	5,486	41.37%
2011-12	13,350	5,676	42.52%	5,575	41.76%
2010-11	13,134	5,645	42.98%	5,548	42.24%

*This is based on fall data only and not the entire year.

Appendix G

Ferris State University - Full Time Workforce*

	2010 Male	2010 Female	2011 Male	2011 Female	2012 Male	2012 Female	2013 Male	2013 Female
Black	15 2.61%	9 1.49%	16 2.78%	11 1.79%	16 2.75%	11 1.72%	18 3.05%	10 1.60%
Hispanic	5 .870%	6 .993%	5 .870%	7 1.14%	7 1.20%	6 .940%	10 1.69%	5 .798%
American Indian or Native Alaskan	4 .696%	3 .497%	4 .696%	2 .326%	5 .859%	2 .314%	5 .846%	2 .319%
Asian or Pacific Islander	22 3.83%	9 1.49%	24 4.17%	11 1.79%	24 4.12%	12 1.88%	21 3.55%	11 1.76%
White	502 87.30%	556 92.05%	517 89.91%	579 94.30%	517 88.83%	598 93.73%	521 88.16%	580 92.50%
Multi-Race	5 .870%	1 .166%	4 .696%	1 .163%	4 .687%	1 .157%	6 1.02%	1 .159%
Unknown	22 3.83%	20 3.31%	5 .870%	3 .489%	9 1.55%	8 1.25%	10 1.69%	18 2.87%
Total	575	604	575	614	582	638	591	627

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

Ferris State University - Full Time Faculty*

	2010 Male	2010 Female	2011 Male	2011 Female	2012 Male	2012 Female	2013 Male	2013 Female
Black	6 2.17%	4 2.44%	6 2.26%	4 2.53%	6 2.34%	4 2.52%	8 3.15%	2 1.31%
Hispanic	3 1.08%	2 1.22%	2 .755%	2 1.27%	2 .781%	2 1.26%	2 .788%	2 1.31%
American Indian or Native Alaskan	2 .722%	2 1.22%	2 .755%	1 .633%	2 .781%	1 .629%	2 .788%	1 .654%
Asian or Pacific Islander	21 7.58%	5 3.05%	22 8.30%	5 3.16%	23 8.98%	6 3.77%	20 7.88%	5 3.27%
White	233 84.12%	137 83.57%	228 86.04%	146 92.41%	218 85.16%	146 91.82%	213 83.86%	146 93.46%
Multi-Race	3 1.08%	1 .610%	3 1.13%	0	3 1.17%	0	4 1.57%	0
Unknown	9 3.25%	13 7.93%	2 .755%	0	2 .781%	0	5 1.97%	0
Total	277	164	265	158	256	159	254	153

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

Kendall College of Art and Design - Full Time Workforce*

	2010 Male	2010 Female	2011 Male	2011 Female	2012 Male	2012 Female	2013 Male	2013 Female
Black	2 5.41%	0	2 5.00%	0	2 4.76%	1 1.75%	2 4.26%	1 1.56%
Hispanic	1 2.70%	0	1 2.50%	0	1 2.38%	0	2 4.26%	0
American Indian or Native Alaskan	1 2.70%	0	1 2.50%	0	1 2.38%	0	1 2.13%	0
Asian or Pacific Islander	0	0	0	0	1 2.38%	0	1 2.13%	0
White	33 89.19%	50 96.15%	36 90.00%	51 96.23%	36 85.71%	53 92.98%	40 85.11%	59 92.19%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	0	2 3.85%	0	2 3.77%	1 2.38%	3 5.26%	1 2.13%	4 6.25%
Total	37	52	40	53	42	57	47	64

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

Kendall College of Art and Design - Full Time Faculty*

	2010 Male	2010 Female	2011 Male	2011 Female	2012 Male	2012 Female	2013 Male	2013 Female
Black	1 5.00%	0	1 4.76%	0	1 4.76%	0	1 4.76%	0
Hispanic	0	0	0	0	0	0	0	0
American Indian or Native Alaskan	0	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0
White	19 95.00%	22 100%	20 95.24%	23 100%	19 90.48%	23 100%	19 90.48%	24 100%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	1 4.76%	0	1 4.76%	0
Total	20	22	21	23	21	23	21	24

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

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

Michigan's 15 State Universities Fall 2012 Workforce Date (Full and Part Time)

Institution Name	Total Full/Part Time Employees	American Indian or Alaska Native Full/part time Employees	AsianFull/part time Employees	Black or African American Full/part time Employees	Hispanic or Latino Full/part time Employees	Native Hawaiian/ Other Pacific Islander Full/part time Employees	Race/ Ethnicity Unknown, Full/part time Employess	Two or More Races Full/part time Employees	Non-resident alien, Full/part time Employees	White Full/part time Employees
Central Michigan										
Eastern Michigan	2465	13	117	261	56	3	40	23	23	1929
		0.527%	4.746%	10.588%	2.272%	0.122%	1.623%	0.933%	0.933%	78.256%
Ferris State	2068	14	28	45	18	1	69	9	24	1860
		0.677%	1.354%	2.176%	0.870%	0.048%	3.337%	0.435%	1.161%	89.942%
Grand Valley	2910	11	104	160	87	0	115	16	35	2382
		0.378%	3.574%	5.498%	2.990%	0.000%	3.952%	0.550%	1.203%	81.856%
Lake Superior	438	15	6	2	2	0	17	0	23	373
		3.425%	1.370%	0.457%	0.457%	0.000%	3.881%	0.000%	5.251%	85.160%
Michigan State	11477	64	607	688	495	3	0	58	549	9013
		0.558%	5.289%	5.995%	4.313%	0.026%	0.000%	0.505%	4.783%	78.531%
Michigan Technological University										
Northern Michigan	1114	14	20	9	6	0	25	4	4	1032
		1.257%	1.795%	0.808%	0.539%	0.000%	2.244%	0.359%	0.359%	92.639%
Oakland	2140	14	146	164	40	0	31	7	144	1685
		0.654%	6.822%	7.664%	1.869%	0.000%	1.449%	0.327%	6.729%	78.738%
Saginaw Valley State University	1341	4	39	57	45	1	62	2	4	1127
		0.157%	2.980%	3.843%	2.824%	0.000%	13.647%	0.000%	15.700%	76.392%
University of Michigan-Ann Arbor	21160	58	1789	1449	670	18	290	281	1249	15356
		0.274%	8.455%	6.848%	3.166%	0.085%	1.371%	1.328%	5.903%	72.571%
University of Michigan-Dearborn	1013	0	114	86	21	0	8	30	0	754
		0.000%	11.254%	8.490%	2.073%	0.000%	0.790%	2.962%	0.000%	74.432%
University of Michigan-Flint	1036	5	31	117	26	1	14	19	14	809
		0.483%	2.992%	11.293%	2.510%	0.097%	1.351%	1.834%	1.351%	78.089%
Wayne State	6892	14	621	1586	153	5	69	27	423	3994
		0.203%	9.010%	23.012%	2.220%	0.315%	1.001%	39.130%	6.138%	57.951%
Western Michigan										

This data was collected from The Integrated Postsecondary Education Data Systems (IPEDS). 2012 was an optional year for Universities to submit data.