

FERRIS STATE UNIVERSITY

Report of Findings and Recommendations

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Structure of the Report

- ▶ Methodology
- ▶ Participation rates
- ▶ Listening & interpreting data
- ▶ Themes by six focus areas
- ▶ Small group discussion
- ▶ Recommendations
- ▶ Appendices

Methodology & Participation Rates

- ▶ Interviews: 10
- ▶ Focus Groups: 17 (Approximately 160 participants)
- ▶ Online surveys
 - Students: With a sample of 1,646 out of a population of 14,450 students (11% sample), the confidence interval is plus or minus 3% at a 99% level of confidence.
 - Faculty: With a sample of 324 out of a population of 1,005 faculty (32% sample), the confidence interval is plus or minus 5% at a 95% level of confidence.
 - Staff: With a sample of 543 out of a population of 1,174 staff (46% sample), the confidence interval is plus or minus 5% at a 99% level of confidence.

Listening to Data

- ▶ People's reactions to the data are more data. So notice your own reactions.
- ▶ Where quotes are provided, they are representative of themes we heard, but there is no way to specify the number of people who would endorse a particular comment. Quotes are verbatim.
- ▶ It helps to look at the data not as "right" or "wrong," but from the perspective of what can be learned from it.
- ▶ Perceptions are important even if they can't be "proven." There are always multiple realities in any organization.

Interpreting Data

- ▶ Statistically significant difference at .05 level of significance is denoted by an *.
- ▶ Look for patterns and trends and themes.
- ▶ Sample size less than 10 have not been included.
- ▶ Report focuses on questions with over 20% people disagreeing with a statement, or more than 10% difference between two groups.

Key to Findings

- ▶ Community stakeholders quotes
- ▶ Faculty quotes
- ▶ Staff quotes
- ▶ Students quotes

Findings and Recommendation Areas

Leadership, Vision,
Accountability

Recruitment and Retention
of Underrepresented Faculty
& Staff

Recruitment and Retention
of Underrepresented
Students

Inclusive Campus Climate

Teaching Methods and
Curriculum

Policies and Procedures

LEADERSHIP, VISION, ACCOUNTABILITY

»» Themes

Representative Themes and Comments

The University's mission of providing opportunity, regardless of background, is an inspiring vision for many at Ferris.

- ▶ *Our institution was founded by a gentleman, Woodbridge Ferris, who believed in opportunity for all and wanted to provide those opportunities, regardless of a person's background. One of the things I'm very proud of, working here, is that 130 years after our founding that's still one of the core pillars on which we stand and I think that's crucial to ensuring that we remain on our mission.*
- ▶ *I like the fact that Ferris opens the doors for students who may not have been able to attend other colleges. It's really an opportunity college... giving students who wouldn't otherwise have this an opportunity to receive a college education.*
- ▶ *It's student-centered, and that includes students from all walks of life, all status, classes, all nations, and all religions. When they come to us it's back to Mr. Ferris' philosophy: "We're going to teach you, if you let us."*
- ▶ *When I came here and looked at the history and the mission of Ferris, they really do live that – it's not where you start, but where you finish.*

Representative Themes and Comments

Diversity and inclusion (D&I) is important to the University's future success.

- ▶ *Diversity is extremely important for success of Ferris, the country, the world. I think everyone would agree with that to some extent, and I think there needs to be some actions, some plans to work towards diversity, because for some reason, even though it ought to naturally occur, it often does not and it needs some prompting.*
- ▶ *Diversity and inclusion is very important. When students leave us and enter the workforce, they're going to be working with people from different states, countries, cultures, religions, and races.*
- ▶ *Being in a rural area that attracts a lot of students from rural areas, for many of them, it's their first exposure to a diverse community. It is intrinsically valuable to prepare them for what they're going to encounter after they leave our campus and are working professionals in their field.*
- ▶ *I feel like Ferris is on the cusp of some dramatic change. The Diversity and Inclusion Office is doing some great things, but sometimes I feel like there's an impression on campus – "That (diversity) is somebody else's work," or "We've accomplished enough."*

Representative Themes and Comments

Diversity and inclusion (D&I) is important to the University's future success.

- ▶ *I'm interested to see where the campus goes. To have that sense of, "It's my responsibility to support diversity and inclusion on campus" is going to be a significant change for us. I think we have to get past this notion that diversity and inclusion work is the work of particular folks on campus.*

Representative Themes and Comments

Some expressed an appreciation for the University's leadership.

- ▶ *I like the open sessions held by the President and other higher ups– gives room for input from everyone and are well publicized.*
- ▶ *One of the reasons I came to Ferris is because I saw a level of commitment (to D&I work) from the institution in the top levels of administration – (and) it is all institutionally funded – that's something I didn't see in other places.*
- ▶ *I was told many times when I got here that if the administration wants something done, they can usually find a way to do it!*

Representative Themes and Comments

Many expressed a need for more gender and racial diversity in leadership and administration.

- ▶ *When you look at the genders that are represented at the upper leadership level, and when you look at the ethnicities, you're looking at a whole bunch of white, baby-boomer males – you don't feel that you would be welcomed at the table.*
- ▶ *I think Ferris is very top heavy and at the top it's almost exclusively white.*
- ▶ *If we don't get diversity among the President's Council, then it's never going to work.*
- ▶ *When you get these groups together now, all the women in the room report to some man. I don't know if it's part of the dynamics, but it tends to be that men dominate the conversation.*
- ▶ *As a white male, seeing no one in our Office of Multicultural Student Services as white, I don't connect or I don't associate with that office. If that office had a white male, white female, black male, black female, Indian, Asian, and I have a relationship with any of those individuals, me going to that event looks less unusual.*

Representative Themes and Comments

Many see the Vice President for Diversity and Inclusion/Chief Diversity Officer (CDO) position as central to Ferris having made positive steps forward regarding D&I. There is also a sentiment that D&I is not being championed enough in visible ways across the top levels of administration, and that the University needs to do more to share a clear message about the value of diversity.

- ▶ *Having a Diversity Officer is good – brings focus to the work. The CDO has made D&I important enough that the President and the University have responded.*
- ▶ *I've seen administrative leaders say that there's only so much we can do here, because we have a white, male, conservative environment. What does that mean: That you can't be a white male and appreciate diversity?*
- ▶ *The University should do more to share information about the many good things that are being done related to diversity. There should be transparency – we should know the numbers.*

Representative Themes and Comments

Position of Vice President for Diversity and Inclusion/Chief Diversity Officer would be strengthened if diversity related programs across the university reported directly to him, establishing more cohesion and influence than currently exists.

- ▶ *Approach to the Centers is too fragmented now. They need to be under an umbrella organization.*
- ▶ *He (Vice President for Diversity and Inclusion) only has a modest staff under him.*
- ▶ *These offices should report to a central office with Dr. Pilgrim as VP. Then there's different offices with one key individual who directs the whole thing. There's coordination, there's collaboration and there's communication.*

Representative Themes and Comments

Not enough understanding from senior leadership of what it takes for staff on the ground to implement their ideas. Staff wants more input into these kinds of decisions.

- ▶ *A lot of committees and, unfortunately, a lot of that is done by the upper management without understanding how the people on the ground are going to implement these things.*
- ▶ *Communication between the top and the middle has to improve!*
- ▶ *And who decides where the resources go? The lack of connection between the top and the bottom– the people on the ground are doing the work, but the higher ups aren't respecting what you know, so there's a disconnect between who makes the decisions and who does the work.*
- ▶ *Things get done very quickly, but often not with very good quality.*

Representative Themes and Comments

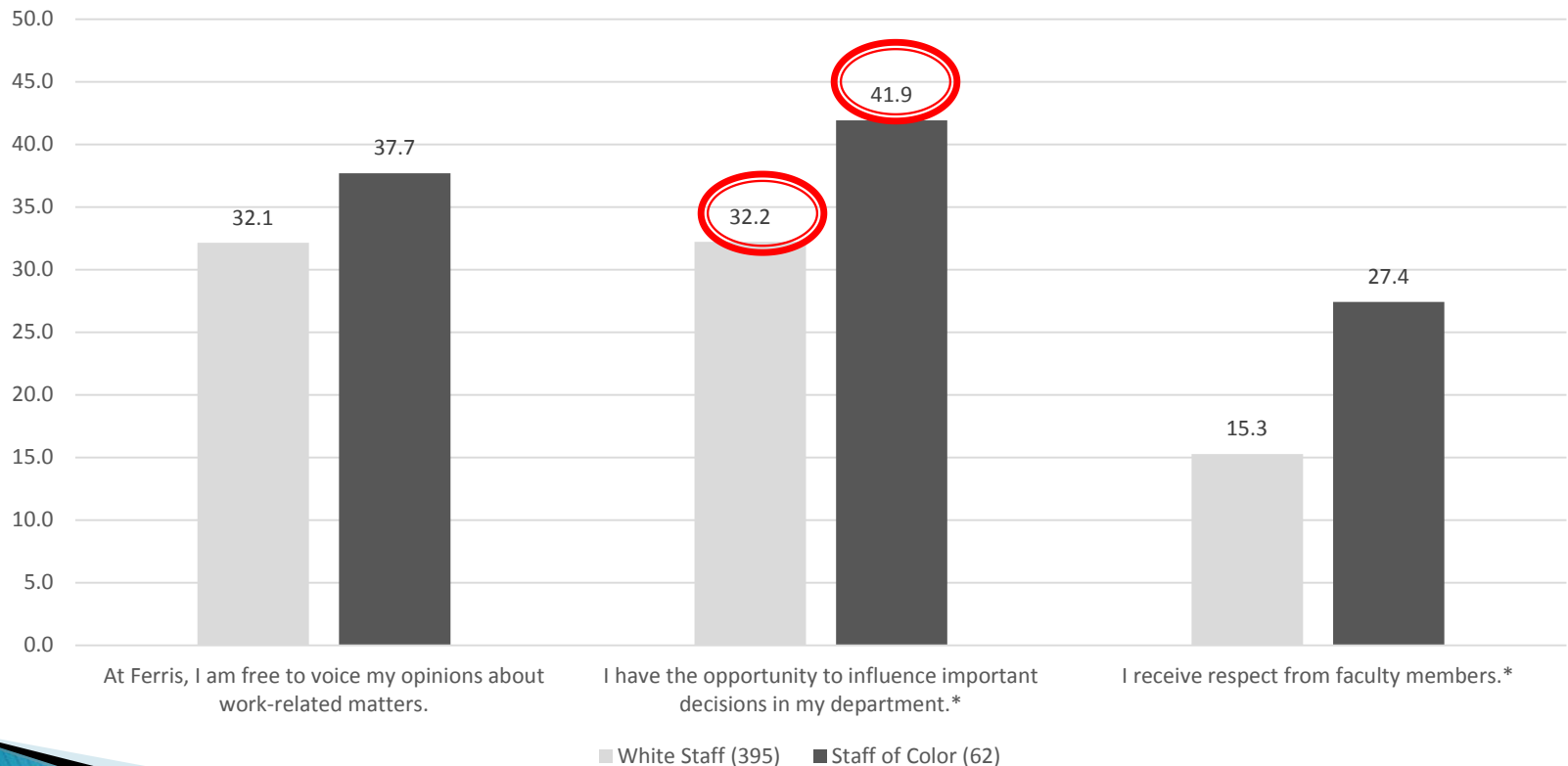
Diversification of the Board of Trustees is a positive development. Further clarification of the Board's role regarding Ferris' D&I initiatives is necessary.

- ▶ *The new diversity on the Board of Trustees is significant. We need to include these diverse perspectives. But our focus needs to be on policy.*
- ▶ *The Board can question policy, approve policy, but I'm not sure we see a clear delineation of responsibility for the Board (regarding D&I initiatives).*

Representative Themes and Comments

Approximately 30% white staff and 40% staff of color disagree that they have the opportunity to influence important decisions in their departments.

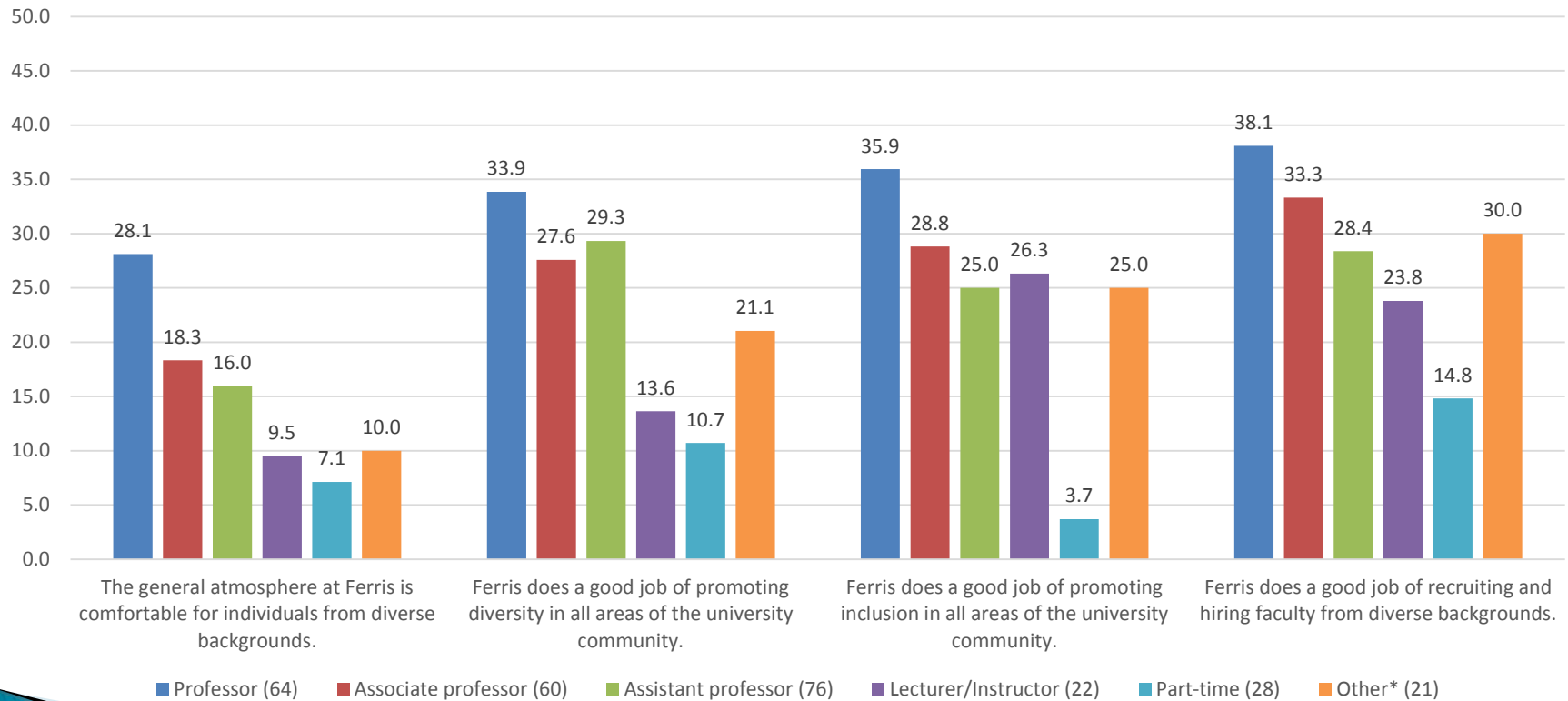
Percentage of Staff who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 30% professors disagree that Ferris does a good job of promoting diversity and inclusion.

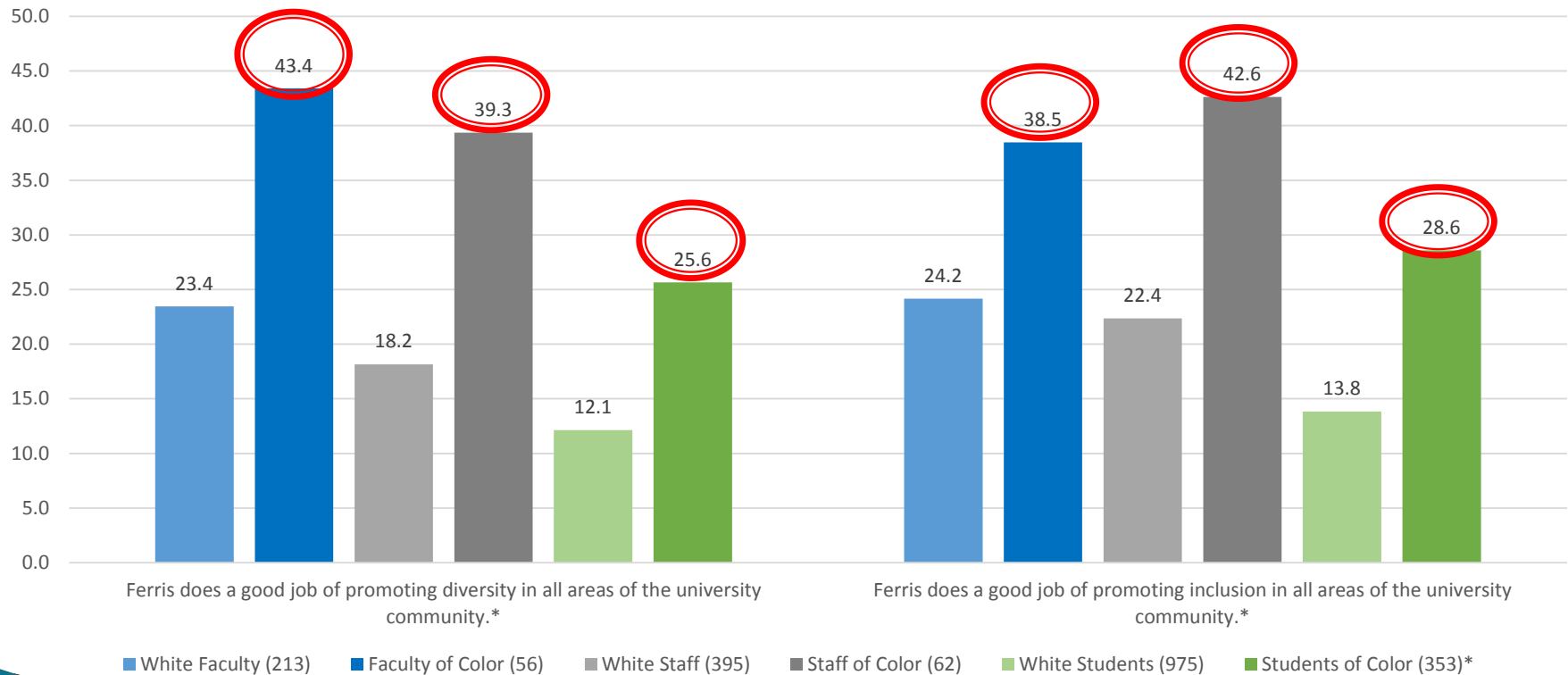
Percentage of Faculty who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 40% Faculty of Color, 40% Staff of Color and 25% Students of Color disagree that Ferris does a good job of promoting diversity and inclusion in all areas of the University Community.

Percentage of Faculty, Staff and Students that Strongly Disagree or Disagree with the following statements.....



RECRUITMENT AND RETENTION OF UNDERREPRESENTED FACULTY & STAFF

»» Themes

Representative Themes and Comments

There is a belief that recruiting and retaining diverse faculty and staff is important in order for the University to mirror society at large, and to effectively prepare students for the global diverse workforce.

(Recruitment)

- ▶ *I had one conversation with an African American student and she said her goal is to graduate from here, get her doctorate somewhere, and then come back in order to increase the diversity in that department. She felt very strongly that there wasn't enough diversity amongst the professors– I hadn't really thought about that.*
- ▶ *I don't think I've ever had a black professor. It's important (to have broader diversity) because then you get their viewpoints, background, or some of that input into how you're educated, which then helps you grow both on a professional and personal level.*
- ▶ *I think because (a black staff member) is on our staff – that's very important, so that they (students of color) can relate to that staff member and see themselves in the future. Whereas, if we didn't – If I (as a student of color) don't see anyone that looks like me in a position–that's a problem.*

72% staff of color (N= 62) & 65% white staff (N=395) agree that hiring of more staff from diverse racial and ethnic backgrounds should be a priority at Ferris University.*

Representative Themes and Comments

There is a belief that recruiting and retaining diverse faculty and staff is important in order for the University to mirror society at large, and to effectively prepare students for the global diverse workforce.

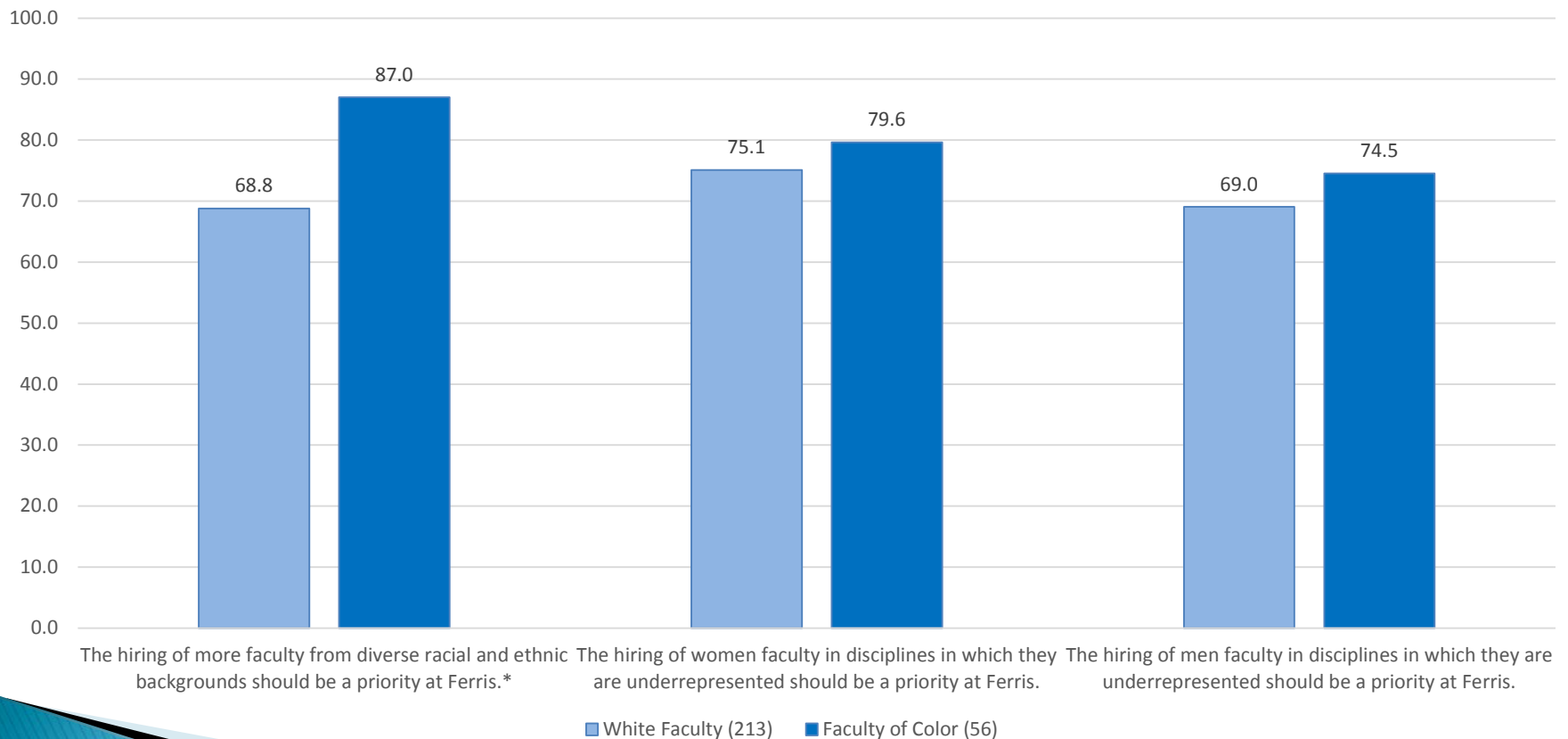
(Recruitment)

- ▶ *I feel that as a university it's very important to have this diversity - to have people from different places and trained from different universities, so they can bring their expertise together to teach students.*
- ▶ *I was involved in all kinds of position searches. I was extremely impressed with the efforts that were made to have a diverse applicant pool.*
- ▶ *Different people will give you a different perspective on things. With different cultural backgrounds comes different perspectives. If you have to learn from (all) the same professor you're going to get their same worldview.*

Representative Themes and Comments

Approximately 70% faculty agree that hiring of more faculty from underrepresented groups should be a priority at Ferris.

Percentage of Faculty who Strongly Agree or Agree with the following statements.....



Representative Themes and Comments

There is a belief that recruiting and retaining diverse faculty and staff is important in order for the University to mirror society at large, and to effectively prepare students for the global diverse workforce.

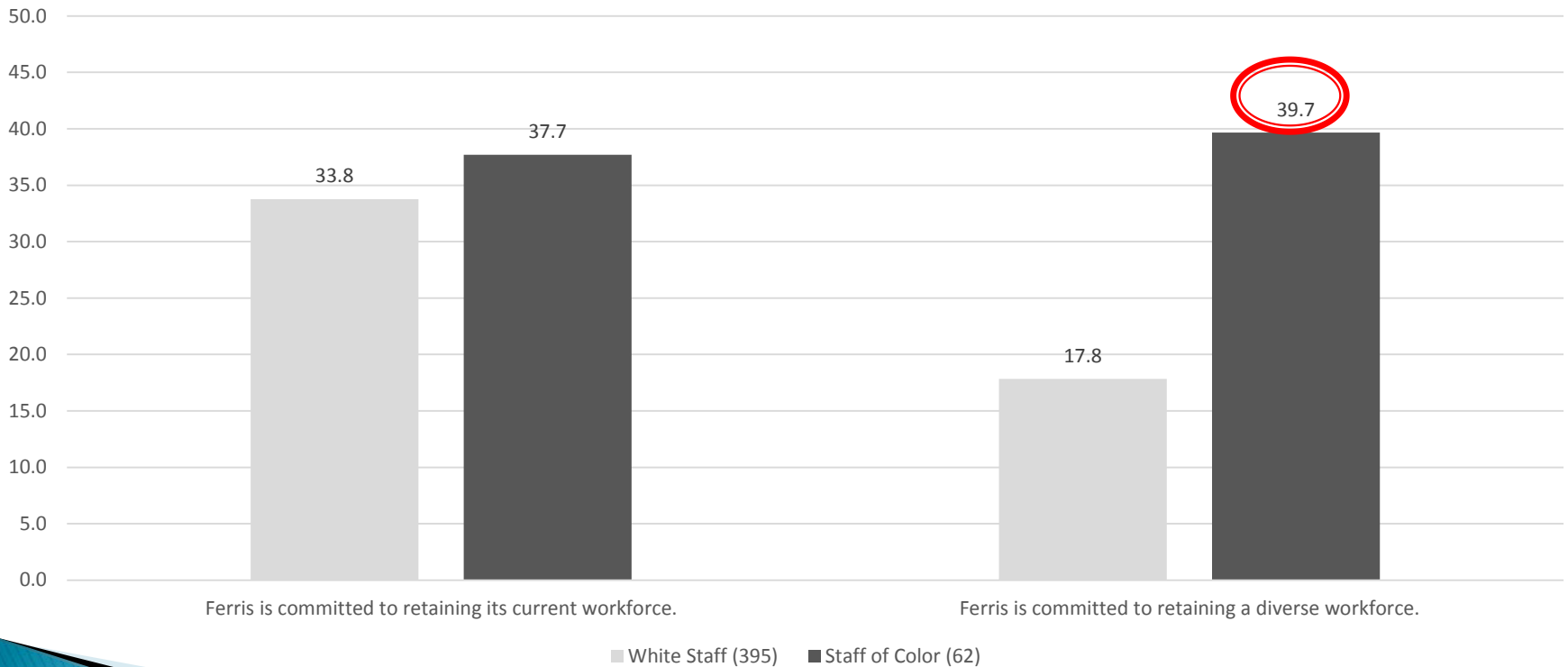
(Retention)

- ▶ *So then, once you do bring those individuals here who are maybe different than the average Ferris faculty member – someone of a different gender or a different race – I think sometimes they think once people are here the work is done, but that's not necessarily the case.*
- ▶ *I think being mindful of ways to offer the resources to support faculty (is important). If you recruit skilled faculty, or they have really good credentials but there might be, let's say, a language barrier – there might be a need for support services.*
- ▶ *I came here with a family so I love Big Rapids. I've talked to other faculty that may be single, and they feel that there are not a lot of resources for them.*
- ▶ *The problem that I see – a lot of times we'll get faculty from diverse groups here, but then the support for them is not what it should be. That is something we need to work on – whether it's visa issues, accommodations for people with disabilities – that's the big issue that I see Ferris needs to address.*

Representative Themes and Comments

Approximately 40% staff of color disagree that Ferris is committed to retaining its current workforce and that Ferris is committed to retaining a diverse workforce.

Percentage of Staff who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

There are some department, divisions, and programming within the University where efforts are being made to expand strategies for the recruitment of underrepresented faculty & staff. The EEO Office has played an important role in these developments.

- ▶ *The EEO Office has helped this to happen– all positions now need to be posted, and the candidate pools are reviewed before moving forward.*
- ▶ *They're (EEO Office) making sure that the postings are going out to select hubs for diverse pools, and we began learning about questions to ask and how to word qualifications appropriately, setting out a requirement or expectation to work with diverse people from diverse backgrounds.*
- ▶ *We had meetings about drilling down into “How do we do a better job reaching out to the Latino community across Michigan to enrich our applicant pools?” Our division has (subsequently) offered (money) to buy some radio ads targeted at the Latino community.*

Representative Themes and Comments

There are some department, divisions, and programming within the University where efforts are being made to expand strategies for the recruitment of underrepresented faculty & staff. The EEO Office has played an important role in these developments.

- ▶ *The conversations we've been having in our division – if we want to bring in diverse thoughts or perspectives or people here, we have to look beyond just Big Rapids/Grand Rapids. We've been having those conversations and it's been a real struggle for people.*
- ▶ *We have recently partnered with Greystone – they are the number one advertising agency in the nation for higher education. I had a recent openings in one of the tougher areas – more IT-related, which is predominantly normally white male. I had a very diverse pool, so it was exciting to see that!*

Representative Themes and Comments

The University's location and it being a predominantly white community are perceived as deterrents to the recruitment of underrepresented faculty and staff.

- ▶ *Certainly, Big Rapids in terms of location and perception is an issue in terms of attracting faculty and staff.*
- ▶ *If you've got a chance to work at UM, Ann Arbor or Michigan State U., where you're going to be in a more diverse area, you're going to be paid a lot more money, and work at a more prestigious university, where are you going to go?*
- ▶ *To recruit diverse faculty to Northwestern Michigan – an hour from a highly populated, more diverse area – is a challenge. It's inherent (in the location).*
- ▶ *We offered a faculty position to a female minority. She came back for a visit and specifically turned the job down, because she didn't see Big Rapids as a place she could flourish.*
- ▶ *It would be fantastic to recruit more Latino faculty/staff. The current Latino faculty/staff is spread very thin, on multiple committees. We had some discussions with HR about changing the way job descriptions are written up, having "bilingual," for example, as "preferred" on any position.*

Representative Themes and Comments

There are obstacles to recruiting underrepresented faculty and staff such as the use of more traditional recruiting “pipelines,” and conscious and unconscious biases that play out in the hiring process.

- ▶ *It’s hard to get diversity when many times people use the rationale (for not hiring) – “they won’t fit in our culture”, even though they may have the credentials and experience to get the job.*
- ▶ *I’ve been part of search processes where it’s been evident to me – you know, “you already have someone in mind for this position.”*
- ▶ *There is a lot of unconscious bias related to favoritism and hiring those “you are comfortable with.”*
- ▶ *Favoritism is the last frontier of what I would call “acceptable discrimination.”*

Representative Themes and Comments

Approximately 40% Faculty of Color and 50% Staff of Color disagree that Ferris does a good job of recruiting and hiring faculty and staff from diverse backgrounds.

	Ferris does a good job of recruiting and hiring faculty from diverse backgrounds.*
White Faculty (213)	28.5
Faculty of Color (56)	38.9

	Ferris does a good job of recruiting and hiring staff from diverse backgrounds.*
White Staff (395)	25.1
Staff of Color (62)	48.4

Representative Themes and Comments

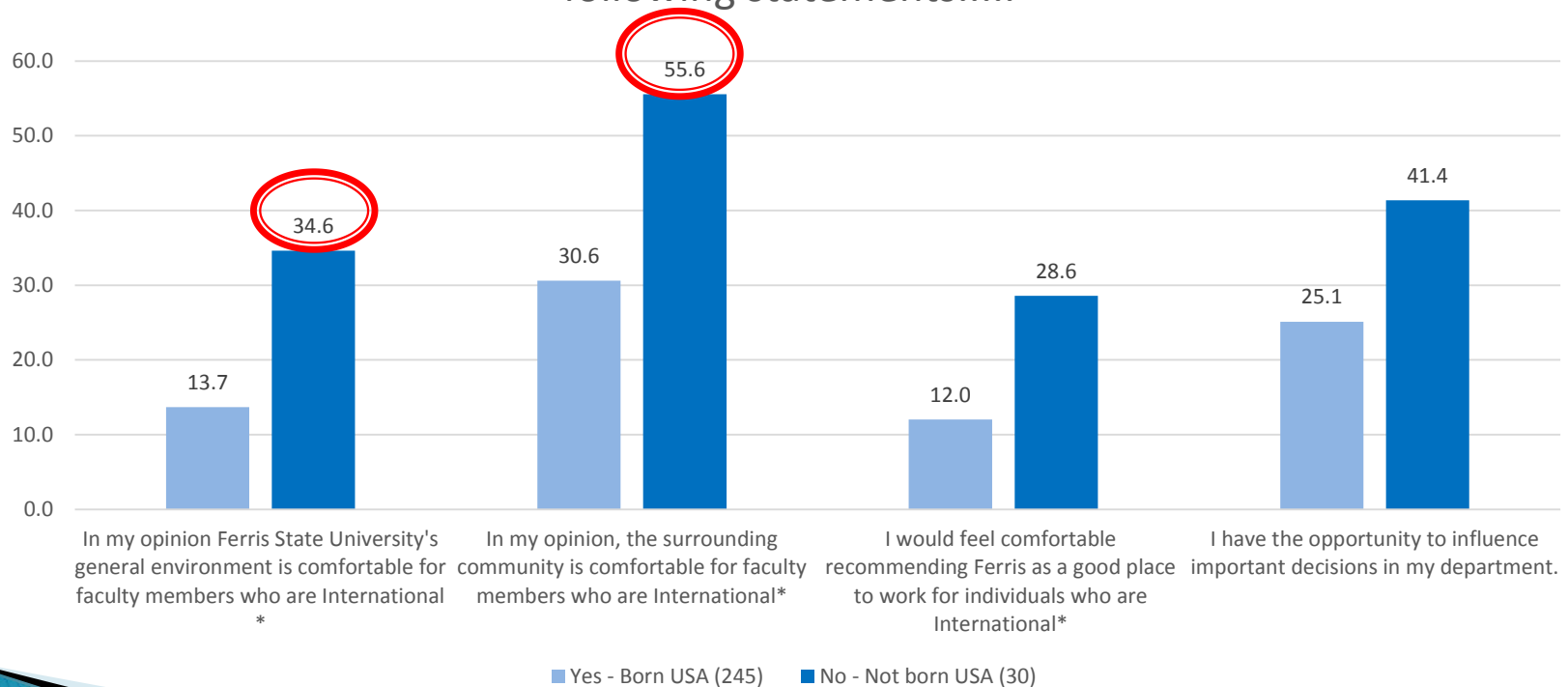
International faculty and staff are constantly challenged due to perceived language barriers. This compromises the value of a diverse faculty and staff at Ferris.

- ▶ *I've been dealing with issues that we brought in a new faculty member (from outside US). I have found from the students' perspectives, he's probably a little bit more challenging listening to than the normal. They (students) have a hard time adjusting, and they tend to want to be critical faster than they should be from that perspective.*
- ▶ *Every once in a while, the students say (student evaluations), "I don't understand her accent." The thing is it's really (that) Ferris students haven't been exposed to different cultures – not even minority cultures in the United States. Most of the time, it's the first time they are sitting next to an African American person, or an Asian person, or something like that.*
- ▶ *A student was not doing well in my class and said, "She doesn't speak English. I don't understand her English." My head of the department said, "There's nothing wrong with her English. If she speaks too fast or whatever, that you can ask her about. But her English is not the problem." That changed that student's attitude because the Head did not enable her. But other instructors, or heads will say, "We'll get you help. Whenever you have questions you come to me." You are enabling that student!*

Representative Themes and Comments

34% International Faculty disagree that the general environment at Ferris is comfortable for faculty members who are International and 55% disagree that the surrounding community is comfortable for faculty members who are International.

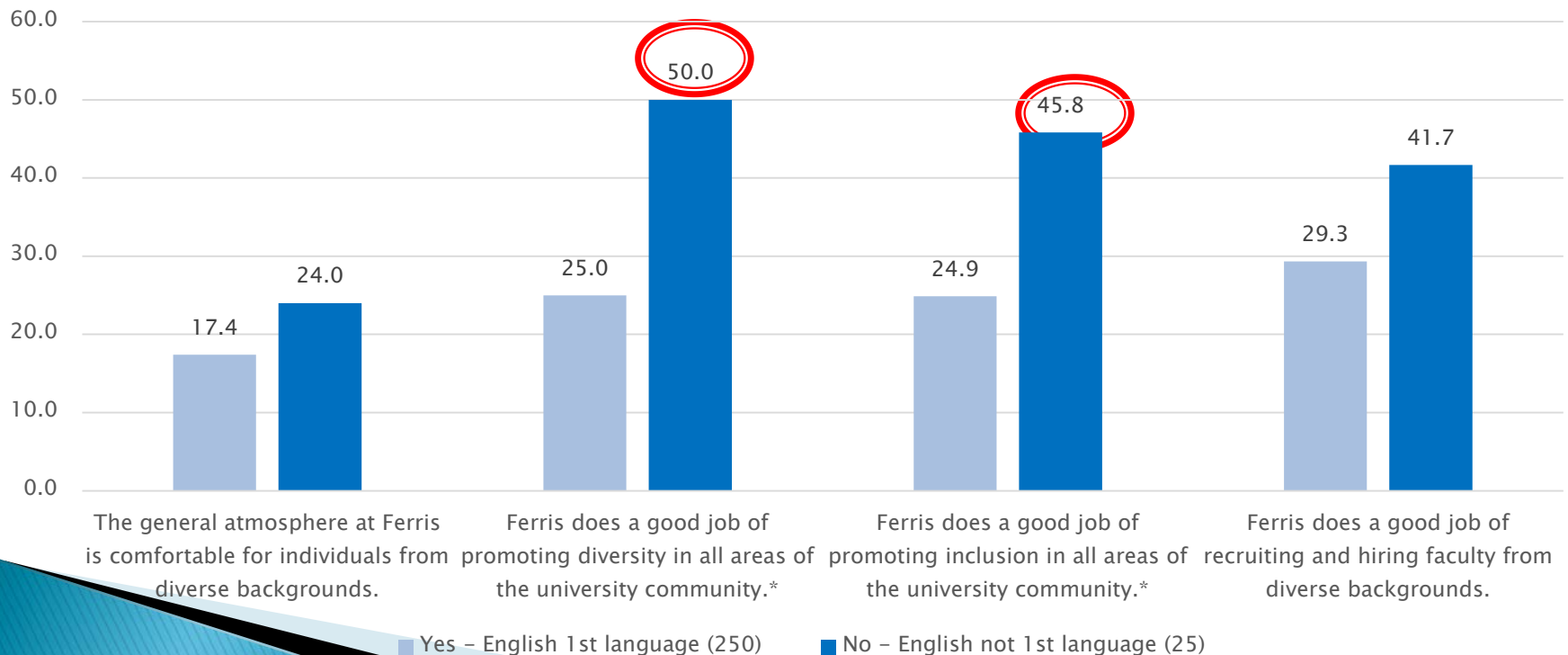
Percentage of Faculty who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

50% Faculty who speak English as a Second Language (ESL) disagree that Ferris does a good job of promoting diversity in all areas of the university community. 46% disagree that Ferris does a good job of promoting inclusion in all areas of the university community.

Percentage of Faculty who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

There is the perception by some that by hiring diverse faculty and staff, "the bar will be lowered."

- ▶ *We can't just recruit diversity without them having the necessary skills.*
- ▶ *It's not just about more diversity, but identifying what that means in terms of results.*
- ▶ *I support the idea of a diverse faculty and staff at Ferris, but the University needs to have the right people.*

Representative Themes and Comments

Promotional and advancement opportunities, as well as career mentoring, are lacking, and are particularly hard to get for staff/faculty of color and for women.

- ▶ *It's just a little too arbitrary, and when you lack diversity, it makes it hard to be a person of color and in some cases, a woman. It can make it a little less likely to get your piece of the pie.*
- ▶ *Employees need to know they are valued and have the chance to be promoted, which I do not believe is happening now.*
- ▶ *More opportunities for internal promotions.*
- ▶ *If you look at some departments, they have women, but none, or very few in roles such as Dean, Assistant Dean, etc. Ferris is not a place that encourages women in leadership.*
- ▶ *Females are severely lacking from advancement opportunities, especially at executive level.*

40% white faculty (N=213) & 56% (N=56) faculty of color disagree with the statement – “I have had a faculty mentor at Ferris.

43% white staff (N=395) and 58% staff of color (N=62) disagree that they have opportunities for advancement at Ferris*

RECRUITMENT AND RETENTION OF UNDERREPRESENTED STUDENTS

»» Themes

Representative Themes and Comments

Many feel that Ferris has done a good job of diversifying its student population through a number of initiatives – by diversifying degree program offerings, through the partnership with Community Colleges, through successful athletic programs, and by raising the bar for admissions.

- ▶ *Ferris's history as a "trade and technical" school also helped – all along they had a tendency to go after different students than let's say "legacy" students (like Ivies), so that's made a difference in who's interested in attend here at Ferris.*
- ▶ *Ferris is interesting because it's so unique, based on the programs that we offer. It's such a technical school – students are coming here to learn a trade, to learn a skill, and then to go out and use it in a practical manner. I think that brings a differently shaped student population than a liberal arts college might find.*
- ▶ *Since Ferris has raised the bar for admissions (went from open admissions to minimum GPA/SAT, but left open individual interviews to show you have potential) – this has helped. Prior to this, some students (with Pell Grants) hung out, didn't go to class, had low GPA, etc., and a lot of good students have now come as a result of this new combined approach.*

Representative Themes and Comments

Recruitment of underrepresented students is seen as important, and seen by some as going hand in hand with recruiting a diverse faculty.

- ▶ *It's important for both ways – for international and domestic students – because when they meet and talk they appreciate each other's culture. They know what is happening around the world. They know the different cultures that exist in the world, and how people from those cultures react and behave and how they express their ideas.*
- ▶ *I think it's very important to recruit diverse students, and I think one way to do that is by the recruitment of diverse faculty. It goes hand in hand with diverse students.*
- ▶ *If students see themselves reflected in the faculty, they will be more receptive, or there will be more of a sense of pride in the university; more of a sense of a commitment.*
- ▶ *For me the drivers behind this are really about maintaining an enrollment, and trying to grow an enrollment with a shrinking demographic pool of the traditional students. I think for Ferris to be successful from an enrollment perspective we are going to have to have a more diverse student body, particularly as it relates to Hispanic students and as it relates to international students.*
- ▶ *We've been doing a little bit to recruit and retain. Within the last year they opened a Center for Latino@ Studies. They opened that office within a year, and now Diversity and Inclusion is heading up this audit, so I think in their own way they're trying. I don't think it's enough, but it's progress.*

Representative Themes and Comments

There are some department, colleges, and divisions within the University where efforts are being made to expand strategies and programming for the recruitment of underrepresented students.

- ▶ *We established what we call a “Promesa Pipeline.” We support students with any questions they have just navigating the institution. We do that with their community partners – They connect with their families. If we connect with them, by the time they get here we know their families and we’re able to support them in collaboration with their community partner. It’s a fantastic model! It’s both community-based and culturally relevant. It ties into understanding their cultural roots. I think that’s what makes it so meaningful for them.*
- ▶ *The Latino Center was added two/three years ago here. I can’t quote numbers, but I believe that more Latino/a students have come to Ferris because they feel welcome in that center, and it also opened doors for us in Grand Rapids and West Michigan in lots of professional arenas.*
- ▶ *Regarding student recruitment/retention of non-traditional gender such as Women in College of Engineering Technology, males in College of Health Professions – I just wanted to commend the university for funneling dollars into that area to try to help attract/retain a more diverse population.*

Representative Themes and Comments

There are some department, colleges, and divisions within the University where efforts are being made to expand strategies/programming for the recruitment of underrepresented students.

- ▶ *There are lots of efforts that are happening individually in colleges with programs – examples such as:*
 1. *Specific outreach to different communities, to high schools or particular areas of the state;*
 2. *Recent efforts even more in Chicago (as our pool of students in Michigan gets smaller);*
 3. *We’ve done a lot with our alumni – just connecting with our alumni to connect in the neighborhoods and their workplaces: Who do you know that you think would be a good match with Ferris?;*
 4. *The Great Lakes scholarship piece – that extends to all states – It helps to level the in-state tuition*

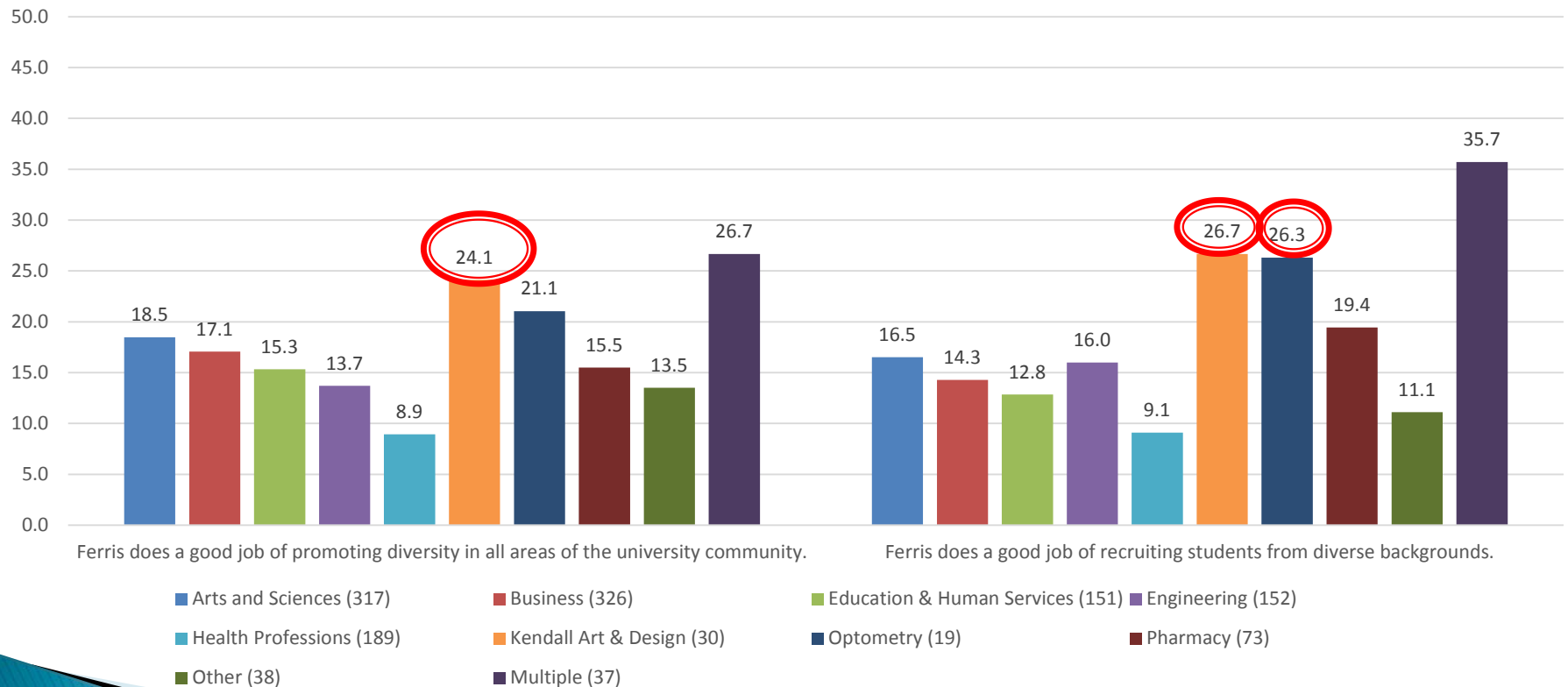
- ▶ *Ferris has a generous (Admissions) group-visit policy– there’s no cost associated with it. They’re going to have a campus experience where they’re going to meet students. They’re going to learn about the university.*

- ▶ *It’s making those students recognize, “This is attainable for me; this is real. I can see myself here.” Many of the groups that might come, because we do have a lot of first-generation students here at Ferris, may not have the support in their family or knowledge. There’s just not a familiarity with sending people to college from their family.*

Representative Themes and Comments

Approximately 25% of students from Kendall Art & Design and Optometry students disagree that Ferris does a good job of recruiting students from diverse backgrounds. Approximately 25% of students from Kendall Art & Design disagree that Ferris does a good job of promoting diversity in all areas of the university community.

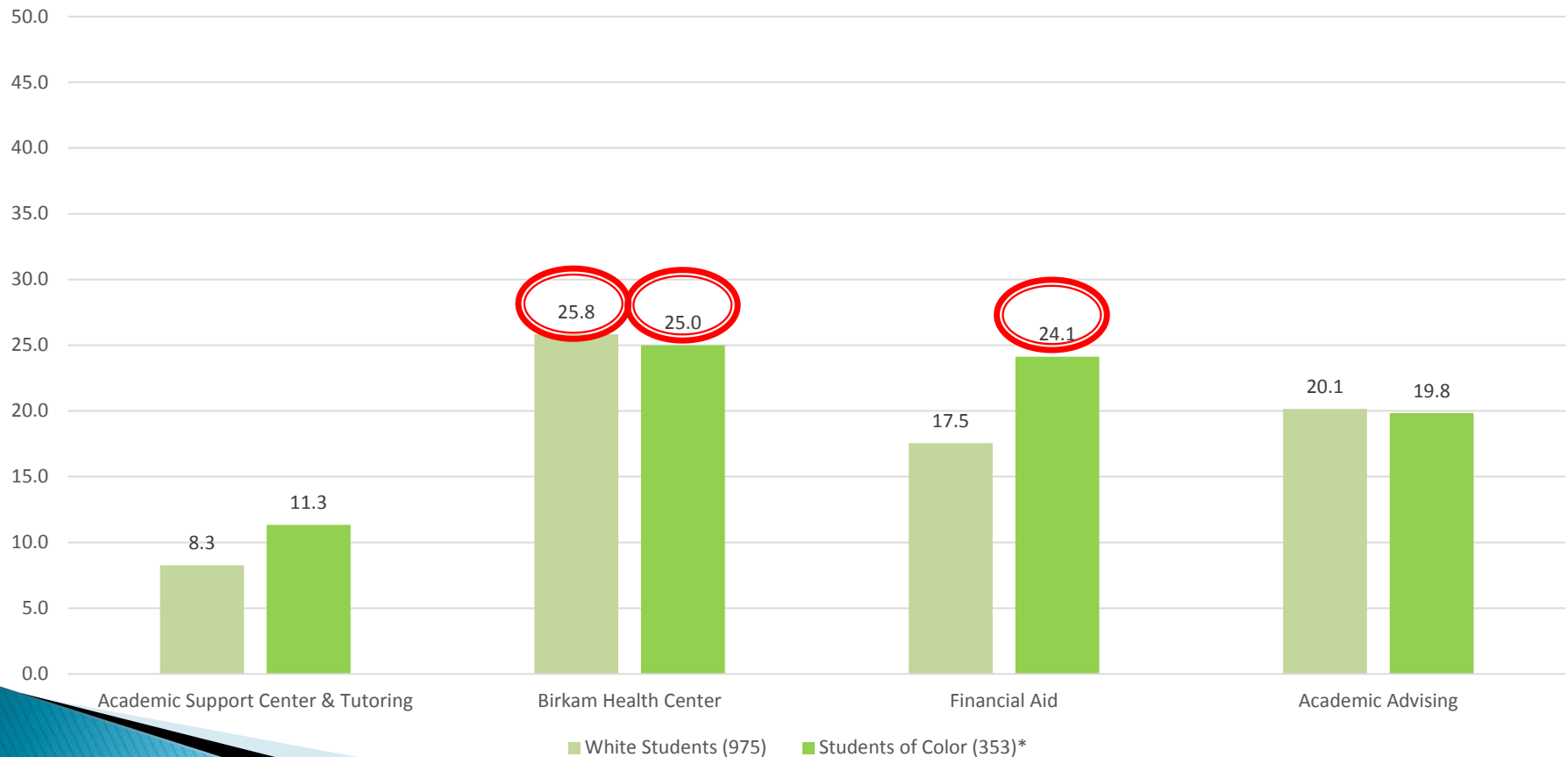
Percentage of students who strongly disagree or disagree with the following statements.....



Representative Themes and Comments

Approximately 25% of students are not satisfied with the support services offered by Birkam Health Center, and 25% of students of color are not satisfied by support services offered by Financial Aid.

Percentage of students who strongly disagree or disagree with the following statement – I am satisfied with the support services offered for my needs at Ferris...



Representative Themes and Comments

Ferris needs to do intentional outreach regarding the recruitment of underrepresented students.

- ▶ *The University needs to reach into the demographics of students that will define its future (i.e., Hispanic students).*
- ▶ *The perception needs to be that Ferris is “the place to be” (for underrepresented students).*
- ▶ *We need to continue to do an analysis of our policies impacting different groups. For example, undocumented students can be admitted into Ferris, as state students – they don’t have to pay out-of-state tuition, international tuition. They’re eligible for institutional financial aid dollars. But the admissions application itself was misleading, and it asked for information that made students feel that they couldn’t apply if they were undocumented. We worked with admissions to resolve some of those issues.*

25% Asian students (N=41) and 30% Black/African-American (N=130) students disagree that Ferris does a good job of recruiting students from diverse backgrounds.

Representative Themes and Comments

There is concern from some about the effects of recruiting underrepresented students and how this will impact the quality of education at Ferris.

- ▶ *What do you do once “the bodies” are here? How does this affect the quality of education? I know first hand what can happen in the classroom when these students come. They are not prepared. And look at the University of Michigan and issues with Chinese students. Oh yes, it’s about inclusion– these issues have to be addressed.*
- ▶ *We have to enter partnerships with our students for their success. Partnership really requires mutual respect and provision of resources.*
- ▶ *Diversity should never be a goal, Ferris should strive for excellence by recruiting motivated students, without regard to race, gender, or faith. This will result in a more natural diversity, rather than an artificial diversity created by labeling people as members of a group. At Ferris, we are all Bulldogs, and that is enough for anyone.*

Representative Themes and Comments

The University's location is a detriment to the recruitment of underrepresented student, and recruiting outcomes are limited when drawing from the same pool of students. There is a perception that efforts need to be expanded to reach diverse student populations.

- ▶ *We have so many students that come from the Detroit area that spend one semester and then leave. It's just too much of a cultural and offerings change for them to process at the age of 18.*
- ▶ *I heard from multiple international students about the challenge of just getting access to the ingredients of types of food they need to make the diet that they're accustomed to. With it being obviously a very rural community, this has the added complexity of transportation to get to Grand Rapids or wherever they need to go to get those ingredients.*
- ▶ *We have a strategic enrollment planning process that's ongoing – we all talked about how we want to target the Hispanic population, but in the same conversation we're talking about how we want our decisions to be data-driven.*

Representative Themes and Comments

The University's location is a detriment to the recruitment of underrepresented student, and recruiting outcomes are limited when drawing from the same pool of students. There is a perception that efforts need to be expanded to reach diverse student populations.

- ▶ *The investment that we're making for Hispanic students probably could not be supported by the number of Hispanic students we have at this time. But I think we have to look at the demographic data and recognize that if we don't do the work now, we're not going to get the numbers we want later. So I think there's an investment.*
- ▶ *Yes, we have Admissions teams that are in place to recruit from different locations to try to improve our numerical representation of Latinos. But in the Latino community it's very family-oriented; you have to build relationships. It has to be genuine.*
- ▶ *You have to invest in the work that it takes to be in those communities long-term. It's not just 'go to one event,' or 'go to a conference,' or 'go to a gala.' You build relationships with community partners; you connect with community leaders; you work with the students; you work with the public school system in different areas.*

Representative Themes and Comments

There are challenges that the University community needs to address related to the college-readiness of students, the specific needs of nontraditional students and low-income students, and the variance of mindsets and skill-set of faculty and staff to address these students' diverse needs.

Challenges related to college-readiness of students:

- ▶ *One of the challenges is that students come to us at different levels of pre-college preparation. True opportunity provides the support for success once you are here.*
- ▶ *I work in an urban area and most of our students that I work with directly in the Latino community and the African American community are not academically prepared. That doesn't mean they don't have the ability; it means that we have to provide them with additional supports to be successful.*
- ▶ *I have a lot of issues because about 40 percent of our program is off-campus, and we work with community colleges. When they hit our courses they tend to have issues with, "OK, now you're taking a class at a higher university level and you're supposed to be able to start articulating."*

Representative Themes and Comments

There are challenges that the University community needs to address related to the college-readiness of students, the specific needs of nontraditional students and low-income students, and the variance of mindsets and skill-set of faculty and staff to address these students' diverse needs.

Challenges related to college-readiness of students:

- ▶ *I also think that if there were policies and procedures in place, such as early warning indicators, that are then applied across the whole university and identify students in key areas where you know that there's a chance that they would not be successful, it becomes a process and not a personal issue.*
- ▶ *The plan needs to include faculty development on how to teach to those students that are on the edge. I know there was a group that did a study of high DFW (Drop, Failure, Withdraw) rates, and my department happened to have a handful of folks that had high DFW rates for non-white students. Those discussions with faculty members are exceptionally difficult because you automatically feel as if you're being called racist.*

Representative Themes and Comments

There are challenges that the University community needs to address related to the college-readiness of students, the specific needs of nontraditional students and low-income students, and the variance of mindsets and skill-set of faculty and staff to address these students' diverse needs.

Challenges related to non-traditional students:

- ▶ *I think currently our biggest barrier is the lack of an appropriate student space. A lot of individuals in our program are second-career-type individuals who maybe don't even live that close to Big Rapids. I know we have people that drive up from Kalamazoo every day.*
- ▶ *Why do we require freshman live on campus – what about those with families? We'll lose them.*
- ▶ *Quality childcare is very limited in this area. I know we have a program here on campus, but I know there are a lot of challenges for them with size and limitation.*
- ▶ *I would love to see the university provide a better support structure to the non-traditional student that's trying to get an education as well as work.*
- ▶ *I can't speak for the off campus and online groups, but, if we're trying to address diversity university wide, they should be talked about – it's not a small group (over 3,000).*
- ▶ *As a faculty member teaching off campus, one of my challenges is trying to differentiate their expectations, their needs. They don't want professional development, don't want student organizations; they want to come in, get a degree, and they want to go out. I feel like that's very counter to what we promote here on campus.*

Representative Themes and Comments

There are challenges that the University community needs to address related to the college-readiness of students, the specific needs of nontraditional students and low-income students, and the variance of mindsets and skill-set of faculty and staff to address these students' diverse needs.

Challenges related to low-income students:

- ▶ *We do serve a lot of students who come here from very poor neighborhoods and from very poor families. This can be a very significant, big change, and when you have a big change it can really mess with how you perceive the world and how you perceive yourself. I imagine that retention of those students can be challenging.*
- ▶ *For many people – white, black, Latino, Native American, whoever – you're going to look at the cost of attending Ferris and figure out, "How the heck am I going to do that?" The challenge is going to be making sure that we're able to provide financial aid to assist them.*
- ▶ *One thing that Ferris ranks high on – a list you don't want to rank high on – is amount of debt for our graduating students. We're very high there. But that goes also to – we take first-generation students; we bring in students that don't necessarily come from a higher socioeconomic background.*

Representative Themes and Comments

There are challenges that the University community needs to address related to the college-readiness of students, the specific needs of nontraditional students and low-income students, and the variance of mindsets and skill-set of faculty and staff to address these students' diverse needs.

Challenges related to the variance of mindsets and skill-set of faculty and staff to address these students' diverse needs:

- ▶ *You have students who have never been in a system where they were held accountable. The supports weren't there, on top of their socioeconomic status and their family circumstances, so they're totally unprepared. I always feel bad – it's not those students' fault. We need to be more clear about what the expectations are at the collegiate level with the K-12 system.*
- ▶ *I don't think the faculty or administration – they're not very sensitive to minority issues or diversity issues when it comes to international students or students that are minority. Sometimes their needs are different. One side says, "I'm not getting what I need in support from you," and another side says, "What do you mean? I'm giving everything I can," and doesn't understand the issue of why there's a problem.*
- ▶ *I'm a faculty member, and I deal with students coming from backgrounds where no one ever paid the bills on time, no one paid attention. There are deadlines in academia. Retention becomes irrelevant when they won't do the work. I give second, third opportunities. I get it all in writing. They try to put it on you, because they're from a family or culture that didn't take care of stuff. Support? How can you support me?*

INCLUSIVE CAMPUS CLIMATE

»» Themes

Representative Themes and Comments

Many appreciate Ferris as a welcoming community where people are motivated and have a hands-on approach to working with students.

- ▶ *I like how welcoming it is – there’s almost a sense of family. I’ve been here a little over four months as well.*
- ▶ *It’s really interesting and it’s heartwarming for me to see the new people coming here thinking Ferris was going to be a stepping stone to move on to that next great thing, and then twenty or thirty years later they’re still here because they found it such a welcoming and a good place to work.*
- ▶ *I also appreciate how hands-on everybody is. I see a lot more staff and faculty working very closely with students, very directly, very hands-on. They dedicate their time in and out of class, and in and out of office hours. You don’t always see that at other places, but I see it a lot here.*
- ▶ *The people. The people I work with. The reason I came is simply because of the people, during the interview process. I’d never been to this part of Michigan at all; never been to this part of the world at all. I only came here because I was impressed when I came for the interview.*

Representative Themes and Comments

Over 80% faculty, staff and students agree that they feel they are a valued member of Ferris community, and that the general atmosphere is comfortable for individuals from diverse backgrounds.

	In general, I feel I am a valued member of the Ferris State University community.	The general atmosphere at Ferris is comfortable for individuals from diverse backgrounds.
Faculty	87.2	82.0
Staff	84.1	82.8
Students	86.0	88.2

Representative Themes and Comments

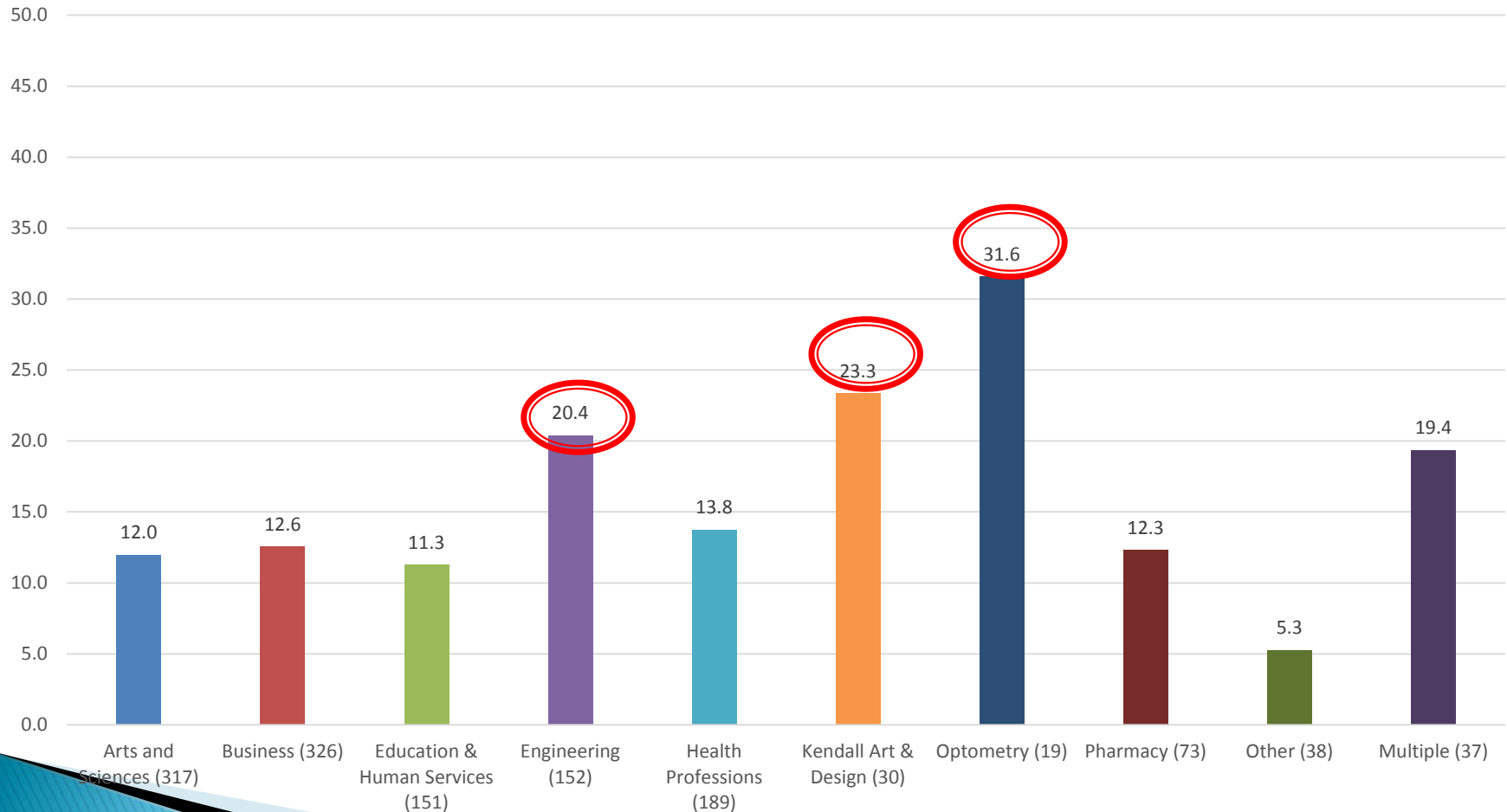
A personal sense of inclusion and being valued exists for some, but that can differ based on your department and college affiliation.

- ▶ *I'm speaking for our department– we have a great mix – like the new faculty that were hired. There are five of us and we all come from different parts of the country, from different parts of the world. I would probably go as far to say that some of us have made the choice to come here because of the people and the people–connections that we had because of our Dean – because he himself has done that.*
- ▶ *There's definitely colleague support for us. I've been here in the United States for about 25 years now – and I did my PhD here – so in terms of being exposed to the culture, I had a background like that. But again my colleagues, the faculty, never make me feel excluded or anything like that.*
- ▶ *The department level, it's fine. The college level, for me? It's an incredibly monochromatic (white), 3 or 4 LGBT people who aren't visibly 'out', and (limited) gender (heavily male) – it's a group of people that are not particularly interested in "others."*
- ▶ *I've seen talented people leave because they were harnesses and held back. The person above them said "You're making me look bad ."*
- ▶ *There are a lot of people who do a job that is not necessarily public. You get the job done, but it's like you're invisible.*

Representative Themes and Comments

31% Optometry students; 23% Kendall students and 20% Engineering students do not feel like a valued member of the Ferris State University community.

Percentage of students who strongly disagree or disagree with the following statement - In general, I feel I am a valued member of the Ferris State University community.



Representative Themes and Comments

There are some who feel that Ferris is too segregated a campus and has too many cliques, which is not conducive to the development of an inclusive campus community. Others feel generational differences at work at Ferris.

- ▶ *I feel one barrier as an employee of the university – there is a distinct age gap between where I sit as a new professional and the veterans of the university. You're new or you're old.*
- ▶ *I think we still have a need for people to understand civility and respect (generational differences) – when you have four and five different generations working together – that's different than any other time we've had in history, and that's really important.*
- ▶ *I feel worried everyday I may be patronized by my supervisor for being younger (I'm about the age of my supervisors/colleagues' children), and for having a significant other who is older.*
- ▶ *Although we have a big population with different demographics, it's still very segregated on campus. You walk into the Rock (Café), you see different groups visibly – visible differences. Even in the residence halls we'll have certain groups of people on one floor and the lobby spaces compared to other floors.*
- ▶ *My buildings are comprised of students in the Honors program. We didn't have any sort of outward racial diversity– 250 people– not one. This year was the first time that we finally have some students (of color) in one of my buildings.*

Representative Themes and Comments

There are some who feel that Ferris is too segregated a campus and has too many cliques, which is not conducive to the development of an inclusive campus community. Others feel generational differences at work at Ferris.

- ▶ *I also feel that a lot of people at Ferris are in their own little cliques. People of the same minority or race or background or religion, they all hang out with each other and are kind of afraid to break that clique.*
- ▶ *There are tons of organizations that are very specific for different religions or types of people. That's an awesome thing, because then they have a place to go and be with their own people. That also means they're going to their own place away from everyone else so we don't get their perspective on life.*
- ▶ *Certain groups go to certain programs (i.e. MLK programming) because they related more. If we could relate to a level of knowing that – Martin Luther King is not the only person that's done something, then I feel like that separation will slowly dwindle.*
- ▶ *You have Black Greek Council—everyone in those groups are all black, they're not in the other fraternities and sororities because they have their own place to go.*
- ▶ *I see there are many groups or events on campus that are targeted strictly to African-Americans. As a white person I do not feel welcome to go to those events, even though I would like to. I understand the need to empower a group of students, however I feel it separates us instead of promoting unity and inclusion.*

Representative Themes and Comments

Stereotyping, misperceptions and mistreatment both on and off campus, create a feeling of isolation for people of color, especially African American.

- ▶ *Many issues arose regarding stereotyping and treatment of black students after an off-campus shooting last year, which did not involve Ferris students.*
- ▶ *I don't think that the (Big Rapids) community is very accepting of people that are different. They are not very familiar with African Americans. Specific example: I was driving and I got hit, and basically (I did fight the ticket) they said, "Well just because you have a green arrow does not mean that you go." Now, anyplace else in the United States a green arrow means that you can go. So my boss said, "You got a DWB." A 'Driving While Black' ticket.*
- ▶ *There's black fraternities and white fraternities and I think that promotes prejudice. "The black fraternity is having a dance. We're going to have fights in the parking lot and they're going to go until three in the morning." You know, that kind of thing from the white community.*

Approximately 25% Black/African-American (N=130) students would not feel comfortable recommending Ferris to prospective students who are Black/African-American

Representative Themes and Comments

Stereotyping, misperceptions and mistreatment both on and off campus, create a feeling of isolation for people of color, especially African American.

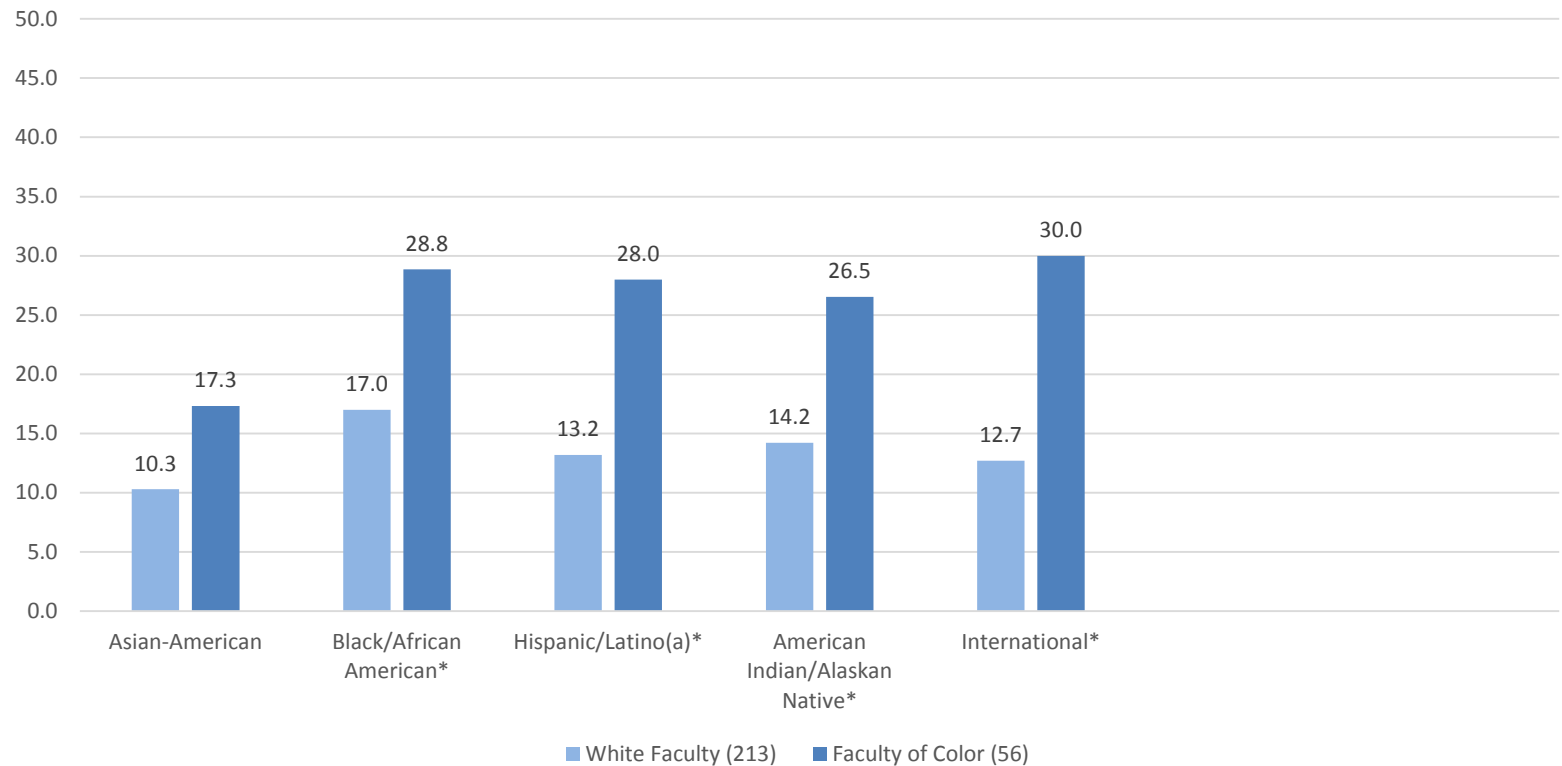
- ▶ *Remove black student organizations, organizations that target African American students specifically. These organizations DO NOT promote diversity and inclusions.*
- ▶ *Promote inclusion and not exclusivity. Some students (especially in the majority) feel diversity is about affirmative action that applies to "others" and not to them. so, they feel excluded, overlooked and not valued. Thus, they have a negative attitude.*
- ▶ *It appeared that there was an attempt by Ferris (in the past) to recruit certain segments of society – the perception in the community was that this was not for diversity, but for a “certain segment of society” – that it was an attempt to fill quotas (for color and economic) and prisoner re-entry – that was the perception – right or wrong – but it is still a perception in the community.*
- ▶ *We need better advocates for our African– American females and more role models.*
- ▶ *The Black Greek Council needs to be more included in Greek Life. It isn't integrated now and needs a direct connection to CLAS.*

38% staff of color (N=62) do not feel comfortable recommending Ferris as a good place to work for individuals who are Black/African-American.

Representative Themes and Comments

Approximately 18–30% faculty of of color disagree that the Ferris State’s general environment is comfortable for faculty members from racially diverse backgrounds.

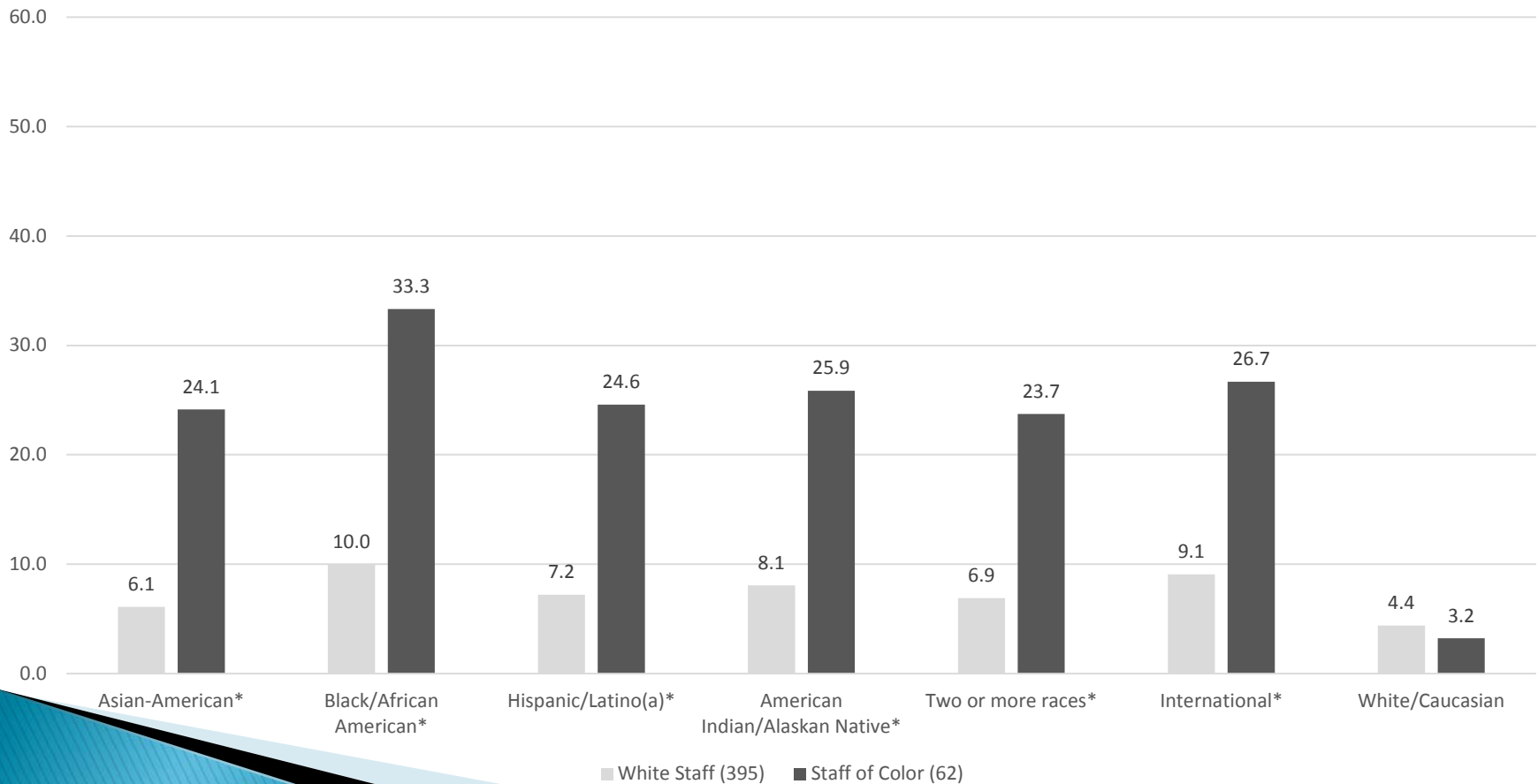
Percentage of Faculty who Strongly Disagree or Disagree with the following statement - In my opinion Ferris State University's general environment is comfortable for faculty members who are



Representative Themes and Comments

Approximately 25% of staff of color disagree that the Ferris State's general environment is comfortable for staff members from racially diverse backgrounds.

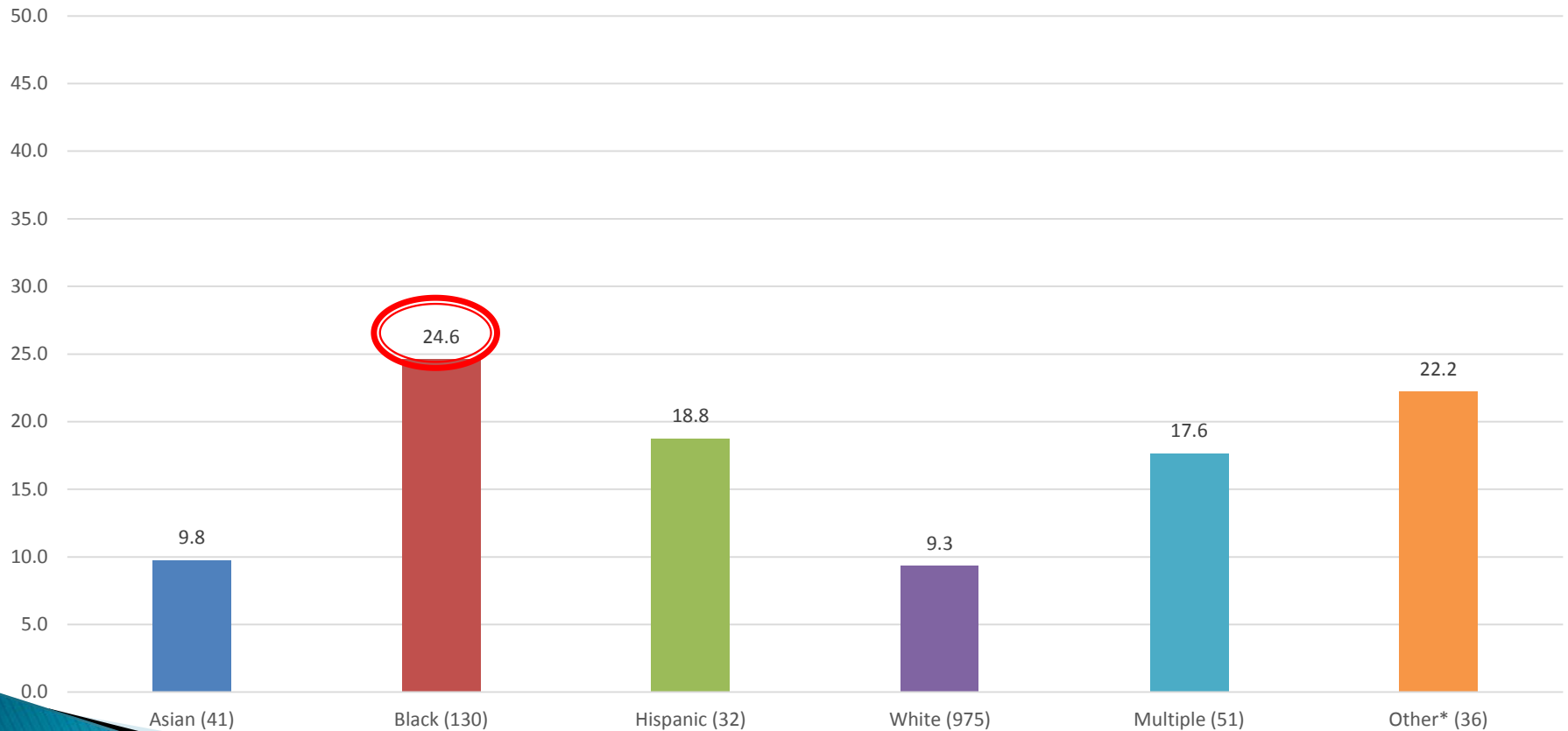
Percentage of Staff who Strongly Disagree or Disagree with the statement - In my opinion, Ferris State University's general environment is comfortable for staff members who are:



Representative Themes and Comments

Approximately 25% Blacks/African-American students disagree that Ferris State University's general environment is comfortable for students who are individuals from diverse backgrounds.

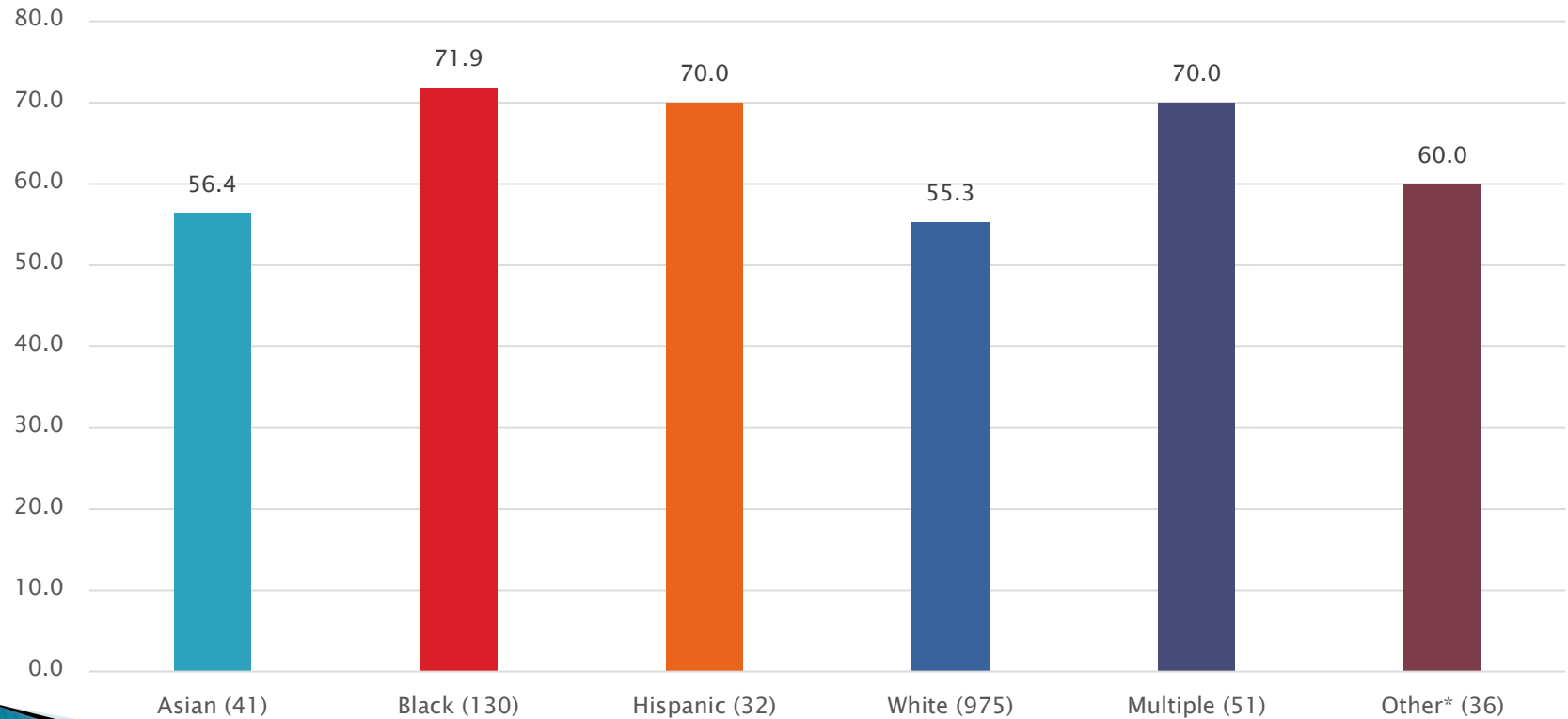
Percentage of students who strongly disagree or disagree with the statement - The general atmosphere at Ferris is comfortable for individuals from diverse backgrounds.



Representative Themes and Comments

Over 50% of students sometimes or often hear comments made by others related to someone's race.

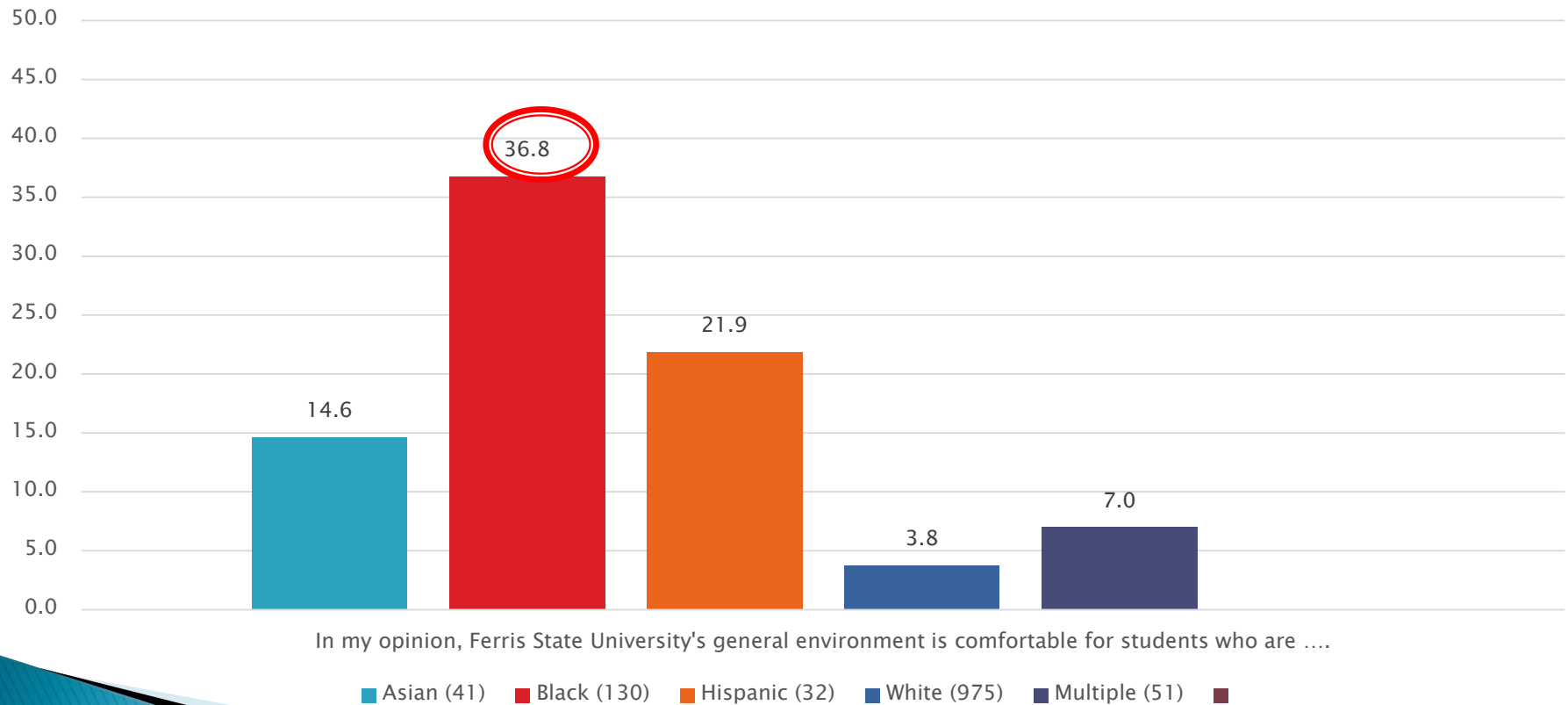
Students who Often or Sometimes hear negative comments made by others related to someone's Race



Representative Themes and Comments

Approximately 37% Blacks/African-American students disagree that Ferris State University's general environment is comfortable for students who are Black/African-American.

Percentage of students who Strongly Disagree or Disagree with the following statement –In my opinion, Ferris State University's general environment is comfortable for students who are



Representative Themes and Comments

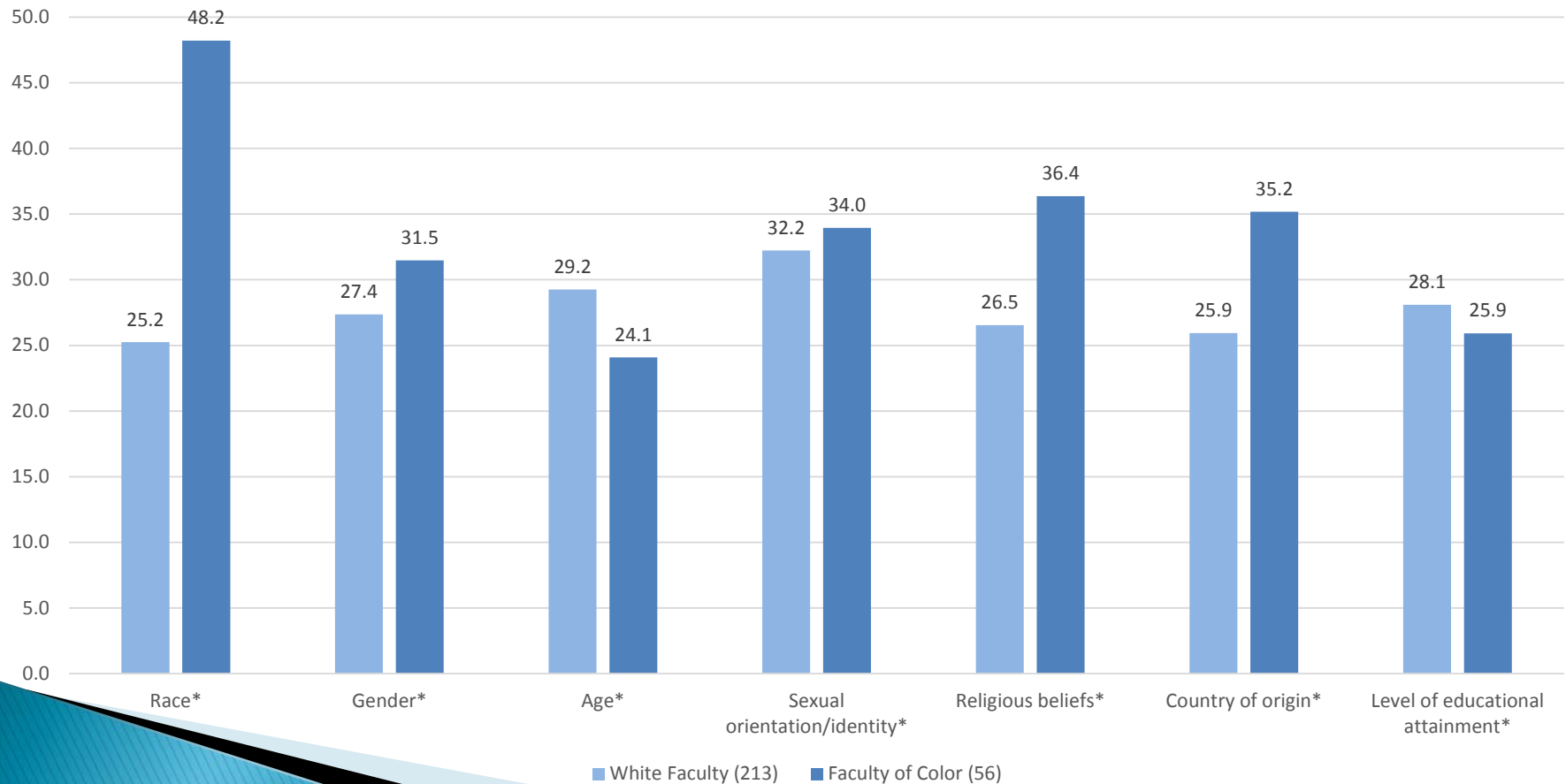
There is a wide variance of perceptions, attitudes and beliefs on campus and in the Big Rapids community regarding what defines diversity and regarding the value of inclusion.

- ▶ *I feel that there's inclusion if you pursue it. I'm focused on the students and teaching them. I probably don't choose to do it (pursue inclusion). It's not from an ill-will position, but it's just that I've got enough to do and it's not in my personality.*
- ▶ *Some in the community who don't know about diversity construe it as "affirmative action," people being hired on campus only because of the way they look– or if they're a woman or have a disability– so other members of the community are losing out on jobs.*
- ▶ *The university is taking strides to be progressive on social issues. But the community takes very little strides or steps to be progressive. It's white, heavy-Catholic, Christian, median-to-low SES status, with very little diversity. That, I feel holds back the university.*
- ▶ *I think it is critical for Ferris when interacting with the community to publicize that there is not a disproportionate percentage of crimes being committed by one group.*
- ▶ *What people assume about diversity is also about the history of Ferris. It was done poorly. Still negative connotations about minority students – still plays a role.*
- ▶ *Stop thinking "diversity" and "inclusiveness." Start thinking about fostering a great educational experience for a human being. Just be the best educational institution you can be and stop wasting money.*

Representative Themes and Comments

Many people from the Ferris community report hearing negative comments related to several different diversity dimensions. People of color report a higher incidence of hearing negative comments than their white counterpart.

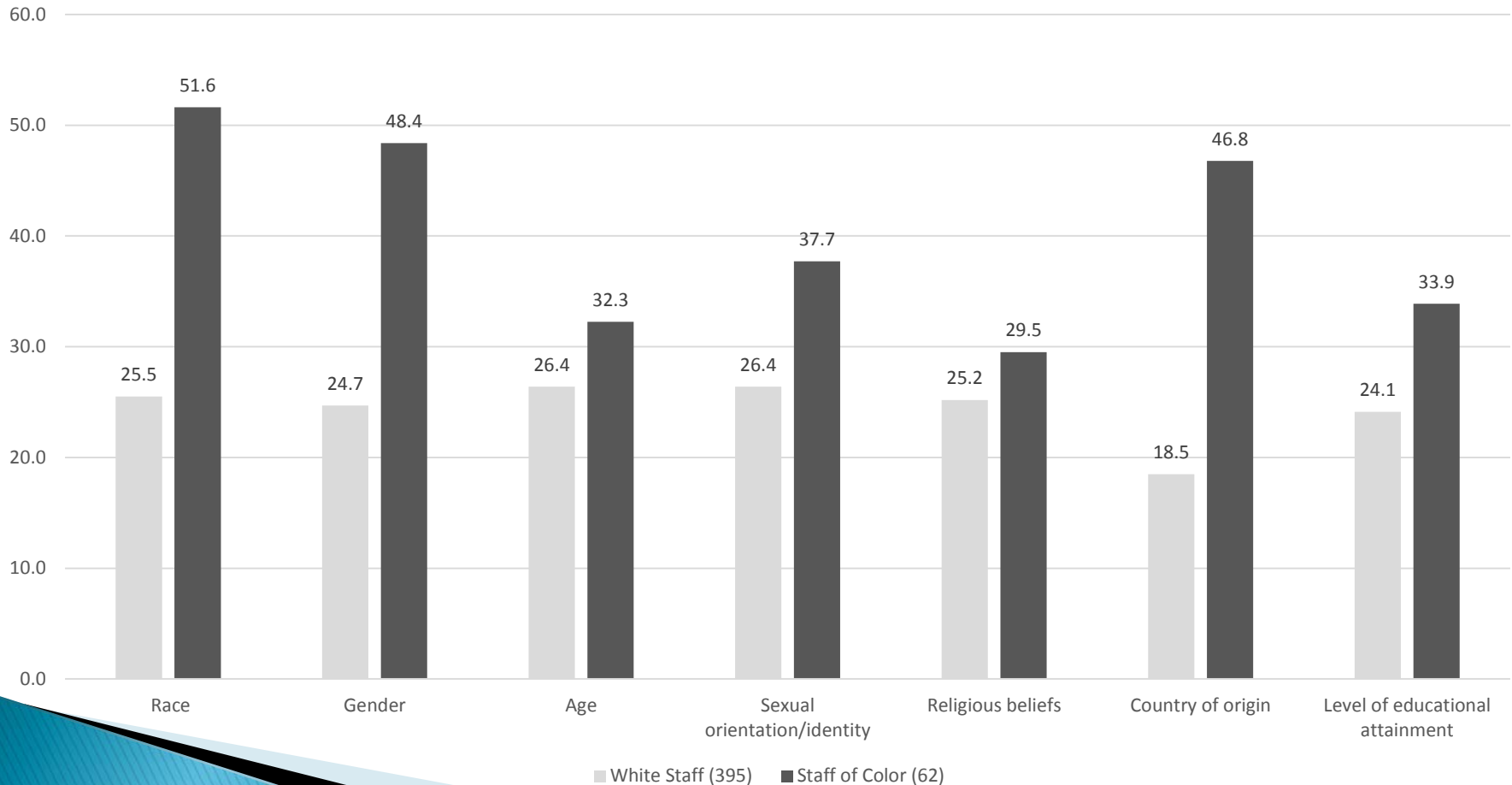
Percentage of Faculty who Sometimes or Often hear negative comments made by others at Ferris related to someone's.....



Representative Themes and Comments

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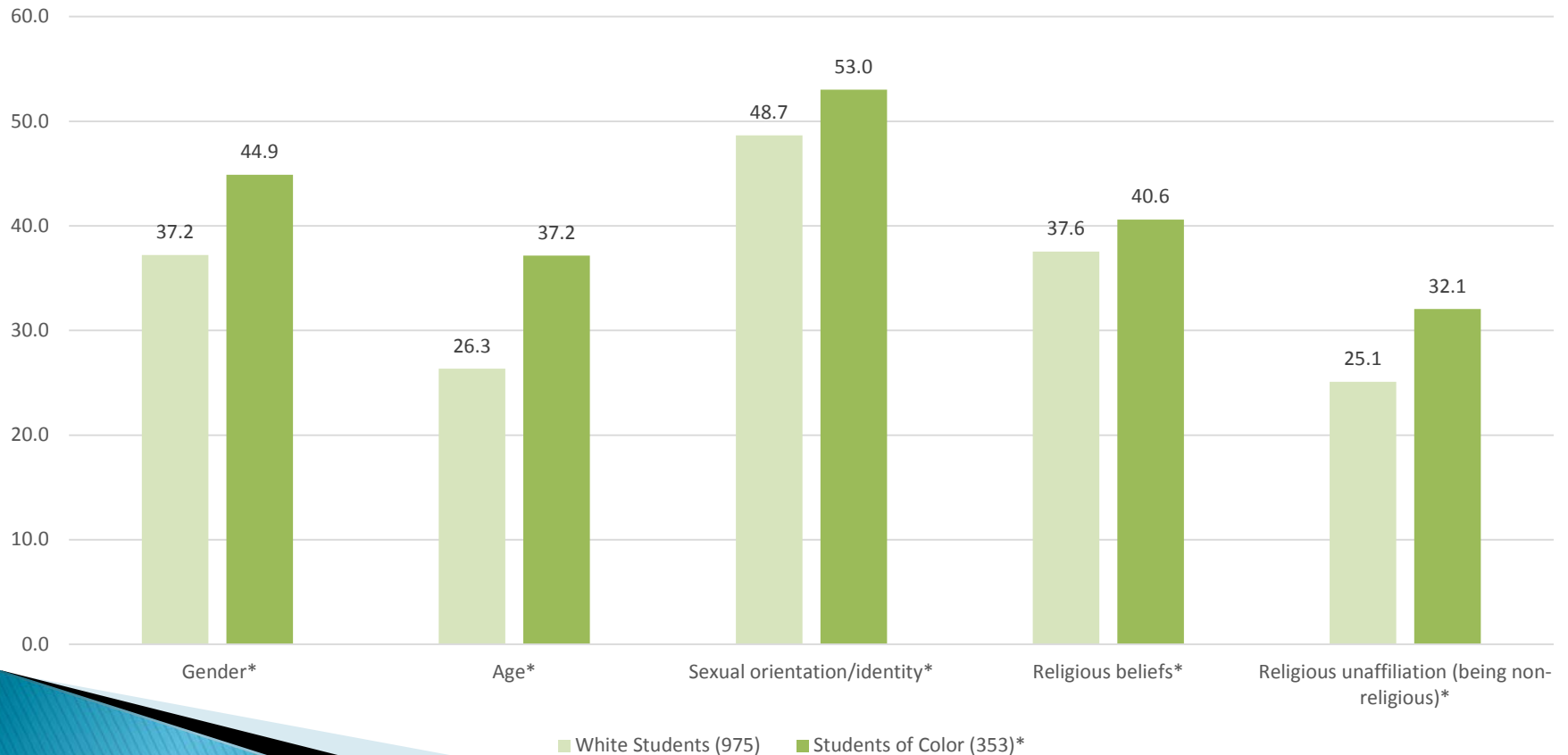
Percentage of staff who Often or Sometimes hear negative comments related to....



Representative Themes and Comments

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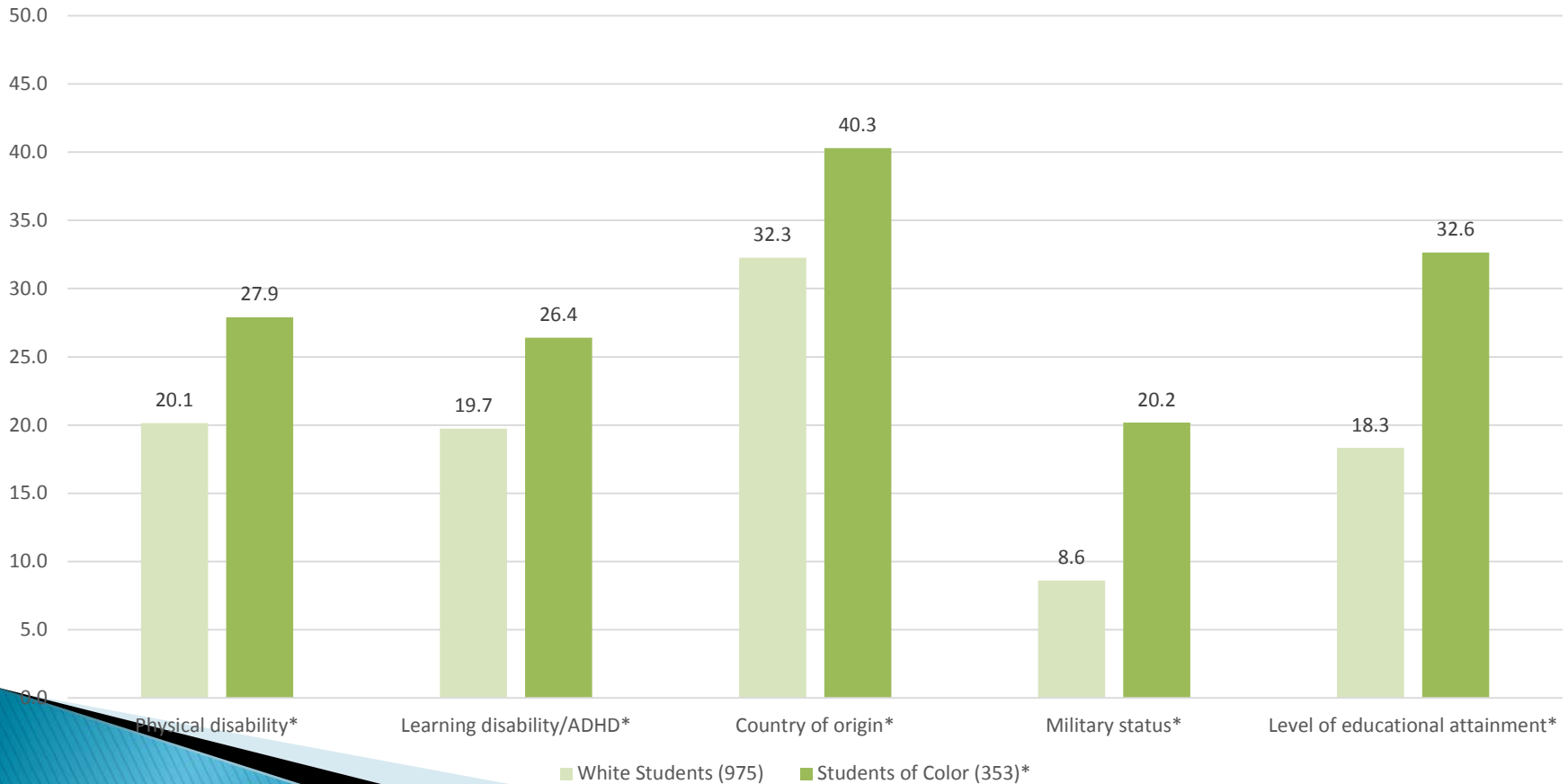
Students who Often or Sometimes hear negative comments made by others related to someone's



Representative Themes and Comments

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Students who Often or Sometimes hear negative comments made by others related to someone's



Representative Themes and Comments

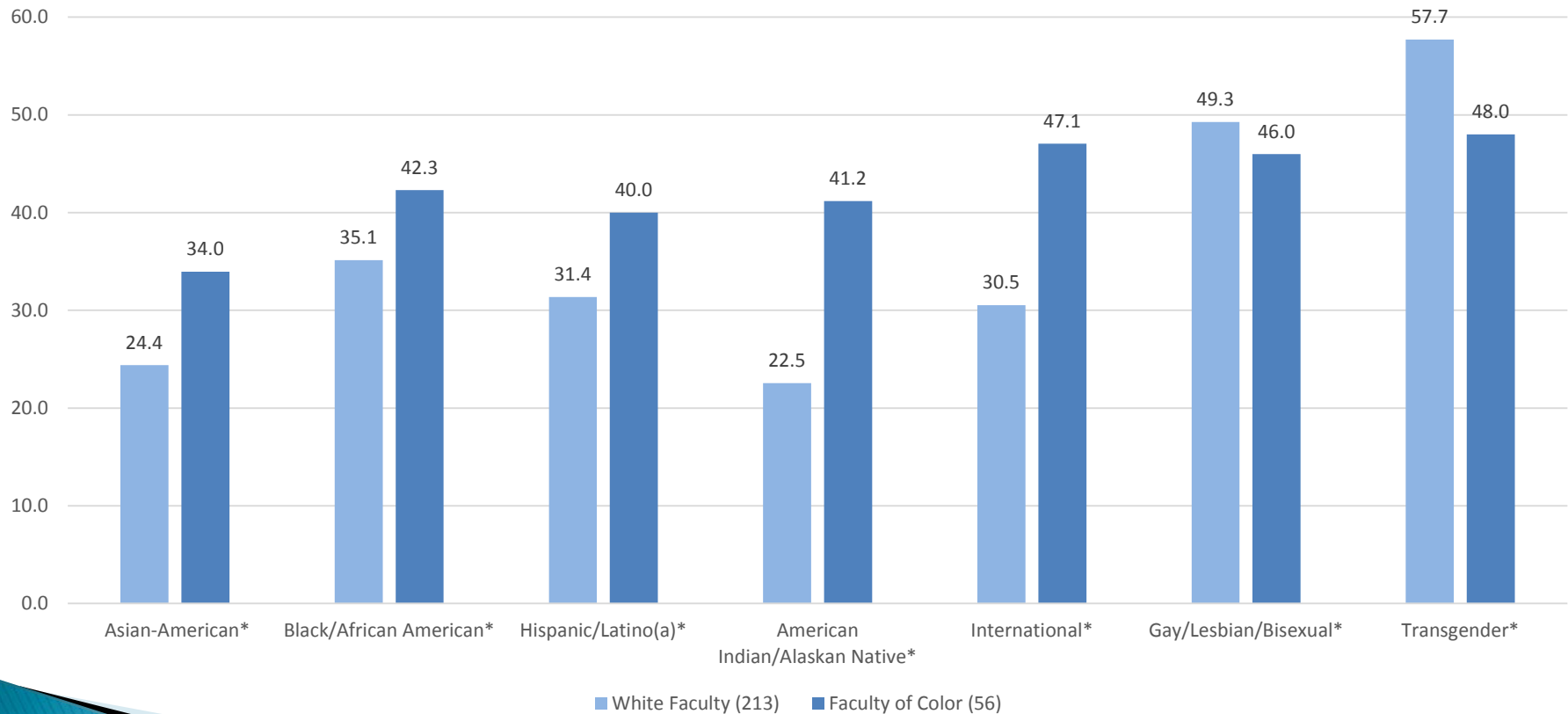
There is a disconnect felt by some Ferris students to the larger Big Rapids community, and a sentiment that Big Rapids is not a very welcoming community for diverse populations.

- ▶ *I feel slightly uncomfortable in the community, but I am from a bigger city so it's different for me here. I work at a local restaurant, and we've had problems with community members coming in and seeing people who go to college here, who are of a different race, and making racial remarks to them.*
- ▶ *I actually hang out with a lot of multicultural students. Just walking through Walmart, or other places, I've been in situations where community members actually said racial slurs to some of the people I was with.*
- ▶ *I think there's just a big disconnect between the community and the students. There's not really a lot of tolerance on either end. The students will avoid the people from town because we think that they're not very accepting, either racially or religiously or just because we're students. So I think it's coming from both ends.*
- ▶ *I disagree with that a little bit. I've been involved with Rake 'N Run and The Big Event (sponsored by student government sponsors with various RSOs), stuff like that where we do get out in the community as students. I feel like we help the community .*

Representative Themes and Comments

Many faculty members disagree that the surrounding community is comfortable for faculty members across race/ethnicity and sexual orientation.

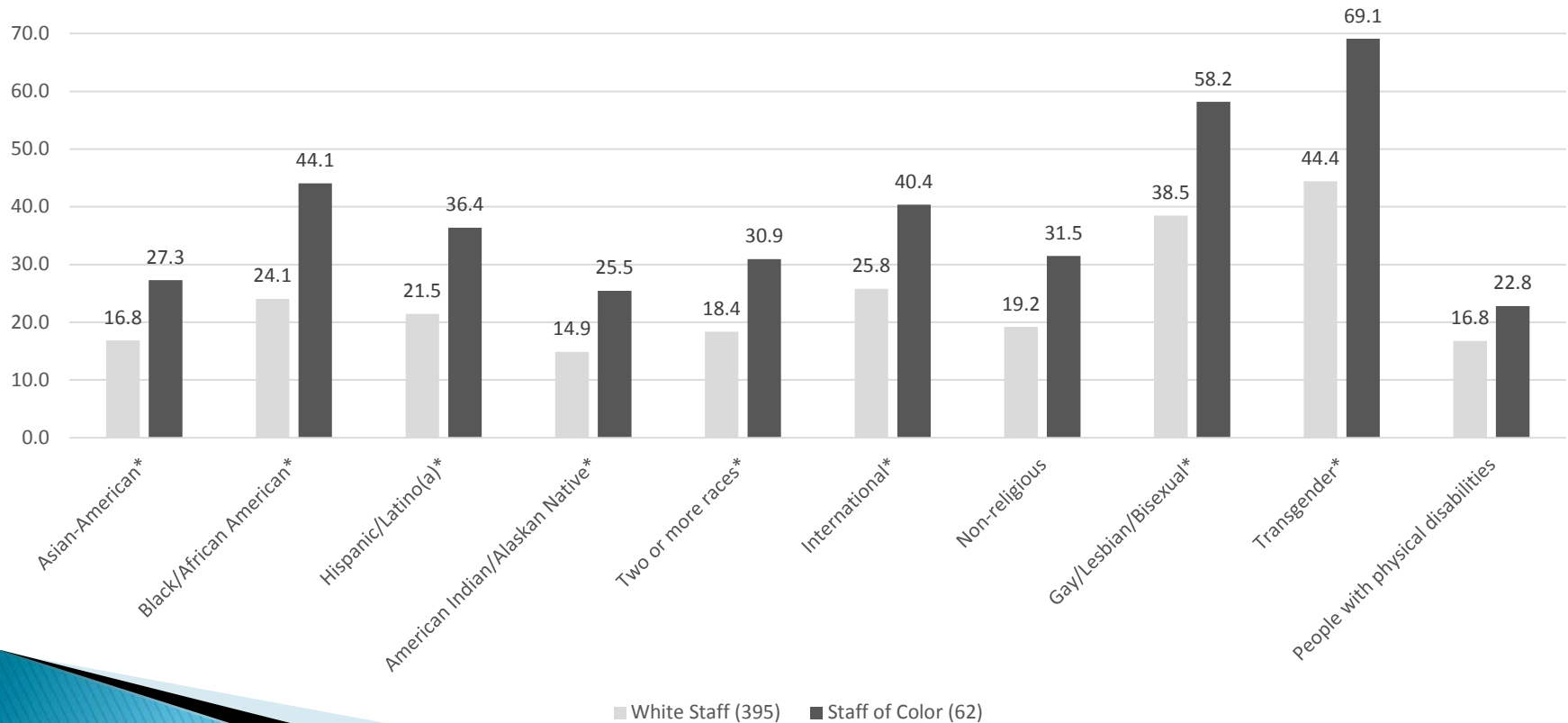
Percentage of Faculty who Strongly Disagree or Disagree with the following statements- In my opinion the surrounding community is comfortable for faculty members who are....



Representative Themes and Comments

Many staff members disagree that the surrounding community is comfortable for staff members across race/ethnicity, sexual orientation and physical disabilities.

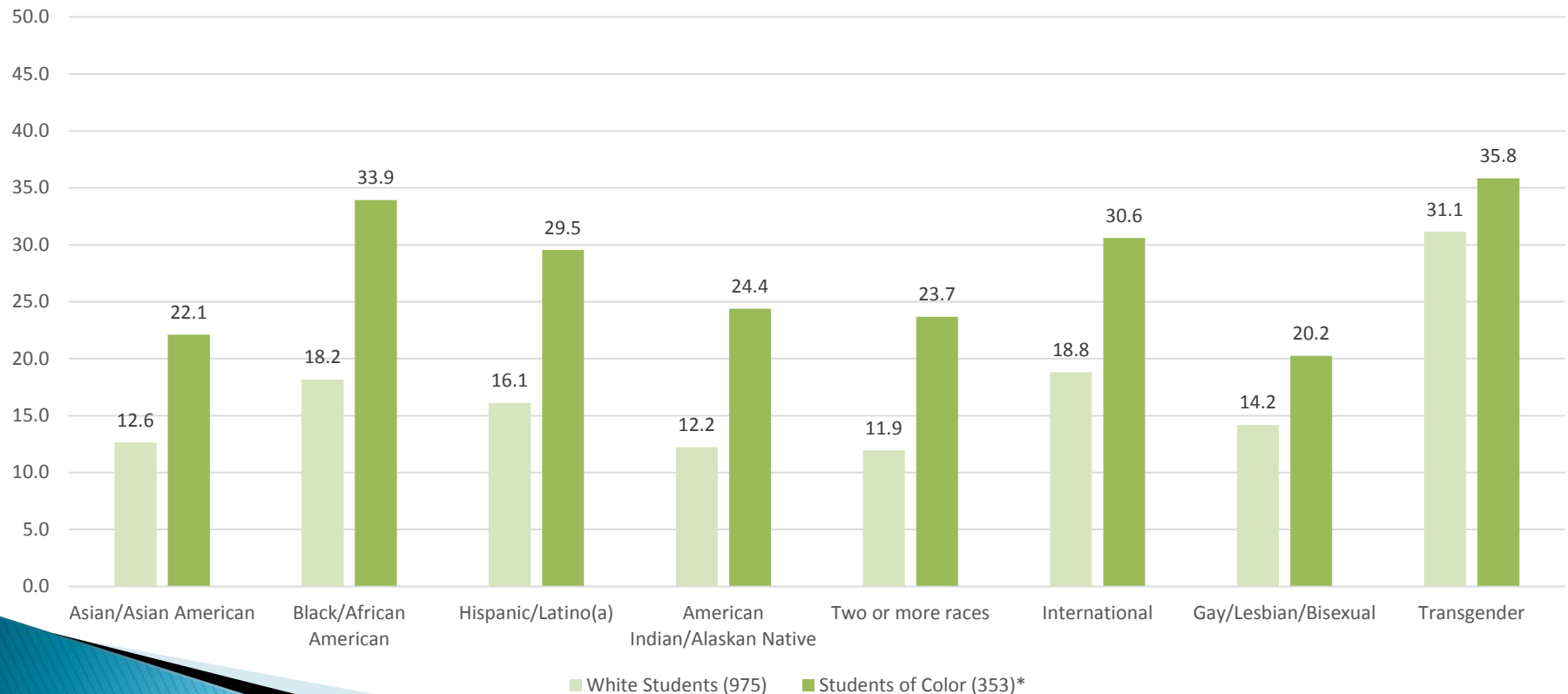
Percentage of Staff who Strongly Disagree or Disagree with the statement - In my opinion, Ferris State University's surrounding community is comfortable for staff members who are.....



Representative Themes and Comments

Approximately 22–35% students of color disagree that the surrounding community is comfortable for students across race/ethnicity and sexual orientation.

Percentage of students who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

To feel included as a student requires taking the initiative to get involved.

- ▶ *I feel very included, but I've also made myself included by joining organizations and taking on leadership positions and going to conferences and making sure I'm noticed by administration and my professors and faculty. You have to take the initiative yourself sometimes.*
- ▶ *I have to give some credit to the RAs, because they actually brought me up to one of the RSOs that I'm a part of and from there I got involved in student government. That would never have happened if one of my RAs hadn't dragged me along to one of the meetings with him. The RAs have a big role in it.*
- ▶ *Once you get involved a little bit there's so many opportunities; you just have to dip your toe in a little bit.*
- ▶ *There's a lot here to do at Ferris, but the school doesn't reach out and all of a sudden it's like, "Wow, it feels like home here." You have to actually go out and take initiative. If you don't try to get involved you won't like it here.*

Approximately 30% white students (N=975) and 25% students of color (N=353) disagree that they take the initiative to get involved in campus activities at Ferris. 26% students of color disagree that the environment outside of the classroom encourages their out-of-class experience.

Representative Themes and Comments

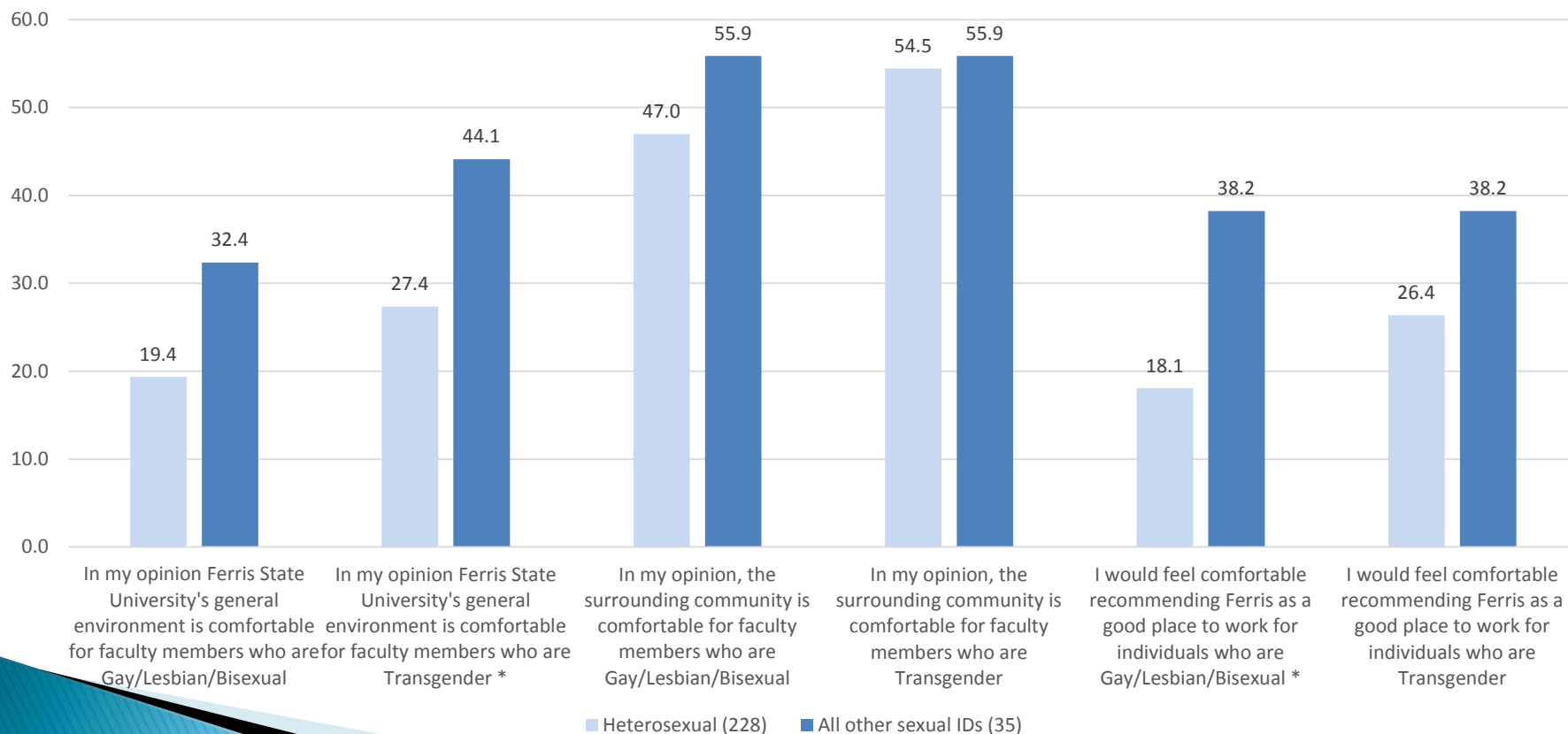
There is some concern expressed related to the LGBT community at Ferris in terms of lack of inclusion and acceptance from the larger community.

- ▶ *We're incredibly squeamish to talk about LGBT students.*
- ▶ *We have a student organization; D-SAGA, who's defined as an educator and supporter on LGBTQIA issues, but there's a lack of a faculty or staff support system.*
- ▶ *The Faculty Alliance group disbanded a few years ago- feared being marginalized and stereotyped.*
- ▶ *I'm interested in finding a way for the university to discuss LGBT issues. We have a very high Christian population. The way the students talk about it (LGBT issue), it's so sad. They know there are some students in the room who belong to the LGBT group - there's hostility against that group - I notice in my classes and it makes me very uncomfortable.*
- ▶ *I think it's hard - we're in a conservative Western MI area - I don't think it's a malicious thing, they're just aren't accepting. People are uncomfortable with LGBT issues.*
- ▶ *How do we support our (LGBT) students and faculty and staff on campus?*
- ▶ *We have a student that is currently undergoing the transgender process. None of us have any idea how to handle that. I think something that the university could do to support faculty - really drilling that down to specific situations.*

Representative Themes and Comments

32–44% LGBT faculty disagrees that Ferris State University’s general environment is comfortable for faculty members who are LGBT. Over 55% disagree that Ferris State University’s surrounding environment is comfortable for faculty members who are LGBT.

Percentage of Faculty who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 38% LGBT staff disagrees that Ferris State University's general environment is comfortable for staff members who are LGBT. Over 50% disagree that Ferris State University's surrounding environment is comfortable for staff who are LGBT.

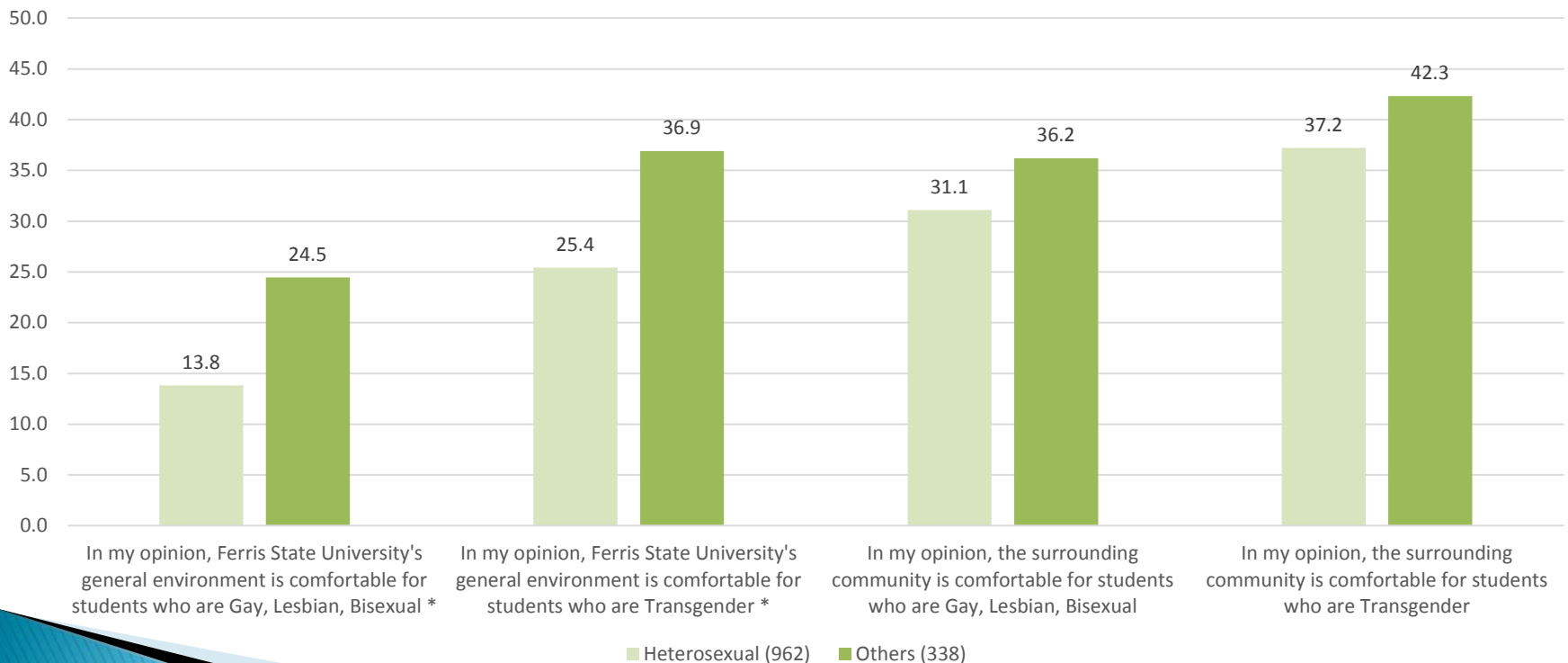
Percentage of Staff who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 25–37% LGBT students disagree that Ferris State University's general environment is comfortable for students who are LGBT. Over 36% disagree that Ferris State University's surrounding environment is comfortable for students who are LGBT.

Percentage of students who strongly disagree or disagree with the following statements.....



Representative Themes and Comments

There is a perception that there is a lack of awareness regarding disability-related issues, as well as a concern about the level of access and services for individuals with disabilities. There is also a concern that invisible or intellectual disabilities are not being adequately addressed.

- ▶ *I'll say, since I'm faculty, that in my mind there is no bigger problem in the disability services than the professors. They are as clueless as you can be. Especially if it's an invisible disability or a learning disability specifically. Not only do they not understand it, but they aren't open to it. They're just like, "Sink or swim. I don't care."*
- ▶ *I don't think we provide anything right now that help our faculty to understand the various disabilities, and what they can do to facilitate a better learning environment.*
- ▶ *I personally feel the university is less focused on ableism or non-visual diversity, than they are on visual diversity.*
- ▶ *I can't complain about the sidewalks anymore, but the last couple of weeks I've been constantly running into handicapped doors that are locked. If you're going to lock the doors, lock the one that's not handicapped, please.*
- ▶ *The Disability Services Office is very hard to find. The accessibility to the office itself – if you have an oversized wheelchair you're going to be in trouble getting to the office by elevator.*

Representative Themes and Comments

There is a perception that there is a lack of awareness regarding disability-related issues, as well as a concern about the level of access and services for individuals with disabilities. There is also a concern that invisible or intellectual disabilities are not being adequately addressed.

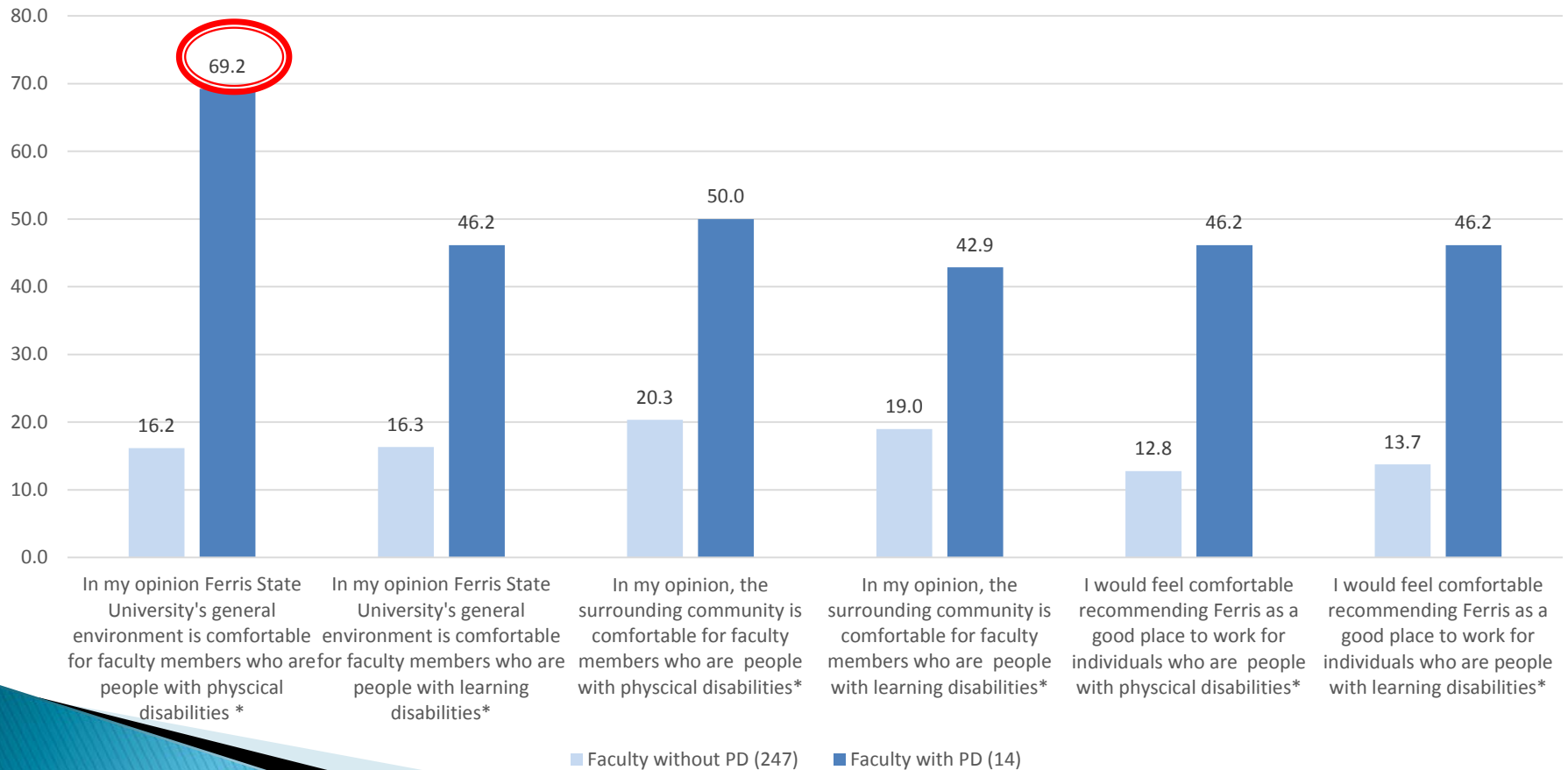
- ▶ *I think we need to do more for accessibility to make sure that everyone is able to utilize all the resources and spaces that we have on campus. We've got programs for those who have visual and hearing impairments, but I think we still have a long way to go.*
- ▶ *I've had issues with professors. It's something that's not clearly noticeable – what you're disability is – I don't feel like I should have to explain. I have good days, then I have bad days, so you're not going to see me. When you see me – I've fixed my hair, I look good. I think they've all seen me on bad days when I strive to be there, but you can tell I've got something wrong. I end up explaining. But in the back of their minds, I feel like they just think it's not anything, not something to take seriously.*
- ▶ *When I was in the doctorate program I found out that I had dyslexia. I had gone all the way through school and had no clue. I requested to be able to turn my work in early to get feedback. They said 'No,' they didn't feel that that was fair to other students. I corrected work and turned it in and they said they didn't feel that that was fair to other students either. They were saying, "It looked like you plagiarized, but we couldn't find it anywhere." It ended up being very hard and then I was like, "You know what? I'm done.*

35% students with learning disabilities sometimes or often hear negative comments made by others related to someone's Learning Disability/ADHD.

Representative Themes and Comments

Approximately 70% faculty with disabilities disagrees that Ferris State University's environment is comfortable for faculty members who are people with disabilities.

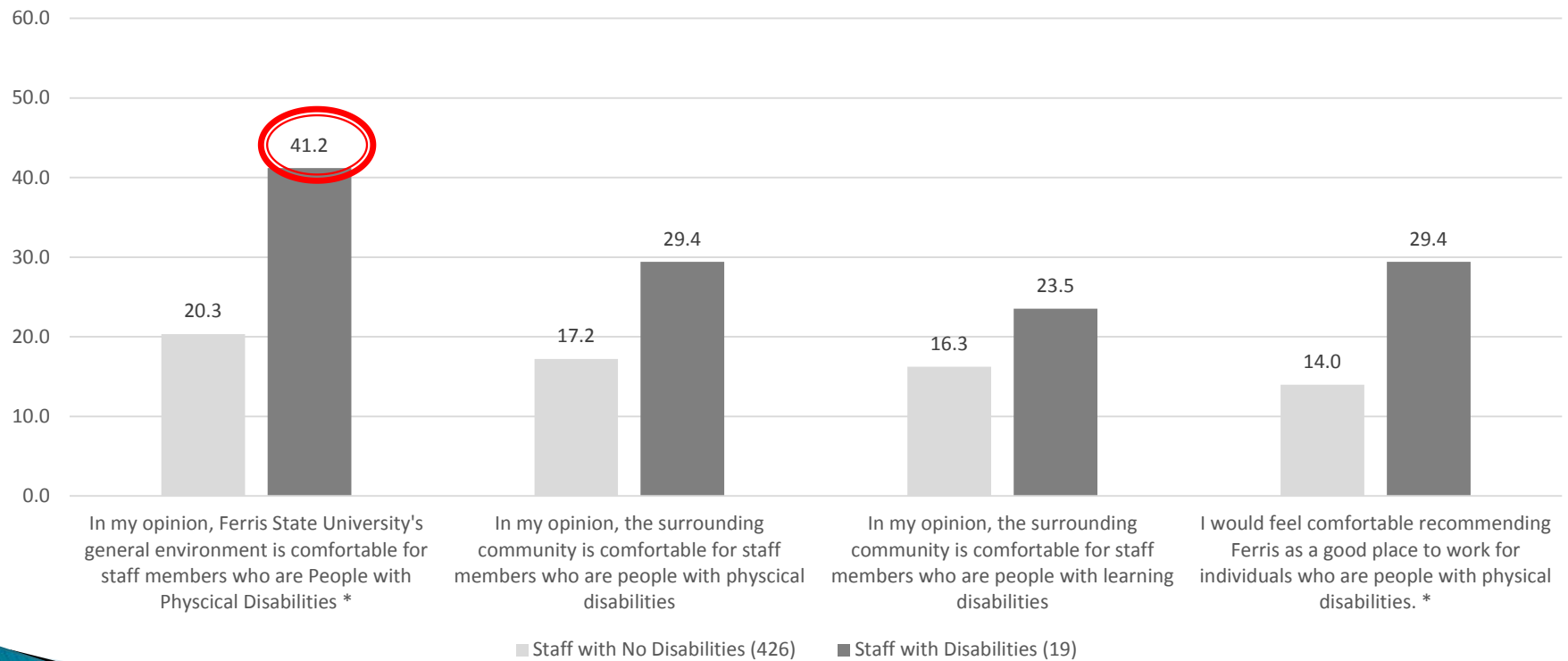
Percentage of Faculty who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 41% staff with disabilities disagrees that Ferris State University's environment is comfortable for staff members who are people with disabilities.

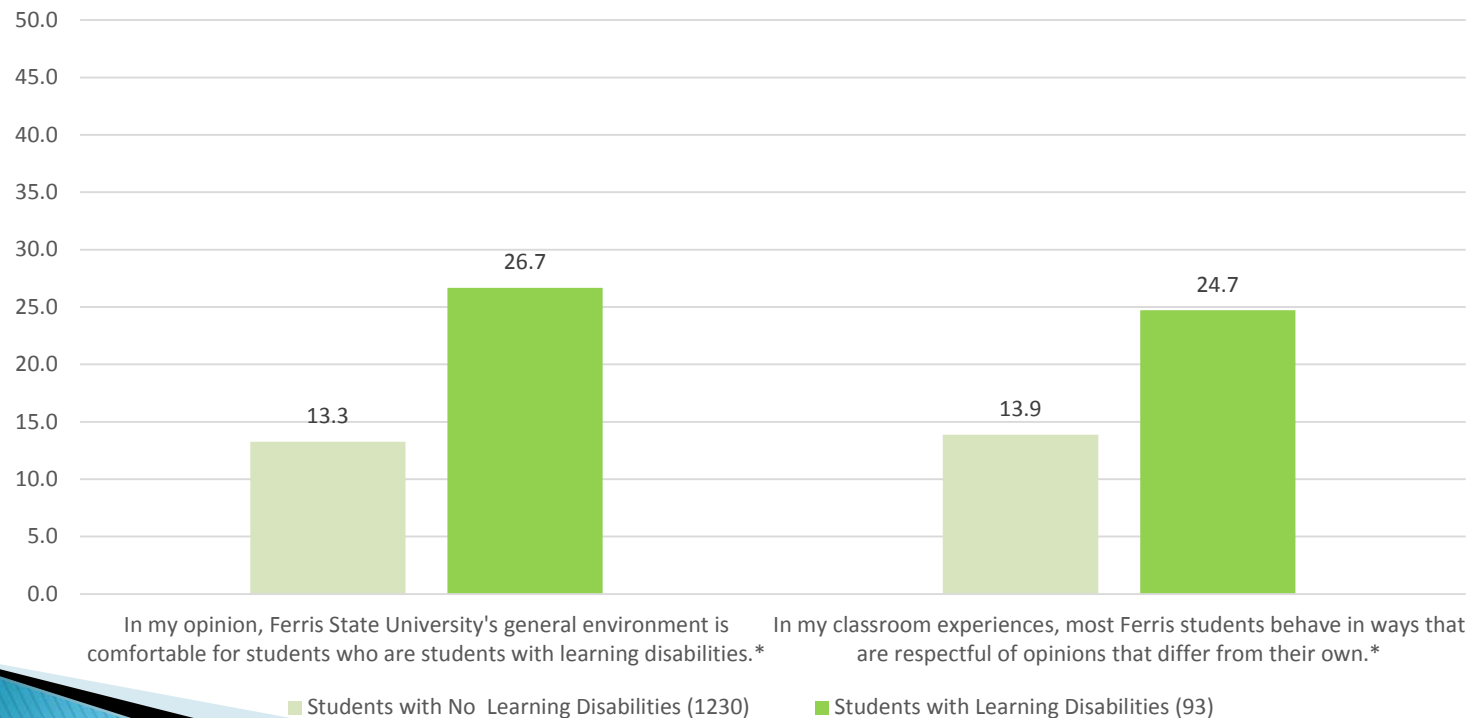
Percentage of Staff who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 27% students with disabilities disagree that Ferris State University's environment is comfortable for students who are students with learning disabilities. Approximately 25% students with disabilities disagree that most Ferris students behave in ways that are respectful of opinions that differ from their own.

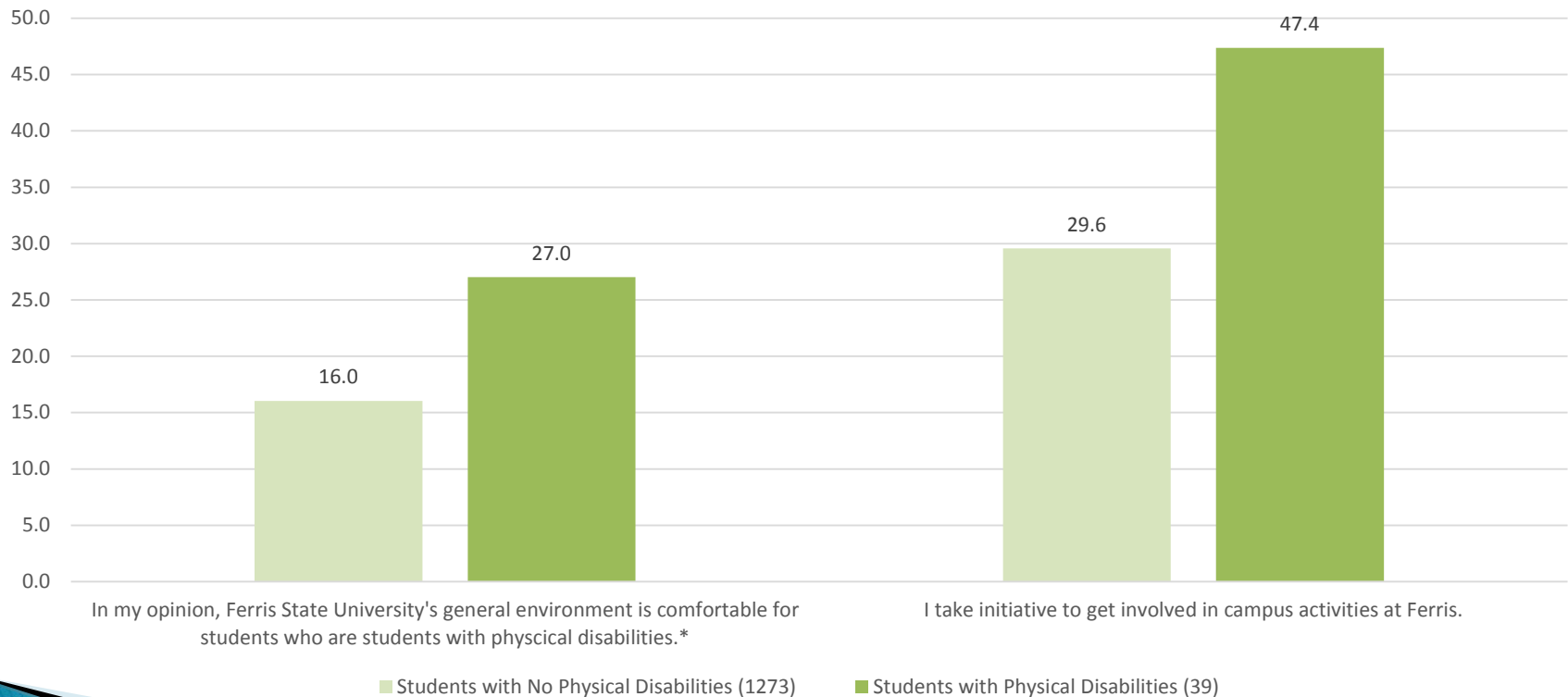
Percentage of students who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 27% students with disabilities disagree that Ferris State University's environment is comfortable for students who are students with physical disabilities. Approximately 47% students with disabilities disagree that they take initiative to get involved in campus activities at Ferris.

Percentage of students who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Some students and staff express a concern related to a seeming lack of support for religious diversity at Ferris.

- ▶ *I know in our college we do bring in a number of students from the Detroit area, and there's a large Muslim population in Dearborn. There have been issues with students not really understanding the Muslim religion, understanding holidays and fasting. It's caused tension with faculty members who don't understand when a student needs time off, or is fasting during exam week due to religious observances.*
- ▶ *I'm a minority, I'm Jewish. There are no synagogues around, so there's issues like that. If I want to celebrate Shabbat or Passover, I can't light a candle in this building or in my dorm. Issues come up, especially with teachers who don't know. So when you tell them, "I have a holiday coming up and you have an exam on that day." I feel like, I can't go here because I'm going to get penalized for not going to this exam or missing class.*
- ▶ *More attention to the anti-Semitism that exists in our students! It is shockingly prevalent when you give them an assignment that reveals it.*

38% faculty from religions (N=136) other than Catholic/Christian/Protestant report hearing negative comments related to religious beliefs.

Representative Themes and Comments

Some students and staff express a concern related to a seeming lack of support for religious diversity at Ferris.

- ▶ *I'm not sure how to change things, especially because our student population is mostly religious and white. I constantly feel the pressure to hide my religious non-affiliation. I don't think even my close administrator friends would take well to knowing.*
- ▶ *Diversity goes far beyond race – when students and faculty have personal values and morals that are grounded deeply in religious beliefs, you can't say you value them, and yet ridicule or judge their morals if they do not match what is considered acceptable.*
- ▶ *I think there's a real deficit in resources for other religions on campus, such as Muslim and Jewish students, Jainists – all those different religions that are minorities on campus. There's a huge deficit and it doesn't give you opportunities to explore your religion.*

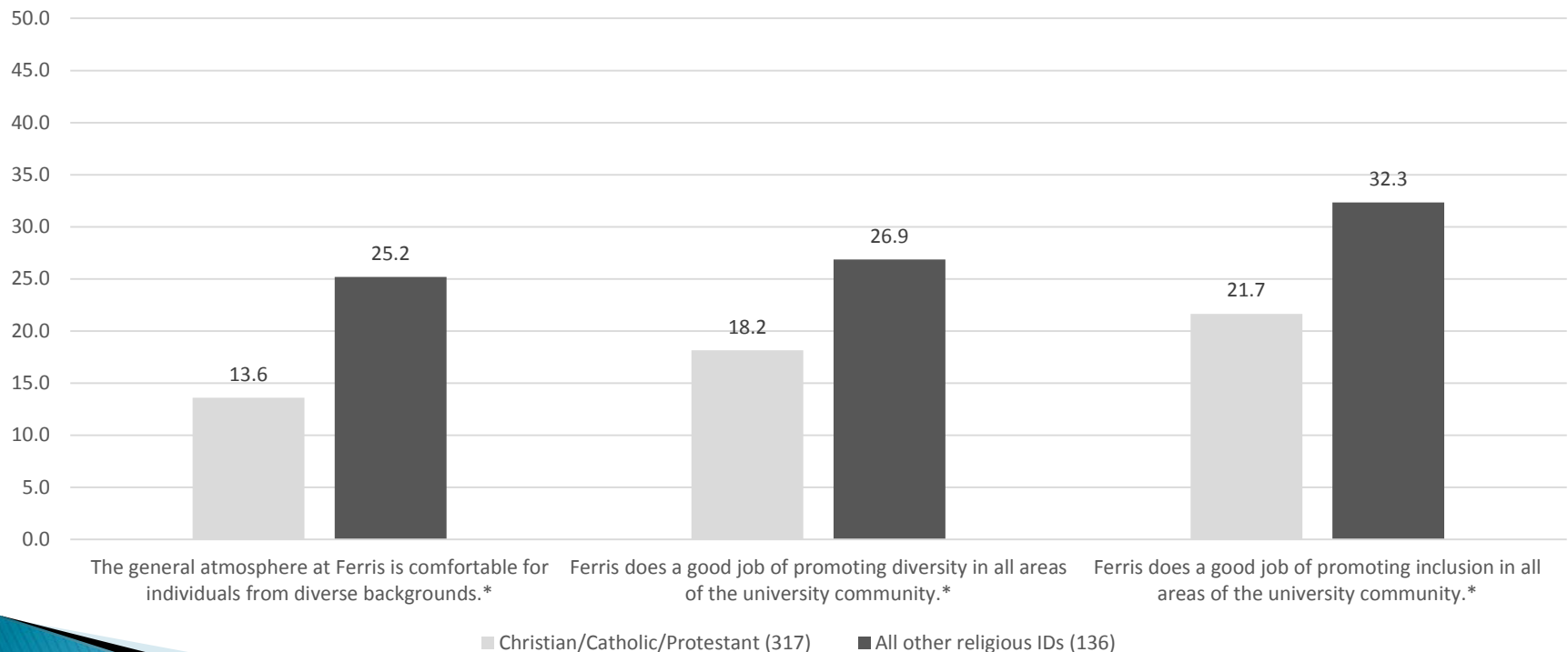
43% students from religions (N=492) other than Catholic/Christian/Protestant report hearing negative comments related to religious beliefs.

30% staff from religions (N=116) other than Catholic/Christian/Protestant report hearing negative comments related to religious beliefs.

Representative Themes and Comments

Approximately 25–32% staff from religions other than Christian/Catholic/Protestant disagree that the environment is comfortable for individuals from diverse backgrounds, and that Ferris does a good job of promoting diversity and inclusion in all areas of university community.

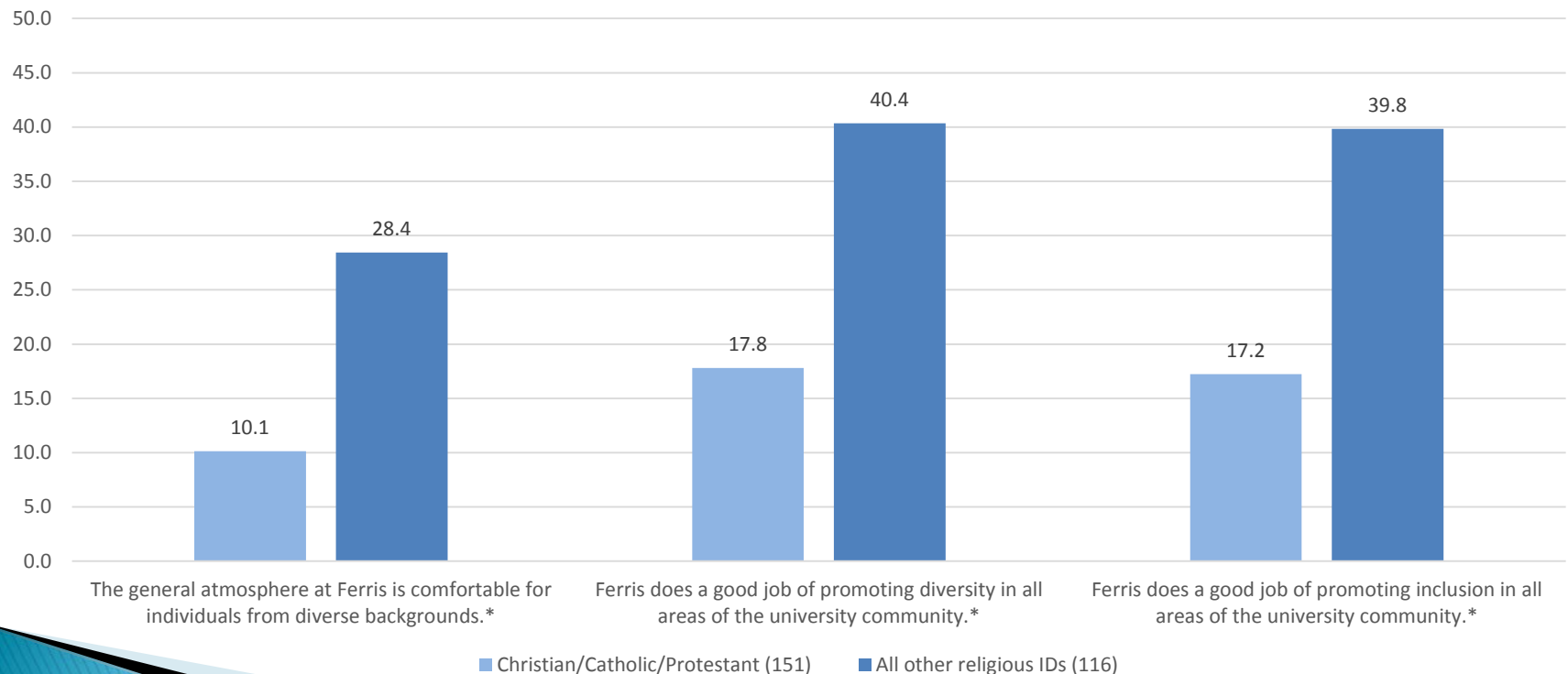
Percentage of Staff who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 30–40% faculty from religions other than Christian/Catholic/Protestant disagree that the environment is comfortable for individuals from diverse backgrounds, and that Ferris does a good job of promoting diversity and inclusion in all areas of university community.

Percentage of Faculty who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

There is some concern that the specific programming for different diverse groups creates fragmentation, hurts campus integration, and creates an impression that the University's diversity and inclusion efforts are not coordinated, but siloed.

- ▶ *The problem that I see at Ferris is I think we have a lot of the parts, but we don't have any coordination. We have a Vice President of Diversity, Disability Services, the Latino Center, we've got OMSS – Office of Minority Student Services, we have International, we have student organizations, the Alliance of Ferris Employees. These are all in silos.*
- ▶ *There's the Office for Multicultural Student Services, the office for Latinos, the disabilities office, the international office and the Diversity and Inclusion, it's like, what are all these different offices? Why isn't there one central office that oversees all of this?*
- ▶ *I think it's a double-edged sword, from my perspective. Back to the Office of Multicultural Support Services – I think the fact that we've opened the Latino Center, the fact that we've got a very active International Office, I think only reinforces that OMSS is the Office of Black Students. As we segment more, the factions or subsets of our student body – I think that complicates the piece.*
- ▶ *The whole "divide and conquer" thing is working really well here because they've created a system where people keep pointing fingers and saying "Why don't we get this– they get this?" There's better ways to structure it so that you're not creating conflicts between groups!*

Representative Themes and Comments

A good image is sometimes more of an emphasis at FSU than going deeper is.

- ▶ *We're very good at a positive image. We're good at pretty banners, but we're not good at the difficult conversations all the way down!*
- ▶ *I think we have a good choir here – for lack of a better word– a core group of people that are highly interested in diversity. The problem is that I don't know if it's trickled down because it's the same choir all the time!*
- ▶ *The Student Life division is way ahead of many others on diversity and inclusion and looking at how to support the students.*

Representative Themes and Comments

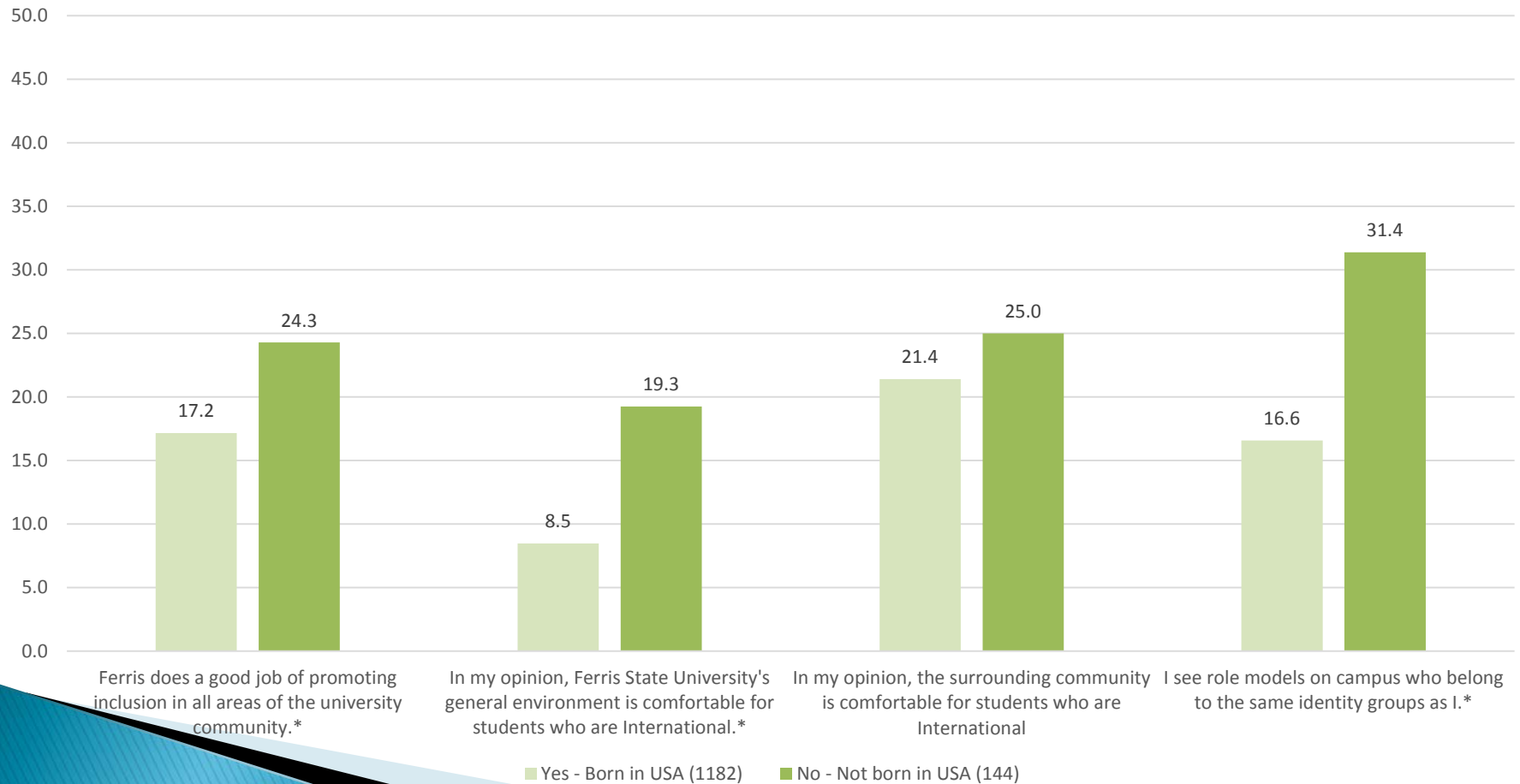
Many perceive international students need to be better integrated in the campus, and in all areas of the University community.

- ▶ *Promote the foreign groups to interact with others, instead of them just being in a clique.*
- ▶ *International students cannot work off campus, so it would be better if they are given preferences first to the jobs on campus.*
- ▶ *To educate the international students on life here in Big Rapids, and the policies, laws, etc. They are involved with living on campus. A huge lacking point on the international office – almost all that information is poorly relayed to the (international) students, and it really affects the other student's perception of them.*
- ▶ *I really do feel that international students need help in securing stability before they arrive on campus. I know a big one is child care.*
- ▶ *Get rid of the separate lounge room for international students in the IRC. Get them to mingle more with the other students. Their hallway groups are intimidating. Get them more involved in campus activities such as sports.*

Representative Themes and Comments

Approximately 24% students born outside the US disagree that Ferris does a good job of promoting inclusion in all areas of the university community.

Percentage of Students who Strongly Disagree with or Disagree with the following statements....



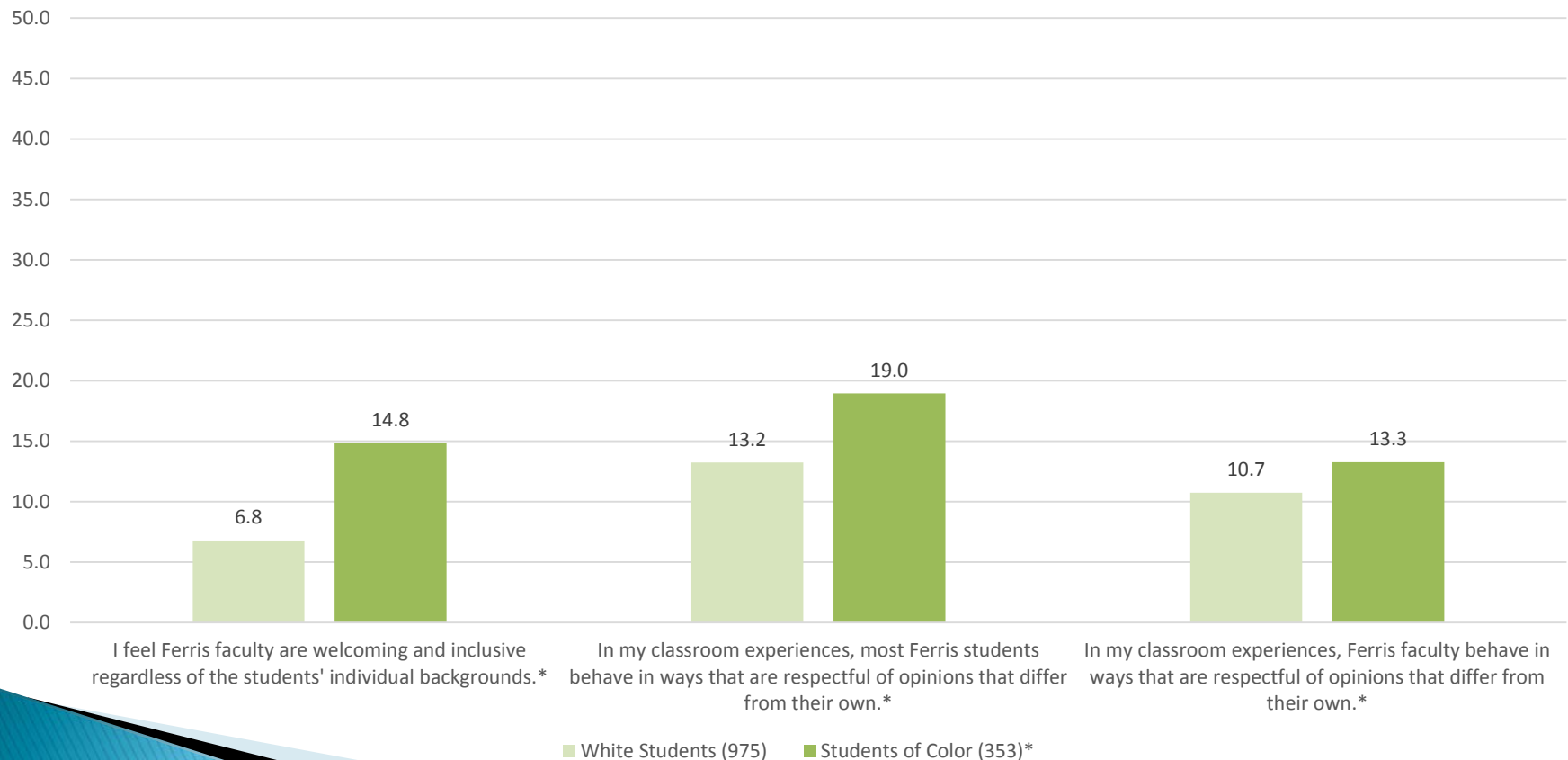
TEACHING METHODS AND CURRICULUM

»» Themes

Representative Themes and Comments

Less than 15% students disagree with the statement that “Ferris faculty is welcoming and inclusive regardless of the students’ individual backgrounds.”

Percentage of students who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

There is a mixture of sentiment amongst the faculty regarding the need to adjust their materials or teaching approaches to address different learning styles/needs of students, and the need to include cultural issues in the classroom.

Need to adjust materials/teaching approaches to address different learning styles:

- ▶ *Some students understand one form or another form a little easier. If the student was spatially challenged, for example, you give an assessment and they do very poorly on it, so now: "OK, let's approach it from a different direction."*
- ▶ *I struggle with the challenge – you have to make sure that you treat everybody equally, and when you get to these areas where you do have issues with a particular student or small group of students, to be creative of trying to figure out ways to accommodate them is really challenging.*
- ▶ *I'm in a unique position because I actually do workshops with students on study skills. We talk about learning styles. There's a class that you're struggling in, maybe it's because your learning style doesn't match the professor's, because you tend to teach the way that you learn best. So, "You have to find ways to adapt," is what I tell them.*
- ▶ *I require written work. I require it to be written at the college level. Period. It's in my syllabus. If it's not written at the college level, I reserve the right to simply return it ungraded. And this has nothing to do with race, gender, or ethnicity.*

Representative Themes and Comments

There is a mixture of sentiment amongst the faculty regarding the need to adjust their materials or teaching approaches to address different learning styles/needs of students, and the need to include cultural issues in the classroom.

Need to include cultural issues in the classroom:

- ▶ *A more institutional and systemic response to this issue would be through the curriculum. How could our curriculum better represent the students and the experiences that they bring with them into the classroom?*
- ▶ *I think it depends on the department. I think one of the barriers to doing that kind of stuff is we don't have – we have one liberal arts degree? That's really the space where I think you're able to divert from a curriculum.*
- ▶ *I talk about my life and my culture. Sometimes students say, "You're always talking about your (culture/country)." And I say, "Yeah I do, because part of your education is not just getting knowledge, it's about learning about other cultures." Because, guess what? Next thing you know you have to work with somebody from another culture.*
- ▶ *I think it's essential that we're doing both programmatic and curricular approach to diversity and inclusion education. In programs like orientation, the First Year Experience, and in their course work as they proceed to graduation.*

42% white faculty (213) & 24% faculty of color (56) disagree with the statement – “I often adjust my course syllabus to include diversity/multicultural issues.”

Representative Themes and Comments

In some cases students report that the classroom environment at Ferris is not respectful of individual differences, learning styles and needs, etc.

- ▶ *I've been in plenty of classes where the professors are very biased. Some of them, it might be related to their age and their position, but I've been in some classes where the professors say things (everything from race to sexual orientation) and a lot of the students are taken aback, and they're like, "Well, if some students feel offended, leave."*
- ▶ *I have heard stories about professors who maybe call people out on their gender identity or their race in front of the class, and to me that's just really uncalled for.*
- ▶ *I had a professor last semester who targeted minority students and would make inappropriate comments about them. We had three Saudi Arabians in our class and he was making terrorist jokes; we had two Asian students and he made ching-chong jokes. It was bad. But I think only one student really said anything about it. At the end of the year everyone was in consensus that he was drawing over the line. Towards women he made gender-ist jokes and said things about child molestation, at one point. It was bad; he was across the line. I mean, that's not every professor, but I've definitely had more than one professor make jokes in that context.*

Representative Themes and Comments

Some students report that classes generally do not incorporate global or cross-cultural issues in the curriculum.

- ▶ *I've had three or four management courses and I've never heard about anything. I'm in a Human Resources Management course now and I don't think we've actually learned anything about cross-cultural issues.*
- ▶ *Ferris doesn't take the strides to educate faculty on the diversity that we have on campus. Therefore the people who are diverse – like people with different sexual orientations and different religions – are kind of shut out or they don't feel as included, and that makes for an exclusive kind of classroom environment.*
- ▶ *Being a freshman, I've had almost a dozen professors and, I've only had three talk about current issues, or even past issues. My history teacher has written several different articles about racism in the United States. Having him as a history professor, it's been great having a different perspective on all the different racial issues.*
- ▶ *Absolutely not – it's so weird! My teacher's not going to say anything about controversial issues because they don't want to talk about those things. But even if it was once or twice during the class, kind of saying, "Hey, by the way these issues do come up and this is how you handle it." That would help, but I know in Business there's no way they're going to discuss these.*

POLICIES AND PROCEDURES

»» Themes

Representative Themes & Comments

Many noted inconsistent and arbitrary respect for, and application or use of policies. Many faculty disagree that they have the opportunity to influence important decisions in their departments.

- ▶ *One of the things I found most distressing is the selectivity of the processes, and when upper administration gets to choose when and how they are going to use it.*
- ▶ *Across the university, there's a lot of broken processes or non-existent processes. It's all person based.*

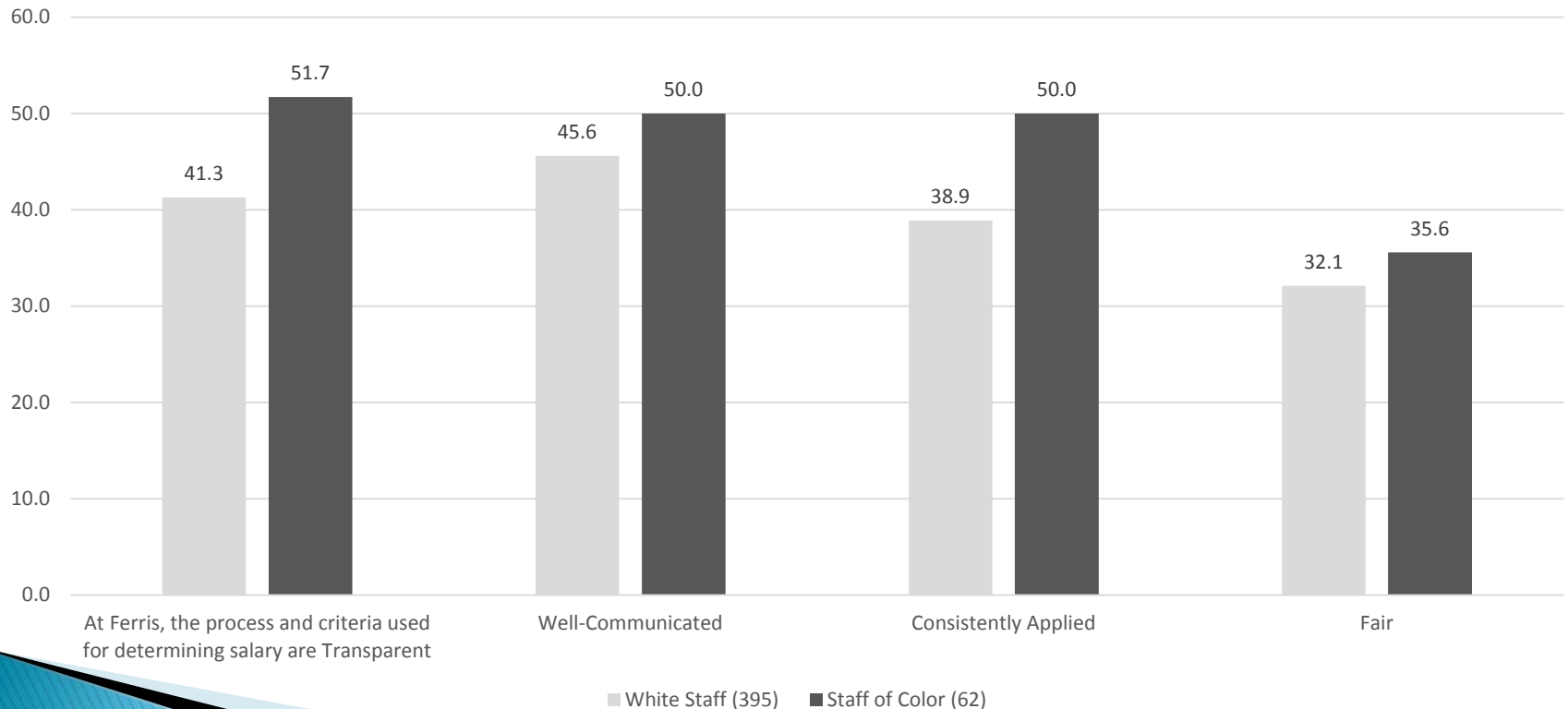
25% white faculty (N=213) and 33% faculty of color (N=56) disagree with the statement - "I have the opportunity to influence important decisions in my department."

Approximately 22-25% white and faculty of color disagree that the process and criteria for funding research and other professional activities are transparent, well-communicated, consistently applied and fair

Representative Themes and Comments

Approximately 40% white staff and 50% staff of color disagree that the process and criteria used for determining salary are transparent, well-communicated or consistently applied.

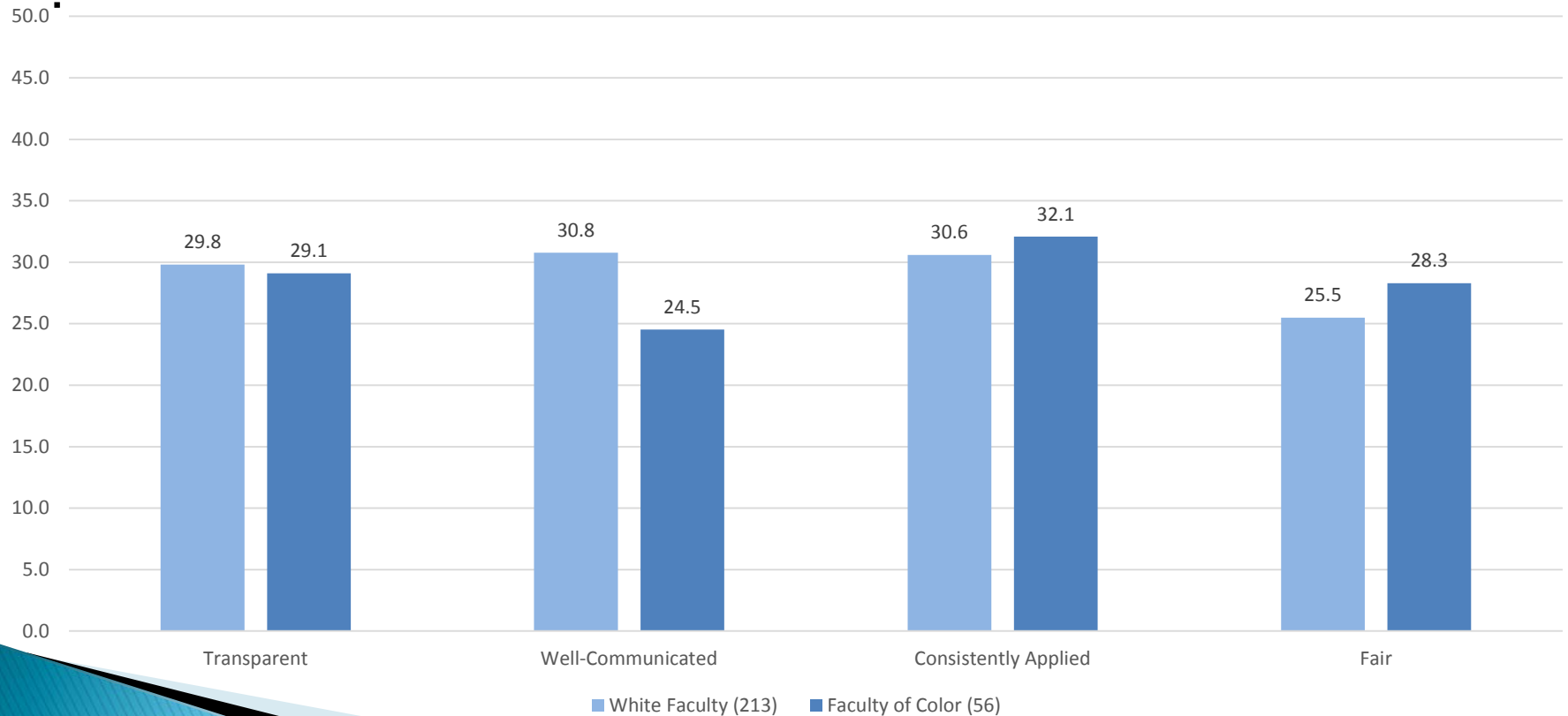
Percentage of Staff who Strongly Disagree or Disagree with the following statements.....



Representative Themes and Comments

Approximately 30% white faculty and faculty of color disagree that the process and criteria used for determining salary are transparent, well-communicated or consistently applied.

Percentage of Faculty who Strongly Disagree or Disagree with the following statement-
At Ferris, the process and criteria used for determining salary and other compensation are :



Representative Themes and Comments

A number of people identified not having a University ombudsman for resolving complaints as a problem.

- ▶ *There should be an ombudsman. I think there needs to a safe place where you can go to explore these things and get an objective view.*
- ▶ *Each college has a separate policy for complaints in the area of discrimination and civil rights.*
- ▶ *Clear procedures for reporting and resolving issues need to be created, identifying the specific person responsible on campus for resolving complaints.*
- ▶ *Work on the persistent aggression against female faculty. Hire an ombudsman for faculty on faculty abuses.*

Representative Themes and Comments

There is a definite need felt by many for more professional training and faculty development opportunities, as well as a perception that these aren't fairly distributed. There is also a feeling that Ferris employees need more training to provide better "customer service".

- ▶ *If you look at the rest of the private sector, they've made this transition to customer orientation. That's almost a taboo word in a college.*
- ▶ *We have to understand, really, what the rest of the business world understands: that these individuals are transacting large quantities of money for goods and services. So I think we have to look at all the outlets that provide those services to those individuals and really bring them out of two centuries ago to understand that we have to meet the needs of these individuals.*
- ▶ *Need more training, specifically for faculty and staff!*
- ▶ *I'll go to some offices and the treatment I'll get – it puts you off, until they know that you're a faculty member– then the attitude changes. Or if I go talk to the dean or the vice president or call somebody else at the higher level; but you go to the administrative level and see the treatment you get. I'm thinking, "This is the kind of treatment the students are getting every day?" These are the complaints I'm hearing from students.*

Representative Themes and Comments

There is a definite need felt by many for more professional training and faculty development opportunities, as well as a perception that these aren't fairly distributed. There is also a feeling that Ferris employees need more training to provide better "customer service".

- ▶ *It's the lack of training not only in professional development across the university, but also we have "gatekeepers" that have been around a long time. I do think having more training around cultural competency, since we are a predominantly white institution, would be really helpful.*
- ▶ *You have a lot of our staff that comes from the local community, where they haven't been exposed to international students, or the needs of a number of different populations of (diverse) students.*
- ▶ *The Center for Teaching and Learning for faculty is a very good place to begin providing training and other resources for faculty education and is already in place here.*

The top two challenges for promoting diversity and inclusion at Ferris include:

Faculty

Answer	Response Ratio
Creating more opportunities for interaction among people from different identity groups	43.3%
Recruiting a diverse faculty	35.2%
Promoting understanding and skills to relate to people who are different	31.2%

The top two challenges for promoting diversity and inclusion at Ferris include:

Staff

Answer	Response Ratio
Creating more opportunities for interaction among people from different identity groups	40.9%
Promoting understanding and skills to relate to people who are different	35.9%
Developing commitment from staff and upper administration	29.0%

The top two challenges for promoting diversity and inclusion at Ferris include:

Students

Answer	Response Ratio
Creating more opportunities for interaction among people from different identity groups	54.7%
Promoting understanding and skills to relate to people who are different	44.8%
Addressing an unfriendly environment	25.9%

Small Group Discussion

- ▶ Any surprises?
- ▶ Most important information?
- ▶ Implications for Ferris State

Diversity Leadership, Vision & Accountability

Recommendations

1. Continue to position the founding principle for the original mission of Ferris (as defined by the University's founder, Woodbridge Nathan Ferris), as both an inspiration and a challenge to the campus community to further realize its vision for diversity and inclusion.
2. Create a Division for Diversity & Inclusion, where all D&I related programming report directly to the University's Vice President for Diversity and Inclusion. This will counter the perception that there are silos of D&I programming and duplication of efforts, as well as establish more cohesion and influence than currently exists.
3. Integrate specific goals focused on creating more gender and racial diversity in leadership and administration into the new strategic planning process.
4. The University's leadership would benefit from collectively defining and executing more visible ways to "champion" D&I initiatives at Ferris, and would also benefit from soliciting more input from staff regarding the challenges associated with implementation.
5. The University "brand" would benefit from further publicizing the progress the University has made with its D&I initiatives, across both the campus community and Big Rapids community.

Diversity Leadership, Vision & Accountability

Recommendations

6. The University should leverage connections with a number of individuals within the Ferris Community who are valuable resources for building engagement and a shared sense of responsibility for the University's D&I initiatives, by both identifying them and tapping their interest and vision.
7. Clarify the Board of Trustees' role in advancing the University's D&I goals and objectives.

Recruiting a Diverse Faculty and Staff

Recommendations

1. Integrate specific goals related to the recruitment and retention of underrepresented faculty and staff into strategic planning.
2. Standardize recruiting policies and procedures university-wide, across all departments and colleges and all 19 campus locations:
 - Work directly with university colleges and departments to evaluate the outcomes of efforts to recruit and retain underrepresented faculty and staff.
 - Continue to streamline the recruiting process to ensure that approval of openings does not delay a department's ability to advertise and to fill a position in a timely manner.
 - Expand and diversify recruiting platforms beyond traditional print and local resources by utilizing top higher education advertising agencies, building external partnerships, targeting key professional organizations and conferences, and also creating a strong and active social media presence to deliver a more diverse pool of applicants.
 - Through specifically designated personnel and programming, the University should strengthen the pipeline for underrepresented faculty and staff by building relationships with diverse communities, and supporting diverse students to persist through and complete degree programs.
 - The University-wide use of "recruiting cohorts" (candidates of color coming to campus with peers, in groups as a system of support to help navigate the initial process) can counter the negative effectives of the University's location and the perception of Big Rapids as a predominantly white, rural community.
 - Incentivize the participation of members of the University community including alumni/ae of color to connect with colleagues, friends, and their Alma Maters, and to promote Ferris efforts to recruit underrepresented faculty and staff.

Recruiting a Diverse Faculty and Staff

Recommendations

3. Continue the coordinated effort of HR, EEO, and the Office of the Vice President for Diversity and Inclusion to work proactively with search committees on implementing inclusive recruiting practices (addressing for example, the way job descriptions are written and interviews are conducted):
 - Develop a University-wide mechanism for the sharing and coordination of effective recruiting strategies and best practices, focused on underrepresented faculty and staff.
 - Offer training for search committees addressing both conscious and unconscious bias in the hiring process (i.e. by hiring diverse faculty and staff, "the bar will be lowered").
4. The University should evaluate current support efforts specifically focused on underrepresented faculty and staff, and add mechanisms as needed (e.g., targeted orientation and onboarding programming, mentoring and Affinity Groups, etc.) to counter feelings of isolation and being spread too thin.
5. The University needs to recognize and address the direct correlation between infrastructure issues (e.g., access to appropriate housing), and cultural resource availability (e.g., dietary needs, familiar social networks) in Big Rapids, and the effects that these have on both the comfort level and sense of belonging of underrepresented faculty and staff.

Recruiting a Diverse Faculty and Staff

Recommendations

6. The University needs to address the uncertainty amongst international faculty and their sense of career instability, created by a lack of assurance that the administration will file a petition on their behalf to get H1B visas and, later, to get a green card.
7. Communicate a clear career path outlining opportunities for promotion and advancement across the University.

Recruiting a Diverse Student Body

Recommendations

1. Integrate specific goals focused on recruiting and retaining underrepresented students into the new University strategic planning process.
2. Strengthen the partnership between Academic Affairs, Student Affairs, and all diversity related offices to address the recruitment and retention of underrepresented students.
3. Strengthen efforts to reach underrepresented students by expanding programming that builds genuine relationships and partnerships with diverse communities, and connects with diverse students populations as early as middle school.
4. Develop effective strategies for recruiting and enrolling underrepresented students and make this effort data-driven:
 - Research and employ the best practices of peer institutions for recruiting and retaining underrepresented students.
 - Create more visibility on the University's website focused on its efforts to recruit underrepresented students across all demographics, including students with disabilities and LGBT students.
 - Capitalize on the history of Ferris as a "trade and technical" school and its broad scope of degree programs that continues to distinguish what the University has to offer. Leverage this aspect of Ferris's identity as "the place" for underrepresented students to have an opportunity to learn marketable skills and increase their potential for future employability in the workplace.
 - Create college "bridge" programming for students from diverse backgrounds to come to campus to experience college, to address their different levels of pre-college preparation, and to assist in their successful transition to higher education.

Recruiting a Diverse Student Body

Recommendations

5. Research the specific degree programs desired by international students, especially graduate level programs, and expand their offerings to meet that need.
6. Continue to address the challenges of high student debt at Ferris, and increase scholarship aid and other financial resources to provide access for low income and racially and ethnically diverse students.
7. Expand mechanisms focused on the retention of underrepresented students (e.g., student success programming, learning center, mentoring programming, etc.).
8. Conduct an assessment regarding the effectiveness of the services Ferris has in place for non-traditional students, in order to provide a better support system for these students across all 19 campuses.
9. Train faculty, advisors, coaches and staff to more effectively support and recognize the challenges and stresses of underrepresented, low-income, non-traditional and international students.

Climate of Inclusion

Recommendations

1. Increase funding and staffing for effective diversity and inclusion related workshops and educational programs for students, such as those offered by the Multicultural Student Services Office, the Center for Latino Studies, and the EEO office:
 - Continue the diversity and inclusion related orientation programming for new students entering the University, and devise a sequence of follow-up conversations to sustain the engagement of new students regarding these topics throughout the year.
 - Incentivize students attending more D&I focused events. Some have suggested doing this through general education requirements, where students could attend a number of D&I related programs and workshops and fulfill a three-credit requirement.
 - Provide diversity and anti-bias training annually for RA's, Student Government and leaders of recognized student organizations (RSO's).
2. Develop specific strategies to address the issues identified below and educate all members of the campus community on these and other D&I issues:
 - Stereotyping, misperceptions and mistreatment both on and off campus, is creating a feeling of isolation for many students of color, especially African American students and staff.
 - There is a perceived lack of inclusion and acceptance of the LGBT community that is negatively affecting students, staff and faculty from these groups.
 - Affirm that religious diversity is an important element of an inclusive campus environment and should be treated as such.

Climate of Inclusion

Recommendations

3. Strengthen existing collaborations with the Big Rapids community, as well as create new ones, in order to counter the sentiment that Big Rapids is not a very welcoming community for diverse populations:
 - Expand the role of the Town and Gown Community Council to include D&I as a priority. This group could work to address some of the real and perceived “culture clashes” between the University and Big Rapids communities.
4. Provide training on diversity and inclusion issues for all faculty through the existing Center for Teaching and offer training on cultural competency for all staff:
 - The University needs to provide specific training for faculty and staff regarding disability-related issues, and address concerns regarding the level of access and services for individuals with disabilities.
 - Faculty should be made more aware of accommodations for students who are religious.
5. Provide the resources necessary to make the current collaborative effort between HR and the Office of Diversity to offer a “diversity certificate” to faculty and staff a reality.

Teaching Methods and Curriculum

Recommendations

1. Conduct a curriculum review examining the integration of issues of diversity and inclusion and intercultural and global perspectives, and provide opportunities for faculty to share best practices in these areas.
2. Build a partnership between Academic and Student Affairs to design and deliver co-curricular programming for all students that focuses on building D&I awareness, and strengthens students' ability to share their diverse personal backgrounds and experiences, and have "difficult" D&I related conversations in an honest and respectful way.
3. Consider expanding the Study Abroad program, providing an opportunity for greater exposure to global diversity for domestic students.
4. Provide faculty and staff with training to build their ability to address individual differences and the different learning styles and needs of students, to ensure a level of cultural competency across the entire faculty and staff.
5. Provide faculty with training to develop their ability to deal effectively with diversity and inclusion dilemmas that may arise in the classroom, and also develop their ability to facilitate students having "difficult" D&I related conversations in an honest and respectful way.
6. Continue to fund and resource the New Faculty Transition program that is seen as a positive and effective intervention across all demographics of the faculty, and continue to incorporate the diversity and inclusion related workshops that are offered through that program.
7. Provide incentives for research and scholarship regarding diversity and inclusion.

Policies and Procedures

Recommendations

1. The University would benefit from further integrating its diversity and inclusion goals and objectives into the new strategic planning process. Measurable D&I goals should be defined for each academic and support department, and track progress with the existing diversity and inclusion reports to the VP for Diversity and Inclusion.
2. Develop a mechanism across the University's colleges and departments for the sharing and coordination of effective D&I strategies.
3. Focus resources on developing and measuring culturally competent services across all campus offices, departments and divisions.
4. Tie supervisor training and performance appraisal to the measurement of D&I goals across each academic and support department. Align D&I training for managers with performance appraisal and recognition/reward systems.
5. Strengthen supervisory relationships by utilizing customized one on one and group coaching programs for leaders to improve the outcomes of individual and teams related to D&I goals and objectives.
6. Establish a University Ombudsman position, distinct from the Director of Equal Opportunity/Staff Attorney, for resolving complaints by employees.

Appendix: Demographics

» STAFF

My years of employment at Ferris State University:

Answer	0%	100%	Number of Responses	Response Ratio
0-5 years			153	28.1%
6-10 years			100	18.4%
11-20 years			131	24.1%
21+ years			88	16.2%
No Responses			71	13.0%
Totals			543	100%

At which Ferris campus do you spend most of your time?

Answer	0%	100%	Number of Responses	Response Ratio
Big Rapids			409	86.8%
Ferris Grand Rapids			22	4.6%
Kendall College of Art & Design			28	5.9%
Other (View all)			12	2.5%
Totals			471	100%

I am a director, manager, or supervisor at Ferris State:

Answer	0%	100%	Number of Responses	Response Ratio
Yes			170	31.3%
No			259	47.6%
Other (View all)			37	6.8%
No Responses			77	14.1%
Totals			543	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
A woman			298	54.8%
A man			163	30.0%
Transgender			0	0.0%
No Responses			82	15.1%
Totals			543	100%

My age group is:

Answer	0%	100%	Number of Responses	Response Ratio
18-33			71	13.0%
34-48			159	29.2%
49-67			228	41.9%
68-88			4	<1%
No Responses			81	14.9%
Totals			543	100%




I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Asian/Asian American			4	<1%
Black/African American			16	2.9%
Hispanic/Latino(a)			6	1.1%
American Indian or Alaskan Native			1	<1%
White/Caucasian			400	73.6%
Two or More Races			24	4.4%
International			2	<1%
Other View all			9	1.6%
No Responses			81	14.9%
Totals			543	100%



I have a physical disability

Answer	0%	100%	Number of Responses	Response Ratio
Yes			19	3.4%
No			431	79.3%
No Responses			93	17.1%
Totals			543	100%



I have a learning disability

Answer	0%	100%	Number of Responses	Response Ratio
Yes			16	2.9%
No			445	81.9%
No Responses			82	15.1%
Totals			543	100%

I was:

Answer	0%	100%	Number of Responses	Response Ratio
Born in the United States			449	82.6%
Born outside of the United States			13	2.3%
No Responses			81	14.9%
Totals			543	100%

Is English your first language:

Answer	0%	100%	Number of Responses	Response Ratio
Yes			452	83.2%
No			9	1.6%
No Responses			82	15.1%
Totals			543	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Asexual			27	4.9%
Bisexual			7	1.2%
Gay			3	<1%
Heterosexual			389	71.6%
Lesbian			1	<1%
Queer			0	0.0%
Questioning			0	0.0%
Other (View all)			11	2.0%
No Responses			105	19.3%
Totals			543	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Christian			224	41.2%
Catholic			86	15.8%
Protestant			11	2.0%
Hindu			1	<1%
Jewish			1	<1%
Muslim			0	0.0%
Non-affiliated			31	5.7%
Inter-faith			1	<1%
Pagan/Wiccan			0	0.0%
Non-religious			59	10.8%
Atheist			20	3.6%
Other (View all)			24	4.4%
No Responses			85	15.6%
Totals			543	100%

What is your highest level of educational attainment?

Answer	0%	100%	Number of Responses	Response Ratio
High school			15	2.7%
Some college			50	9.2%
Post-secondary certificate			5	<1%
Associate's degree			44	8.1%
Bachelor's degree			152	27.9%
Master's degree			152	27.9%
Professional degree (JD, MD)			9	1.6%
Ph.D. or Ed.D.			28	5.1%
Other (View all)			7	1.2%
No Responses			81	14.9%
		Totals	543	100%

Please describe your employment classification. Mark all that apply:

Answer	0%	100%	Number of Responses	Response Ratio
Hourly			77	16.5%
Salaried			303	65.0%
Part-time			31	6.6%
Full-time			271	58.1%
Temporary			12	2.5%
Union			89	19.0%
Non-union			119	25.5%
		Totals	466	100%

Demographics

»» FACULTY

My years of employment at Ferris State University:

Answer	0%	100%	Number of Responses	Response Ratio
0-5 years			107	33.0%
6-10 years			64	19.7%
11-20 years			70	21.6%
21+ years			35	10.8%
No Responses			48	14.8%
Totals			324	100%

At which Ferris campus do you spend most of your time?

Answer	0%	100%	Number of Responses	Response Ratio
Big Rapids			221	79.7%
Ferris Grand Rapids			21	7.5%
Kendall College of Art & Design			18	6.4%
Online			2	<1%
Other (View all)			22	7.9%
Totals			277	100%

I am currently a:

Answer	0%	100%	Number of Responses	Response Ratio
Professor			65	20.0%
Associate Professor			60	18.5%
Assistant Professor			76	23.4%
Lecturer/Instructor			22	6.7%
Visiting Professor			4	1.2%
Part-time faculty			28	8.6%
Other (View all)			17	5.2%
No Responses			52	16.0%
Totals			324	100%

What type of appointment do you hold?

Answer	0%	100%	Number of Responses	Response Ratio
Tenured			127	39.1%
Tenure track			74	22.8%
Non-tenure track			68	20.9%
No Responses			55	16.9%
Totals			324	100%




What is your highest level of educational attainment?

Answer	0%	100%	Number of Responses	Response Ratio
Bachelor's degree			11	3.3%
Master's degree			113	34.8%
Professional degree (JD, MD)			26	8.0%
Ph.D. or Ed.D.			118	36.4%
Other (View all)			10	3.0%
No Responses			46	14.1%
Totals			324	100%






I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Asian/Asian American			16	4.9%
Black/African American			10	3.0%
Hispanic/Latino(a)			3	<1%
American Indian or Alaskan Native			3	<1%
White/Caucasian			213	65.7%
Two or More Races			5	1.5%
International			7	2.1%
Other (View all)			13	4.0%
No Responses			54	16.6%
Totals			324	100%


I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
A woman			148	45.6%
A man			119	36.7%
Transgender			2	<1%
No Responses			55	16.9%
Totals			324	100%


My age group is:

Answer	0%	100%	Number of Responses	Response Ratio
18-33			28	8.6%
34-48			112	34.5%
49-67			127	39.1%
68-88			6	1.8%
No Responses			51	15.7%
Totals			324	100%




I have a physical disability

Answer	0%	100%	Number of Responses	Response Ratio
Yes			15	4.6%
No			247	76.2%
No Responses			62	19.1%
Totals			324	100%

I have a learning disability

Answer	0%	100%	Number of Responses	Response Ratio
Yes			16	4.9%
No			257	79.3%
No Responses			51	15.7%
Totals			324	100%

I was:

Answer	0%	100%	Number of Responses	Response Ratio
Born in the United States			246	75.9%
Born outside of the United States			30	9.2%
No Responses			48	14.8%
Totals			324	100%

Is English your first language:

Answer	0%	100%	Number of Responses	Response Ratio
Yes			251	77.4%
No			25	7.7%
No Responses			48	14.8%
Totals			324	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Asexual			11	3.3%
Bisexual			3	<1%
Gay			5	1.5%
Heterosexual			229	70.6%
Lesbian			6	1.8%
Queer			0	0.0%
Questioning			2	<1%
Other (View all)			8	2.4%
No Responses			60	18.5%
Totals			324	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Christian			89	27.4%
Catholic			55	16.9%
Protestant			8	2.4%
Hindu			5	1.5%
Jewish			1	<1%
Muslim			4	1.2%
Non-affiliated			20	6.1%
Inter-faith			3	<1%
Pagan/Wiccan			1	<1%
Non-religious			47	14.5%
Atheist			14	4.3%
Other (View all)			21	6.4%
No Responses			56	17.2%
Totals			324	100%

DEMOGRAPHICS

»» STUDENTS

What College are you enrolled in:

Answer	0%	100%	Number of Responses	Response Ratio
College of Arts and Sciences			348	25.9%
College of Business			344	25.6%
College of Education and Human Services			158	11.7%
College Engineering Technology			155	11.5%
College of Health Professions			201	14.9%
Kendall College of Art and Design			30	2.2%
Michigan College of Optometry			21	1.5%
College of Pharmacy			80	5.9%
Other (View all)			44	3.2%
Totals			1341	100%

Are you currently:

Answer	0%	100%	Number of Responses	Response Ratio
A full-time undergraduate student (12 or more credits/semester)			1044	63.4%
A part-time undergraduate student (less than 12 credits/semester)			100	6.0%
A full-time graduate student (6 or more credits/semester)			102	6.1%
A part-time graduate student (less than 6 credits/semester)			20	1.2%
A Professional student			56	3.4%
A dual enrolled high school student			3	<1%
Other (View all)			13	<1%
No Responses			308	18.7%
Totals			1646	100%

Each week I am employed:

Answer	0%	100%	Number of Responses	Response Ratio
Zero hours			510	30.9%
1-5 hours			71	4.3%
6-10 hours			142	8.6%
11-15 hours			157	9.5%
16-20 hours			163	9.9%
21-25 hours			97	5.8%
26 hours or more			200	12.1%
No Responses			306	18.5%
Totals			1646	100%

As a student, I reside:

Answer	0%	100%	Number of Responses	Response Ratio
On-campus			553	33.5%
Off-campus			617	37.4%
At home			170	10.3%
No Responses			306	18.5%
Totals			1646	100%

At which Ferris campus do you spend most of your time?

Answer	0%	100%	Number of Responses	Response Ratio
Big Rapids			1138	85.2%
Ferris Grand Rapids			63	4.7%
Kendall College of Art & Design			33	2.4%
Online			64	4.7%
Other (View all)			70	5.2%
Totals			1335	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Asian/Asian American			42	2.5%
Black/African American			130	7.8%
Hispanic/Latino(a)			32	1.9%
American Indian or Alaskan Native			9	<1%
White/Caucasian			980	59.5%
Two or More Races			51	3.0%
International			65	3.9%
Other (View all)			28	1.7%
No Responses			309	18.7%
Totals			1646	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
A woman			809	49.1%
A man			518	31.4%
Transgender			6	<1%
No Responses			313	19.0%
Totals			1646	100%

My age group is:

Answer	0%	100%	Number of Responses	Response Ratio
23 or under			964	58.5%
24 or over			375	22.7%
No Responses			307	18.6%
Totals			1646	100%

I have a physical disability

Answer	0%	100%	Number of Responses	Response Ratio
Yes			39	2.3%
No			1281	77.8%
No Responses			326	19.8%
Totals			1646	100%

I have a learning disability

Answer	0%	100%	Number of Responses	Response Ratio
Yes			94	5.7%
No			1238	75.2%
No Responses			314	19.0%
Totals			1646	100%

I was:

Answer	0%	100%	Number of Responses	Response Ratio
Born in the United States			1189	72.2%
Born outside of the United States			146	8.8%
No Responses			311	18.8%
Totals			1646	100%

Is English your first language:

Answer	0%	100%	Number of Responses	Response Ratio
Yes			1202	73.0%
No			130	7.8%
No Responses			314	19.0%
Totals			1646	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Asexual			188	11.4%
Bisexual			41	2.4%
Gay			26	1.5%
Heterosexual			970	58.9%
Lesbian			8	<1%
Queer			6	<1%
Questioning			8	<1%
Other (View all)			62	3.7%
No Responses			337	20.4%
Totals			1646	100%

Did either of your parents attend college?

Answer	0%	100%	Number of Responses	Response Ratio
Yes			858	52.1%
No			472	28.6%
No Responses			316	19.1%
Totals			1646	100%

I identify as:

Answer	0%	100%	Number of Responses	Response Ratio
Christian			569	34.5%
Catholic			246	14.9%
Protestant			22	1.3%
Hindu			33	2.0%
Jewish			5	<1%
Muslim			35	2.1%
Non-affiliated			74	4.4%
Inter-faith			6	<1%
Pagan/Wiccan			12	<1%
Non-religious			197	11.9%
Atheist			63	3.8%
Other (View all)			71	4.3%
No Responses			313	19.0%
Totals			1646	100%