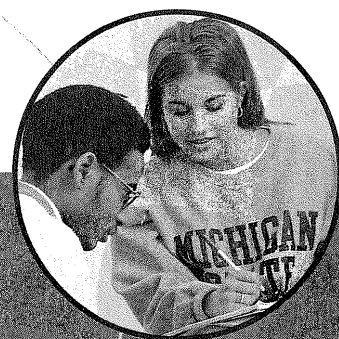
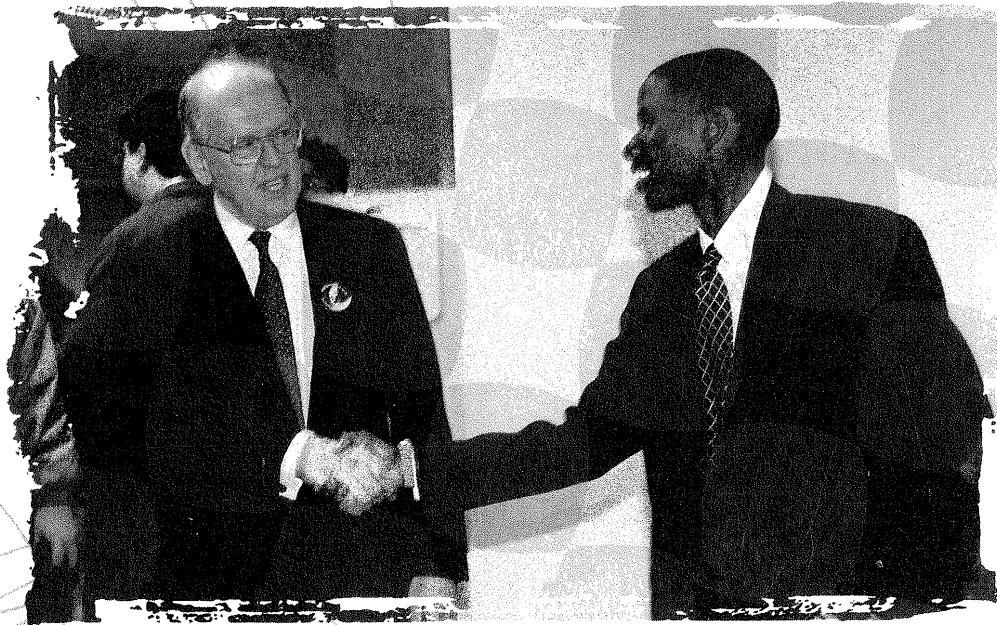


MICHIGAN STATE
UNIVERSITY



1998-99

Annual Progress Report on

Affirmative Action and Diversity

within Community




MICHIGAN STATE
UNIVERSITY



MICHIGAN STATE UNIVERSITY

TO: MSU Community

FROM: Peter McPherson, President 

DATE: April 2000

SUBJECT: 1998-99 Annual Progress Report on Affirmative Action and Diversity Within Community

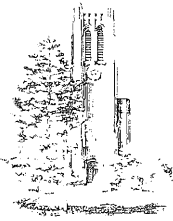
While it is important that we continually reaffirm, through words, our commitment to campus diversity, it is also important that we continually assess whether our efforts to create and support a diverse campus have worked. This can be accomplished in a number of ways, including, on an annual basis, sharing with the university community the various new and ongoing initiatives intended to promote and support campus diversity. The *1998-99 Annual Progress Report on Affirmative Action and Diversity within Community* provides a means by which we can share our successes in creating diversity within community. It also provides a means by which we can hold ourselves accountable in those areas where we've not achieved the level of success necessary for the community to share in the belief that our commitment is more than just words. Over the years, MSU has instituted changes in campus programming to support our goal of becoming a more diverse community. We will continue our efforts to reach this goal.

During 1998-99 we continued to see moderate increases in the diversity of our faculty, staff, and students. However, we know we can and must do more to recruit and retain greater diversity within the faculty, staff, and student body. Greater progress in creating a diverse campus community can be achieved through creative and aggressive recruitment strategies and we will continue to engage in efforts to achieve this goal.

Another goal is to continue to build and maintain a campus environment that is inclusive, safe, and respectful for all people. A number of activities throughout the community in 1998-1999 focused on this goal, yet we recognize here as well that more can be done. We will continue to work closely with the community in formulating future strategies on improving campus climate, and improving our efforts to communicate and enforce the University's policy on non-discrimination.

MSU must prepare students to function successfully in a global society of the 21st century. The workplace of this new century will consist of a broad range of backgrounds and perspectives. People will be expected to possess multicultural competence beyond what they hold currently. The MSU campus is a microcosm of greater society. Through campus programs such as those identified in this Annual Progress Report, we provide increased opportunities for enhanced awareness of multicultural issues and also prepare students for a global society.

The *MSU Promise* of being "a more diverse and connected community" is a priority for our campus and one whose progress can be marked by the various new and sustained efforts of 1998-1999. Once more we reaffirm our commitment that all who work and study at MSU will be provided the opportunity to excel and that at MSU we promote fairness and support diversity.



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*The Michigan State University
IDEA is Institutional Diversity:
Excellence in Action*

*MSU is an affirmative-action,
equal-opportunity institution.*

1998-1999
Annual Progress Report on
Affirmative Action and Diversity Within Community

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Executive Summary

Introduction

Each year a narrative report and a separate data report are provided to the MSU community detailing the numerical progress and programmatic efforts to achieve and support diversity within community. The *1998-1999 Annual Progress Report on Affirmative Action and Diversity Within Community* has been reformatted to create a report that better illustrates the achievements of the many units that share in the collective responsibility for implementing university diversity initiatives, as well as identify where additional progress is necessary. The report differentiates between initiatives that were implemented in 1998-1999 from ongoing initiatives, both of which are intended to sustain diversity efforts made over the years in the categories of *Leadership, Recruitment and Retention, Instruction, Research, Outreach, and Climate*. The report not only satisfies the reporting requirements of the Office of Federal Contract Compliance Programs, but also more importantly, chronicles the full range of active engagement throughout the university community as diversity issues are addressed.

Office for Affirmative Action, Compliance, and Monitoring

1998-1999 was a year of change for the Office for Affirmative Action, Compliance, and Monitoring (AACM). In 1999, AACM began conducting unit hiring analyses for colleges and support units. As a part of the analysis, AACM will review equal employment opportunity and affirmative action progress, as well as recommend action-orientated strategies to increase the representation of women and minority faculty and staff.

In addition to monitoring academic and support staff hiring activity, providing greater service to the community was a priority. Emphasis was placed on assisting campus units in their efforts to recruit for greater representation of women and minorities in those employment areas where underrepresentation has persisted over time. Moving to recruitment strategies that are creative and proactive was emphasized. The Office worked with units to identify recruitment sources that can lead to enhanced campus diversity. Activities to support this effort will include a MULTI Series workshop on recruiting for greater diversity and the development of a manual to be introduced in 1999-2000 that will provide practical approaches to increase the diversity of applicant pools.

Creating closer relationships with the various campus constituent groups was also a priority in 1998-1999 for AACM. Throughout the year, the Director of AACM met with

leaders of the various constituent groups to gain a greater understanding of their issues and perspectives on campus diversity. Concerns regarding the impact of campus climate on the University's ability to recruit and retain a diverse faculty, staff, and student body have been expressed and will continue to be an area of focused attention by the Office, working collaboratively with the various constituent groups, as well as academic and support units across campus.

The President's Handicapper Advisory Committee was reinvigorated in 1998. Accomplishments of the committee included adoption of a recommendation that the University change terminology from "handicappers" to "persons with disabilities" which resulted in the committee's name being changed to the President's Advisory Committee on Disability Issues. A special forum was provided for community interaction on transportation services provided by CATA for persons with disabilities that facilitated the resolution of concerns and misunderstandings on this important issue. Recommendations related to grounds and facilities were also implemented. Issues for future consideration include assuring greater access to study abroad for students with disabilities, website accessibility guidelines, and heightened awareness of and sensitivity to the needs of faculty, staff, and students with disabilities throughout the community.

Academic and Support Unit Activities

Leadership

Provost Lou Anna Simon commissioned the **Martin Luther King, Jr. Celebration**, which was coordinated by the Martin Luther King, Jr. Planning Committee. The Celebration spanned two days, January 17 and 18, 1999, with classes cancelled on Monday, January 18, the official day of the Commemorative Celebration. On Sunday, January 17, a program that had been jointly planned by MSU and The Charles Wright African American Museum in Detroit took place at the Museum. Four buses transported 300 students to the event. Two hundred fifty prospective students and their families from schools with multicultural populations were invited to see exhibits set up regarding multicultural programming at MSU, with opportunities to meet with Admission Counselors and to receive information on the admission process. The numbers reflected an overwhelming response beyond what was expected. On Monday, January 18, Martin Luther King III participated in the campus march and was the keynote speaker during the evening events at the Wharton Center's Pasant Theatre.

The Office of the Provost, along with the Vice President for Finance and Operations, and the Vice President for Student Affairs and Services charged the **Women's Resource Center** with the administrative responsibility of organizing and delivering a series of workshops to inform 1200-1400 university supervisory personnel, faculty and staff, on the changes in sexual harassment law and complaint investigations. Two workshops were completed before the end of the academic year and two additional sessions were held during the summer interim period.

The opening of the **Multicultural Center** was a milestone event, representing the collaboration and sometimes-difficult negotiations of students, faculty and staff across campus. Although student leaders from the CORES organization remain dissatisfied with the space allocation, students fully participated in the opening ceremony and have made significant utilization of the space. A Coordinator and support staff was selected and

programs provided during the spring, with extensive plans for future programming, and ongoing evaluation and data collection.

James Madison College provided the leadership for a national conference on "Race and Ethnicity in the 21st Century". The four-day program included keynote speakers and presentations by such notables as Evelyn Hu-DeHart, Janine Pease-pretty On Top, William Julius Wilson, Manning Marable, Dinesh D'Souza, Aruro Madrid, and Mary Frances Berry.

To encourage greater involvement and advancement of women and minorities in leadership and administration at all levels of the University, the Office of the Provost has continued to support the participation of faculty and staff members in the Committee on Institutional Cooperation Academic Leadership Program (CIC/ALP). The Office of the Provost also provides support to nominate faculty candidates for the American Council on Education (ACE) Leadership Development Program.

Of the 63 fellows who have participated in the CIC/ALP Program since its inception as an MSU IDEA initiative in 1989-90, there have been 31 women, of whom seven are Black, one is Hispanic, and one is American Indian/Alaskan Native. There have been 32 men, of whom seven are Black, two are Hispanic, one is American Indian/Alaskan Native, three are Asian/Pacific Islanders, and two are openly gay men. Among the 57 fellows through 1998-99, those who have advanced to administrative positions with new titles include six Caucasian women, four Black women, two Black men, one Hispanic man, one gay man and three Caucasian men.

To encourage the full integration of underrepresented group members into the academic community, the following unit administrator and faculty workshops/programs were presented during 1998-99: The annual workshop "How to Survive and Thrive in the Michigan State University Tenure System" provided information on "how to make it" in the University's tenure system. The Fall 1999 New Faculty Orientation program included faculty discussions on "Your First Few Years at MSU: What are the Questions" and "Navigating the Next Few Years: Where are the Answers?" which included an emphasis on diversity within community.

All-University Diversity Award winners for 1999 were presented to three individuals and three units for their outstanding efforts to promote diversity within community.

Staff in the Undergraduate University Division (UUD), Office of Supportive Services (OSS), Resource Center for Persons with Disabilities (RCPD), Upward Bound, Pre-College programs and the Office of Minority Student Affairs (OMSA) continue to provide support to the constituents being served. Attention to individual differences and implementation and support of program initiatives which support success for all students and staff are the hallmarks of this set of units and defines much of their program activity.

Developing and maintaining relationships with and support for the Council of Racial and Ethnic Students (CORES) groups was an important function of the Office for Minority Students Affairs (OMSA). Working with these groups, both in the Multicultural Center and on campus-wide initiatives, required continual contact, trust building and open communication between the students and OMSA staff.

The Purchasing Department with the University Services Division continued to focus on its goal of bringing more minority and women suppliers to the university. They continually recruited new suppliers, assisted them with bidding, and communicated with departments to encourage the use of minority and women vendors.

Recruitment and Retention

There were 15 new Executive Management appointments during 1998-99, including seven non-minority women, five non-minority men, two minority men, and one minority woman. Thus, 66.7% of the new executive management appointments were women and minorities.

During the 1998-99 affirmative action year, the total **academic personnel workforce**, i.e., headcount, not FTE's, increased by 70 individuals, from 4,174 to 4,244. With the net gain of 43 women during 1998-99, women comprised 36.9% of all academic personnel, increasing from 36.4% in 1997-98. The number of women increased from 1,521 to 1,564, or by 2.8%. With the net gain of 29 minorities during 1998-99, minorities now represent 16.1% of the total academic personnel system, increasing in proportion from 15.6% and increasing in number to 682, or by 4.4%. Thus, there was an overall increase in the size of the academic personnel workforce and in the proportion of women and minorities.

During 1998-99 the tenure system increased by a net of six individuals, from 1,987 to 1,993. The proportion of women in the tenure system increased to 25.8%; the net gain of 16 women brought the total number of women to 514, an increase of 3.2%. The percentage of minorities in the tenure system increased from 13.3% to 13.9%; the number of minorities increased by a net of 13, to a total of 277, an increase of 4.9%.

The proportion of women in the tenure system at the various ranks changed from October 1998 to October 1999 as follows: assistant professor, decreased from 40.1% to 39.0%; associate professor, increased from 33.7% to 34.6%; full professor, increased from 17.5% to 18.2%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 22.8% to 23.5%; associate professor, increased from 15.3% to 15.8%; full professor, increased from 10.0% to 10.4%.

During 1998-99, there were 116 new individuals appointed in the tenure system, including 26 minorities (22.4%) and 42 women (36.2%). On a non-duplicate basis, 54 individuals, or 46.6%, of the total appointments in the tenure system were members of protected groups. This reflects a decrease from 51.2% in 1997-98.

The retention of minority and women tenure system faculty needs special attention by the University given the limited opportunity to hire and the moderate record achieved in recent years in hiring women and minorities as tenure system faculty, due, in part, to the intense national competition for protected class individuals. Over the past several years, gains in recruitment have generally been offset by a higher rate of resignation for women and minorities than for majority men, largely due to issues of climate.

During 1998-99 there was continued increases in the **support staff workforce**, including increases in minority representation within the support staff workforce. The workforce increased by 144 employees (2.6%) from 5,502 to 5,646. Women increased by 67 from

3,670 to 3,737 employees (66.7% to 66.2% of the workforce). Minority employees increased by 44 employees from 786 to 830 (14.3% to 14.7%). The number of minority women increased by 4 from 552 to 556 (10.0% to 9.8%) and minority men increased by 40 from 234 to 274 (4.3% to 4.9%).

An increase in **freshman applications** in the aggregate was experienced. A continued upward trend in the number of applicants to Michigan State University was shared in all ethnic minority categories. Enrollment increases occurred in each ethnic minority category, ranging from 6.02% to 9.30%. Overall minority enrollment in the freshman class is at a historic high.

All ethnic minority categories experienced an increase in the number of **transfer applications** with the exception of Asian/Pacific Islander students. Offers of admission and enrollment experienced a decline in all ethnic minority categories except for Native Americans, which experienced an increase.

All ethnic minority categories experienced an increase in **graduate applications** with the exception of Hispanic (a slight decline) and Asian/Pacific Islander (a more significant decline). In the aggregate, offers of admission declined slightly. Offers of admission in the African American, Hispanic, and Asian/Pacific Islander categories experienced declines and the Native American category experienced an increase. Overall enrollment of new graduate students increased. All ethnic minority categories experienced a decline in enrollment with the exception of Native American. The increase in total new graduate student enrollment is mainly attributable to an increase in international students.

Total enrollment for 1998-1999 was 43,038 (including international students). Total domestic enrollment in Fall 1999 was 40,290 compared to 40,442 students enrolled Fall 1998. Total minority students enrolled in Fall 1999 was 6,570 (16.1 % of total domestic enrollment), an increase of 0.2% (45) from 1998. Undergraduate **minority enrollment** increased from 15.5% of the undergraduate enrollment to 15.7%. Graduate minority enrollment decreased from 13.8% of the graduate enrollment to 13.6% of the graduate enrollment. Eight of fourteen colleges at MSU had numeric increases in minority enrollment for Fall 1999.

Over a ten year period (1990-1999), representation of minority students has steadily increased from 4810 total minority students in Fall 1990 to 6570 total minority students in Fall 1999, an increase of 1,715 minority students in the 10 year period.

Women students represented 53.1% of total students in Fall 1998 (22,927) and 53.6% in Fall 1999 (23,069). In the Fall 1999, of the fourteen colleges, only one had women student enrollments less than 40%, three had women student enrollments of 40% to 50%, and ten had women student enrollments greater than 50%.

Various colleges initiated new programs in their continuing effort to recruit and retain underrepresented students. A summary of these activities is as follows:

- The **Eli Broad College of Business** extended their role as an active partner in MSU's recruitment of underrepresented student populations. In collaboration with the College of Education, Engineering and Osteopathic Medicine and the Office of Admissions, high achieving Latino students from Weslaco, Texas will visit the campus as a recruitment visit. Other high schools will also be actively pursued for recruiting high achieving minority students.

- New to the **College of Education** was the development of a brochure to recruit minority students into teacher education in an effort to increase the availability of minority school teachers.
- A recipient of a Sloan Foundation grant, the **College of Engineering**, expanded its recruitment of minority Ph.D. students to two additional departments within the college.
- The **Honors College** and the Office of Admissions and Scholarships co-sponsored the first annual minority Achievers Day and the newly created Honors College minority student association, Minorities Offering Students An Interactive Community (MOSAIC), began regular activities.
- The **Multiracial Unity Living Experience (MRULE)**, which offers students in the Residence Hall opportunities to increase knowledge and understanding of what they can do to contribute to positive race relations in their lives and on campus, expanded to four residence halls and increased opportunities for student leadership.

Human Resources implemented several new programs in 1998-1999 that will impact in positive ways on the retention of women and faculty, staff, and students of color. A booklet researched and designed by Child and Family Care Resources entitled, "Things to Do at MSU: An Activity Guide for Families," was distributed campus-wide to promote campus-based activities for families. Human Resources Development (HRD) implemented the *Foundations of Effective Leadership: Succeeding at Supervision* series. This is an eleven workshop series for supervisors, and those who aspire to leadership positions. This series is available through HRD. Efforts to assure diversity of Foundations participants included additional/special program information being directed to minority clerical/technical employees and administrative/professional employees and to various campus constituent group leaders.

Various other units expanded their efforts to support campus diversity, including **Intercollegiate Athletics**, which expanded its recruitment efforts to assure greater diversity when considering applicants for positions. In addition, a Diversity Focus Group was formed within the **Physical Plant** to address diversity issues raised by employees. Members were provided professional development training to support their involvement in the group.

New partnerships were formed between the **C.H.O.I.C.E.** (Coalition for Hope, Opportunity, Incentives, Careers and Education) program, charter schools and parents, resulting in an increased diversity among students, increased exposure to multicultural experiences, and non-traditional teaching strategies that raise student performance levels significantly. One hundred percent (100%) of student participants indicated that by the end of the summer program, they viewed college as a more realistic option.

The **College of Veterinary Medicine** sustained diversity efforts with outstanding programs and projects. Among these were the Vetward Bound Program, a leadership forum for women in veterinary medicine, and longstanding alliances with Tuskegee University School of Veterinary Medicine, Hampton University and Prairie View A&M University that contribute to the pipeline of students who pursue veterinary medical education at the undergraduate, professional and graduate student level.

Instruction, Research and Outreach

A number of new initiatives related to instruction, research, and outreach and intended to support campus diversity efforts occurred during 1998-1999. **International Studies and Programs** through the Women in International Development will pilot a leadership skills training program for international women graduate students. The expected outcomes of the project will be to attract women international students and to strengthen good relationships with international graduate students who represent future MSU alumni and potential research collaborators for MSU faculty seeking to develop projects abroad.

Office of Supportive Services (OSS) obtained four-year funding from the U.S. Department of Education for Student Support Services and McNair undergraduate student research grants.

Both Undergraduate University Division and Office of Supportive Services began to more strongly and intentionally encourage the notion of Study Abroad to students. A new exciting partnership with Study Abroad resulted in TRIO 2000, a Council for Opportunity in Education grant to support twenty low-income, first generation students' four-week study and travel in South Africa in Summer 2000.

New Lesbian-Bi-Gay-Transgendered (LBGT) educational initiatives through Multicultural Development had a strong multiple oppression, multiple identifies focus, reflecting ways LBGT issues intersect with issues of race, class, gender, disabilities, etc. The Department of Residence Life implemented a Training Trainers model on LBGT issues for use with its staff. Counseling Center staff was exposed to a number of LBGT-focused in-service sessions as well.

Several areas of specialization will be established in the **College of Arts and Letters** as components of a restructured and reinvigorated American Studies bachelors degree program. They include African American Studies and Asian American Studies, as well as continued work with Native American faculty to add an American Indian Studies Center. To help prepare students to live in a global world, **International Studies and Programs** established an internship program in Diversity and Global Change to provide training opportunities for Latino, Asian, Black, and other minority undergraduates.

Climate

All academic units have a responsibility to undertake initiatives the promote diversity within community. As a part of the academic program planning and review process, colleges have the opportunity to request support for new projects and ideas that will advance diversity and pluralism. Examples of such initiatives in 1998-1999 are:

- The WEL-COM Safety Task Force in the College of Osteopathic Medicine (COM) completed research and a report on women's perception of MSU campus safety.
- In celebration of Chicano History Month, a quiz bowl event was held in the Library with four teams participating in the evening event. Consideration is being given to expanding a similar event for next year.
- The Women's Resource Center developed programming that explored the dynamics associated with women, race, and white privilege.

As noted in last year's report, the campus climate for Lesbian-Bi-Gay-Transgendered (LBGT) persons varied greatly. While the support for programs and events sponsored by academic and student support units for LBGT issues was more visible than ever, individual students, faculty and staff reported during 1998-1999 a range of experiences from highly supportive to anti-LBGT. Similar concerns regarding campus climate for other communities on campus were conveyed to various units throughout the year. While individual units track incidents which impact the campus climate for various community populations, this process is not coordinated across units. It has been recommended that a consistent campus mechanism for reporting incidents would offer greater consistency and accuracy of cases.

Faculty, Staff and Student Profiles

Leadership

Academic Human Resources

Administrative Appointments. There are 206 individuals in the Academic Manager group, which includes deans, assistant/associate deans, chairpersons and directors. The representation of women in this group is 20.9% (compared to representation in the tenure system of 25.8%) during 1998-99, with a total number of 43. The percentage of minority academic managers is 9.2% (compared to representation in the tenure system of 13.9%); there are 19 minority academic managers.

Academic Administrators Fall 1999							
<u>Category</u>	<u>Black</u>	<u>Asian/PI</u>	<u>Hispanic</u>	<u>Amer. Indian</u>	<u>Total Minorities</u>	<u>Caucasian</u>	<u>University Total</u>
Men	8	4	2	2	16	147	163
Women	2	1	0	0	3	40	43
Total	10	5	2	2	19	187	206

Executive Management position titles are approved by the Board of Trustees and include senior administrators such as President, Vice President/Provost, General Counsel, Secretary of the Board, etc., and specifically designated director and other administrative titles. Currently there are 96 Executive Management positions, of which 26 are vacant or filled on an acting basis.

Executive Managers Fall 1999							
<u>Category</u>	<u>Black</u>	<u>Asian/PI</u>	<u>Hispanic</u>	<u>Amer. Indian</u>	<u>Total Minorities</u>	<u>Caucasian</u>	<u>University Total</u>
Men	5	1	1	0	7	40	47
Women	4	0	1	1	6	20	26
Total	9	1	2	1	13	60	73

There are 73 individuals appointed in Executive Management positions as of October 1, 1999. Of these, 20 (27.4%) are non-minority women and 13 (17.8%) are minorities. Of the six minority women, four (5.5%) are Black, one (1.4%) is Hispanic, and one (1.4%) is American Indian/Alaskan Native; of the seven minority men, five (6.8%) are Black, one (1.4%) is Asian/Pacific Islander, and one (1.4%) is Hispanic. The total number of members of protected classes increased by three, for a total of 33; the proportion decreased slightly from 45.5% in October 1998 to 45.2% in October 1999. Fifteen new Executive Management appointments were made during 1998-99, including seven non-minority women, five non-minority men, two minority men, and one minority woman. Thus, 66.7% of the new executive management appointments are members of protected classes.

Recruitment and Retention

Academic Human Resources

During 1998-99, the total **academic personnel workforce**, i.e., headcount, not FTE's, increased by 70 individuals, from 4,174 to 4,244. With the net gain of 43 women during 1998-99, women comprised 36.9% of all academic personnel, increasing from 36.4% in 1997-98. The number of women increased from 1,521 to 1,564, or by 2.8%. With the net gain of 29 minorities during 1998-99, minorities now represent 16.1% of the total academic personnel system, increasing in proportion from 15.6% and increasing in number to 682, or by 4.4%. The number of Blacks in the academic personnel workforce increased from 209 to 215 (5.1% of the current total workforce); Asian/Pacific Islanders increased from 340 to 360 (8.5%); Hispanics increased from 82 to 83 (2.0%); and American Indians/Alaskan Natives increased from 22 to 24 (0.6%). On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,984 in Fall 1999, 46.7% of the total faculty and academic staff, increasing slightly from 46.4% in 1997-98. Thus, there was an overall increase in the size of the academic personnel workforce and in the proportion of women and minorities.

Academic Workforce Fall 1999							
<u>Gender</u>	<u>Black</u>	<u>Asian/PI</u>	<u>Hispanic</u>	<u>Amer. Indian</u>	<u>Total Minorities</u>	<u>Caucasian</u>	<u>University Total</u>
Men	112	250	46	12	420	2260	2680
Women	<u>103</u>	<u>110</u>	<u>37</u>	<u>12</u>	<u>262</u>	<u>1302</u>	<u>1564</u>
Total	215	360	83	24	682	3562	4244

During 1998-99 the **tenure system** increased by a net of six individuals, from 1,987 to 1,993. The proportion of **women in the tenure system** increased to 25.8%; the net gain of 16 women brought the total number of women to 514, an increase of 3.2%. The percentage of **minorities in the tenure system** increased from 13.3% to 13.9%; the number of minorities increased by a net of 13, to a total of 277, an increase of 4.9%. Blacks increased from 90 to 91, or 4.6% of the tenure system; Asian/Pacific Islanders increased from 130 to 138, or 6.9% of the total; Hispanics increased from 35 to 37, or

1.9% of the total; American Indians/Alaskan Natives increased from 9 to 11, or 0.6% of the total. On a non-duplicate basis, 707 individuals, or 35.5% of the tenure system faculty, are members of protected groups; this is an increase from 34.5% in 1997-98.

Tenure System Faculty Fall 1999							
Category	Black	Asian/PI	Hispanic	Amer. Indian	Total Minorities	Caucasian	University Total
Men	58	104	22	9	193	1286	1479
Women	33	34	15	2	84	430	514
Total	91	138	37	11	277	1716	1993

The proportion of **women in the tenure system** at the various ranks changed from October 1998 to October 1999 as follows: assistant professor, decreased from 40.1% to 39.0%; associate professor, increased from 33.7% to 34.6%; full professor, increased from 17.5% to 18.2%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 22.8% to 23.5%; associate professor, increased from 15.3% to 15.8%; full professor, increased from 10.0% to 10.4%.

During 1998-99, there were 116 **new individuals appointed in the tenure system**, including 26 minorities (22.4%) and 42 women (36.2%). On a non-duplicate basis, 54 individuals, or 46.6%, of the total appointments in the tenure system were members of protected groups. This reflects a decrease from 51.2% in 1997-98.

Of colleges with opportunities to hire, the Colleges of Arts and Letters, Communication Arts and Sciences, Engineering, and Social Science were successful in appointing women in the tenure system at or above average availability during 1998-99. Average availability is the average of availability data for individual departments/schools in each college for the 1999-2002 goal-setting period. It should be noted that such data are a rough approximation for actual availability information, which is determined individually for each department or school.

The Colleges of Agriculture and Natural Resources, Business, Education, Human Ecology, Human Medicine, James Madison, and Natural Science appointed women at a rate below average availability during 1998-99. The College of Osteopathic Medicine did not appoint any women in the tenure system during 1998-99.

Similarly, the Colleges of Arts and Letters, Education, Engineering, Human Ecology, Human Medicine, James Madison, Osteopathic Medicine and Social Science appointed minorities in the tenure system during 1998-99 at or above average availability. The Colleges of Agriculture and Natural Resources, Business and Natural Science appointed minorities at a rate below average availability during this period. The College of Communication Arts and Sciences did not appoint any minorities in the tenure system during 1998-99.

It should be noted that the Colleges of Arts and Letters, Engineering and Social Science appointed **both** women and minorities at or above average availability. The Colleges of

Nursing and Veterinary Medicine did not have any new tenure system appointments in 1998-99.

The academic personnel system included 89 self-identified **individuals with disabilities**, including 56 tenure system faculty, 15 continuing staff, 13 fixed term staff and five fixed-term faculty.

Support Human Resources

During 1998-99, significant increases continued in the **support staff workforce** and in minority representation. The workforce increased by 144 employees (2.6%) from 5,502 to 5,646. Women increased by 67 from 3,670 to 3,737 employees (66.7% to 66.2% of the workforce). Minority employees increased by 44, from 786 to 830 (14.3% to 14.7%). The number of minority women increased by 4 from 552 to 556 (10.0% to 9.8%) and minority men increased by 40 from 234 to 274 (4.3% to 4.9%).

Support Staff Workforce Fall 1999							
Category	Black	Asian/PI	Hispanic	Amer. Indian	Total Minorities	Caucasian	University Total
Men	136	41	85	12	274	1635	1909
Women	281	60	186	29	556	3181	3737
Total	417	101	271	41	830	4816	5646

The number of **minority** officials and managers increased by 3 from 67 to 70 (9.5% to 9.7% of the category). Professional minority employees increased by 18 from 162 to 180 (11.1% to 11.6%). Minority clerical employees decreased by 2 from 222 to 220 (14.3% to 14.4%) and technical minority employees increased by 7 from 42 to 49 (10.3% to 11.6%). Minority employees in service and maintenance increased by 16 from 268 to 284 (24.3% to 24.8%) and minority employees in skilled trades increased by 2 from 25 to 27 (9.4% to 9.9%).

Black representation in the workforce increased by 19 employees from 398 to 417 (7.2% to 7.4% of the workforce). Asian/Pacific Islander employees increased by 4 from 97 to 101 (1.8%). Hispanic representation increased by 22 employees from 249 to 271 (4.5% to 4.8%). The number of American Indian/Alaskan Natives decreased by 1 from 42 to 41 employees (0.8% to 0.7%).

The only decrease in the representation of **women** was in clerical positions, which decreased by 28 from 1,493 to 1,465 (96.1% to 95.6%). The number of women officials and managers increased by 8 from 414 to 422 (58.6% to 58.4% of the category). The professional category experienced the largest increase with 62 additional women from 838 to 900 (57.2% to 58.0%). Women in technical positions increased by 8 from 299 to 307 (73.3% to 72.7%). The service and maintenance category increased by 14 women from 597 to 611 (54.1% to 53.4%) and skilled trades increased by 3 from 29 to 32 (10.9% to 11.8%).

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The representation of **minority women** began to shift to higher level positions. Again, the only decrease in the representation of minority women was in clerical positions, which decreased by 5, from 210 to 205 (13.5% to 13.4%). The number of minority women officials and managers increased by 3 from 49 to 52 employees (6.9% to 7.2% of the category). Professional minority women increased by 6 from 93 to 99 (6.3% to 6.4%). Minority women in the technical category increased by 3 from 27 to 30 (6.6% to 7.1%). Service and maintenance minority women decreased by 3 employees from 170 to 167 (15.4% to 14.6%) and skilled trades minority women remained the same with 3 employees (1.1%).

The number of self-identified **employees with a disability** increased by 1 from 119 to 120 (2.2% to 2.1%) of the workforce. The number of employees with a disability decreased by 3 in the officials and managers category from 14 to 11 (2.0% to 1.5% of category) and increased by 3 in the professional category from 25 to 28 (1.7% to 1.8%). Employees with a disability in the clerical category decreased by 1 from 33 to 32 (2.1%) and the technical category increased by 1 employee from 4 to 5 (1.0% to 1.2%). The service and maintenance category remained the same with 38 (3.4% to 3.3%) and skilled trades employees with a disability increased by 1 from 5 to 6 (1.9% to 2.2%). The number of **Vietnam Era veteran** employees decreased by 9 from 159 to 150 (2.9% to 2.7% of the workforce).

Regular new hires in 1998-99 increased by 65 (11.4%) employees from 571 to 636. **New hire women** increased by 31 from 389 to 420 (68.1% to 66.0% of the hires) employees. The rate of **minority new hires** increased from 20.1% to 22.6% and exceeds minority representation in the workforce of 14.7%. Minority new hires increased by 29 from 115 to 144 and minority women increased by 6 employees from 83 to 89 (14.5% to 14.0%). Of the hires, Blacks accounted for 75 (11.8%), Asian/Pacific Islanders for 16 (2.5%), Hispanics for 49 (7.7%) and American Indian/Alaskan Natives for 4 (0.6%) hires.

During 1998-1999, the number of **promotions** increased by 48 (9.5%) from 507 to 555. Of the promotions, 81 (14.6%) were in the officials and managers category, 162 (29.2%) professionals, 178 (32.1%) clerical, 22 (4.0%) technical, 89 (16.0%) service/maintenance, and 23 (4.1%) were in the skilled trades category. Women received 371 (66.8%) promotions, minorities received 91 (16.4%) promotions, and of the 371 women promoted, 61 (11.0%) minority women were promoted. The percent of women, minorities, and minority women promotions continue to exceed their representation in the workforce of 66.2%, 14.7%, and 9.8%, respectively. Of the 555 promotions, Blacks accounted for 40 (7.2%), Asian/Pacific Islanders for 13 (2.3%), Hispanics for 35 (6.3%) and American Indian/Alaskan Natives received 3 (0.5%) promotions.

Of the 316 support staff employees **who left the University** for reasons other than retirement, 238 (75.3% of the separations) were women and 81 (25.6%) were minorities. The rate of minority women separations substantially increased in 1998-99, from 15.4% to 21.5%, with 68 separations. The reasons given on separation documents remain consistent. For women there were 82 (34.5% of women separations) "other employment", 70 (29.4%) "voluntary quit" and 40 (16.8%) "leaving the area". For minorities there were 27 (33.3% of minority separations) "other employment", 20 (24.7%) "voluntary quit" and 10 (12.3%) "leaving the area". For minority women there were 20 (29.4% of minority women separations) "other employment", 19 (27.9%) "voluntary quit" and 10 (14.7%) "leaving the area".

The data gathered from the **exit questionnaire** was consistent with that described above. Responses from the questionnaire are tracked to determine if patterns exist or if the involvement of Human Resources is needed at the unit level. Human Resources is planning the development of a web-based exit questionnaire and other follow-up techniques to improve the response rate and provide further insight into separations. With today's job market status for employers, it is imperative to know more details on why individuals do and do not select MSU as an employer. *The 2000 Census data is expected to be available in approximately three years and MSU needs to begin to prepare for updated utilization statistics.*

Annual hiring goals are set at the beginning of the year based on underutilization and anticipated hiring opportunities. When there are no projected opportunities, the annual goal will be zero. If additional vacancies occur, a goal is set. Annual hiring goals were set in 29 (38.7%) of the 75 support staff job groups. Annual hiring goals were met or exceeded in 19 job groups.

Support Staff Underutilization 1999-2000 Hiring Goals					
<u>Occupation Area</u>	<u>Job Groups</u>	# Underutilized by		Annual Goal	
		<u>Women</u>	<u>Minorities</u>	<u>Women</u>	<u>Minorities</u>
Business Managers	A1B3	0	4	0	1
Business Directors & Managers	A1B4	3	0	1	0
Farm Managers	A1E5	8	4	1	1
Science Professional/Technical	A2E3	0	7	0	2
Computer & Information Tech.	A2J2	0	3	0	3
Audio & Electronics Technicians	C4I1	5	0	1	0
Agricultural & Animal Care	1602	0	7	0	1
Agricultural Equip. & Drivers	1612	5	0	1	0
Custodial & Laundry	1652	11	0	8	0

Forty (95.2%) of the 42 **annual hiring goals** established for **women** were achieved. The officials and managers job groups had 14 annual goals and 16 women were hired. The 3 hiring goals for professional job groups were met. There was no underutilization for women in the clerical job groups. Three hiring goals were established for technical job groups, and 2 women were hired. The service and maintenance job groups set 21 annual goals and hired 16 women. The one annual goal for skilled trades was met and exceeded with the hiring of 3 women.

During 1998-99, 32 **annual hiring goals** for **minorities** were established. This goal was met and exceeded with the hire of 38 minority employees. The officials and managers job groups had 5 annual goals established, and 7 minority employees were hired. The professional job groups had 16 annual goals, and that goal was exceeded with the hire of 18 minority employees. Clerical job groups had no annual goals due to no or low hiring opportunities. Technical job groups had 8 annual goals, and 9 minority employees were hired. Service and maintenance job groups had 2 annual goals, and 3 minority employees were hired. One annual goal for skilled trades was met with the hire of 1 minority employee.

Some noticeable areas of underutilization remain as shown in the preceding table. The Business Directors, Science Professional/Technical, Computer and Information Technology, and Custodial and Laundry job groups made progress due to hiring. During 1998-99, six job groups were no longer underutilized for protected class members. One of these job groups, high level clerical coordinators, had been underutilized for minorities since July 1996.

Students

Admissions

An increase in **freshmen** applications in the aggregate was experienced. A continued upward trend in the number of applicants to Michigan State University was shared in all ethnic minority categories. *Applicants* in ethnic minority categories increased in a range from 3.78% to 9.02%, with an average of 6.4%. *Admission* offers were higher in all ethnic minority categories except for Asian/Pacific Islanders, which declined slightly (1.59%). *Enrollment* increases occurred in each ethnic minority category, ranging from 6.02% to 9.30%. *Overall minority enrollment in the freshman class is at a historic high.*

Freshmen Admission Trends 1997-98, 1998-99									
	Applications			Admissions			Enrollments		
	1998	1999	% Change	1998	1999	% Change	1998	1999	% Change
FRESHMEN									
Black	2750	2952	7.35%	1752	1779	1.54%	631	669	6.02%
Asian/Pacific Islander	1164	1208	3.78%	1009	993	-1.59%	294	317	7.82%
Hispanic	680	723	6.32%	549	604	10.02%	166	181	9.04%
Amer. Indian/Alaskan Native	133	145	9.02%	111	120	8.11%	43	47	9.30%
Caucasian	16073	16830	4.71%	12715	12177	-4.23%	5425	5179	-4.53%
Other/No Response	228	186	-18.42%	162	125	-22.84%	54	37	-31.48%
International	610	561	-8.03%	299	280	-6.35%	101	98	-2.97%
FRESHMEN TOTAL	21638	22605	4.47%	16597	16078	-3.13%	6714	6528	-2.77%

Transfer applications increased by over 10%. All ethnic minority categories experienced an increase in the number of *applications* with the exception of Asian/Pacific Islander students. Offers of *admission* and *enrollment* experienced a decline in all ethnic minority categories except for Native Americans, which experienced an increase.

Transfer Admission Trends 1997-98, 1998-99									
	Applications			Admissions			Enrollments		
	1998	1999	% Change	1998	1999	% Change	1998	1999	% Change
TRANSFER STUDENTS									
Black	338	394	16.57%	145	115	-20.69%	106	73	-31.13%
Asian/Pacific Islander	181	167	-7.73%	107	80	-25.23%	58	53	-8.62%
Hispanic	115	128	11.30%	66	61	-7.58%	51	47	-7.84%
Amer. Indian/Alaskan Native	35	44	25.71%	14	19	35.71%	9	12	33.33%
Caucasian	3507	3897	11.12%	2208	2158	-2.26%	1555	1530	-1.61%
Other/No Response	49	55	12.24%	28	24	-14.29%	14	16	14.29%
International	<u>413</u>	<u>434</u>	<u>5.08%</u>	<u>163</u>	<u>150</u>	<u>-7.98%</u>	<u>84</u>	<u>72</u>	<u>-14.29%</u>
TRANSFER TOTAL	4638	5119	10.37%	2731	2607	-4.54%	1877	1803	-3.94%

Graduate applications experienced an increase in the aggregate except Hispanic (a slight decline) and Asian/Pacific Islander (a more significant decline). In the aggregate, offers of admission declined slightly. Offers of *admission* in the African American, Hispanic, and Asian/Pacific Islander categories experienced declines and the Native American category experienced an increase. Overall *enrollment* of new graduate students increased. All ethnic minority categories experienced a decline in enrollment with the exception of Native American. The increase in total new graduate student enrollment is mainly attributable to an increase in international students.

Graduate Admission Trends 1997-98, 1998-99									
	Applications			Admissions			Enrollments		
	1998	1999	% Change	1998	1999	% Change	1998	1999	% Change
GRADUATE STUDENTS									
Black	322	342	6.21%	155	130	-16.13%	97	76	-21.65%
Asian/Pacific Islander	761	518	-31.93%	108	97	-10.19%	57	49	-14.04%
Hispanic	140	137	-2.14%	72	65	-9.72%	36	35	-2.78%
Amer. Indian/Alaskan Native	13	21	61.54%	9	10	11.11%	7	8	14.29%
Caucasian	3069	3071	0.07%	1583	1506	-4.86%	877	864	-1.48%
Other/No Response	70	57	-18.57%	31	31	0.00%	12	24	100.00%
International	<u>4112</u>	<u>5014</u>	<u>21.94%</u>	<u>903</u>	<u>1007</u>	<u>11.52%</u>	<u>417</u>	<u>482</u>	<u>15.59%</u>
GRADUATE TOTAL	8487	9160	7.93%	2861	2846	-0.52%	1503	1538	2.33%

Enrollment

Total student enrollment on the East Lansing campus of Michigan State University decreased slightly (0.3%), from 43,189 in the Fall semester of 1998 to 43,038 in Fall of 1999.

The university's total domestic enrollment (which excludes nonresident alien students) declined 0.4% from 40,442 in Fall 1998 to 40,290 in Fall 1999. Undergraduate enrollment decreased similarly (0.4%) from 34,809 to 33,966. Graduate level student enrollment also declined (0.3%) from 9,100 to 9,072.

Total minority student enrollment on campus increased 0.7% from 6,525 students in Fall 1998 to 6,570 students in Fall 1999. This represents an increase from 16.1% of the domestic total student enrollment in Fall 1998 to 16.3% of the domestic total student enrollment in Fall 1999. **Undergraduate minority enrollment** increased 1.2% from 5,273 to 5,336 (increasing from 15.5% of the undergraduate enrollment to 15.7%). **Graduate minority enrollment** decreased 1.4% from 1,252 to 1,234 (decreasing from 13.8% of the graduate enrollment to 13.6% of the graduate enrollment).

Eight of fourteen colleges at Michigan State University had numeric increases in minority enrollment for Fall 1999. The Colleges of Communication Arts and Sciences and Engineering each increased the number of minority students by 34. Within Engineering, 34 students represented an increase in minority students of 4.0%. In Communication Arts and Sciences, 34 students represented an increase in minority students of 7.8%. In Fall of 1999, the Broad College of Business, which has the largest student enrollment,

Student Enrollment by College Fall 1999											
College	Total Enrollment	Blacks		Asian/PI		Hispanic		Amer. Indian		Total Minorities	
		No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
Ag&Nat Resource	3354	146	4.4%	74	2.2%	70	2.1%	23	0.7%	313	9.3%
Arts & Letters	3062	175	5.7%	101	3.3%	102	3.3%	26	0.9%	404	13.2%
Broad Business	5679	547	9.6%	305	5.4%	133	2.3%	25	0.4%	1010	17.8%
Comm Arts & Sci.	3051	286	9.4%	97	3.1%	77	2.5%	11	0.4%	471	15.4%
Education	2475	206	8.3%	55	2.2%	53	2.1%	18	0.7%	332	13.4%
Engineering	3962	481	12.1%	292	7.4%	83	2.1%	20	0.5%	876	22.1%
Human Ecology	1718	163	9.5%	46	2.7%	32	1.9%	11	0.6%	252	14.7%
Human Medicine	476	57	12.0%	62	13.0%	42	8.8%	7	1.5%	168	35.3%
James Madison	1031	61	5.9%	42	4.0%	32	3.1%	7	0.7%	142	13.8%
Natural Science	5200	474	9.1%	310	6.0%	131	2.5%	24	0.5%	939	18.1%
Nursing	612	73	11.9%	18	2.9%	13	2.1%	8	.01%	112	18.3%
Osteo Medicine	512	23	4.5%	57	11.1%	22	4.3%	5	.01%	107	20.9%
Social Science	4473	545	12.1%	131	2.9%	164	3.7%	34	0.8%	874	19.5%
Vet Medicine	878	28	3.2%	22	2.5%	27	3.1%	9	1.0%	86	9.8%
No Preference Unclassified/ Lifelong	2420	143	5.9%	86	3.6%	55	2.3%	15	0.6%	299	12.4%
	<u>1387</u>	<u>99</u>	<u>7.1%</u>	<u>35</u>	<u>2.5%</u>	<u>37</u>	<u>2.7%</u>	<u>14</u>	<u>1.0%</u>	<u>185</u>	<u>13.3%</u>
Domestic Total	40290	3507	8.7%	1733	4.3%	1073	2.7%	257	0.6%	6570	16.3%
Plus: International Students	<u>2748</u>										
University Total	43038										

continued to be the college with the greatest number of minority students at 1,010. The College of Natural Science (at 939), the College of Engineering (at 876), and the College of Social Science (at 874) follow it. The College of Human Medicine had the highest proportion of minority students within a college (35.3%). The Colleges of Osteopathic Medicine and Engineering follow with over 20% minority students in each.

Black students, the largest minority student group on campus, increased slightly (0.8%) from 3,480 to 3,507 in Fall 1999. Black graduate students declined by 18 (3.2%) to 542 in Fall 1999 from 560 the previous year. Black men students comprise 35.3% of all black students at Michigan State University (a decline from 36.1% in Fall 1998). Black men graduate students comprise 33.0% of all Black graduate students.

Asian/Pacific Islander student enrollment increased slightly (0.8%) from 1,720 in Fall 1998 to 1,733 in Fall 1999. Graduate level enrollment of Asian/Pacific Islander students increased 9 (2.5%) from 362 to 371 in Fall 1999.

Hispanic/Chicano students have been the fastest growing minority group on campus over the past five years, with an average annual increase of 3.7%. This group increased slightly (0.7%) from 1,066 in Fall 1998 to 1,073 in Fall 1999. At the graduate student level, Hispanic/Chicano students decreased 14 (5.1%) from 277 to 263.

American Indian/Alaskan Native students decreased 2 students, from 259 in Fall 1998 to 257. Graduate students increased from 53 to 58 (9.4%).

Women students represented 53.1% of total students in Fall 1998; they represented 53.6% in Fall 1999. This corresponds to a numerical increase of 22,927 to 23,069 (0.6%). Women graduate students increased slightly (0.9%) from 4,913 to 4,956 in Fall 1999. Minority women students increased 2.1% (from 3,782 to 3,863) and minority women graduate students increased 10 (1.4%) from 722 to 732. In Fall 1999, of the fourteen colleges, only one had women student enrollments less than 40%, three had women student enrollments of 40% to 50%, and ten had women student enrollments greater than 50%.

Michigan State University currently counts students' ethnicity based upon self-reported information and in conformance with the federal Integrated Postsecondary Education Data System (IPEDS) reporting conventions. In Fall 1999, 0.7% of all students enrolled either left the ethnicity question blank or chose "Other".

Graduation Rates

Michigan State University follows the conventions of the Graduate Rate Survey portion of the federal IPEDS reporting process which specifies that schools report 6-year graduation rates for each entering class. The Fall 1998 graduation rate, for the Fall 1992 cohort, was 66%. The graduation rate for Black students in the Fall 1992 cohort was 45%. The graduation rate for Hispanic/Chicano students in the Fall 1992 cohort was 59%. The graduation rate for Asian/Pacific Islander students in that cohort was 60%. Because of the relatively small size of some entering groups, caution in interpreting graduation rates is appropriate. Relatively small numbers can cause marked fluctuations in the percentages. Thus, the matriculation pattern of even one student can have a large effect on the absolute value of graduation rates.

Programs

New Initiatives

Leadership

Academic Units

Provost Lou Anna Simon commissioned the **Martin Luther King, Jr. Celebration**, which was coordinated by the Martin Luther King, Jr. Planning Committee with Dorothy Harper Jones, Associate Dean of the Graduate School and Senior Consultant to the Provost as Chair.

The Celebration spanned two days, January 17 and 18, 1999, with classes cancelled on Monday, January 18, the official day of the Commemorative Celebration. Fifty offices, colleges and units purchased commemorative MLK banners to be hung on lampposts around campus during the MLK celebration period. The banners are reuseable, with the units being able to display the banners in prominent places during the rest of the year.

On Sunday, January 17, a program that had been jointly planned by MSU and The Charles Wright African American Museum in Detroit took place at the Museum. Four

buses transported 300 students to the event. Two hundred fifty prospective students and their families from schools with multicultural populations were invited to see exhibits set up regarding multicultural programming at MSU, with opportunities to meet with Admission Counselors and to receive information on the admission process. The numbers reflected an overwhelming response beyond what was expected. A tour of the MLK exhibit was included in the program. The finale was a jazz concert in the museum attended by 325 people with



Photo by Dylan Duel, The State News, 1/19/1999

jazz musicians from the MSU School of Music and the Detroit area. On Monday, January 18, Martin Luther King III participated in the campus march and was the keynote speaker during the evening events at the Wharton Center's Pasant Theatre.



James Madison College provided the leadership for a national conference on "Race and Ethnicity in the 21st Century". Approximately 1,600 individuals pre-registered to attend the conference. The four-day program included keynotes and presentations by such notables as Evelyn Hu-DeHart, Janine Pease-

Pretty On Top, William Julius Wilson, Manning Marable, Dinesh D'Souza, Aruro Madrid, and Mary Frances Berry. Among the panel topics were: "The Origin of the Concept of Race"; Competition and Alliance among Communities of Color"; "Race and Gender in the United States"; The Evolution of Whiteness"; "The Challenge of Mixed Race"; "Race and Class in America"; "Race and Violence"; "Race and Health"; "Race and Religion"; "Race and Scientific Research"; "Race and Sexuality in the United States"; "Multiculturalism: Hybridity, Unity, and Diversity"; and Affirmative Action in Higher Education: The Rhetoric and the Reality". The college anticipates the production of the proceedings and follow-up programming.

The Office of the Provost, the Vice President for Finance and Operations, and the Vice President for Student Affairs and Services charged the **Women's Resource Center** with the administrative responsibility to organize and deliver a series of workshops to inform 1200-1400 university supervisory personnel, faculty and staff, on the changes in sexual harassment law and complaint investigations. As a direct result of the planning process, the Office of the General Counsel led a process for revising the University Sexual Harassment Policy and the Investigating Complaint Guideline document. Several committees engaged in this process, including the Women's Advisory Committees to the vice-presidents and academic governance. Two workshops were completed before the end of the academic year and two additional sessions were held during the summer period.

Diversity activities in the **College of Communication Arts and Sciences (CCAS)** were directed by an Ad Hoc Diversity Committee formulated in response to a diversity conflict that developed at the graduate student level. As a consequence, the committee developed two college-wide diversity workshops for other graduate students and the CCAS faculty members. The college intends to continue the workshops by bringing notable social justice and civil rights leaders to the college.

In the **College of Nursing**, the Diversity Task Force was restructured into a committee with membership representing all units of the college. Initial planning has begun to become a standing committee within the college governance structure.

During 1998-99, the Director of Human Resource Services in Human Resources facilitated initiatives with Employment staff to begin planning for broader recruitment strategies that will support efforts to assure that greater numbers of qualified women and minorities have access to university positions.

A staff member from Human Resources' Office of Multicultural Development (OMD) was selected to present two workshops on diversity at the National Conference on Race and Ethnicity in American Higher Education in Memphis, Tennessee, June 1999. These workshops are now being offered to MSU employees through Human Resources Development.

Physical Plant Business Operations participated in the Leadership Fellows Project and mentored three fellows for *Developing Financial Arrangements to Support Study Abroad and Campus International Initiatives*.

Join Us Marching With The Son Of The King 500
 Street !

All-University
 Dr. Martin Luther King Jr.
 Commemorative March 1999

Monday, January, 18, 1999
 Multicultural Center to the Wharton Center
 5:30 p.m.

Remarks at Beaumont Tower
 Martin Luther King III

Sponsors:
 Office of the Provost
 Division of Student Affairs and Services
 Office of Minority Student Affairs
 Committee Commemorating
 Dr. Martin Luther King Jr. (civl MLK Jr.)

Call the Office of Minority Student Affairs to Register
 Yourself or Your Organization (353-7745)

Office of Minority Student Affairs (OMSA) worked more closely with the MLK Jr. organization this year to expand the

celebration to include programs such as Racism in the Christian Community, a mini conference "Women with a Clue" and a scholarship gospel music concert. While the new initiatives attracted modest numbers, MLK March and commemorative programs featuring Martin Luther King III attracted record-breaking numbers.

A staff member from the **Resource Center for Persons with Disabilities (RCPD)** was appointed to the Great Lakes ADA Center's Americans with Disabilities Act Steering Committee, ensuring that MSU remains a leader in both understanding and influencing disability policy. Staff also became active in the MSU Disability Management Committee, which seeks to determine and define parameters related to employees with disabilities.

The **Undergraduate University Division (UUD)** initiated efforts to enhance career opportunities for women and minority staff by their placement into the continuing appointment system, and promotion opportunities through expanding job responsibilities.

Division staff also supported various student organizations, serving as advisors, speakers, and helping students create new associations, e.g., the Arab American Professional Society.

Student Affairs and Services

Greek Life included African-American members of the National Panhellenic Council (NPHC) organizations in Greek Week activities for the first time. Panhellenic Council, Intrafraternity Council, and NPHC completed ten joint service projects and plans are in progress to form a fourth Greek governing board to assist multicultural/ethnic fraternities and sororities. Seven groups will be invited to form this new council next year. Six percent of the MSU Greek community comes from cultural backgrounds other than Caucasian/white. A report was developed to indicate the status of the Greek community's progress on the recommendations of the Moving Forward Task Force.

Student Life helped sponsor minority student leader attendance at national and regional conferences and helped sponsor a regional meeting for an unaffiliated minority fraternity.

Recruitment and Retention

Academic Units

Extending their role as an active partner in MSU's recruitment of underrepresented student populations will be a new initiative for the **Eli Broad College of Business**. In collaboration with the Colleges of Education, Engineering and Osteopathic Medicine and the Office of Admissions, high achieving Latino students from Weslaco, Texas will visit the campus for an extended exposure and recruitment visit. Other high schools will also be actively pursued for recruiting high-achieving minority students.

The Eli Broad College of Business will implement an early outreach to minority admits in the Fall of 2000. A pre-AOP, "Green Carpet" orientation day for admitted and prospective minority students interested in business majors and their families will be the format. The program will provide an overview of minority student support in the College and MSU, early goal-setting, and strategies to help prepare students for competitive

admission at junior standing. Additionally, the College will explore opportunities for developing business programs in support of the Native American gaming industry.

In Summer 1999, the **College of Communication Arts and Sciences'** School of Journalism provided scholarships for African American high school students to attend a one-week summer workshop run by the Michigan Interscholastic Press Association. The Detroit Free Press works with newspapers in 14 Detroit high schools to identify students from this program for scholarships. The Journalism School provided three scholarships, which were matched by the Free Press.

Robin Stone, a School of Journalism alumnus who was just named Executive Editor of Essence, has provided seed funds for development of a Minorities in Journalism Fund. If the funds reaches the endowment level, interest will be used to send students to the national minority journalism associations' conferences and MIPA workshops.

New to the **College of Education** was the development of a brochure to recruit minority students into teacher education. The College intends to identify funds to support academically strong incoming minority freshmen who have expressed an interest in teaching and continue that support throughout their four years as long as they continue to demonstrate an intention to teach and maintain a GPA that makes them eligible to pursue teacher education. The college believes that this inducement will attract greater numbers of students.

A recipient of a Sloan Foundation grant, the **College of Engineering**, under the leadership of Percy Pierre, expanded its recruitment of minority Ph.D. students from the departments of Electrical and Computer Engineering and Computer Science to Civil and Environmental Engineering, Mechanical Engineering and Material Science and Mechanics. The college also submitted a National Science Foundation proposal targeting women Ph.D. students and has resubmitted to Sloan for the expanded emphasis.

The **Honors College** and the Office of Admissions and Scholarships co-sponsored the first annual Minority Achievers Day. Designed specifically for high achieving high school seniors, the program provided an in-depth overview of MSU and encouraged the students' early conversations with academic departments. In addition, the top minority students from four Flint area high schools were invited to visit MSU for the day. The visitation included transportation from Flint, a tour of the campus, lunch in a residence hall and meetings with Admissions, the Honor College and Engineering faculty and students. This specific program targeted junior and/or senior students.

Minorities Offering Students An Interactive Community (MOSAIC), the newly created Honors College minority student association, began regular activities. It is the intent of the able leadership of the group to become a registered student organization and support such activities as a welcome dinner for freshmen, recruitment and educational programs, and a year-end multicultural dinner. Throughout the year, MOSAIC members assisted with recruitment by calling prospective minority high school students to answer questions about MSU.

The Department of Food Science and Human Nutrition in the **College of Human Ecology** recruited a visiting minority faculty member and hired an ethnic minority faculty member through a spousal hire opportunity. Two minority faculty members were

recruited for academic year 1999-2000 by the Department of Family and Child Ecology through the target of opportunity process.

The **IDEA Coordinators** group, comprised of representatives from each of the academic major administrative units, played a significant role in fostering diversity in their units.



The year's agenda included communicating the individual and collective efforts to sustain diversity programming at the academic unit level. A major collective effort this year was developing and implementing activities in support of the first all-university

Rev. Martin Luther King, Jr. Day Commemorative celebration. The unit activities included mini-conferences, special guest lectures, information fairs, video presentations, exhibits, panel discussions, music performances, poetry readings, conversations about classroom resource materials that authentically reflect diversity, special dinners, and community service projects, to list a few. Later in the year, the College of Agriculture and Natural Resources provided a demonstration on the use of technology in promoting diversity.

James Madison College anticipates successful support from the Mott Foundation to support internships for a student speaker series in the Flint School District.

The **College of Nursing** addressed the issue of recruitment and retention of strong minority students with a Fall community reception for minority nurses in the greater Lansing area and for minority alumni of the undergraduate and graduate programs. The event will be offered with the MSU undergraduate chapter of the Chi Eta Phi Sorority, a historically African American professional nurses sorority.

The appointment of a Diversity Specialist for the **School of Social Work** is a new initiative in the College of Social Science. It is expected that this person will design and implement a recruitment plan and set up and provide support for diverse students after admission to MSU. The School of Social Work is a diverse community with the majority of students in the Ph.D. program being women, persons of color, and international students.

The Multiracial Unity Living Experience (MRULE) offered students in the Residence Halls opportunities to increase knowledge and understanding of what they can do to contribute to positive race relations in their lives and on campus. It provided students from all backgrounds a unique forum to come together and through open and frank discussions, informative presentations, interactive exercises and a variety of experiences



that encourage the development of genuine friendships, students created and cultivated the experience of multiracial unity. MRULE *expanded* to four residence halls and *increased* opportunities for student leadership. A monograph "Building Community Across Racialized Lines" was published and edited by Richard W. Thomas, Jeanne Gazel and Ronald L. Byard. The monograph provided a history of

the project, a report on the student race relations dialogues that started the project, reports on the East Lansing High School Multicultural Unity Project and an exploration of the theory and practice of MRULE. Future directions were also included. The administrative lead for MRULE is **Urban Affairs Programs**.

Support Units

To heighten awareness and increase sensitivity to multicultural issues on campus, various support units, including University Services, Housing and Food Services, Human Resources, Physical Plant, Department of Police and Public Safety, Business Operations and Intercollegiate Athletics, sent employees to diversity workshops as well as a wide variety of other training programs.

Child and Family Care Resources (CFCR) is a cross-Vice Presidential initiative designed to assist staff, faculty and students balance their work, educational and family responsibilities. In 1998-99 the CFCR Coordinator joined the Multicultural Women Building Bridges group, established two e-mail listserves, PARENTS and ELDERCARE, and was involved in the planning of the replacement of the Spartan Child Development facility.

The CFCR staff researched and designed a booklet, "Things to Do at MSU: An Activity Guide for Families," which was distributed campus-wide to promote campus-based activities for families. In celebration of 1999 International Year of Older Persons, CFCR

planned various events on campus. Elder care workshops were provided at noon, offering education and support to caregivers who struggle to care for aging loved ones. The Coordinator also served on a state task force to "humanize" nursing homes, and educate administrators on how to integrate children with nursing home residents, and build childcare centers in their facilities.



With the introduction of the new *Foundations of Effective Leadership: Succeeding at Supervision* series, in an effort to diversify Foundations participant groups, Human Resource Development sent additional/special program information to minority Clerical-Technical and Administrative-Professional employees and to various constituent group leaders.

To ensure that the referral of minority applicants and their credentials were up-to-date, the Employment Office contacted 250 minorities in the Automated Employment System database, via telephone, to inquire about availability for work status and make changes where necessary.

The Human Resources Office of Multicultural Development developed the EUREKA Diversity (Explaining, Understanding, Recognizing, Educating, Knowing, and being Aware) series, a three-pronged approach to diversity awareness. The series is available to all MSU employees through Human Resources Development. Part three of the series, which deals with the impact of racism, may be done as a departmental retreat.

Intercollegiate Athletics evaluated and enhanced the recruitment/advertisement procedures relating to position openings within the Department. Additional vehicles/publications and modes for advertising (Internet) have been incorporated into the department's recruitment efforts. Examples include Black Coaches Association, Black Issues, National Association for College Women Athletics Administrators, Big Ten Advisory Commission, and others as appropriate.

The Department of Intercollegiate Athletics created a new position (assistant to the Associate Athletic Director) and promoted an intern (an African American male) from the 1998-99 academic year to a full-time administrative position.

In **Physical Plant**, a Diversity Focus Group was formed to address diversity issues raised by employees. Members of the team have volunteered from most of the departments in the division. The Group made a presentation on "Communication and Diversity" to the division management team. In addition, professional development training for members of the Diversity Focus Group was initiated to support their involvement in the group. Additional initiatives include:

- A new, regular feature, the "Diversity Corner" was started in the winter 1998 issue of the Physical Plant Newsletter.
- Physical Plant continued to make alterations to campus facilities in order to enhance accessibility for the entire MSU campus community.
- Business Operations participated in a session, "Teaming Up for Transition," to help staff gain an understanding of the dynamics of change and transition in the workplace (March/April 1999).
- A Finding Innovative Resources for Setting Trends (FIRST) Welcome Committee was implemented to provide introductions to new staff in Business Operations.

To increase the opportunity for greater campus diversity as well as creating skills for expanded career opportunities, a department of **University Services Division**, Office Services, placed three minorities and persons with disabilities into temporary positions. The individuals were successful in obtaining permanent jobs using their experience at the university.



The Department of **Police and Public Safety** provided annual staff training, which included a component on working with a serving a diverse community. Student minority groups were utilized for this training.

During 1998-99, one white woman police officer was hired. For the first time in department history, white men make up less than half of the total sworn staff.

Student Academic Support Services

New partnerships were formed between the **C.H.O.I.C.E.** (Coalition for Hope, Opportunity, Incentives, Careers and Education) program, charter schools and parents, resulting in an increased diversity among students, increased exposure to multicultural experiences, and non-traditional teaching strategies that raise student performance levels significantly. One hundred percent (100%) of student participants indicated that by the end of the summer program, they viewed college as a more realistic option.

The **Resource Center for Persons with Disabilities** (RCPD) staff produced a statewide seminar on Macular Degeneration, Retinitis Pigmentosa and other causes of vision loss that attracted 200 participants. Staff also presented at the Learning Disabilities Association of Michigan Conference on Preparing Students with Learning Disabilities for College Success, attended by 100 professionals, and provided training on minorities with disabilities to the Multicultural Ethnic Counseling Center Alliance (MECCA) staff. RCPD initiated a new process for identifying graduate students which will now mirror the process included in admissions used for identifying undergraduates.

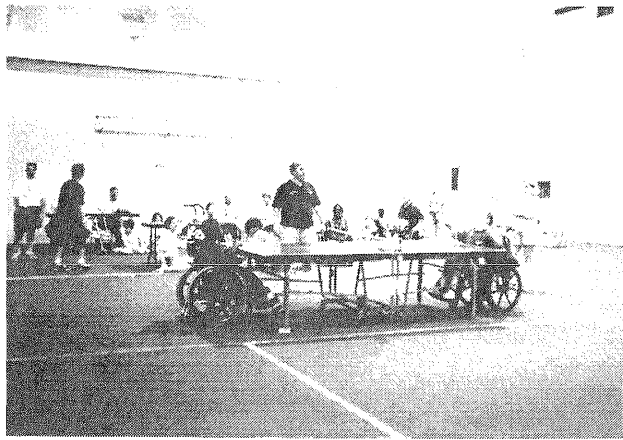
The **SUPER** (Summer Undergraduate Program Excellence Required) program, in its tenth year and modified from prior years, included 30 students who were selected for an intensive summer program involving courses and workshops/seminars aimed at improving their chances of success. With the program changes and the provision of laptop computers to participants, the SUPER program had an unprecedented academic group performance: Fall Semester grade point average of 2.37 and Spring Semester grade point average of 2.3.

New recruitment efforts in **Upward Bound** and **Pre-College programs** included initiatives with Native and Latino constituents, and Chicanos from Texas. Upward Bound generated more visibility through weekly visits to all participating high schools, though home visits and parent interaction. This program also provided programming to develop an appreciation for differences in others among the participants. A total of 91% of the program students enrolled in post-secondary education, 97% have been retained, and 9% have a grade point average of 2.00 or better (53% have a 3.00 or better).

Student Affairs and Services

Beginning in September 1999, a therapist was hired in the **Counseling Center** to provide counseling and consultation with Lesbian-Bi-Gay-Transgendered (LGBT) students. This is a fixed-term, half-time appointment. One male and two female professional staff members continued to be identified as the Center's contact persons for LGBT students. Those who would prefer to speak with a counselor sensitive to their unique issues are free to request one of these staff (three psychologists, one social worker).

Intramural Sports (IM) collaborated with the Office of Supportive Services and the Resource Center for Persons with Disabilities to focus on serving individuals with visual, hearing and mobility characteristics. IM also worked directly with fraternities and sororities to host community service activities that focus on serving urban children. These included fitness for children with disabilities, Toys for Tots, and an Easter Egg hunt.



Student Life partnered with outreach programs to provide minority students involved in summer bridging programs with the opportunity to visit and review the services provided. **Student Activities** has also provided minority student groups with a forum in which to communicate to the Vice President their needs regarding access to facilities and security costs. The retention of

students is supported by their affiliation with one another and the institution.

Instruction, Research and Outreach

Academic Units

International Studies and Programs through the Women in International Development will pilot a leadership skills training program for international women graduate students. The expected outcomes of the project will be to attract women international students and to strengthen good relationships with international graduate students who represent future MSU alumni and potential research collaborators for MSU faculty seeking to develop projects abroad.

Student Academic Support Services

Office of Supportive Services (OSS) obtained four-year funding from the U.S. Department of Education for Student Support Services and McNair undergraduate student research grants.

Both the Undergraduate University Division (UUD) and OSS began to more strongly and intentionally encourage the notion of Study Abroad to students. A new exciting partnership with Study Abroad resulted in TRIO 2000, a Council for Opportunity in Education grant to support twenty low-income, first generation students' four-week study and travel in South Africa in Summer 2000.

Two articles from OSS staff have been accepted for publication by the National Association for Developmental Education, one focusing on the first year transition, and another on behaviors as measures of success.

Pre-College programs participated in the Michigan Indian Leadership Program's Youth Leadership Institute. The week-long program included campus information, cultural programming, motivation and academic skill building. A total of 75 students participated in this program, which included integration into the King-Chavez-Parks activities. Efforts will be enhanced for next year.

A study proposed by UUD to determine success strategies of students was approved by the University Committee on Research Involving Human Subjects. The subjects will reflect as much as possible the diversity of the student population.

A diverse staff team-taught UUD's Freshman Seminar, PRO 100, focusing on career information and decision making. Staff also provide learning and study skills workshops in the Multicultural Center, a learning and study skills workshop for Hispanic female students, a workshop on academic and career issues of LBGT students, and presentations to international students at the Academic Orientation Program.

Student Affairs and Services

The Self Defense instructional program implemented by **Intramural Sports** targeted ethnically diverse student populations and individuals with disabilities to receive this valued, free instructional service.

Multicultural Development facilitated a day-and-a-half training module on diversity utilizing the Carlson Learning and PRO Group materials for the entire Career Development and Placement staff. A consultant offered workshops for MSU staff, students, and a special session for over 50 off-campus organizations, schools, and agencies. The Multicultural Development staff also facilitated several diversity programs offered through Human Resources.

New Lesbian-Bi-Gay-Transgendered (LBGT) educational initiatives through Multicultural Development had a strong multiple oppression, multiple identifies focus, reflecting ways LBGT issues intersect with issues of race, class, gender, disabilities, etc. These programs included a Welcome Group Series for LBGT students and an LBGT Speakers series. The Department of Residence Life implemented a Training Trainers

model on LGBT issues for use with its staff. Counseling Center staff were exposed to a number of LGBT-focused in-service sessions as well.

Multicultural Development facilitated conversations between LGBT-identified students and students from Inter-Varsity Christian Fellowship about the intersection of orientation and faith traditions. These bold conversations continued throughout the year and resulted in an enhanced appreciation for the current tensions between LGBT identity issues and the western Christian community.

The **Residence Halls Association** established new voting positions with the general assembly to increase representation of students who believed they were not adequately represented with the current structure. Voting seats were added for the Black Caucus groups from North, South, East, Brody, and West Circle, from the Native American Indian Student Organization (NAISO), Culturas de las Razas Unidas (CRU), Asian Pacific American Student Organization (APASO), Black Student Alliance (BSA), Alliance of Lesbian-Bi-Gay-Transgendered Students, Arab Student Organization (ASO) and Women's Council.

Questions regarding diversity, knowledge of the Multicultural Center, and perceptions of the Greek community were included in several program evaluations and assessment tools within Student Affairs. Student Life incorporated information about diversity issues into newsletters it has begun to provide to freshmen students and their parents.

Climate

Academic Units

In celebration of Chicano History Month, a quiz bowl event was held in the **Library** with four teams participating in a fun-filled evening. A similar event was planned for Black History Month. It is anticipated that additional planning and coordination with campus students groups will generate interest in an event for next year.

It is also anticipated that the new Cyber Cafe located in the **Library**, with its extended hours, will offer a more ambient location for post-program discussions, student interactions and an area that will attract visitors.

The WEL-COM Safety Task Force in the **College of Osteopathic Medicine (COM)** completed research and a report on women's perception of MSU campus safety. WEL-COM, in partnership with the City of East Lansing, is dedicated to improving the health of the entire East Lansing community. In total, 29 women from diverse backgrounds participated in four focus groups. Four major campus safety themes developed as the task force reviewed focus group comments. They were: 1) the conditions that lead to feelings of lack of safety, 2) specific locations on campus that were perceived as unsafe, 3) the conduct of other people, and 4) the effectiveness of university safety programs and policies. Focus group participants expressed strong concern for their physical safety on campus. Their feelings of lack of safety had some common elements, such as isolation, insufficient or malfunctioning lighting, and speeding bike riders. The Safety Task Force

made six recommendations to the university administration based on the survey and focus group findings:

- the university should review and implement participant recommendations,
- administrators in specified units should share the report with advisory committees,
- the Vice President for Finance and Operations should conduct an independent review of Night Rider, State Walk, and Dial-A-Ride programs to determine their reliability, safety, availability, and campus reputation,
- the university should establish and implement action plans to improve campus safety,
- the university should establish a 24-hour, well-publicized central phone number to alert university personnel of safety concerns, and
- the Safety Task Force should reconvene to determine effects on perception of safety resulting from action plan development and implementation.

Several new projects were initiated by the **Women's Resource Center (WRC)**, a jointly reporting unit across vice-presidential areas. The Lesbian-Bi-Gay-Transgendered (LBGT) Speaker Series was co-sponsored with the Multicultural Development Office and featured research areas of interest by the LBGT community. Some of the programs were: "What do Bisexual Feminists Do?", "Relationship Violence and the LBGT Community", and "The Red Dot Girls: Community Development with Old Lesbians." This series was well received and will continue.

An expansion area for the Women's Resource Center was to develop programming that explored the dynamics associated with women, race and white privilege. With the aid of facilitation, a group of diverse women met and examined their own racial and cultural identity; their interactions with women from different racial backgrounds; the development of authentic relationships when difference is present; and alliance construction when difference is present as a mechanism for fostering organizational change. The group engaged in dialogue four times for three days each. The dialogues will continue next year and a second group will be added.

Support Units

As part of the **Human Resources** All-Staff meetings, all employees attended a workshop on sexual orientation. The panel of presenters included MSU employees from the LBGT community.

The Department of **Intercollegiate Athletics** implemented a new phase of diversity programming. An Assistant Athletic Director continues in her role as the facilitator for these six programs for the entire staff during the 1999-2000 academic year.

A Department of Intercollegiate Athletics' Assistant Athletic Director attended the NCAA Diversity "Train the Trainer" program in Washington, D.C. and was certified accordingly.

Student Academic Support Services

The **Resource Center for Persons with Disabilities (RCPD)** developed a strong working relationship with the Capital Area Transportation Authority (CATA) in the conversion during the year to the use of that company for campus transportation. As many persons with disabilities depend on both fixed-route and Paratransit services,

extensive RCPD involvement in this process resulted in a system that significantly changed the transportation options for persons with disabilities at MSU. RCPD staff were also involved in the development of publications around climate issues at MSU, namely the MSU Employee Emergency Response Guidelines and the Tips for Disability Awareness of the Wharton Center's new Usher Manual.

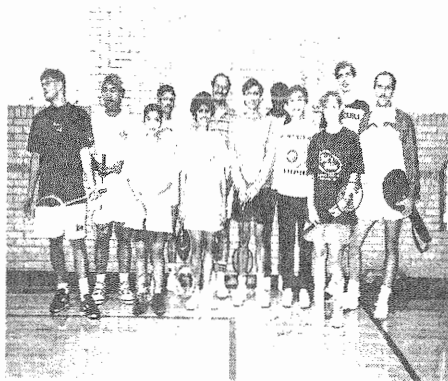
All five **Undergraduate University Division** offices have a representation of minority staff, student workers and tutors. All offices and staff are required to create and maintain an environment of caring and support for all who utilize the services. Staff were provided training on the importance of a positive image, a welcoming environment and excellent service provision.

UUD instituted an assigned advisor for each new No-Preference student. This will facilitate a significant improvement not only in the quality of the advising relationship, but also in helping non-traditional and minority students feel better connected and supported at Michigan State.

Student Affairs and Services

Intramural Sports (IM) sought to encourage a diverse population to use the facilities and participate in the programs by hiring a diverse workforce (including bilingual staff), providing equipment and supplies that meet unique individual needs and prioritizing

facility space to accommodate diverse student groups. IM staff assisted student employees with financial aid applications, adjusted work scheduled to fit employees' unique needs, and provided additional work opportunities for those employees with severe financial needs.



IM sought to recruit women to work in areas that are traditionally held by male employees. The competitive sports of soccer, football, and basketball have increasing numbers of women participants. It is the goal of IM to increase the number of women officials in these sports and to increase participation in competitive intramural sports among women.

Student Life made a conscious commitment to integrating multiculturalism into all of its publications and programs so as to institutionalize continuous dialogue regarding diversity and differences.

Programs

Ongoing Initiatives

Leadership

Academic Human Resources

To encourage greater involvement and advancement of women and minorities in leadership and administration at all levels of the University, the Office of the Provost has continued to support the participation of faculty and staff members in the **Committee on Institutional Cooperation Academic Leadership Program (CIC/ALP)** and to provide support to nominate faculty candidates for the American Council on Education (ACE) Leadership Development Program. Since the inception of MSU IDEA, eleven of the University's nominees have been selected as ACE fellows in the national competition. These include two Black women, four Caucasian women, one Hispanic man, one American Indian/Alaskan Native, two Caucasian men, and one gay man.

Of the 63 fellows who have participated in the CIC/ALP Program since its inception as an MSU IDEA initiative in 1989-90, there have been 31 women, of whom seven are Black, one is Hispanic, and one is American Indian/Alaskan Native. There have been 32 men, of whom seven are Black, two are Hispanic, one is American Indian/Alaskan Native, three are Asian/Pacific Islanders, and two are openly gay men. Among the 57 fellows through 1998-99, those who have advanced to administrative positions with new titles include six Caucasian women, four Black women, two Black men, one Hispanic man, one gay man and three Caucasian men. Additionally, others have taken visible leadership roles in University governance or other major university service. The CIC/ALP Program is an academic affairs initiative, with four faculty members and one academic staff member selected by the Office of the Provost; additionally, each year's class of fellows includes one individual who is selected from the Student Affairs and Services or Finance and Operations vice-presidential areas.

Unit Administrator and Faculty Workshops/Programs: To encourage the full integration of underrepresented group members into the academic community, the following programs were presented during 1998-99:

The annual workshop "How to Survive and Thrive in the Michigan State University Tenure System" provided information on "how to make it" in the University's tenure system. A diverse group of faculty presenters discussed the formal and informal processes related to reappointment, promotion and tenure. Case studies were used to increase interactive learning.

The Fall 1999 New Faculty Orientation program included faculty discussions on "Your First Few Years at MSU: What are the Questions" and "Navigating the Next Few Years: Where are the Answers?" which included an emphasis on diversity within community.

The MULTI (Model Unit Leadership and Training Initiative) Program series for Department Chairpersons and School Directors included sessions that dealt with fostering organizational change, especially with regard to faculty roles, rewards and rebalancing responsibilities for scholarship across the mission, including a session on writing faculty performance reviews. Several Workshops for New Academic Administrators provided a broad overview of various administrative areas and legal requirements.

The Lilly Teaching Fellows Program included seminars on "Rethinking Gender in the Classroom" and "Undoing Gender Bias in the Classroom".

All-University Diversity Award winners for 1999 were Margaret Aguwa, D. O, Professor, College of Osteopathic Medicine, Bruce Benson, Police Chief and Director, Department Of Police and Public Safety, and Melvin D. Latnie, Manager, Custodial Services Department, Physical Plant Division for individual award winners. Unit award winners were the Division of Housing and Food Services, the MSU Union Activities Board, and Engineering and Architectural Services.

Academic Units

The **College of Communication Arts and Sciences** will explore establishing a standing college-level diversity committee to replace the ad hoc committee that successfully planned several diversity activities during the year.

The Diversity Advisory Committee to the Director of the **Library** was reorganized and met several times with the Director and Assistant Director. Staff development programs in the Library included the "Color of Fear", sexual harassment training, and cross-cultural communication.

Support Units

Human Resources collaborated with the Office of the Provost in the coordination of the MSU Leadership Initiative. In its third year, the initiative leadership fellows participated in unit projects with mentors. The 1998-99 participants included 3 minorities and 14 women.

The **University Services Division** significantly contributed to the University's overall strategy of supporting diversity through the role of the Purchasing Department. Purchasing continued to focus on its goal of bringing more minority/women suppliers to the university. To do this, they continually recruited new suppliers, assisted them with bidding, and communicated with departments to encourage the use of minority/women vendors. For further details regarding Purchasing activities, refer to the Purchasing section of this report.

Diversity training was provided in **Custodial Services**, fostering interaction with coworkers and student employees from different world locations to promote a diverse environment.

Custodial Services annually holds roundtable discussions for Custodian IIIs and IVs to share experiences between peers regarding topics such as customer relations and various diversity issues.

The **Department of Police and Public Safety** provided a forum at the monthly Police and Public Safety Community Advisory Committee meetings to discuss current diversity issues.

Student Academic Support Services

Staff in the Undergraduate University Division (UUD), Office of Supportive Services (OSS), Resource Center for Persons with Disabilities (RCPD), Upward Bound, Pre-College programs and the Office of Minority Student Affairs (OMSA) reflect the characteristics of the constituents being served. In particular, there are 84.5 FTE, 28.9% of whom are male, 68.6% of whom are female. Overall, 58% of these staff are racial/ethnic minorities, including: 3.5% Asian/Pacific Islander, 35.4% Black, 13% Hispanic, 5.9% Native American and 39.6% Caucasian. Of the 22 graduate assistants, including both quarter and half-time appointments, 59% are female and 41% are male. Among the graduate assistants, 59% are racial and ethnic minorities, distributed somewhat evenly across the groups.

Attention to individual differences and implementation and support of program initiatives which support success for all students and staff are the hallmarks of this set of units and defines much of their program activity. Despite relative familiarity with issues, staff continued to supplement training, both on campus (e.g., Lilly) and nationally (e.g., Department of Education), around issues of race, gender, ability status, and lesbian-bi-gay-transgendered concerns.



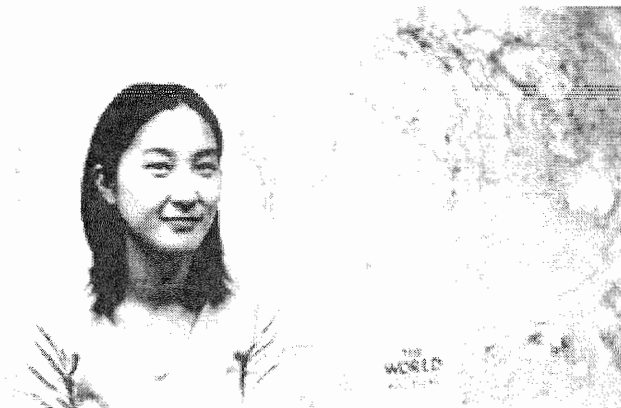
Developing and maintaining relationships with and support for the Council of Racial Ethnic Students (CORES) groups was an important function of **Office of Minority Student Affairs (OMSA)**. Working with these groups, both in the Multicultural Center and on campus-wide initiatives, required continual contact, trust building and open communication between the students and OMSA staff. Keeping these groups' events, such as the Pow Wow and Cultural Vogue, in on-campus venues was also a priority.

Student Affairs and Services

In many ways staff in the Division of Student Affairs and Services also reflect the characteristics of the constituents being served. The Division of Student Affairs employs 148.5 FTE and has 10 vacancies. Among the staff, 24.5% are racial/ethnic minority, 34% are male and 57% female. Of the 76 graduate assistants employed, 32.5% are racial/ethnic minority, 40% are male and 60% are female.

Staff in all units were engaged in professional associations at the state and national level, regularly attended professional meetings, presented programs, and served in leadership positions within the organizations. Several staff were active in N-CORE, the National Conference on Race and Ethnicity. Staff members also advised multicultural student organizations and facilitated multicultural agendas of student groups. At the university level, staff participated in the Vice President's Diversity Advisory Group, the MLK, Jr. Commemorative Planning Committee, the President's Advisory Committee on Disability Issues, and a number of faculty-staff groups focusing on race and orientation.

The **Counseling Center** staff is particularly diverse, drawing from all racial/ethnic groups, several ability statuses, and including various sexual orientations. Recruitment of a diverse set of interns each year is a high priority as well as providing training from a diverse set of professional staff. The Sexual Assault and Safety Education Program again filled one of its positions with a male graduate student to focus on programming for men. The Director of the Counseling Center, Dr. Mary Clearing-Sky, is the only American Indian/Alaskan Native Counseling Center Director of a Big Ten University and one of few psychologists who are North American Indian.



Internationalizing Student Life partnered with the Office of International Students in planning and delivering an Intercultural Communication Institute for international and American students. It also facilitated the appointment of two international undergraduate representatives to ASMSU. Student Life staff facilitated the RHA referendum that resulted in the expansion of diverse representation in its governing body.

The 17 members of the staff of **Intramural Sports and Recreative Services** remained the most diverse in the Big Ten. Racial minorities and/or women made up over 75% of the staff, and included speakers of fluent Spanish and staff with unique insights to the needs of persons with disabilities at all three facilities.

Multicultural Development, the Gay-Lesbian-Bi-Transgendered Faculty and Staff Association (GLFSA), and University Extension collaborated on the continued implementation of state-wide diversity workshops with MSU staff in the field. This also resulted in ongoing consultation with those staff by Multicultural Development and the recognition of University Extension with a national diversity award.

The **Department of Residence Life** participated at the national level in the recruitment of staff of color through support and leadership in the Minority and Friends Network. Those staff intentionally networked within professional organizations as well as within student networks (Council of Racial Ethnic Students, Council of Progressive Students) to solicit interest and candidates. Staff at all levels involved in recruitment were trained regarding bias within selection processes, and candidates were intentionally asked questions that explored multicultural competence and candidate abilities.

A number of initiatives in the **Student Life Department** specifically focused on Hispanic populations, including membership in Mayor Hollister's Caesar Chavez Commission, and coordination of student participation in a Hispanic program at WKAR focusing on higher education and MSU.

Recruitment and Retention

Academic Human Resources

Faculty Recruitment

Target of Opportunity Appointments. Efforts to facilitate the recruitment of women and minority faculty members through target of opportunity appointments continued to be permitted in units in which women and minorities were underrepresented in the tenure system. During the 1998-99 affirmative action plan year, waivers of the normal hiring procedures were used in 21 of the 116 (18.1% compared to 18.6% in 1997-98) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in seven cases, for target of opportunity hires in three cases, for spousal appointments in seven cases, and in four unique situations.

Eleven individuals were supported with funds from the **Visiting Minority Faculty Program** during 1998-99, including one Black woman, five Black men, one Hispanic woman, three Hispanic men, and one American Indian/Alaskan Native. Additionally, funding was provided to support activities sponsored by the School of Music, Nursing, Philosophy, The Graduate School, Julian Samora Research Institute, Black History celebration, and to contribute to the national conference on Race in 21st Century America held at MSU.

The main objectives of this program are to provide an expanded minority presence on this University's campus and in its classrooms, develop contacts and resource persons who might be of assistance in future recruitment of other minority faculty or students, and to provide opportunities for these visitors to have additional professional experience.

The **Affirmative Action Postdoctoral Fellowship Program** is specifically directed to the Colleges of Natural Science and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized areas. The 12 participants during 1998-99 included two Black women, three Black men, two Hispanic women, two Hispanic men, two Asian/Pacific Islander women, and one Asian/Pacific Islander man.

Faculty Retention

The retention of minority and women tenure system faculty needs special attention by the University given the limited opportunity to hire and the moderate record achieved in recent years in hiring women and minorities as tenure system faculty, due, in part, to the intense national competition for protected class individuals. Over the past several years, gains in recruitment have generally been offset by a higher rate of resignation for women and minorities than for majority men, largely due to issues of climate.

Exit Interview Program. During 1998-99, 30 tenure system faculty members resigned from Michigan State University, including 11 women (36.7%, compared to a general representation in the tenure system of 25.8%) and five minorities (16.7%, compared to a general representation in the tenure system of 13.9%).

Twelve (41.4%) of 29 exit questionnaires were returned; two were received from women and/or minorities and one did not provide any background information.

Overall, the general categories of intellectual climate and institutional/social (e.g., reputation/prestige of department, relationship with colleagues/chair/dean, etc.) were ranked as most important in the decision to leave MSU; the general categories of intellectual climate and community/family were rated as most important in the decision to accept a new position.

The specific factors cited most frequently in the decision to leave MSU were availability of peers who share similar research/scholarly interests, administrative commitment to excellence, and channels of communication within the department/ school. The specific factors most important in the decision to accept a new position were quality of the graduate student population and availability of peers who share similar research/scholarly interests. The second most important general categories in the decision to leave MSU are professional function (e.g., teaching load/assignment, support for research etc.) and community/ family. The second most important general category in the decision to accept a new position was compensation/personnel opportunities/ policies. The specific factors cited within these general categories were support for research and demands of family responsibilities in the decision to leave MSU and salary level in the decision to accept a new position. Factors within the general categories of facilities and services and institutional change were ranked lowest in terms of considerations in the decision to leave MSU and accept a new position.

Student Recruitment

The School of Journalism in the **College of Communication Arts and Sciences** continued to provide scholarships for the Hispanics in Journalism program. The program was funded initially with a \$100,000 grant from the Gannett Foundation in 1988 and was launched in Fall 1990. The purpose of the program is to increase the number of Hispanic/Latino journalists working at newspapers. At the time, only three Hispanic journalists were working at Michigan daily newspapers. The program includes scholarships and mentoring

More than 31 Hispanic students have participated in the program during the last nine years. Eight either changed majors or moved into a field other than newspapers, and four of the students are currently enrolled. Of the remainder, a dozen are working in newspapers, including the *Detroit Free Press*, the *Fort Worth Star Telegram*, the *Grand Rapids Press*, the *Lansing State Journal*, and the *Muskegon Chronicle*. One student worked at newspapers and is now pursuing a master's degree in Journalism. The School of Journalism has been unable to track the other five.

As a result of the program, MSU ranked in the top 20 journalism programs in the nation in number of Hispanic graduates in 1996-97, according to a report in the July 8, 1999 issue of *Black Issues in Higher Education*.

The program is in a period of transition. Today, the program is funded by an endowed scholarship fund and contributions from Booth and Gannett daily newspapers in the state. The original mentor, Yolanda Alverado, who worked for Gannett, has taken a job in New England. Victor Inzunza, a master's student who worked eight years in daily newspapers, will become coordinator in the spring. A new high school recruitment initiative has been planned.

The program is a success, and the School of Journalism remains committed to its original goal of increasing the number of Hispanic and Latino journalists in newspaper newsrooms.

The **Honors College** recruitment efforts for minority students included encouraging high achieving minority students to attend the Honors College TASTE program, an overnight event which pairs prospective students with current students for a day of MSU classes. This past year minority participation increased 13%. Honors College also continued to coordinate the Mowbray Scholarship Program, funded through a grant from the Ford Motor Company. This program brought together talented minority students for educational and cultural activities over their entire tenure at MSU. Honors College collaborated with Lyman Briggs School and the James Madison College on Students of Color Day to help prospective students better understand living/learning and honors options. Through the many activities supported by the college, African American and Chicano/Latino students increased 10.71% and 66.67% respectively.

The **College of Veterinary Medicine** sustained diversity efforts with outstanding programs and projects. Among these were the Vetward Bound Program, a leadership forum for women in veterinary medicine, and longstanding alliances with Tuskegee University School of Veterinary Medicine, Hampton University and Prairie View A&M University that contribute to the pipeline of students who pursue veterinary medical education at the undergraduate, professional and graduate student level. Under the Vetward Bound umbrella, the Peer Advising Leadership Program received another year of support from the State Department of Education. Worthy of note was the development of a customized Enhance Your Future Program in conjunction with the Graduate School. Applicants to the professional program were invited to the campus for interactions with college faculty, students and staff in effort to "show case" MSU. Of those who participated in the program, seven actually received offers of admission and four matriculated.

Another program supported primarily by an MSU IDEA allocation is the IDEA Externship Program in Small Animal Clinical Sciences. This initiative, one of 19 in the college's diversity plan, supports the travel, room and a stipend for minority rising fourth year professional students from other colleges of veterinary medicine to come to MSU for 2 to 8 weeks of engagement in clinical rotations. While here, students have an opportunity to consider careers in academic veterinary medicine and interact with faculty role models. This program also gives faculty an opportunity to recommend students for internships and residencies after students complete their DVM degree.

Graduate Education Opportunity Programs

Michigan State University is committed to increasing the enrollment of minorities and women at the graduate level and providing them with a quality education. Adequate financial support is crucial to the success of this commitment, because it is often a determining factor in recruitment of underrepresented minority students as well as their retention and degree completion. The three main categories of graduate financial support are: 1) departmental/school teaching and research assistantships, 2) fellowships and scholarships, and 3) funds administered by the Graduate Education Opportunity Programs (GEOP). To be considered for financial support under the GEOP program, all recipients must be able to prove U.S. citizenship or permanent residency.

During the 1998-99 academic year, the following name changes were made with no changes in the levels of support:

- The Graduate Education Opportunity Programs (GEOP) replaced the Affirmative Action Graduate Financial Assistance Programs (AAGFAP).
- The Academic Achievement Graduate Assistantships (AAGA) replaced the Affirmative Action Graduate Assistantship (AAGA).
- The Education Opportunity Fellowships (EOF) replaced the Equal Opportunity Program (EOP).

In the 1998-99 academic year, 569 minority and women graduate students received support through these programs. This is a significant increase over the 504 graduate students supported in the previous year.

During the 1998-99 academic year, the Minority Competitive Doctoral Fellowship (MCDF) was renamed the Competitive Doctoral Enrichment Fellowship (CDEF) program. The CDEF stipend was increased from \$12,000 for the academic year to \$16,800 for the annual year. Fellows are guaranteed four years of support. In the first year and fourth year, the award includes a \$16,800 fellowship stipend and a tuition allowance of nine credits per semester. In the second and third years of the award, there is a \$16,800 combination of fellowship/assistantship and tuition for six credits per semester.

Graduate Education

The Graduate School awarded 29 Summer Acceleration Fellowships (SAF) to African American, Latino(a)/Chicano(a), Asian American, and Native American (ALANA) graduate students. These fellowships are awarded to students by their colleges for academic progress during the year. The fellowships assist students in maintaining the continuity of their academic work during the summer without the necessity to interrupt their study and research to find and engage in nonacademic related financial support activities.

Seven King-Chavez-Parks Future Faculty Fellows were selected for the \$25,000 fellowships, which are supported by the King-Chavez-Parks Initiative of the Department of Education, State of Michigan. This fellowship strengthens our recruitment and retention programs by giving support to students during the conceptualizing, research, and writing phases of their doctoral program.

The Graduate School fully supported or cost-shared 45 trips for the recruitment of graduate students. All colleges with graduate programs were represented in these trips to recruitment fairs, college visits, and relevant conferences.

A total of 36 Discretionary Fellowship awards in various amounts were awarded to ALANA (African- Latina(o)- Asian- and Native-American) graduate students with documented need and making satisfactory progress toward a degree. Formal application with endorsements by the student's mentor and department chairperson and, when possible, cost sharing by the department/college completed the process.

The Graduate School administered the ALANA Bridge Summer Fellowship to provide fellowships to minority graduate students who have been accepted for Fall semester as an incentive to begin graduate studies Summer semester. This allows students to become acclimated to the university environment and facilitates better use of the Fall semester experience. Two fellowships in the amount of \$3,000 each were awarded.

The DREAMS (Developing Research Expertise at Michigan State) summer research program, partially supported by Chrysler Corporation, has the goal of attracting distinguished ALANA graduate student prospects from across the country. All eleven of these students participated in the program and three of the seniors enrolled in our graduate programs. Five colleges participated in this cost-share program: Agriculture and Natural Resources, Arts and Letters, Social Science, Business, and Natural Science. In addition, one student funded by the College of Engineering participated in the DREAMS activities as well.

Faculty in ten MSU colleges invited 41 participants (undergraduate students, Master's students, and persons who are employed and considering returning to school) from 24 colleges and universities across the country to attend the Enhance Your Future conference. This conference brings promising prospective graduate students to campus to meet with our faculty and graduate students in their chosen field to see if our programs fit their needs and to assess contributions the students may offer to our programs. Some of the institutions sending students include: Grambling State University in Louisiana, Hampton University in Virginia, Jackson State University in Mississippi, Elizabeth City State University in North Carolina, Prairie View A&M University in Texas, and the University of Puerto Rico.

Support Units



Each year, support units are involved in numerous diversity activities that enhance the MSU community. These activities are important to the continual development of a campus that recognizes the value of creating an environment where each student, faculty and staff members is appreciated for their unique contributions. Support staff units reporting to the Vice President for Finance and

Operations submitted a detailed accounting of their activities and the entire report is housed in the Office of Multicultural Development for support staff. Following are some of the highlights of the year's events.

- The **Child and Family Care Resources (CFCR)** Office provided family support services, which creates incentives for families to choose and remain at MSU over other institutions. CFCR continued to advocate for people caring for dependent elders and children. The office is involved in ongoing promotion and discussion regarding policies that support employees with dependent family members. The Parenting Education Series continued to offer free evening and noon workshops to help parents with various issues of child rearing. During the evening programs free childcare was available.
- Human Resource Development continued to offer catalog classes and department activities designed to improve such factors as teamwork, customer service, and communication.
- The Employment Office with Human Resource Services posted vacancies in a broader range of web sites and publications in order to create a larger volume of interest in working at MSU on a more national and special interest group basis.
- The Human Resources Office of Multicultural Development designed and is conducting a workshop specifically for Housing and Food Services (HFS) clerical-technical and service/maintenance employees. The purpose of the workshop is to provide participants with a general understanding of diversity and how to appropriately interact with co-workers and customers of varying backgrounds and cultures. Approximately 615 employees from HFS will attend this workshop over a 7-month period.
- **Physical Plant** Business Operations continued to work with the Multicultural Business Program, Eli Broad College of Business, to identify minority student interns.
- Female professional engineers are employed in Engineering and Architectural Services in *double* the statewide proportions.
- Since 1992, Maintenance Services retained 100% of its diverse workforce in a volatile workforce-retention environment.
- The **Department of Police and Public Safety** continued to focus its recruitment and hiring efforts on minority candidates to continue the diversification of their workforce.

Student Academic Support Services

Staff continued to support recruitment efforts of the Office of Admissions, including the telephone recruitment marathon, the MSU Latino Recruitment/Retention Committee, and workshops for minority high school students.

Upward Bound, C.H.O.I.C.E. (Coalition of Hope, Opportunity, Incentives, Careers, and Education), and Pre-College programs are specifically designed to identify, connect with

and recruit low-income, at-risk students who might not otherwise consider post-secondary education. Other units contributed to workshops for high school students in math-science, programs for Hispanic students, and parent programs. Career role models were utilized to share their experiences and futuristic vision with students, and study trips served as incentives for academic performance and powerful hands-on learning opportunities for participants. During 1998-99, the Pre-College Program showed a dramatic increase in the participation of Latino/Chicano students, based solely on the program outreach into the communities.



Supporting career development was a priority of several units. The Alternative Spring Break program, co-sponsored by the Office of Minority Student Affairs and Career Services and Placement, was again successful, attracting larger numbers of participants and more students of color from

across the campus. OSS focused on career exploration, job preparation and the development of a College Academic Achievement Program (CAAP) alumni association.

Many units recognized the importance of celebration and recognition for students and held annual events in the spring for this purpose. For example, the Office of Supportive Services held an Honors and Awards Reception, the Resource Center for Persons with Disabilities had an Awards Program, and the Undergraduate University Division recognized students on the Dean's list.

Recognition of the importance of individual learning style cut across program initiatives in all units. Active and varied program strategies, modeling, advising, tutoring, and supportive technology were used in all programs. The **Learning Resource Center (LRC)** offered workshops, seminars, and individual sessions on individual differences, and daytime tutorial services increased services to students. The LRC collaborated with American Thought and Language (ATL) and the English Language Center to help international students with the reading and learning in ATL and Integrative Studies in Arts and Humanities (IAH) courses.

The **Office of Minority Student Affairs (OMSA)** continued to sponsor MAGIC (Maximizing Academic Growth in College), a week-long orientation program for 165 incoming students of color. While the number of participants has decreased, evaluations would indicate that the quality has increased. This unit also sponsors opening welcome receptions which are well attended by students as well as faculty and staff.

The FEAR (False Expectations Appearing Real) Conference, a primary retention conference, was sponsored by OMSA with the support of other units. Participation decreased to 100 students this year, calling for the expansion of participation next year beyond African American students. The Identity Puzzle, a conference sponsored by the

Asian American community, attracted over 150 students, and the Dia de la Mujier conference had record breaking attendance and record extramural support from corporate sponsors. The Black Male conference changed to a one-day symposium and attracted 300 participants.

The Minority Aide Program provided solid support to students throughout the academic year, offering over 300 programs and attracting over 16,000 participants. While the number of programs decreased, the quality increased. Plans include the addition of 4 staff members, bringing the total number of students to 60.

The **Office of Supportive Services (OSS)** provided necessary intrusive and comprehensive support for under-prepared, low-income and first generation students. Students making more than four office visits during fall semester were found to earn significantly higher grades than those making fewer visits. Tutorial services were provided for 662 students in 5,760 visits and 6,342 hours of service, and contributed to an 81% course-passing rate for those finishing tutoring. Collaborations with the Mathematics Department assisted students in Math 1825 and 103, continuing to result in improved grades of participants compared to those enrolled in regular sections of the courses. Special needs students (single parents, high dropout prone students, and Lesbian-Bi-Gay-Transgendered students) had the opportunity to participate in targeted support groups, workshops and networking socials.

For students with disabilities, a key component in retention involved activities surrounding the identification and removal of architectural or programmatic barriers to success. Toward these goals, staff in the **Resource Center for Persons with Disabilities (RCPD)** had daily contacts with students for advising, reasonable accommodations, provision of auxiliary aids and services, and careful referral to other campus and community resources as needed. Collaboration and resource sharing continued with staff in the Athlete Academic Support Center in areas of testing, reading services, and assistive technology-related services. RCPD staff also maintained involvement in the MSU Rehabilitation Counseling Minority Recruitment Committee and actively supported the Aanii retention project.

The RCPD staff worked toward improving the experience of employees with disabilities. New staff were added and steps taken to ensure that the expanded mission of the offices is understood and well publicized across campus.

The Multi-Cultural Outreach Committee of the **Undergraduate University Division (UUD)** continued to provide academic interventions for minority and international students. Communications about office services were provided as well as timely reminders of deadlines, enrollment issues, and encouragement to utilize services.

Of the contacts made by UUD academic advisors during 1998-99, 58% were female, 12% were Black students, 2.5% Chicano and other Hispanic students, .7% Native American, and 6.6% Asian/Pacific Islanders. A total of 3% of the contacts were with non-traditional students.

UUD advising staff participated in the summer MAGIC (Maximizing Academic Growth in College) program, and the MSU Summer Mathematics-Science Program for Mid-Michigan minority youth.

Student Affairs and Services

The Multicultural Awareness Seminars were again offered on Saturdays.

During the Academic Orientation Program Readers Theatre presentation by **Campus Life Orientation**, 400 students at each of 20 sessions saw several scenes that focused on diversity issues on this campus, including: lifestyle differences, inter-racial roommate relationships and information about the Anti-Discrimination Policy. During the Required Orientation Sessions offered in 34 locations during the Fall Welcome period, a twenty-minute presentation was devoted to multiculturalism and international study opportunities. More than 6,000 freshmen living in residence halls saw this presentation.

Instruction, Research and Outreach

Academic Units

A new multimedia CD for the Study Abroad Program in Southern Africa (South Africa, Lesotho, Botswana, and Swaziland) for the **College of Agriculture and Natural Resources** was developed to provide information about the program and to recruit participants from MSU, Lincoln University in Missouri, University of Florida and North Carolina A&T University.

Several areas of specialization will be established in the **College of Arts and Letters** as components of a restructured and reinvigorated American Studies bachelors degree program. They include African American Studies in collaboration with James Madison College, and Asian American Studies, in collaboration with the College of Social Science. In addition, the college will continue to work with Native American faculty to add an American Indian Studies Center.

The College of Arts and Letters (A&L) strengthened its multicultural visual art resources in the Department of Art. The Visual Resources Library is an ongoing project which has resulted in an excellent collection of materials, especially in Latin American art for use by faculty offering courses across the campus, but most notably in the Center for Integrative Studies Arts and Humanities and History of Art. A&L's support of the visiting artist program in the Department of Art adds significantly both to instruction and climate of the entire university.

The College of Arts and Letters also continued the residential learning program for freshmen and sophomore students. Residential Option In Arts & Letters (ROIAL) is designed to bring together students with common academic interest in humanities and the arts, to share residential living and to participate in cooperative learning experiences in languages, writing, humanities, and the arts. The program features language study tables, writing workshops and events such as poetry readings and dramatic performances, museums and gallery visits, living history field trips, and music ensemble concerts. In addition, students also have access to peer mentors, co-curricular program activities, and enroll in special one-credit seminars on the integration of humanities with the community for freshmen students, and the role of humanities and its relationship to the world for sophomore students.

In 1998-1999, a major initiative for the College of Arts and Letters was the African American Film Festival. This was offered in conjunction with ENG 471 African American Cinema. Professor Ken Harrow invited leading African American Directors to the festival to discuss their films and rented 35 mm films for big screen showings on campus at the Sankofa African American School in Lansing and at an art gallery in Old Town Lansing. In conjunction with the Martin Luther King Day Celebration, the college sponsored Dr. Isaac Kalumbu, MSU School of Music, who presented a lecture on "The Origins of Rap Music."

Undergraduate students in the **Eli Broad College of Business** will participate in a multicultural retreat. Students and faculty together will discuss multicultural and other diversity issues in business and on campus in a weekend retreat at Kellogg Biological Station or similar facility. The goals of the retreat will be to foster a stronger community between students and faculty as they explore common ground and the role of difference as a strength. Students in the M.B.A. program will visit Mexico-Monterey Tech., for a multicultural experience.

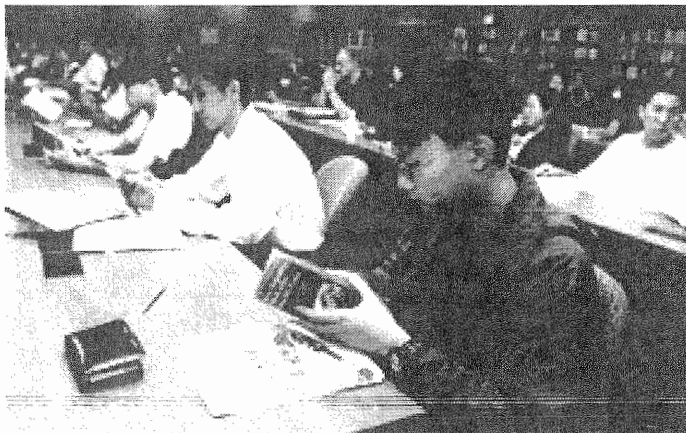
Minority students from the **College of Education** and who are in their internship year received scholarships based on need. This year 14 students were recipients. The College's commitment to this specific group of students is based on an understanding of the need to increase the number of students who may pursue teaching assignments in underserved communities.

The **College of Engineering** engaged in a new initiative to expand the recruitment potential of minority students. Through involvement with the Association of Minority Institutions of Engineering, MSU will participate in recruitment programs with historically Black colleges and universities.

The long-standing program in the College of Engineering, Detroit Area Pre-College Engineering Program may expand regionally and nationally. This program concentrates on tenth and eleventh graders and exposes them to engineering-related professions and to academic preparation for pursuing college majors in engineering.

The **College of Human Medicine** secured funding from the Division of Disadvantage Assistance in the Department of Health and Human Services for a Comprehensive Health Career Opportunity Program. The Health Resources Alliance Program engaged the initiatives of several units across the campus and the greater Lansing area in creating a pipeline of disadvantaged students who might pursue a health profession. The levels of students who will be participants included middle school, high school, undergraduate and professional students. Units that are involved included the Colleges of Nursing, Natural Sciences and Veterinary Medicine, the Office of Supportive Services, the Upward Bound Program, the King-Chavez-Parks program, the Lansing School District, the Black Child and Family Institute, and Ingham Regional Medical Center.

International Studies and Programs through the Women in International Development will pilot a leadership skills training program for international women graduate students. The expected outcomes of the project will be to attract women international students and to strengthen good relationships with international graduate students who represent future MSU alumni and potential research collaborators for MSU faculty seeking to develop projects abroad.



International Studies and Programs established an internship program in Diversity and global change to provide training opportunities for Latina, Asian, Black and other minority undergraduates. The program goals were to help prepare students to live in a global world environment. Dualistic frameworks like First World/Third World,

Developed/Underdeveloped, Modern/Traditional, Minority/Majority no longer reflect realities as these boundaries are increasingly blurred and alliances are formed across them. Processes of change affect women and their families domestically and internationally. Women in International Development provided a training environment where students can learn about these processes and their impacts on women. Four undergraduates were hired as interns.

Students United to Create a Community of Excellence, Strength and Support (SUCCESS), a faculty-led academic mentoring and peer tutoring program, is part of the first year experience for students and part of the freshmen public affairs course sequence in **James Madison College**. As a spin-off of SUCCESS, the Peer Writing Consultancy has been maintained and is available to students at all levels. The intention of these programs is to serve underrepresented groups and students coming from disadvantaged backgrounds, although the programs are open to all.

The **Julian Samora Research Institute (JSRI)** scheduled a retreat during early Fall Semester 1999 to discuss a research and outreach agenda for 1999-2000. Two new tenure stream faculty joined the institute and will expand the research base. A third Latino faculty person will join the School of Social Work and will be encouraged to become a JSRI affiliate.

Following the early student public disturbances, **Library** staff were encouraged to contribute to weekend activities. A Film Series which was not initially intentionally diverse, is so now. Faculty were invited to present the films and to facilitate discussion afterwards. Participation was approximately 80-90 persons, depending on the film. The series was held on alternating Friday nights and June Arnold, Ruth Ann Jones and Peter Byrd served as lead. On the alternate Friday, the Michigan Writer's Series was featured. This series moved from an annual event to a format year round one and featured several women and minority writers.

Diversity materials continued to be a focus for building the Library collection of resources. The Native American collection was expanded and additional monies were allocated in support of the Cesar Chavez Collection.

The **National Superconducting Cyclotron Laboratory (NSCL)** continued their two-week summer program, Physics of Atomic Nuclei. This program has a multi-year history of successfully stimulating the interest of high school students and their teachers in science and potentially in nuclear physics. Targeted participants are women and minority pre-college science teachers and high school students. Other program and activities administered by NSCL in support of exposing students to opportunities in physics include the Research Experience for Undergraduates (REU), Science and the Mathematics Challenge (SMC). REU targets approximately 20 undergraduate students from across the country to work for 10 weeks on research projects at the lab. SMC introduces the use of the internet for education to secondary level students. The program components include problem sets along with physical puzzles which challenge the students' understanding of science.

The **College of Natural Science** continued the Johnson Scholars Project, in collaboration with the MSU College of Engineering. This program provided 30 talented minority students with early intensive opportunity for a strong engagement with college and the start of their careers. The program includes both summer and academic year components and intensive math, computing and technical writing experience that yields three credits.

Students participate in a wide variety of seminars and workshops oriented toward academic and career success. Additionally, the students have a one-on-one connection with students and faculty and are introduced to the world of research. Students are provided a modest stipend.



The **Charles Drew Science Enrichment** laboratory continued to provide a supportive environment in science education for gifted minority students who are interested in pursuing careers in the sciences or in science-related fields. During the first two years, Drew students enroll in courses, biology, math, chemistry and problem solving, that are designed by Drew faculty and intended to provide a more coherent and enriching academic experience.

To strengthen supportive services for students of color, the **College of Nursing** appointed a supportive services specialist. The position provides an intrusive counseling model and follow-up for at risk students and coordinates tutorial services.

The **College of Osteopathic Medicine (COM)** supported an Office of Minority Student Services. The office maintained an active program of admissions and retention services for minority students. Specific activities included recruitment, preadmission counseling, academic advising, support of minority student organizations, minority student advocacy, planning and conducting social opportunities and referral of students to resources for financial aid, counseling, health care, etc.

For Black History Week, the MSU COM student organizations held a dinner in honor of African American/Black culture. The dinner included a presentation by Barbara Ross-Lee, D.O. of Ohio University College of Osteopathic Medicine, the first Black female dean of a medical school, a MSU COM alumna and former department chairperson in MSU COM. During Diversity Week, April 5-8, several events took place. Among them were presentations by Marge Chmielewski on "Persons with Disabilities", "The Medical

Condition of the Muslim World” by Rabih Haddid, a panel discussion of women in health professions and a multicultural potluck luncheon and a small group discussion on “Living with HIV” rounded out the week.

The on-going and successful Connections Program, a faculty mentoring program that matched volunteer **College of Social Science** faculty with volunteer students of color, will be amended to respond to first year students of color within the college who volunteer for a Connection experience.

Several programs within **Urban Affairs Programs (UAP)** are worthy of mention. The Minority Graduate Student Mentoring Program is an innovative approach to foster mentoring across the university. Graduate faculty apply for funds to support their mentoring activities. UAP continues to coordinate recruitment of graduate students in the southwest and from primarily Hispanic serving institutions. The Sense of Community Project examines the sense of community that exists in urban neighborhoods to demonstrate that it is related to quality of life in the neighborhood and to find ways to enhance and strengthen it. LAPTOTS (Learning Assisted by Parents and Teachers on Technology for Tots) introduces information technology to preschool aged children and their families. The program develops computer activities for kids and parents at the Lansing Maple Hill Head Start and it is intended to increase the children’s chances for academic success. Jointly with the College of Social Science, the Urban Politics and Policy Initiative focuses on a set of specific products to enhance urban scholarship at MSU. The initiative promotes and stimulates scholarship on key issues facing cities in Michigan and the nation.

Student Academic Support Services

A number of units distributed regular newsletters to students and often to parents as well. The Office of Supportive Services' *Newsrun* and *Parent Newsletter* provided informative and timely articles on services and activities. The Resource Center for Persons with Disabilities' *Harbinger* helped develop community and provided essential information for students and for campus agencies.

The **Learning Resources Center (LRC)** trained staff across campus, both professional and paraprofessional, and provided workshops for academic units, student organizations and individual faculty members.

An LRC staff member continued to be released quarter-time to the College of Natural Science to develop curriculum and teach programs for at-risk students.

The **Office of Supportive Services (OSS)** conducted the ORO 500 seminar for all incoming CAAP students, featuring study and skill building and orientation to university procedures and resources. This course is instrumental in assisting student adjustment to university life.

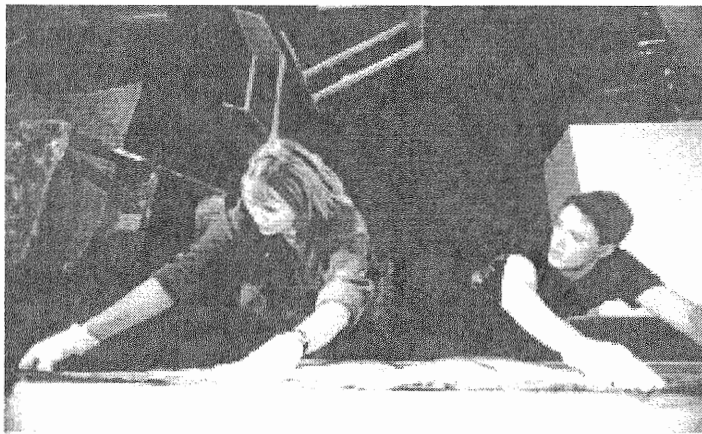
OSS collaborated with the Graduate School to continue the Summer Research Opportunity Program (SROP) and the Ronald E. McNair Achievement Program, both aimed at increasing the skills of undergraduate participants and to increase their chance of attending graduate school. OSS also designed the Undergraduate Research Opportunity Program (UROP) for freshmen and sophomore students to improve and increase the retention and enhance the academic performance of undergraduate students.

Highlights included the publication in research journals of two manuscripts from participants, the application of 50 and entrance of 37 of the 55 students to graduate programs, and the awarding of graduate fellowships or grants to 37 participants.

The **Resource Center for Persons with Disabilities** remained an active participant in many curricular activities. Staff presented countless class presentations at all levels, generally around issues of abilities and reasonable accommodations used by persons with disabilities. Staff served as instructors of record for CEP 441A, American Sign Language, and CEP 445, Educational Technology in Special Education, and supported ongoing research by Dr. Joel Nigg on Attention Deficit Disorder.

Student Affairs and Services

More formal, educational opportunities included staff providing students with many different types of learning. Nearly 50 educational programs encouraged students to



consider issues ranging from understanding the Islamic experience in America to African American History, to understanding global political issues, to learning about Native American quilting traditions.

Lesbian-Bi-Gay-Transgendered (LGBT) sensitivity education and outreach initiatives occurred in

a variety of classroom, unit and LGBT community settings. Training modules included: *Transforming Climate*, *Creating Safe Space for LGBT Persons*, *Gender: Exploring Diversity and Acceptance*, *Dismantling Power and Oppressions in LGBT Communities*, *Racism and LGBT Communities*, and *Multiple Oppression in LGBT Communities*. Partners in the design of these modules included Multicultural Development, Counseling Center, Residence Life, Gay-Bi-Lesbian Transgendered Faculty Staff Association (GLFSA), Human Resources, the Women's Resource Center, and the Alliance of LGBT Students. The MSU LGBT Discussion Group Program continued to offer weekly support opportunities for students, and Career Development and Placement held a special LGBT focused career workshop.

Forums with diverse student groups were held to gather input regarding the restructuring of the leadership program. Best practices in diversity skill development for leaders were also explored. The Student Leadership Conference provided workshops addressing diversity issues and a series of follow-up workshops targeting the theme of diversity. The EAD 315 class, Student Leadership Training, continued to attract students who are representative of the student body, and about a third of that curriculum addresses the relationship of individual differences on leadership process and effectiveness.

Counseling Center staff continued to support both graduate and undergraduate education by teaching the following courses:

- CEP 962, Psychology of Career Development
- CEP 994A and B, Counseling Psychology Practicum I and II
- Psychology 325, Affect and Self-Esteem

The **Multicultural Ethnic Counseling Center Alliance (MECCA)** celebrated its 30th year of multicultural work. MECCA also continued its psycho-educational and group therapy programs, interacting with students in the residence halls and in classrooms around mental health and diversity issues through some 50 outreach programs. MECCA offered advanced practicum placements for psychology graduate student. The Testing Office further computerized its professional school examinations and made the TOEFL and GED available to an increasing diverse clientele.

The **Global Festival** attracted an estimated 6,600 persons this year. International students at MSU from 30 nationality clubs displayed cultural items, gave outstanding performances, and generated over \$2,000 in the global gift shop. This program provided active learning for international and U.S. students who volunteered to work for international children's games.



Intramural Sports continued to collaborate with numerous community organizations providing a variety of services and positive activities. These included: Special Olympics, Big Brother/Big Sister, Lansing Association for Human Rights, and Cristo Rey Community Center. IM also collaborated with Pre-College programs, both

during summer and the academic year, to support Upward Bound, Gifted and Talented, SUPER (Summer Undergraduate Program Excellence Required), and the MAGIC (Maximizing Academic Growth in College) Program.

The **Department of Residence Life** actively engaged students in topics designed to "warm up" the residence hall climate related to inclusion. Specific activities ranged from providing and installing over 500 informational displays inside living areas to sponsoring over 50 more social interactive programs (attracting from 3 to 15 students each) and dialogues with small groups of students. Most of these programs involved attendance at campus-wide events followed by small group conversations.

Materials focusing on diversity concerns were added to the **Student Affairs Resource Center** including the videos *Blacks and Jews*, *Black Is...Black Ain't*, *Color Adjustment: Blacks in Prime Time TV*, and *Shattering the Silence: Minority Faculty in Higher Education*. New materials added to the Multicultural Development library included *Making the Peace* (a violence prevention program), *Men's Work* and *Women's Work*. A number of staff from across Student Affairs served as facilitators for multiple all-

University sessions on Sexual Harassment. Several women staff participated in the "Women, Race, and Privilege" program, a series of four two-day workshops. A staff member in Educational and Support Services served on the planning team for the campus Supervisor Training program and facilitated the module on Diversity.

Student Government advising staff advanced diversity within community by encouraging student leaders to respect differences and express appreciation for diverse ideas and common characteristics. Judicial Affairs advanced diversity by openly addressing issues of harassment and diversity and confronting individual and systemic racism and homophobia within the judicial process. Three programs were conducted for area judiciaries on stereotyping with a total attendance of 17.

Student Life continued its partnership with the LATTICE project (Linking All Types of Teachers to International Cross-Cultural Education), a professional development program for both international students and teachers and administrators in the Haslett, East Lansing, and Lansing school districts. Highlights for this year included the establishment of a sister LATTICE project in South Africa, the successful application to the Fulbright Group Projects Abroad to fund 15 U.S. teachers for study in South Africa, and presentations in three major national education conferences in the U.S. and Canada by LATTICE members.

Climate

Academic Units

The **College of Agriculture and Natural Resources** continued its *Diversity Makes Sense* program that promotes diversity training for personal and professional development, and was successful in the development of a multimedia computer-based module that permits individuals and groups to perform confidential self-assessments of their awareness of gender, cross cultural, ethnic and/or disability issues. With the use of this technology, training programs can be designed to fit specific needs.

Thirty-five Asian American and Pacific Islander students from the **Eli Broad College of Business** hosted a weekend seminar to foster greater integration and support into the college's community. The residential summer program for minority high school students, Broad Business Student Camp, continued; as well as the entering minority business freshmen Summer Business Institute. The Women in Business Students Association also experienced new life with a visit to the Lear Seating Corporation.

The Broad College engaged in many conversations and a planning process to conduct sexual harassment training for faculty, staff and students. Those conversations will continue through the 1999-2000 academic and calendar years.

Two nursing students were sent to the National Association of Hispanic Nurses Conference in Puerto Rico this year. The students will be expected to report to their peers and faculty on this experience. The **College of Nursing** will also continue to invite visiting minority faculty with expertise in diversity issues/cultural competency in research and education to the college to assist with course review, make recommendations for the undergraduate program, and assist with integration of cultural diversity issues into the program.

The College of Veterinary Medicine, through the standing Committee on Diversity and Affirmative Action, will examine progress made on the initiatives identified in the college's ten year old diversity plan and will determine appropriate revisions and/or amendments.

The **Women's Resource Center (WRC)**, sustained established programming with the assistance of the many volunteer faculty, staff and students who constitute the WRC thematic clusters. Programs sponsored or co-sponsored by the center included Strategies for Success, a conference co-sponsored by the School of Labor and Industrial Relations, and other programs such as "A distinct Grace: Before, During and After Breast Cancer Exhibit", "Self Defense for Women", "Domestic Violence: A Community Response", "Helping You Make Decisions about Long-Term Medical Care and Insurance", "Estate Planning", "Relaxation Techniques to Handle Stress", "Appreciating Gender Differences in Communication" "Caring for Aged Parents", "Single Adults Living Creatively", "Advanced Magnetic Technology", and "Maintaining Your Spirit when You Have a Chronic Illness".

A major collaborative venture was *Wednesday Workshops: Wellness, Work and Family Series*. This collaboration, linking the Women's Resource Center (WRC), MSU Child and Family Care Resources, MSU Employee Assistance Program, and MSU Healthy U, sponsored programs on "Workplace Flexibility", "Negotiation of Workplace Flexibility", "Guiding Children's Self Esteem Through Positive Discipline", "The Winter Blues: Seasonal Affective Disorder", "Creative Excuses for Postponing Taking Care of You: Is it really what you want to do?", "CPR Techniques for Children and Adults", "How to Form Your Own Support Group", "Helping Children Learn to Resolve Conflict", "Couple's Communication : How to Be More Effective", and "Burnout and Breakdown: Turning the Titanic Around".

Although not new to the university, WRC assumed a leadership role in planning the SISTERS (Sometimes In the Struggle for equality, we get Tired, but not Exhausted, for our Resiliency must Survive) Conference, a conference that targets African American women in the MSU and greater Lansing communities. The Center, along with others, is examining the focus of this event to ensure that the specific needs of undergraduate African American women are being served.

Other sustaining programs for the Center included:

- quarterly meetings with women chairpersons for conversations on leadership strategies and university processes in conjunction with the Office of the Provost;
- staffing and support of activities initiated by the Women's Advisory Committee to the Provost;
- convening the All-University Safety Committee collaboratively with the Vice President for Student Affairs and Services;
- co-sponsoring of the orientation for Single Parents on a Mission with Child and Family Care Resources;
- providing support for the Women's Commission, a coalescence of the three women's advisory committees to the vice-presidents;
- co-convening women of color faculty, a joint effort with the Senior Consultant

to the Provost for Diversity;

- membership in the CIC Women's Advocacy Group, whose membership is composed of women's center directors of CIC institutions;
- continuation of the Women Matter Program to acknowledge the achievement of MSU women. The 1999 keynote speaker for this luncheon event was Sharon Peters, President and CEO of Michigan Child Advocacy Organization and Chairwoman of the Lansing School District Board of Education;



- coordination of the university's Take Your Child To Work Program; assisting with the all-University Diversity Awards Program; and, staffing the IDEA Coordinators Group and Vice President's Diversity Advisory Group.

In addition to day-to-day activities, and publishing the newsletter, *Wisdom, Words, and Women*, the Center continues to be a place for support in gender discrimination or sexual harassment concerns, education, and/or complaints.

Support Units

All-staff diversity workshops continued in **Human Resources**. Topics included self-awareness of diversity issues, the impact of diversity in the workplace, and sexual orientation. Topics for future workshops shall be determined as deemed appropriate.

Flextime scheduling was implemented in several departments to allow employees time for childcare, family sickness, and religious holidays.

Human Resource Development continued to offer a wide range of catalog classes and customized department activities designed to improve employee skills in areas such as grammar, punctuation, writing, and newsletter design.

Physical Plant and Business Operations implemented and will continue family-friendly workplace schedule accommodations to help staff balance personal demands and unit objectives.

The **Department of Police and Public Safety (DPPS)** engaged in a number of ongoing activities with a focus on diversity issues. A supervisor from DPPS served as liaison with the Alliance of Lesbian-Bi-Gay-Transgendered Students.

Police detectives are training in the investigation of hate crimes. A police crime analyst tracks hate crimes that are committed and distributes the information to police officers and detectives.

DPPS maintained ongoing relationships with diverse groups, including Gay-Lesbian-Bi-Transgendered Faculty/Staff Association, Black Faculty Staff Administrators Association, NAACP, Black Student Alliance, and others.

Student Academic Support Services

Efforts continued to develop a climate survey for students which would more adequately assess and identify concerns and issues on the campus.

The **Office of Supportive Services** continued to support racial and ethnic minority students through sponsorship of the Latino Supper Club, and to Asian Pacific American students through the MAP (Mentoring Asian American with Promise) program.

Student Affairs and Services

The activities and functions of student organizations that are diverse in their mission and in their membership contributed to a campus environment that encouraged greater acknowledgment and appreciation of differences. Also, by recognizing and supporting racial/ethnic, non-traditional, international and protected class students and their organizations, the University advanced its retention.

Campus climate for **Lesbian-Bi-Gay-Transgendered (LBGT)** persons varied greatly, and individual students, faculty and staff reported a range of experiences from highly supportive to anti-LBGT. During 1998-99, LBGT issues were more visible than ever before. There was a clear increase in the number of programs and events sponsored by academic and student support units. Yet perceptions of hate and intolerance on campus were heightened by a number of incidents, most notably the Farm Lane rock being defaced with anti-LBGT graffiti that appeared during National Coming Out days.

In residence halls, destruction of LBGT-supportive bulletin boards and hate messages on room memo boards were common occurrences. Students expressed concerns about variation of the supportiveness of classroom climate and the degree of LBGT issues being included in the curriculum. In fall 1999, cars with LBGT positive rainbow stickers parked in the Wharton Center ramp were targeted with anti-LBGT messages and a lesbian identified student was threatened with assault. Faculty and staff are often unsure if their choice to be "out" will affect promotional opportunities. Individuals who have a multiple oppression identity (e.g. person of color, woman, lesbian) are often less likely to be open about their LBGT identity at MSU.

While individual units track incidents which impact the campus climate for various community populations, this process is not coordinated across units. A consistent campus mechanism for reporting incidents would offer greater consistency and accuracy of cases.

Multicultural artwork and reading materials continued to be prominent in the waiting areas of both **Counseling Center** offices. All staff members continued to provide multiculturally-sensitive mental health services to students, and consulted with faculty and staff on issues of student retention and diversity. The Sexual Assault and Safety Education Program recruited and trained volunteers to advocate for male and female victims of assault and other violent crimes, training that is also included in RA training in residence halls. The Sexual Assault program has continued its liaison and consultation

relationship with the Council against Domestic Assault, Safe Place, and the University Police Department. The Multicultural Ethnic Counseling Center Alliance (MECCA) also continued its focus on counseling and supporting minority and international students with professionals of Asian/Pacific Islander, African-American, Chicano/Latino, and American Indian/Alaskan Native heritage.

The responsibility of assuring each participant a safe and supportive environment in which to recreate or work is among the highest priorities for the **Intramural Sports (IM)** Department. All employees and participants receive training manuals, handbooks, or sportsmanship rules to reinforce the IM belief that each person is entitled to common respect. Rare incidents of harassment towards other participants or employees were addressed quickly so that the offender may be educated and the victim's concerns put to rest. The IM program provides facilities which permitted exclusive use by diverse student organizations which allow these students to participate and recreate together. Such groups include Black Caucus, Chinese Student Organizations, and Korean Christian Fellowship.

IM offered a luncheon each semester for retired and senior faculty and staff participants. This interaction created a climate acknowledging their valued participation, supported their need for an active and healthy lifestyle, and recognized their value as mentors and role models for our younger participants and employees.

Purchasing

Leadership

The Purchasing Department is the communication link from the campus community to the business community. It is the responsibility of the Purchasing Department to secure goods and services at the best value for the University. The MSU Purchasing Department taps into a supplier database of over 20,000 vendors. As part of the management of this supplier database, the buying staff actively recruits diversity among its vendors.

The goal of the Purchasing Department is to have the profile of the supplier database mirror the diversity of the community. To this end, the buying staff creates an environment that is conducive to strong customer relations by developing excellent business relations throughout the business community, inclusive of a diverse group of vendors. During 1998-1999, activities within the department supportive of its diversity efforts included:

- Minority Business Enterprises (MBE) and Women Business Enterprises (WBE) were encouraged to visit the Purchasing Department to learn the policies and procedures of the University and to determine which campus departments would most likely procure their products or services.



- The Purchasing Director was a panel member and made a presentation at the Michigan Minority Business Development Council (MMBDC) Trade Show at Cobo Hall on the topic of how minority vendors can conduct business with MSU.

- Purchasing is preparing a list of minority and women

vendors for its web site, so that departments may locate and use these suppliers more easily.

- The Minority Procurement Coordinator and the Purchasing Director served on a strategic planning committee for an MMBDC Mid-Michigan Trade Show, scheduled in Lansing in October 2000.

- The Purchasing Director serves on the Board of the Michigan Hispanic Chamber of Commerce and the Michigan Minority Business Development Council.
- The Minority Procurement Coordinator in Purchasing, a member of the Lansing Regional Chamber of Commerce, located and assisted minority and women vendors to help them become more successful suppliers to the university.

Recruitment and Retention

The Purchasing staff participated in diversity events throughout the year as part of the recruitment strategy. Participation in these events gave MSU visibility within the minority business community while educating our staff on how to develop business partnerships with diversity vendors.

MSU retained its diversity vendors by providing business opportunities, issuing contracts and paying invoices in a timely fashion. Purchasing issued purchase orders to vendors and processed Professional Personal Services Contracts to independent contractors. Purchasing tracked MBE and WBE activity through purchase orders, procurement cards and service contracts. Purchasing tracked Tier II dollars with its majority vendors. Purchasing also recorded diversity activity that occurs outside its department but within the university (i.e., construction, Cyclotron, Library and Food Stores).

Tier II Dollars 1998-1999			
<u>Department</u>	<u>Women (WBE)</u>	<u>Minority (MBE)</u>	<u>Total Diversity Activity in \$</u>
Purchasing - Purchase Orders	\$7,753,203	\$3,638,265	\$11,391,468
Purchasing - Personal Services	84,188	25,000	109,188
Purchasing - Procurement Card	220,180	9,569	229,749
Purchasing - Tier II	6,261	5,966	12,227
Construction - Contracts	2,660,645	886,366	3,547,011
Cyclotron - Purchase Orders	13,850	1,995	15,845
Food Stores - Purchase Orders	<u>116,262</u>	<u>15,897</u>	<u>132,159</u>
Total	\$10,854,589	\$4,583,058	\$15,437,647

Retention and promotion of a diverse workforce is a goal of the Purchasing Department. This year the department added a female Purchasing Agent to the staff. As a means to meet the goal to promote staff, training and professional development were encouraged. On twelve occasions, minority staff attended training on diversity issues. Minority staff attended eleven professional development seminars and the female staff attended eighteen professional development seminars.

Desiree Quinney, the Minority Procurement Coordinator, was nominated and selected unanimously as the Minority Vendor Advocate by the Lansing Regional Chamber of Commerce. As a result of this honor, Ms. Quinney has been chosen to compete for the Minority Small Business Advocate of the Year Award sponsored by the Small Business Administration.

The Minority Procurement Coordinator volunteered to work on the MMBDC Minority Vendor Trade Show planning committee. The May 1999 event was a huge success and the MSU-Purchasing Department booth was a big hit at the show.

Several training and professional development courses are scheduled for the Purchasing staff. Most of these sessions will take place in early 2000. As a result of professional development and training, it is anticipated that a minority staff member can be upgraded to a purchasing agent in the year 2000.

Purchasing hosted and sponsored a diversity vendor roundtable in October of 1999. The event gave vendors an opportunity to meet the MSU Purchasing staff as well as conduct business to business interchanges.

The Minority Procurement Coordinator and the Purchasing Director serve on a year-long strategic planning committee for a MMBDC Mid-Michigan Trade Show. The event will take place in Lansing in October 2000. The MSU-Purchasing Department will host the Kick-Off Reception at the Breslin Center.

In 1998-1999, a six-month pilot program to collect diversity vendor data from Professional Personal Services Contracts with independent contractors was a success. Consequently, the Purchasing Department intends to incorporate this program into its diversity vendor program. Also, the Minority Procurement Coordinator is developing a Tier II reporting program.

The following activities by the department will enhance minority and women vendor participation at Michigan State University:

- The Minority Procurement Coordinator is developing a Michigan State University diversity vendor list that will be posted on the Purchasing Department's web page.
- It is anticipated that the Michigan Hispanic Chamber of Commerce Board seat held by the Purchasing Director will be renewed in early 2000 for another three year term.
- The Minority Procurement Coordinator intends to broaden the Purchasing Department's efforts with sub-contracting plans so as to increase dollars spent with all diversity vendors.
- The Purchasing Director will be working with the Michigan Hispanic Chamber of Commerce to assist with an intern program for the Chamber.

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University and College Profiles

Michigan State University Fall 1999										
<u>Category</u>	Black		Asian/PI		Hispanic		Amer. Indian		Total Minority	
	<u>No.</u>	<u>%*</u>	<u>No.</u>	<u>%*</u>	<u>No.</u>	<u>%*</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%*</u>
Acad. Human Resources	215	5.1%	360	8.5%	83	2.0%	24	0.6%	682	16.1%
Support Human Resources	417	7.4%	101	1.8%	271	4.8%	41	0.7%	830	14.7%
Students	3507	8.7%	1733	4.3%	1073	2.7%	257	0.6%	6570	16.3%
* Student calculations based on domestic totals.										

Michigan State University Fall 1999						
	Men		Women		Total	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	
Academic Human Resources	2680	63.1%	1564	36.9%	4244	
Support Human Resources	1909	33.8%	3737	66.2%	5646	
Students						
Domestic	18342	45.5%	21948	54.4%	40290	
International	<u>1627</u>	<u>59.5%</u>	<u>1121</u>	<u>40.8%</u>	<u>2748</u>	
Total	19969	46.4%	23069	53.6%	43038	

Michigan State University Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	58	33	91	104	34	138	22	15	37	9	2	11
Continuing Academic Staff	16	27	43	10	10	20	7	7	14	1	4	5
Fixed Term Faculty	16	15	31	32	14	46	7	8	15	0	1	1
Fixed Term Academic Staff	<u>22</u>	<u>28</u>	<u>50</u>	<u>104</u>	<u>52</u>	<u>156</u>	<u>10</u>	<u>7</u>	<u>17</u>	<u>2</u>	<u>5</u>	<u>7</u>
Total Acad. Human Resources	112	103	215	250	110	360	46	37	83	12	12	24
<i>Support Human Resources</i>												
Officials and Managers	8	35	43	6	8	14	1	7	8	3	2	5
Professionals	34	49	83	24	28	52	22	16	38	1	6	7
Clerical	10	86	96	0	15	15	5	90	95	0	14	14
Technical	7	18	25	5	4	9	6	5	11	1	3	4
Service/Maintenance	65	93	158	4	5	9	44	67	111	4	2	6
Skilled Trades	<u>12</u>	<u>0</u>	<u>12</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>7</u>	<u>1</u>	<u>8</u>	<u>3</u>	<u>2</u>	<u>5</u>
Total Support Hum. Resources	136	281	417	41	60	101	85	186	271	12	29	41
Total Academic & Support Human Resources	248	384	632	291	170	461	131	123	354	24	41	65
<i>Students</i>												
Undergraduate	1058	1907	2965	692	670	1362	369	441	810	86	113	199
Graduate/Professional	<u>179</u>	<u>363</u>	<u>542</u>	<u>185</u>	<u>186</u>	<u>371</u>	<u>122</u>	<u>141</u>	<u>263</u>	<u>16</u>	<u>42</u>	<u>58</u>
Total Students	1237	2270	3507	877	856	1733	491	582	1073	102	155	257

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	193	84	277	1286	430	1716	1479	514	1993
Continuing Academic Staff	34	48	82	334	313	647	368	361	729
Fixed Term Faculty	55	38	93	299	229	528	354	267	621
Fixed Term Academic Staff	<u>138</u>	<u>92</u>	<u>230</u>	<u>341</u>	<u>330</u>	<u>671</u>	<u>479</u>	<u>422</u>	<u>901</u>
Total Acad. Human Resources	420	262	682	2260	1302	3562	2680	1564	4244
<i>Support Human Resources</i>									
Officials and Managers	18	52	70	282	370	652	300	422	722
Professionals	81	99	180	571	801	1372	652	900	1552
Clerical	15	205	220	53	1260	1313	68	1465	1533
Technical	19	30	49	96	277	373	115	307	422
Service/Maintenance	117	167	284	417	444	861	534	611	1145
Skilled Trades	<u>24</u>	<u>3</u>	<u>27</u>	<u>216</u>	<u>29</u>	<u>245</u>	<u>240</u>	<u>32</u>	<u>272</u>
Total Support Hum. Resources	274	556	830	1635	3181	4816	1909	3737	5646
Total Academic & Support Human Resources	694	818	1512	3895	4483	8378	4589	5301	9890
<i>Students</i>									
Undergraduate	2205	3131	5336	13145	14638	27783	15350	17769	33119
Graduate/Professional	<u>502</u>	<u>732</u>	<u>1234</u>	<u>2490</u>	<u>3447</u>	<u>5937</u>	<u>2992</u>	<u>4179</u>	<u>7171</u>
Domestic Total	2707	3863	6570	15635	18085	33720	18342	21948	40290
International							<u>1627</u>	<u>1121</u>	<u>2748</u>
Total Students							19969	23069	43038

College of Agriculture and Natural Resources Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	6	2	8	12	2	14	3	0	3	1	0	1
Continuing Academic Staff	0	1	1	1	0	1	0	0	0	0	0	0
Fixed Term Faculty	3	1	4	7	1	8	0	1	1	0	0	0
Fixed Term Academic Staff	<u>2</u>	<u>0</u>	<u>2</u>	<u>8</u>	<u>8</u>	<u>16</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	11	4	15	28	11	39	4	1	5	1	0	1

Support Human Resources

Officials and Managers	0	2	2	0	1	1	0	0	0	0	0	0
Professionals	1	1	2	1	0	1	0	2	2	0	0	0
Clerical	0	5	5	0	0	0	0	5	5	0	3	3
Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	1	0	1	0	0	0	2	0	2	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	2	8	10	1	1	2	2	7	9	0	3	3

Total Academic & Support
Human Resources

Students

Undergraduate	59	62	121	38	17	55	35	16	51	7	12	19
Graduate/Professional	<u>10</u>	<u>15</u>	<u>25</u>	<u>7</u>	<u>12</u>	<u>19</u>	<u>9</u>	<u>10</u>	<u>19</u>	<u>0</u>	<u>4</u>	<u>4</u>
Total Students	69	77	146	45	29	74	44	26	70	7	16	23

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	22	4	26	201	33	234	223	37	260
Continuing Academic Staff	1	1	2	17	7	24	18	8	26
Fixed Term Faculty	10	3	13	34	17	51	44	20	64
Fixed Term Academic Staff	<u>11</u>	<u>8</u>	<u>19</u>	<u>40</u>	<u>24</u>	<u>64</u>	<u>51</u>	<u>32</u>	<u>83</u>
Total Acad. Human Resources	44	16	60	292	81	373	336	97	433

Support Human Resources

Officials and Managers	0	3	3	36	25	61	36	28	64
Professionals	2	3	5	68	61	129	64	70	134
Clerical	0	13	13	2	95	97	2	108	110
Technical	0	0	0	8	13	21	8	13	21
Service/Maintenance	3	0	3	47	11	58	50	11	61
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>3</u>
Total Support Hum. Resources	5	19	24	164	205	369	169	224	393

Total Academic & Support
Human Resources

Students

Undergraduate	139	107	246	1635	1034	2669	1774	1141	2915
Graduate/Professional	<u>26</u>	<u>41</u>	<u>67</u>	<u>194</u>	<u>178</u>	<u>372</u>	<u>220</u>	<u>219</u>	<u>439</u>
Domestic Total	165	148	313	1829	1212	3041	1994	1360	3354
International							<u>157</u>	<u>96</u>	<u>253</u>
Total Students							2151	1456	3607

College of Arts and Letters Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	6	5	11	9	6	15	2	4	6	4	0	4
Continuing Academic Staff	0	0	0	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	2	2	4	0	1	1	2	3	5	0	0	0
Fixed Term Academic Staff	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	9	7	16	9	9	18	5	7	12	4	0	4
<i>Support Human Resources</i>												
Officials and Managers	0	4	4	0	0	0	0	0	0	0	0	0
Professionals	0	0	0	0	0	0	0	0	0	0	0	0
Clerical	0	4	4	0	0	0	0	4	4	0	0	0
Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	1	1	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	8	8	0	1	1	0	4	4	0	0	0
Total Academic & Support Human Resources												
<i>Students</i>												
Undergraduate	46	88	134	33	54	87	28	57	85	8	14	22
Graduate/Professional	<u>16</u>	<u>25</u>	<u>41</u>	<u>7</u>	<u>7</u>	<u>14</u>	<u>7</u>	<u>10</u>	<u>17</u>	<u>1</u>	<u>3</u>	<u>4</u>
Total Students	62	113	175	40	61	101	35	67	102	9	17	26

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	21	15	36	179	81	260	200	96	296
Continuing Academic Staff	0	0	0	2	7	9	2	7	9
Fixed Term Faculty	4	6	10	19	23	42	23	29	52
Fixed Term Academic Staff	<u>2</u>	<u>2</u>	<u>4</u>	<u>20</u>	<u>17</u>	<u>37</u>	<u>22</u>	<u>19</u>	<u>41</u>
Total Acad. Human Resources	27	23	50	220	128	348	247	151	398
<i>Support Human Resources</i>									
Officials and Managers	0	4	4	0	8	8	0	12	12
Professionals	0	0	0	2	10	12	2	10	12
Clerical	0	8	8	3	35	38	3	43	46
Technical	0	0	0	6	3	9	6	3	9
Service/Maintenance	0	1	1	0	0	0	0	1	1
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	13	13	11	56	67	11	69	80
Total Academic & Support Human Resources									
<i>Students</i>									
Undergraduate	115	213	328	898	1330	2228	1013	1543	2556
Graduate/Professional	<u>31</u>	<u>45</u>	<u>76</u>	<u>201</u>	<u>229</u>	<u>430</u>	<u>232</u>	<u>274</u>	<u>506</u>
Domestic Total	146	258	404	1099	1559	2658	1245	1817	3062
International							<u>109</u>	<u>160</u>	<u>269</u>
Total Students							1354	1977	3331

Broad College of Business Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	3	0	3	6	2	8	0	0	0	0	0	0
Continuing Academic Staff	1	1	2	0	2	2	1	1	2	0	0	0
Fixed Term Faculty	0	0	0	1	1	2	0	0	0	0	0	0
Fixed Term Academic Staff	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	5	1	6	7	5	12	1	1	2	0	0	0

Support Human Resources

Officials and Managers	0	1	1	0	0	0	0	0	0	0	0	0
Professionals	1	0	1	0	0	0	0	0	0	0	0	0
Clerical	0	3	3	0	0	0	0	2	2	0	0	0
Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	1	1	2	0	0	0	0	2	2	0	0	0

Total Academic & Support Human Resources

Students

Undergraduate	213	301	514	135	122	257	68	55	123	11	11	22
Graduate/Professional	<u>16</u>	<u>17</u>	<u>33</u>	<u>35</u>	<u>13</u>	<u>48</u>	<u>7</u>	<u>3</u>	<u>10</u>	<u>2</u>	<u>1</u>	<u>3</u>
Total Students	229	318	547	170	135	305	75	58	133	13	12	25

Category	Total Minority			Caucasian			University Total		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>									
Tenure System Faculty	9	2	11	100	18	118	109	20	129
Continuing Academic Staff	2	4	6	3	7	10	5	11	16
Fixed Term Faculty	1	1	2	9	2	11	10	3	13
Fixed Term Academic Staff	<u>1</u>	<u>0</u>	<u>1</u>	<u>9</u>	<u>5</u>	<u>14</u>	<u>10</u>	<u>5</u>	<u>15</u>
Total Acad. Human Resources	13	7	20	121	32	153	134	39	173

Support Human Resources

Officials and Managers	0	1	1	2	13	15	2	14	16
Professionals	1	0	1	9	12	21	10	12	22
Clerical	0	5	5	3	34	37	3	39	42
Technical	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	1	6	7	14	59	73	15	65	80

Total Academic & Support Human Resources

Students

Undergraduate	427	489	916	2496	1731	4227	2923	2220	5143
Graduate/Professional	<u>60</u>	<u>34</u>	<u>94</u>	<u>334</u>	<u>108</u>	<u>442</u>	<u>394</u>	<u>142</u>	<u>536</u>
Domestic Total	487	523	1010	2830	1839	4669	3317	2362	5679
International							<u>305</u>	<u>167</u>	<u>472</u>
Total Students							3622	2529	6151

College of Communication Arts and Sciences Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	4	1	5	1	1	2	0	1	1	0	0	0
Continuing Academic Staff	2	0	2	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	0	0	0	1	0	1	0	0	0	0	0	0
Fixed Term Academic Staff	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	7	2	9	2	1	3	0	1	1	0	0	0
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	0	0	0	0	0	0	0	0	0	0	0	0
Clerical	0	0	0	0	0	0	0	1	1	0	0	0
Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	0	0	0	0	0	0	1	1	0	0	0
Total Academic & Support Human Resources												
<i>Students</i>												
Undergraduate	105	163	268	36	43	79	28	33	61	4	7	11
Graduate/Professional	<u>3</u>	<u>15</u>	<u>18</u>	<u>9</u>	<u>9</u>	<u>18</u>	<u>8</u>	<u>8</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Students	108	178	286	45	52	97	36	41	77	4	7	11

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	5	3	8	34	17	51	39	20	59
Continuing Academic Staff	2	0	2	3	8	11	5	8	13
Fixed Term Faculty	1	0	1	11	5	16	12	5	17
Fixed Term Academic Staff	<u>1</u>	<u>1</u>	<u>2</u>	<u>7</u>	<u>7</u>	<u>14</u>	<u>8</u>	<u>8</u>	<u>16</u>
Total Acad. Human Resources	9	4	13	55	37	92	64	41	105
<i>Support Human Resources</i>									
Officials and Managers	0	0	0	1	6	7	1	6	7
Professionals	0	0	0	1	2	3	1	2	3
Clerical	0	1	1	0	23	23	0	24	24
Technical	0	0	0	1	0	1	1	0	1
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	1	1	3	31	34	3	32	35
Total Academic & Support Human Resources									
<i>Students</i>									
Undergraduate	173	246	419	980	1405	2385	1153	1651	2804
Graduate/Professional	<u>20</u>	<u>32</u>	<u>52</u>	<u>59</u>	<u>136</u>	<u>195</u>	<u>79</u>	<u>168</u>	<u>247</u>
Domestic Total	193	278	471	1039	1541	2580	1232	1819	3051
International							<u>123</u>	<u>134</u>	<u>257</u>
Total Students							1355	1953	3308

College of Education Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	2	7	9	3	2	5	2	4	6	0	0	0
Continuing Academic Staff	0	0	0	2	0	2	0	0	0	0	0	0
Fixed Term Faculty	1	1	2	1	0	1	0	0	0	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	3	10	13	7	3	10	2	4	6	0	0	0
<i>Support Human Resources</i>												
Officials and Managers	0	1	1	0	0	0	0	2	2	0	0	0
Professionals	0	0	0	0	0	0	1	0	1	0	0	0
Clerical	0	4	4	0	0	0	0	2	2	0	1	1
Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	5	5	0	0	0	1	4	5	0	1	1
Total Academic & Support Human Resources												
<i>Students</i>												
Undergraduate	26	72	98	9	19	28	5	28	33	4	5	9
Graduate/Professional	<u>32</u>	<u>76</u>	<u>108</u>	<u>7</u>	<u>20</u>	<u>27</u>	<u>9</u>	<u>11</u>	<u>20</u>	<u>3</u>	<u>6</u>	<u>9</u>
Total Students	58	148	206	16	39	55	14	39	53	7	11	18

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	7	13	20	59	49	108	66	62	128
Continuing Academic Staff	2	0	2	3	4	7	5	4	9
Fixed Term Faculty	2	1	3	15	24	39	17	25	42
Fixed Term Academic Staff	<u>1</u>	<u>3</u>	<u>4</u>	<u>31</u>	<u>62</u>	<u>93</u>	<u>32</u>	<u>65</u>	<u>97</u>
Total Acad. Human Resources	12	17	29	108	139	247	120	156	276
<i>Support Human Resources</i>									
Officials and Managers	0	3	3	1	11	12	1	14	15
Professionals	1	0	1	0	9	9	1	9	10
Clerical	0	7	7	1	51	52	1	58	59
Technical	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	1	10	11	2	71	73	3	81	84
Total Academic & Support Human Resources									
<i>Students</i>									
Undergraduate	44	124	168	258	1078	1336	302	1202	1504
Graduate/Professional	<u>51</u>	<u>113</u>	<u>164</u>	<u>251</u>	<u>556</u>	<u>807</u>	<u>302</u>	<u>669</u>	<u>971</u>
Domestic Total	95	237	332	509	1634	2143	604	1871	2475
International							<u>41</u>	<u>66</u>	<u>107</u>
Total Students							645	1937	2582

College of Engineering Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	5	0	5	29	2	31	2	0	2	0	0	0
Continuing Academic Staff	0	1	1	1	0	1	0	0	0	0	0	0
Fixed Term Faculty	0	0	0	4	0	4	0	0	0	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>0</u>	<u>0</u>	<u>13</u>	<u>0</u>	<u>13</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	5	1	6	47	2	49	2	0	2	0	0	0
<i>Support Human Resources</i>												
Officials and Managers	0	3	3	0	0	0	0	0	0	0	0	0
Professionals	0	0	0	0	0	0	0	1	1	0	0	0
Clerical	0	2	2	0	0	0	0	1	1	0	0	0
Technical	0	0	0	1	0	1	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	5	5	1	0	1	0	2	2	0	0	0
Total Academic & Support Human Resources												
<i>Students</i>												
Undergraduate	272	187	459	208	56	264	57	10	67	19	1	20
Graduate/Professional	<u>15</u>	<u>7</u>	<u>22</u>	<u>21</u>	<u>7</u>	<u>28</u>	<u>12</u>	<u>4</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Students	287	194	481	229	63	292	69	14	83	19	1	20

Category	Total Minority			Caucasian			University Total		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>									
Tenure System Faculty	36	2	38	83	8	91	119	10	129
Continuing Academic Staff	1	1	2	12	9	21	13	10	23
Fixed Term Faculty	4	0	4	10	0	10	14	0	14
Fixed Term Academic Staff	<u>13</u>	<u>0</u>	<u>13</u>	<u>11</u>	<u>7</u>	<u>18</u>	<u>24</u>	<u>7</u>	<u>31</u>
Total Acad. Human Resources	54	3	57	116	24	140	170	27	197
<i>Support Human Resources</i>									
Officials and Managers	0	3	3	3	8	11	3	11	14
Professionals	0	1	1	21	12	33	21	13	34
Clerical	0	3	3	0	32	32	0	35	35
Technical	1	0	1	2	2	4	3	2	5
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>2</u>
Total Support Hum. Resources	1	7	8	28	54	82	29	61	90
Total Academic & Support Human Resources									
<i>Students</i>									
Undergraduate	556	254	810	2323	591	2914	2879	845	3724
Graduate/Professional	<u>48</u>	<u>18</u>	<u>66</u>	<u>148</u>	<u>24</u>	<u>172</u>	<u>196</u>	<u>42</u>	<u>238</u>
Domestic Total	604	272	876	2471	615	3086	3075	887	3962
International							<u>437</u>	<u>78</u>	<u>515</u>
Total Students							3512	965	4477

College of Human Ecology Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	1	4	5	0	3	3	1	0	1	1	1	2
Continuing Academic Staff	0	1	1	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	1	0	1	0	0	0	0	0	0	0	0	0
Fixed Term Academic Staff	2	0	2	3	1	4	0	0	0	0	0	0
Total Acad. Human Resources	4	5	9	3	4	7	1	0	1	1	1	2

Support Human Resources

Officials and Managers	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	0	0	0	0	1	1	0	0	0	0	0	0
Clerical	0	1	1	0	0	0	0	0	0	0	1	1
Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	0	0	0	0	0	0	0	0	0	0	0	0
Total Support Hum. Resources	0	1	1	0	1	1	0	0	0	0	1	1

Total Academic & Support
Human Resources

Students

Undergraduate	19	127	146	2	42	44	5	23	28	1	10	11
Graduate	2	15	17	0	2	2	1	3	4	0	0	0
Total Students	21	142	163	2	44	46	6	26	32	1	10	11

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	3	8	11	14	28	42	17	36	53
Continuing Academic Staff	0	1	1	1	9	10	1	10	11
Fixed Term Faculty	1	0	1	0	8	8	1	8	9
Fixed Term Academic Staff	5	1	6	1	12	13	6	13	19
Total Acad. Human Resources	9	10	19	16	57	73	25	67	92

Support Human Resources

Officials and Managers	0	0	0	0	3	0	0	3	0
Professionals	0	1	1	2	6	8	2	7	9
Clerical	0	2	2	0	29	29	0	31	31
Technical	0	0	0	0	1	1	0	1	1
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	0	0	0	0	1	1	0	1	1
Total Support Hum. Resources	0	3	3	2	40	42	2	43	45

Total Academic & Support
Human Resources

Students

Undergraduate	27	202	229	81	1265	1346	108	1467	1575
Graduate/Professional	3	20	23	16	104	120	19	124	143
Domestic Total	30	222	252	97	1369	1466	127	1591	1718
International							12	60	72
Total Students							139	1651	1790

Human Medicine Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	3	2	5	5	5	10	0	0	0	0	0	0
Continuing Academic Staff	0	0	0	0	1	1	0	0	0	0	0	0
Fixed Term Faculty	5	4	9	8	5	13	1	0	1	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>2</u>	<u>2</u>	<u>12</u>	<u>8</u>	<u>20</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	8	8	16	25	19	44	1	0	1	0	0	0
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	0	0	0	0	0	0	0	1	1
Professionals	1	2	3	0	1	1	1	0	1	0	0	0
Clerical	0	3	3	0	0	0	0	3	3	0	0	0
Technical	1	4	5	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	2	9	11	0	1	1	1	3	4	0	1	1
Total Academic & Support Human Resources												
<i>Students</i>												
Graduate/Professional	<u>16</u>	<u>41</u>	<u>57</u>	<u>28</u>	<u>34</u>	<u>62</u>	<u>20</u>	<u>22</u>	<u>42</u>	<u>1</u>	<u>6</u>	<u>7</u>
Total Students	16	41	57	28	34	62	20	22	42	1	6	7

Category	Total Minority			Caucasian			University Total		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>									
Tenure System Faculty	8	7	15	68	29	97	76	36	112
Continuing Academic Staff	0	1	1	1	2	3	1	3	4
Fixed Term Faculty	14	9	23	58	30	88	72	39	111
Fixed Term Academic Staff	<u>12</u>	<u>10</u>	<u>22</u>	<u>14</u>	<u>17</u>	<u>31</u>	<u>26</u>	<u>27</u>	<u>53</u>
Total Acad. Human Resources	34	27	61	141	78	219	175	105	280
<i>Support Human Resources</i>									
Officials and Managers	0	1	1	7	25	32	7	26	33
Professionals	2	3	5	16	92	108	18	95	113
Clerical	0	6	6	2	90	92	2	96	98
Technical	1	4	5	4	52	56	5	56	61
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	3	14	17	29	259	288	32	273	305
Total Academic & Support Human Resources									
<i>Students</i>									
Graduate/Professional	<u>65</u>	<u>103</u>	<u>168</u>	<u>138</u>	<u>170</u>	<u>308</u>	<u>203</u>	<u>273</u>	<u>476</u>
Domestic Total	65	103	168	138	170	308	203	273	476
International							8	8	16
Total Students							211	281	492

James Madison College Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	2	0	2	1	1	2	1	0	1	0	0	0
Continuing Academic Staff	0	0	0	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	0	0	0	0	1	1	0	0	0	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	2	1	3	1	2	3	1	0	1	0	0	0
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	0	0	0	0	0	0	0	0	0	0	1	1
Clerical	0	0	0	0	0	0	0	0	0	0	0	0
Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	0	0	0	0	0	0	0	0	0	1	1
Total Academic & Support Human Resources												
<i>Students</i>												
Undergraduate	<u>15</u>	<u>46</u>	<u>61</u>	<u>14</u>	<u>28</u>	<u>42</u>	<u>9</u>	<u>23</u>	<u>32</u>	<u>4</u>	<u>3</u>	<u>7</u>
Total Students	15	46	61	14	28	42	9	23	32	4	3	7

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	4	1	5	13	7	20	17	8	25
Continuing Academic Staff	0	0	0	0	1	1	0	1	1
Fixed Term Faculty	0	1	1	4	1	5	4	2	6
Fixed Term Academic Staff	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>4</u>
Total Acad. Human Resources	4	3	7	19	10	29	23	13	36
<i>Support Human Resources</i>									
Officials and Managers	0	0	0	0	1	1	0	1	1
Professionals	0	1	1	0	1	1	0	2	2
Clerical	0	0	0	0	4	4	0	4	4
Technical	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	1	1	0	6	6	0	7	7
Total Academic & Support Human Resources									
<i>Students</i>									
Undergraduate	<u>42</u>	<u>100</u>	<u>142</u>	<u>398</u>	<u>491</u>	<u>889</u>	<u>440</u>	<u>591</u>	<u>1031</u>
Domestic Total	42	100	142	398	491	889	440	591	1031
International							<u>2</u>	<u>4</u>	<u>6</u>
Total Students							442	595	1037

College of Natural Science Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	4	1	5	30	4	34	4	1	5	2	0	2
Continuing Academic Staff	1	2	3	1	1	2	0	0	0	0	0	0
Fixed Term Faculty	1	1	2	3	2	5	0	1	1	0	0	0
Fixed Term Academic Staff	<u>1</u>	<u>1</u>	<u>2</u>	<u>55</u>	<u>19</u>	<u>74</u>	<u>5</u>	<u>3</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	7	5	12	89	26	115	9	5	14	2	0	2
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	0	2	2	6	2	8	0	0	0	0	0	0
Clerical	0	0	0	0	2	2	0	5	5	0	0	0
Technical	1	1	2	0	1	1	4	1	5	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	1	3	4	7	5	12	4	6	10	0	0	0
Total Academic & Support Human Resources												
<i>Students</i>												
Undergraduate	114	339	453	136	146	282	51	64	115	7	17	24
Graduate/Professional	<u>13</u>	<u>8</u>	<u>21</u>	<u>16</u>	<u>12</u>	<u>28</u>	<u>8</u>	<u>8</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Students	127	347	474	152	158	310	59	72	131	7	17	24

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	40	6	46	238	50	288	278	56	334
Continuing Academic Staff	2	3	5	19	13	32	21	16	37
Fixed Term Faculty	4	4	8	45	16	61	49	20	69
Fixed Term Academic Staff	<u>61</u>	<u>23</u>	<u>84</u>	<u>80</u>	<u>46</u>	<u>126</u>	<u>141</u>	<u>69</u>	<u>210</u>
Total Acad. Human Resources	107	36	143	382	125	507	489	161	650
<i>Support Human Resources</i>									
Officials and Managers	0	0	0	4	23	27	4	23	27
Professionals	6	4	10	55	41	96	61	45	106
Clerical	0	7	7	4	63	67	4	70	74
Technical	5	3	8	19	20	39	24	23	47
Service/Maintenance	0	0	0	1	2	3	1	2	3
Skilled Trades	<u>1</u>	<u>0</u>	<u>1</u>	<u>11</u>	<u>0</u>	<u>11</u>	<u>12</u>	<u>0</u>	<u>12</u>
Total Support Hum. Resources	12	14	26	94	149	243	106	163	269
Total Academic & Support Human Resources									
<i>Students</i>									
Undergraduate	308	566	874	1706	2108	3814	2014	2674	4688
Graduate/Professional	<u>37</u>	<u>28</u>	<u>65</u>	<u>274</u>	<u>173</u>	<u>447</u>	<u>311</u>	<u>201</u>	<u>512</u>
Domestic Total	345	594	939	1980	2281	4261	2325	2875	5200
International							<u>267</u>	<u>154</u>	<u>421</u>
Total Students							2592	3029	5621

College of Nursing Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	0	1	1	0	0	0	0	0	0	0	0	0
Continuing Academic Staff	0	0	0	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	0	1	1	0	0	0	0	0	0	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	0	3	3	0	0	0	0	0	0	0	0	0

Support Human Resources

Officials and Managers	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	0	1	1	0	0	0	1	0	1	0	0	0
Clerical	0	1	1	0	0	0	0	0	0	0	0	0
Technical	0	0	0	0	0	0	0	0	0	0	1	1
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	0	2	2	0	0	0	1	0	1	0	1	1

Total Academic & Support
Human Resources

Students

Undergraduate	3	67	70	4	12	16	0	13	13	0	4	4
Graduate/Professional	<u>0</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>4</u>
Total Students	3	70	73	4	14	18	0	13	13	0	8	8

Category	Total Minority			Caucasian			University Total		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>									
Tenure System Faculty	0	1	1	2	18	20	2	29	21
Continuing Academic Staff	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	0	1	1	1	32	33	1	33	34
Fixed Term Academic Staff	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>7</u>	<u>7</u>	<u>0</u>	<u>8</u>	<u>8</u>
Total Acad. Human Resources	0	3	3	3	57	60	3	60	63

Support Human Resources

Officials and Managers	0	0	0	0	3	3	0	3	3
Professionals	1	1	2	1	9	10	2	10	12
Clerical	0	1	1	1	11	12	1	12	13
Technical	0	1	1	0	1	1	0	2	2
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	1	3	4	2	24	26	3	27	30

Total Academic & Support
Human Resources

Students

Undergraduate	7	96	103	35	349	384	42	445	487
Graduate/Professional	<u>0</u>	<u>9</u>	<u>9</u>	<u>13</u>	<u>103</u>	<u>116</u>	<u>13</u>	<u>112</u>	<u>125</u>
Domestic Total	7	105	112	48	452	500	55	557	612
International							<u>0</u>	<u>2</u>	<u>2</u>
Total Students							55	559	614

College of Osteopathic Medicine Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	0	1	1	2	1	3	1	0	1	0	0	0
Continuing Academic Staff	0	0	0	0	1	1	0	1	1	0	0	0
Fixed Term Faculty	0	0	0	2	1	3	0	0	0	0	1	1
Fixed Term Academic Staff	0	0	0	1	3	4	0	0	0	0	0	0
Total Acad. Human Resources	0	1	1	5	6	11	1	1	2	0	1	1

Support Human Resources

Officials and Managers	0	1	1	0	1	1	0	0	0	0	1	1
Professionals	2	0	2	1	0	1	0	1	1	0	0	0
Clerical	0	3	3	0	1	1	0	0	0	0	1	1
Technical	0	3	3	1	1	2	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	0	0	0	0	0	0	0	0	0	0	0	0
Total Support Hum. Resources	2	7	9	2	3	5	0	1	1	0	2	2

Total Academic & Support
Human Resources

Students

Graduate/Professional	8	15	23	27	30	57	12	10	22	2	3	5
Total Students	8	15	23	27	30	57	12	10	22	2	3	5

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	3	2	5	55	16	71	58	18	76
Continuing Academic Staff	0	2	2	2	4	6	2	6	8
Fixed Term Faculty	2	2	4	37	13	50	39	15	54
Fixed Term Academic Staff	1	3	4	5	10	15	6	13	19
Total Acad. Human Resources	6	9	15	99	43	142	105	52	157

Support Human Resources

Officials and Managers	0	3	3	4	21	25	4	24	27
Professionals	3	1	4	13	25	38	16	26	42
Clerical	0	5	5	0	52	52	0	57	57
Technical	1	4	5	6	40	46	7	44	51
Service/Maintenance	0	0	0	0	1	1	0	1	1
Skilled Trades	0	0	0	0	0	0	0	0	0
Total Support Hum. Resources	4	13	17	23	139	162	27	152	179

Total Academic & Support
Human Resources

Students

Graduate/Professional	49	58	107	229	176	405	278	234	512
Domestic Total	49	58	107	229	176	405	278	234	512
International							6	5	11
Total Students							284	239	523

College of Social Science Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	9	4	13	3	5	8	4	5	9	0	1	1
Continuing Academic Staff	0	0	0	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	2	1	3	3	0	3	2	2	4	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	11	8	19	6	7	13	6	7	13	0	1	1
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	1	3	4	2	1	3	0	1	1	0	0	0
Clerical	1	1	2	0	0	0	0	4	4	0	1	1
Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	2	4	6	2	1	3	0	5	5	0	1	1
Total Academic & Support Human Resources												
<i>Students</i>												
Undergraduate	109	347	456	43	64	107	57	71	128	12	15	27
Graduate/Professional	<u>27</u>	<u>62</u>	<u>89</u>	<u>11</u>	<u>13</u>	<u>24</u>	<u>8</u>	<u>28</u>	<u>36</u>	<u>1</u>	<u>6</u>	<u>7</u>
Total Students	136	409	545	54	77	131	65	99	164	13	21	34

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	16	15	31	131	45	176	147	60	207
Continuing Academic Staff	0	0	0	8	12	20	8	12	20
Fixed Term Faculty	7	3	10	26	26	52	33	29	62
Fixed Term Academic Staff	<u>0</u>	<u>5</u>	<u>5</u>	<u>18</u>	<u>25</u>	<u>43</u>	<u>18</u>	<u>30</u>	<u>48</u>
Total Acad. Human Resources	23	23	46	183	108	291	206	131	337
<i>Support Human Resources</i>									
Officials and Managers	0	0	0	2	10	12	2	10	12
Professionals	3	5	8	18	28	46	21	33	54
Clerical	1	6	7	2	58	60	3	64	67
Technical	0	0	0	1	0	1	1	0	1
Service/Maintenance	0	0	0	0	0	0	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	4	11	15	23	96	119	27	107	134
Total Academic & Support Human Resources									
<i>Students</i>									
Undergraduate	221	497	718	1267	1694	2961	1488	2191	3679
Graduate/Professional	<u>47</u>	<u>109</u>	<u>156</u>	<u>227</u>	<u>411</u>	<u>638</u>	<u>274</u>	<u>520</u>	<u>794</u>
Domestic Total	268	606	874	1494	2105	3599	1762	2711	4473
International							<u>72</u>	<u>88</u>	<u>160</u>
Total Students							1834	2799	4633

College of Veterinary Medicine Profile Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	5	2	7	3	0	3	0	0	0	0	0	0
Continuing Academic Staff	0	1	1	1	0	1	0	1	1	0	0	0
Fixed Term Faculty	0	2	2	2	2	4	1	1	2	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>10</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	5	6	11	13	5	18	2	2	4	0	0	0

Support Human Resources

Officials and Managers	0	1	1	0	0	0	0	0	0	0	0	0
Professionals	1	4	5	2	5	7	0	0	0	0	0	0
Clerical	0	2	2	0	0	0	0	2	2	0	0	0
Technical	0	1	1	0	1	1	0	1	1	0	1	1
Service/Maintenance	0	1	1	0	0	0	1	0	1	0	0	0
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	1	9	10	2	6	8	1	3	4	0	1	1

Total Academic & Support
Human Resources

Students

Undergraduate	6	14	20	1	6	7	2	12	14	1	3	4
Graduate/Professional	<u>0</u>	<u>8</u>	<u>8</u>	<u>3</u>	<u>12</u>	<u>15</u>	<u>2</u>	<u>6</u>	<u>13</u>	<u>2</u>	<u>3</u>	<u>5</u>
Total Students	6	22	28	4	18	22	9	18	27	3	6	9

Category	Total Minority			Caucasian			University Total		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>									
Tenure System Faculty	8	2	10	67	16	83	75	18	93
Continuing Academic Staff	1	2	3	2	4	6	3	6	9
Fixed Term Faculty	3	5	8	18	23	41	21	28	49
Fixed Term Academic Staff	<u>8</u>	<u>4</u>	<u>12</u>	<u>13</u>	<u>6</u>	<u>19</u>	<u>21</u>	<u>10</u>	<u>31</u>
Total Acad. Human Resources	20	13	33	100	49	149	120	62	182

Support Human Resources

Officials and Managers	0	1	1	0	14	14	0	15	15
Professionals	3	9	12	24	48	72	27	57	84
Clerical	0	4	4	2	44	46	2	48	50
Technical	0	4	4	6	64	70	6	68	74
Service/Maintenance	1	1	2	7	8	15	8	9	17
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Support Hum. Resources	4	19	23	39	178	217	43	197	240

Total Academic & Support
Human Resources

Students

Undergraduate	10	35	45	61	335	396	71	370	441
Graduate/Professional	<u>12</u>	<u>29</u>	<u>41</u>	<u>94</u>	<u>302</u>	<u>396</u>	<u>106</u>	<u>331</u>	<u>437</u>
Domestic Total	22	64	86	155	637	792	177	701	878
International							<u>11</u>	<u>7</u>	<u>18</u>
Total Students							188	708	896

Non-College Units Fall 1999

Category	Black			Asian/Pacific Islander			Hispanic			American Indian/Alaskan Native		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	8	3	11	0	0	0	2	0	2	1	0	1
Continuing Academic Staff	12	20	32	4	5	9	6	4	10	1	4	5
Fixed Term Faculty	1	2	3	0	0	0	1	0	1	0	0	0
Fixed Term Academic Staff	<u>14</u>	<u>16</u>	<u>30</u>	<u>4</u>	<u>5</u>	<u>9</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>2</u>	<u>5</u>	<u>7</u>
Total Acad. Human Resources	35	41	76	8	10	18	11	8	19	4	9	13
<i>Support Human Resources</i>												
Officials and Managers	8	22	30	6	6	12	1	5	6	3	0	3
Professionals	27	36	63	12	18	30	19	11	30	1	5	6
Clerical	9	57	66	0	12	12	5	61	66	0	7	7
Technical	5	9	14	3	1	4	2	3	5	1	1	2
Service/Maintenance	64	92	156	4	4	8	41	67	108	4	2	6
Skilled Trades	<u>12</u>	<u>0</u>	<u>12</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>7</u>	<u>1</u>	<u>8</u>	<u>3</u>	<u>2</u>	<u>5</u>
Total Support Hum. Resources	125	216	341	26	41	67	75	148	223	12	17	29
Total Academic & Support Human Resources												
<i>Students</i>												
No Preference	60	83	143	29	57	86	21	34	55	7	8	15
Unclassified (Undergraduate)	11	11	22	4	4	8	3	2	5	1	3	4
Unclassified (Graduate)	<u>21</u>	<u>56</u>	<u>77</u>	<u>14</u>	<u>13</u>	<u>27</u>	<u>14</u>	<u>18</u>	<u>32</u>	<u>4</u>	<u>6</u>	<u>10</u>
Total Students	92	150	242	47	74	121	38	54	92	12	17	29

Category	Total Minority			Caucasian			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>									
Tenure System Faculty	11	3	14	42	15	57	53	18	71
Continuing Academic Staff	23	33	56	261	226	487	284	259	543
Fixed Term Faculty	2	2	4	12	9	21	14	11	25
Fixed Term Academic Staff	<u>22</u>	<u>30</u>	<u>52</u>	<u>90</u>	<u>84</u>	<u>174</u>	<u>112</u>	<u>114</u>	<u>226</u>
Total Acad. Human Resources	58	68	126	405	334	739	463	402	865
<i>Support Human Resources</i>									
Officials and Managers	18	33	51	222	199	421	240	232	472
Professionals	59	70	129	341	445	786	400	515	915
Clerical	14	137	151	33	639	672	47	776	823
Technical	11	14	25	43	81	124	54	95	149
Service/Maintenance	113	165	278	362	422	784	475	587	1062
Skilled Trades	<u>23</u>	<u>3</u>	<u>26</u>	<u>200</u>	<u>28</u>	<u>228</u>	<u>223</u>	<u>31</u>	<u>254</u>
Total Support Hum. Resources	238	422	660	1201	1814	3015	1439	2236	3675
Total Academic & Support Human Resources									
<i>Students</i>									
No Preference	117	182	299	945	1176	2121	1062	1358	2420
Unclassified (Undergraduate)	19	20	39	62	51	113	81	71	152
Unclassified (Graduate)	<u>53</u>	<u>93</u>	<u>146</u>	<u>312</u>	<u>777</u>	<u>1089</u>	<u>365</u>	<u>870</u>	<u>1235</u>
Domestic Total	189	295	484	1319	2004	3323	1508	2299	3807
International							<u>77</u>	<u>92</u>	<u>169</u>
Total Students							1585	2391	3976