

1999-2000

MICHIGAN STATE
UNIVERSITY

Annual Progress Report on Affirmative Action and Diversity within Community

MICHIGAN STATE UNIVERSITY

DATE: April 2001

TO: MSU Community

FROM: Peter McPherson, President *PM*

SUBJECT: 1999-2000 Annual Progress Report on Affirmative Action and Diversity within Community

The 1999-2000 Annual Progress Report on Affirmative Action and Diversity Within Community reflects a year of new initiatives and ongoing programs that represents the MSU community's efforts to meet our promise of being a more diverse and connected community. It also provides an opportunity to reflect on and assess those areas within the community where we must continue efforts at building and maintaining a campus environment that is representative, inclusive, and respectful of all people.

There were a number of achievements in 1999-2000. We had a record high of entering students of color, and we also continued to see moderate gains in the diversity of our academic and support staff workforce. During this same period, a number of new initiatives and ongoing efforts within the University community reflect our commitment to creatively recruit and retain a diverse faculty, staff, and student body.



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The various academic and support units on campus, as well as collaborating, have developed programs that will maximize the potential of all students, and maximize the success of students of color. Students can develop their own potential through such programs as the Aanii Program targeting American Indian students and the College Assistance Migrant Program for first-time freshmen migrant farmworker students. This will also have an outreach function. In addition, partnerships are being established around the state to identify and recruit underrepresented students of color, including those with a demonstrated interest in osteopathic medicine. One of the first partnerships will occur in 2000 with a public high school in the city of Detroit.

Training and development efforts to recruit greater diversity of faculty and staff also continued during this period. Seminars and workshops tailored to the needs of units were conducted to provide a general understanding of diversity and appropriate interaction with colleagues and those with whom we provide campus services of varying backgrounds and cultures.

The 1999-2000 Annual Progress Report reaffirms our commitment to advancing diversity within the MSU community and we will continue to engage in efforts to achieve our goal of being a more diverse, connected community.

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

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

1999-2000 Annual Progress Report on
Affirmative Action and Diversity Within Community

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Executive Summary

Introduction

Each year separate narrative and data reports are provided to the MSU community detailing the numerical progress and programmatic efforts to achieve and support diversity within community at Michigan State University. The *1999-2000 Annual Progress Report on Affirmative Action and Diversity Within Community* continues to differentiate between initiatives that were newly implemented in 1999-2000 and 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 chronicles the full range of active engagement throughout the university community as diversity issues are addressed.

Office for Affirmative Action, Compliance, and Monitoring

Providing greater service to the community was a priority for the Office of Affirmative Action, Compliance and Monitoring (AACM) for 1999-2000. In addition to monitoring academic and support staff hiring activity, AACM continued to conduct unit hiring analyses for colleges and support units. As a part of the analysis, AACM reviewed equal employment opportunity and affirmative action progress, and recommended action-oriented strategies to increase the representation of women and minority faculty and staff.

In response to the needs of units when hiring, AACM developed a Support Staff Recruitment Guide to provide practical tips and resources for recruiting for greater diversity in support staff positions. A similar guide for Academic Recruitment developed by AACM last year was updated, and both were widely distributed on campus. AACM assisted departments by conducting searches to identify women and minority faculty at other institutions who might be candidates for senior level faculty or administrative positions at MSU, and provided similar assistance to units for support staff positions. AACM compiled a list of approximately 1,200 internet resources available to assist departments in expanding applicant pools, including the identification of special interest groups, divisions, or committees for women and minorities within professional organizations. The Academic Recruitment Resources Database and Support Staff Recruitment Resources Database were made available on the unit's web site.

Education became an important function of AACM. As civil rights laws and federal and state regulations change, AACM realizes the importance of educating the MSU community on the impact of these changes as they occur. AACM collaborated with multiple campus units to conclude the 1999-2000 sexual harassment training for approximately 1,300

supervisors and administrators and the fall 2000 training of student leaders on harassment in violation of university policy or law, including racial and sexual harassment and harassment based on sexual orientation or disability. AACM continues to work with units to implement revised standards for the classification of federal data on race and ethnicity, which must be implemented by January 1, 2003. The Americans with Disabilities Act has also had a tremendous impact on the services provided to the MSU community, and the accommodations that must be made to assure that faculty, staff and student have access to education and employment. AACM worked closely with various units on campus, including the Resource Center for Persons with Disabilities, to assure that the University community remained aware of our obligations under the Act.

Finally, an AACM priority was to work more closely with the various campus constituent groups, including those organizations representing the interests of academic and support staff of color, women, persons with disabilities, and the lesbian, gay, bi-sexual, and transgendered community. The President's Advisory Committee on Disability Issues was revitalized with AACM support. Issues currently under review by the committee include technology accessibility for persons with disabilities, safety awareness, and increased study abroad opportunities for students with disabilities. AACM continues to work with members of the Council of Racial Ethnic Minorities (COREM) to compile a list of community resources for persons of color to assist in recruitment and retention efforts.

Academic and Support Unit Activities

Leadership

A required Workshop for New Chairpersons and Directors was initiated in August 2000. This workshop focused on topics critical for new academic administrators such as the changing environment and the critical role of cross-unit collaboration, survival skills, financial management, legal environment (with emphasis on nondiscrimination laws and policies), support staff, working with faculty: raising the quality of teaching, research, outreach, process skills and knowledge.

Required sexual harassment training specifically addressing the changes in sexual harassment law and complaint investigations was completed for approximately 1,300 supervisory personnel, faculty and staff during this reporting period.

The IDEA Coordinators group, comprised of representatives who play a significant role in fostering diversity in their academic major administrative units, provided advice on the recommendation to alter the process for awarding MSU IDEA funds. These funds historically have been used to support college-level diversity projects. The recommendations included the opportunity for units to compete for additional funds for broader diversity impact projects.

The 2000 Martin Luther King Jr. Day activities had record student and unit participation. Ernest Green served as the special guest for the march and evening program held in the Great Hall of the Wharton Center.

In the College of Nursing, the Diversity Task Force was restructured into a standing governance committee with membership representing all units of the college.

The College of Osteopathic Medicine Diversity Council was voted as a standing committee of the college by the faculty and renamed the Committee on Diversity. The committee monitors and ensures compliance with university policies and procedures and advises the dean and the college committees in the development and update of the college diversity plan to achieve an environment marked by respect for differences and understanding of values to promote and strengthen the college.

Child and Family Care Resources (CFCR) is a cross-vice presidential initiative designed to assist staff, faculty and students to balance their work, educational and family responsibilities, regardless of their family constellation. A number of initiatives took place in 1999-2000 to address the child and family care needs of the campus community.

- In response to a memo from Provost Simon and Vice President Poston to deans, chairs and supervisors, the CFCR office initiated the Breast Feeding Support Program for staff, faculty and student mothers. The collaborative Breastfeeding Support Committee designed the program to encourage mothers to breastfeed and supervisors to initiate early discussions regarding return to work plans, be flexible with work schedules, identify and provide space for expressing or feeding, and foster supportive work environments.
- Students dealing with an expected or unexpected pregnancy while in college face emotional and financial stress. In fall 1999, the CFCR office initiated a collaborative effort with the Counseling Center and Olin Health Center to provide support services to students who are faced with difficult decisions regarding their baby and whether or not to stay in school.
- The U.S. Department of Education subsidized the high cost of part-time and drop-in child care for low-income students through a four-year grant that was awarded to CFCR in fall 1999. The "SpartanKids" program will receive \$100,000 per year to contract with local licensed child care providers to make care more affordable for students.

A Supportive Services staff member received a "Spirit of TRIO Award" at the Michigan Chapter of the Mid-America Association of Educational Opportunity Program Personnel, Spring Conference in May 2000. The award recognized long term commitment to students and contributions to TRIO programs.

In September 2000, the Director of the Resource Center for Persons with Disabilities (RCPD) was invited to a special presentation by President Clinton in Flint on the *Digital Divide for Persons with Disabilities*. The program, which ultimately focused attention on the broad topic of accessible software and web design for persons with disabilities, resulted in a Channel 6 news story on the RCPD Assistive Technology Center and featured MSU's leadership in creating accessibility for students with disabilities.

The Multi-Ethnic Counseling Center Alliance (MECCA) 30th Anniversary Conference was held at Kellogg Center on October 15-16, and included more than 50 conference participants and keynote speakers Joseph Trimble, Farrah Ibrahim, and Lupe Lara.

Recruitment and Retention

There were 12 new **Executive Management** appointments during 1999-2000, including two non-minority women, eight non-minority men, one minority man, and one minority woman. Thus, 33.3% of the new executive management appointments are members of protected classes.

Representation of women in the **Academic Manager** group during 1999-2000 increased slightly from the year before to 23.4% (compared to representation in the tenure system of 26.6%), with a total number of 48. The percentage of minority academic managers also increased slightly from the year before to 9.8% (compared to representation in the tenure system of 14.6%; there are 20 minority academic managers.

During 1999-2000, the total **academic personnel workforce**, i.e., headcount, not FTE's, increased by 158 individuals, from 4,244 to 4,402. With the net gain of 125 women during 1999-2000, women comprise 38.4% of all academic personnel, increasing from 36.9% in 1998-99. The number of women increased from 1,564 to 1,689, or by 8.0%. With the net gain of 60 minorities during 1999-2000, minorities now represent 16.9% of the total academic personnel system, increasing in proportion from 16.1% and increasing in number to 742, or by 8.8%

The **tenure system** decreased by a net of 16 individuals, from 1,993 to 1,977, during 1999-2000. The proportion of women in the tenure system increased to 26.6%; the net gain of 11 women brought the total number of women to 525, an increase of 2.1%. The percentage of minorities in the tenure system increased from 13.9% to 14.6%; the number of minorities increased by a net of 11, to a total of 288, an increase of 4.0%. During 1999-2000, there were 101 new individuals appointed in the tenure system, including 22 minorities (21.8%) and 30 women (29.7%). On a non-duplicate basis, 47 individuals, or 46.5%, of the total appointments in the tenure system were members of protected groups. This reflects the same rate as in 1998-99.

The retention of minority and women tenure system faculty continues to need 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. The issue of climate is one the university will continue to focus attention on over the next year.

The academic personnel system includes 101 self-identified individuals with disabilities, including 61 tenure system faculty, 22 continuing staff, 11 fixed term staff and 7 fixed term faculty.

During 1999-2000, the **support staff workforce** increased by 200 employees (3.5%) from 5,646 to 5,846. Women increased by 139 from 3,737 to 3,876 employees (66.2% to 66.3% of the workforce). Minorities increased by 46 employees from 830 to 876 (14.7% to 15.0%).

Total enrollment of minority **freshmen** increased to a historic high, both in total number and as a percentage of the freshman class. This enrollment increase occurred despite a decrease of 3.0% in total applications from the previous 1999 applicant record.

New **transfer** enrollments of minority students decreased in total by 13%, with decreases in all ethnic categories except Hispanic, which increased by 12.77%. The enrollment trend followed a similar decrease in applications and offers of admission in all ethnic categories except Hispanic. These outcomes reflect the general enrollment trend, which saw a 20.5% decline in all new transfers.

Enrollment of new **graduate** students increased by 20% from 161 to 210, with increases across the board in all racial/ethnic categories. Offers of admission increased in each racial/ethnic category.

Total enrollment on the East Lansing campus of Michigan State University increased to 43,366 in fall semester 2000, from 43,038 in fall of 1999. The total number of domestic students was 40,478 for fall 2000, up from 40,290 in fall 1999. The percent of international students for fall 2000 was 6.7%, up from 6.4% in fall 1999.

Total domestic minority student enrollment on campus increased 3.17% from 6,570 in fall 1999 to 6,771 in fall 2000. Minority students represent 15.6% of the student population. Undergraduate minority enrollment increased to 5,572 from 5,336 in the previous fall. For fall 2000, graduate minority enrollment decreased from 1,234 in fall 1999 to 1,199 in fall 2000. Women students represented 53.4% of total students in fall 1999; they represent 53.6% in fall 2000.

Various colleges initiated new programs in their continuing effort to recruit and retain a diverse faculty, staff, and student body.

Expanding recruitment of underrepresented student populations was a new initiative for the Eli Broad College of Business. The college extended its recruitment to include Hispanic populated high schools both in Michigan and selected high schools in Texas.

The College of Communication Arts and Sciences piloted a recruitment program to enhance diversity. Thirty high school students were invited to the campus for hands-on workshops that focused on technology used in communication arts and sciences.

The Department of Civil and Environmental Engineering (CEE) in the College of Engineering established a relationship with the CEE department at the University of Puerto Rico, Mayaguez. This relationship serves as a basis for recruiting excellent minority graduate students.

For 2000-2001, the Honors College plans to co-sponsor with Admissions a Junior Minority Recruiting Day on campus, with plans for a special initiative to improve interaction with prospective honors students at Cass Technical High School, Martin Luther King High School, and Renaissance High School in Detroit.

Within the College of Human Ecology, the Department of Food Science and Human Nutrition implemented the Food Science Institute, a two-day program designed for minority high school students to be introduced to topics for focused development in Food Science. Sixteen students participated in 1999. The goal was to enhance career placement opportunities in the food industry by increasing the number of minority freshmen in Food Science.

Two endowed scholarships were created in the College of Osteopathic Medicine (COM); the first in honor of Margaret Aguwa, DO, professor and chairperson of the Department of Family and Community Medicine, and the second established by Botsford General Hospital, in honor of Edward N. Hodges, III, JD, chairman of its board and ex officio member of the Michigan Osteopathic Medicine Advisory Board. COM is also establishing partnerships around the state to identify and recruit underrepresented minority students with a demonstrated interest in medicine. A recent site visit was made to the Ethelene Jones Crockett Technical High School in Detroit. Ten Crockett students will spend two weeks at MSU COM in August, learning anatomy, physical assessment, how to prepare for medical school, visiting a physician's office and hospital, and participating in other activities.

The College of Arts and Letters had a successful recruitment year and increased the overall diversity of the college. Increasing the complement of faculty from protected classes, as well as gay and lesbian faculty, remains the college's highest priority. To further this end, the college, in conjunction with the Office of the Provost and the Office of Affirmative Action, Compliance and Monitoring, initiated a required workshop for all college search committee affirmative action advocates on ways to advance diversity in the hiring process.

The College of Education worked with the Admissions and Scholarship Office and the Office of the Provost to create a new scholarship for academically talented minority students to recruit them to MSU in the area of elementary or special education. The Beaumont Tower/College of Education Scholarship is a five-year scholarship package to attend MSU and prepare for a career in teaching. The program was offered to 21 students of color with a minimum ACT score of 22 and high school grade point average of at least 3.2 who indicated their desire to enter elementary or special education.

A new student organization, Tomorrow's Educators for the Advancement of Minorities (TEAM) was initiated. The organization targets minority students who are interested in teaching.

The Honors College provided leadership for Minority Scholars Day, a joint recruitment program with Lyman Briggs School and the James Madison College. Minority Scholars Day is a chance for high-achieving minority students, their parents, guidance counselors and teachers from southeast to consider some the living/learning environments at MSU and tour the campus.

The MSU Libraries helped sponsor a REFORMA conference this year. This second national conference's purpose was to promote library and informational services to Latinos and individuals who speak Spanish. The Libraries have an ongoing regular staff development program which supplements the many offerings on campus. Programs offered this year attracted a diverse group of employees. Some issues addressed included employee assistance, the Americans with Disabilities Act and psychological disorders, domestic violence, and several health-related programs.

The Office of Admissions and Scholarships continued to create new programs to enhance the diversity of our student population. Some new programs included:

- Coordinated recruitment efforts with the help of the Council of Racial Ethnic Students (CORES) student groups by doing several AED Phone-a-Thons and campus visits
- Minority Financial Aid Workshop Programs
- Honors College Minority Achievers Day
- Future Spartan Day

College Academic Achievement Program (CAAP) student performance over the past seven years indicated that for the entire undergraduate CAAP population, the number of students having a cumulative grade point average of 2.00 or above has increased by 7 percentage points. The fall 1999 class had the second highest percentage of 2.00 GPA's and the highest grade point average (GPA) ranking of all cohorts.

A new collaborative pilot program, initiated with the mathematics departments at Lansing Community College, Michigan State University, and the Office of Supportive Services (OSS), provided beginning algebra support for entering CAAP students. The collaborative effort has already demonstrated positive results; 81% of the CAAP students who took the LCC course and achieved a 2.00 GPA or better in Math 1825, and 75% of all CAAP students received a 3.0 or higher.

Special efforts were initiated by Pre-College Programs to recruit Native students, including contacting all Title IX programs across the state of Michigan. The King-Parks-Chavez program is in the process of hiring a specialist to work with Native students, whose participation increased this year to a total of 59.

The Office of Minority Student Affairs (OMSA) established the Todos Organizados para Cuidar Estudiantes (T.O.C.E.) scholarship fund to support racial and ethnic minority students. The relationship with the Development Office generated additional discussion around the establishment of multiple scholarships for other racial/ethnic students.

OMSA collaborated with the Julian Samora Research Institute on a new mentoring program for Chicano/Latino freshmen called the Chicano Latino Fellows Program. OMSA staff also received a five year grant from the U.S. Department of Education for the College Assistance Migrant Program (CAMP), an initiative to increase pre-college opportunities and enhance recruitment into higher education for Chicano/Latino students.

In an effort to maximize the success of American Indian students, the Aanii program was implemented. This is a collaborative effort between EAGLE (MSU's American Indian Faculty and Staff Association) and several offices on campus including the Native American Institute, the North American Indian Student Organization, Office of Minority Student Affairs, the Counseling Center, Undergraduate University Division, Office of Supportive Services, Financial Aid and Office of the Registrar.

In 1999-2000, the Department of Residence Life began the active restructuring of all staff positions to reform the newly defined core areas, one of which is "multicultural competence". As part of this change, student roles were redefined in the direction of increased mentoring and relationship. Returning (senior) student staff were offered positions as "multicultural mentors". An ongoing training curriculum was developed to support

student staff abilities in cross cultural communication and understandings of race, racism, and privilege.

Instruction, Research and Outreach

MSU Extension, in collaboration with MSU's Julian Samora Research Institute, offered the Floriculture College of Knowledge, Greenhouse Grower Career Development Certificate Program in Spanish. This program teaches the technical skills needed to successfully grow greenhouse crops. It provides career development opportunities for assistant growers outside the traditional associate or four-year degree and fills a void for greenhouse owners who are in need of competent assistant growers.

A new initiative in the School of Music is in the Detroit Public Schools Music Partnership. This initiative brought MSU faculty into four Detroit public schools (Cass Tech, Detroit School for Fine and Performing Arts, Martin Luther King, and Renaissance) on more than 15 occasions in the 1999-2000 academic year. Other related events have included a day-long visit by 25 Detroit 5th grade students, a public concert and clinic by MSU Jazz faculty and Detroit public school students at the Serengeti Ballroom, a guest appearance of the Fine and Performing Arts Jazz Band on the MSU Jazz Spectacular, guest lectures by Detroit Public School Fine Arts administrators in the MSU School of Music education classes, and concerts in Detroit by the MSU Men's Glee Club. This is a co-sponsorship with University Relations.

Women and International Development received funds to develop a pilot leadership skills training program for international women graduate students enrolled at MSU during the 1999-2000 academic year. This program, called the International Women's Leadership Initiative, was very successful. It began in the fall using information culled from focus groups of international women graduate students (held the prior spring and summer) as a starting point for the development of the program. One of the strengths of this effort has been the collaborations with a number of offices and programs. These include the Office of International Students and Scholars, Internationalizing Student Life Office, MSU Counseling Center, MSU Safe place, The Graduate School, and a number of MSU faculty. A second major strength has been the evaluation of each program; all aspects of the activities have been highly rated by participants.

Career Services and Placement addressed career and employment-related issues at two Lesbian-Bi-Gay-Transgendered (LBGT) events. In addition, a small number of LBGT students identified themselves for focused advising. A web site for LBGT career and employment-related resources was created and can be found at www.csp.msu.edu/cdc/LBGTinfo.html. A brochure entitled "Lesbian, Bisexual, Gay and Transgendered Identity and Your Career" was published and made available to students.

Shockwaves, a new proposal jointly submitted to the Provost by Internationalizing Student Life (ISL) and Residence Life, was funded for two years. This project will recruit, hire and train MSU students to become cross-cultural trainers and facilitators by engaging student learning through role-lays, simulations and in-depth discussions about cultural differences. ISL and Residence Life continue to collaborate in developing a tool for assessing and measuring multicultural competence in the MSU student population.

Climate

The Women's Resource Center co-sponsored with the Office of the Provost and the MSU Women's Commission the *Women's Lives, Women's Voices, Women's Solutions: Shaping a National Agenda for Women in Higher Education* teleconference on March 28, 2000.

Campus Park and Planning contributed considerably to making campus accessible to persons with physical disabilities. Under their supervision, barrier-free improvements were made all over campus.

Physical Plant also contributed much to the accessibility of campus. University highway bus charter services will become fully accessible for the first time in its history when two new buses arrive to replace the old highway charter coaches.

The Division of Housing and Food Services coordinated 20 Diversity Awareness Workshops for over 600 divisional 1585 and Clerical Technical Union staff members. The MSU Office of Multicultural Development conducted the workshops.

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Faculty, Staff and Student Profiles

Administrative Appointments: There are 205 individuals in the Academic Manager group, which includes deans, assistant/associate deans, chairpersons and directors. The representation of women in this group during 1999-2000 increased slightly from the year before to 23.4% (compared to representation in the tenure system of 26.6%), with a total number of 48. The percentage of minority academic managers also increased slightly from the year before to 9.8% (compared to representation in the tenure system of 14.6%); there are 20 minority academic managers.

Academic Administrators Fall 2000							
<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	6	3	2	1	12	145	157
Women	7	1	0	0	8	40	48
Total	13	4	2	1	20	185	205

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 102 Executive Management positions, of which 23 are vacant or filled on an acting basis.

Executive Managers Fall 2000							
<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	41	48
Women	5	0	1	1	7	18	25
Total	10	1	2	1	14	59	73

There are 73 individuals appointed in Executive Management positions as of October 1, 2000. Of these, 18 (24.7%) are non-minority women and 14 (19.2%) are minorities. Of the 7 minority women, 5 (6.8%) are Black, 1 (1.4%) is Hispanic, and 1 (1.4%) is American Indian/ Alaskan Native; of the 7 minority men, 5 (6.8%) are Black, 1 (1.4%) is Asian/Pacific Islander, and 1 (1.4%) is Hispanic. The total number of members of protected classes decreased by 1, for a total of 32; the proportion decreased from 45.2% in October 1999 to 43.8% in October 2000. There were 12 new executive management appointments during 1999-2000, including 2 non-minority women, 8 non-minority men, 1 minority man, and 1 minority woman. Thus, 33.3% of the new executive management appointments are members of protected classes.

Academic Human Resources

During the 1999-2000 affirmative action year, the total **academic personnel workforce**, i.e., headcount, not FTE's, increased by 158 individuals, from 4,244 to 4,402. With the net gain of 125 women during 1999-2000, women comprise 38.4% of all academic personnel, increasing from 36.9% in 1998-99. The number of women increased from 1,564 to 1,689, or by 8.0%. With the net gain of 60 minorities during 1999-2000, minorities now represent 16.9% of the total academic personnel system, increasing in proportion from 16.1% and in number to 742, or by 8.8%. The number of Blacks in the academic personnel workforce increased from 215 to 232, or 5.3% of the current total workforce; Asian/Pacific Islanders increased from 360 to 383, or 8.7% of the total; Hispanics increased from 83 to 102, or 2.3% of the total; American Indians/Alaskan Natives increased from 24 to 25, or 0.6% of the total. On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 2,142 in Fall 2000, 48.7% of the total faculty and academic staff, increasing from 46.7% in 1998-99. There was an overall increase in the size of the academic personnel workforce and in the proportion of women and minorities.

Academic Workforce Fall 2000							
<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	125	257	59	12	453	2260	2713
Women	107	126	43	13	289	1400	1689
Total	232	383	102	25	742	3660	4402

During 1999-2000 the **tenure system** decreased by a net of 16 individuals, from 1,993 to 1,977. The proportion of women in the tenure system increased to 26.6%; the net gain of 11 women brought the total number of women to 525, an increase of 2.1%. The percentage of **minorities** in the tenure system increased from 13.9% to 14.6%; the number of minorities increased by a net of 11, to a total of 288, an increase of 4.0%. Blacks increased from 91 to 96 or 4.9% of the tenure system; Asian/Pacific Islanders increased from 138 to 141, or 7.1% of the total; Hispanics increased from 37 to 40, or 2.0% of the total; American Indians/Alaskan Natives remained the same at 11, or 0.6% of the total. On a non-duplicate

basis, 725 individuals, or 36.7% of the tenure system faculty, are members of protected groups; this is an increase from 35.5% in 1998-99.

Tenure System Faculty Fall 2000							
<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	62	106	23	9	200	1252	1452
Women	34	35	17	2	88	437	525
Total	96	141	40	11	288	1689	1977

The proportion of **women** in the tenure system at the various ranks changed from October 1999 to October 2000 as follows: assistant professor, increased slightly from 39.0% to 39.1%; associate professor, decreased slightly, from 34.6% to 34.2%; full professor, increased from 18.2% to 19.4%. Similarly, the proportion of **minorities** at the various ranks changed in the following manner: assistant professor, increased from 23.5% to 24.5%; associate professor, increased from 15.8% to 17.0%; full professor, increased slightly from 10.4% to 10.5%.

During 1999-2000, there were 101 new individuals appointed in the tenure system, including 22 minorities (21.8%) and 30 women (29.7%). On a non-duplicate basis, 47 individuals, or 46.5%, of the total appointments in the tenure system were members of protected groups. This reflects the same rate as in 1998-99.

Of colleges with opportunities to hire, James Madison College and the Colleges of Nursing, Osteopathic Medicine, Social Science, and Veterinary Medicine were successful in appointing women in the tenure system at or above average availability during 1999-2000. Average availability is the average of availability data for individual departments/schools in each college for the 2000-2003 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, Arts and Letters, Business, Communication Arts and Sciences, Human Medicine, and Natural Science appointed women at a rate below average availability during 1999-2000. The Colleges of Education and Engineering did not appoint any women in the tenure system during 1999-2000.

Similarly, the Colleges of Arts and Letters, Business, Engineering, Human Medicine, and Veterinary Medicine appointed minorities in the tenure system during 1999-2000 at or above average availability. The Colleges of Agriculture and Natural Resources, Education, Natural Science and Social Science appointed minorities at a rate below average availability during this period. The Colleges of Communication Arts and Sciences, James Madison, Nursing, and Osteopathic Medicine did not appoint any minorities in the tenure system during 1999-2000.

It should be noted that the College of Veterinary Medicine appointed both women and minorities at or above average availability. The College of Human Ecology did not have any new tenure system appointments in 1999-2000.

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 1999-2000 affirmative action plan year, waivers of the normal hiring procedures were used in 16 of the 101 (15.8% compared to 18.1% in 1998-99) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in six cases, for target of opportunity hires in four cases, and for spousal appointments in six cases.

The **retention** of minority and women tenure system faculty continues to need 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. The issue of climate is one the university will continue to focus attention on over the next year.

During 1999-2000, 30 tenure system faculty members resigned from Michigan State University, including 8 women (26.7%, compared to a general representation in the tenure system of 26.6%) and five minorities (16.7%, compared to a general representation in the tenure system of 14.6%).

Eighteen exit questionnaires were returned; five were received from women and/or minorities and one did not provide any background information. (The number of questionnaires returned appears higher than normal due to an error in labeling the survey form).

Overall, the general category of institutional/social (e.g., reputation/prestige of department, relationship with colleagues/chair/dean, etc.) was ranked as most important in the decision to leave MSU; the general category of compensation/personnel opportunities/policies was 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 relationship with department chairperson/school directors and relationship with the dean. The specific factors most important in the decision to accept a new position were salary level and future income potential. The second most important general categories in the decision to leave MSU are compensation/personnel opportunities/policies, professional function (e.g., teaching load/assignment, support for research etc.) and intellectual climate. The second most important general categories in the decision to accept a new position were intellectual climate, professional function, and institutional/social. The specific factors cited within these general categories were salary level, support for research and availability of peers who share similar research/scholarly interests in the decision to leave MSU; support for research, the availability of peers who share similar research/scholarly interests, and relationship with the department chairperson/school director/dean were cited most frequently 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.

The academic personnel system includes 101 self-identified **individuals with disabilities**, including 61 tenure system faculty, 22 continuing staff, 11 fixed term staff and seven fixed term faculty.

Support Human Resources

During 1999-2000, the **support staff workforce** increased by 200 employees (3.5%) from 5,646 to 5,846. Women increased by 139 from 3,737 to 3,876 employees (66.2% to 66.3% of the workforce). Minorities increased by 46 employees from 830 to 876 (14.7% to 15.0%). The number of minority women increased by 26 from 556 to 582 (9.8% to 10.0%) and minority men increased by 20 from 274 to 294 (4.9% to 5.0%).

Support Staff Workforce Fall 2000							
<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	151	41	91	11	294	1,676	1,970
Women	297	64	193	28	582	3,294	3,876
Total	448	105	284	39	876	4,970	5,846

The number of **minority** officials and managers decreased by 1 from 70 to 69 (9.7% to 9.3% of the category). Professional minority employees increased by 28 from 180 to 208 (11.6% to 12.4%). Clerical minority employees increased by 1 from 220 to 221 (14.4%) and technical employees who were minority increased by 3 from 49 to 52 (11.6% to 11.8%). Minority employees in the service and maintenance category increased by 15 from 284 to 299 (24.8% to 25.4%) and the representation of minority employees within skilled trades remained the same with 27 (9.9%).

Black representation in the workforce increased at a higher rate than other minority groups. There was an increase of 31 employees, from 417 to 448 (7.4% to 7.7% of the workforce). Asian/Pacific Islander employees increased by 4, from 101 to 105 (1.8%). Hispanic representation increased by 13 employees, from 271 to 284 (4.8% to 4.9%). The number of American Indian/Alaskan Natives decreased by 2, from 41 to 39 employees (0.7%).

The number of **women** officials and managers increased by 14, from 422 to 436 (58.4% to 58.7% of the category). The category with the most growth continues to be professionals, with 88 additional women, from 900 to 988 (58.0% to 58.9%). The number of women in clerical positions remained the same with 1,465 (95.6% to 95.3%). Women in technical positions increased by 11, from 307 to 318 (72.7% to 72.4%). The service and maintenance category increased by 27 women, from 611 to 638 (53.4% to 54.3%) and skilled trades decreased by 1, from 32 to 31 (11.8% to 11.3%) women.

The number of **minority women** officials and managers decreased by 3, from 52 to 49 employees (7.2% to 6.6% of the category). Minority women in the professional category increased by 16, from 99 to 115 (6.4% to 6.9%) and minority women in the clerical category increased by 2, from 205 to 207 (13.4% to 13.5%). Minority women in the technical category increased by 2, from 30 to 32 (7.1% to 7.3%). In the service and maintenance category, there was an increase of 8 minority women employees, from 167 to 175 (14.6% to

14.9%). In the skilled trades category, minority women increased by 1, from 3 to 4 employees (1.1% to 1.5%).

A **disability and veteran** survey was distributed to support staff in May 2000. Survey responses contributed to the increase of 20 additional self-identified employees with a disability, from 120 to 140 (2.1% to 2.4% of the workforce). The number of employees with a disability increased by 2 in the officials and managers category, from 11 to 13 (1.5% to 1.7% of category) and increased by 14 in the professional category, from 28 to 42 (1.8% to 2.5%). Employees with a disability in the clerical category increased by 1, from 32 to 33 (2.1%) and the technical category increased by 5 employees, from 5 to 10 (1.2% to 2.3%). The service and maintenance category decreased by 2, from 38 to 36 (3.3% to 3.1%) and skilled trades employees with a disability remained the same at 6 (2.2%). The number of Vietnam era veteran employees decreased by 4, from 150 to 146 (2.7% to 2.5% of workforce). This decrease was partially due to a new federal category of Other Eligible Veterans that was included on the May 2000 survey.

Regular new hires substantially increased by 126 (19.8%) employees, from 636 to 762. New hire women increased by 101, from 420 to 521 (66.0% to 68.4% of the hires) employees. Minority new hires increased by 7, from 144 to 151 and minority women hires increased by 11 employees, from 89 to 100 (14.0% to 13.1%). The rate of minority new hires decreased from 22.6% to 19.8% but still exceeds minority representation in the workforce of 15.0%. Black new hires increased by 18, from 75 to 93 (11.8% to 12.2%). Asian/Pacific Islander new hires decreased by 2, from 16 to 14 (2.5% to 1.8%) and Hispanics decreased by 9, from 49 to 40 (7.7% to 5.2%). American Indian/Alaskan Natives remained the same with 4 (0.6% to 0.5%) hires.

The number of **promotions** decreased by 30 (5.4%) from 555 to 525. There were 353 (67.2% of promotions) women promoted, 87 (16.6%) minority promotions and 52 (9.9%) minority women were promoted. Of the promotions, Blacks accounted for 45 (8.6%), Asian/Pacific Islanders for 6 (1.1%), Hispanics for 32 (6.1%) and American Indian/Alaskan Natives received 4 (0.8%) promotions.

Of the 360 support staff employees **who left the University** for reasons other than retirement, 264 (73.3% of the separations) were women, 72 (20.0%) were minorities and 56 (15.6%) were minority women. The overall rate of separations increased from 5.6% to 6.2% of the workforce. The percent of minority separations significantly decreased from 25.6% to 20.0% and minority women separations decreased from 21.5% to 15.6%. This brings the rate of minority separations down to the 1994-1995 level. Illustrated in the following chart are the reasons that were most frequently indicated on separation documents along with the percent of the category (i.e., women separations). One of these reasons in 1999-2000 was unsatisfactory probation, which increased by 15, from 20 to 35 (6.3% to 9.7% of separations). There was an increase for women of 12, from 12 to 24 (3.8% to 6.7%) and a decrease for minorities by 4, from 12 to 8 (3.8% to 2.2%).

Reasons On Separation Documents 1999-2000								
<u>Category</u>	<u>Voluntary Quit</u>		<u>Other Employment</u>		<u>Leaving Area</u>		<u>Unsatisfactory Probation</u>	
Women	82	31.1%	75	28.4%	32	12.1%	24	9.1%
Minorities	24	33.3%	19	26.4%	6	8.3%	8	11.1%
Minority Women	22	39.3%	9	16.1%	6	10.7%	5	8.9%
Caucasian	80	27.8%	99	34.4%	37	12.8%	27	9.4%

The data gathered from the **exit questionnaires** was similar to that described above. The exit questionnaire form was revised in 1999-2000 so employees leaving the university for other employment can provide the name of their new employer. Human Resources made this revision to expand the information that is analyzed in determining if patterns exist and if the involvement of Human Resources is needed at the unit level. In 1999-2000 there was no pattern of new employers.

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 21 (28.0%) of the 75 support staff job groups and were met or exceeded in 17 job groups.

Seventy-two **annual hiring goals** were established in job groups that were underutilized for **women**. These goals were exceeded with 90 (125.0%) women being selected for positions. The officials and managers job groups had 15 annual goals and 21 (140.0%) women were selected. Professional job groups exceeded the 43 annual goals with 49 (114.0%) selections. The clerical job groups were not underutilized for women and technical job groups had 3 annual goals and selected 4 (133.3%) women. The service and maintenance job groups set 26 annual goals and 36 (138.5%) women were selected. There were no annual goals set in skilled trades, although one woman was selected.

Twenty-nine **annual hiring goals** were established in job groups that were underutilized for **minorities**. These goals were exceeded with 43 (148.3%) minorities being selected for positions. One annual goal was established in the officials and managers job groups and 3 (300.0%) minorities were selected. The professional job groups had 16 annual goals and selected 28 (175.0%) minorities. Ten (142.9%) minorities were selected in technical job groups, exceeding the 7 annual goals set. Service and maintenance job groups had 6 annual goals set and selected 5 (83.3%) minorities. Clerical and skilled trades job groups had no annual goals due to no or low hiring opportunities.

**Historical Support Staff Underutilization
2000-01 Hiring Goals**

<u>Occupation Area</u>	<u>Job Groups</u>	<u># Underutilized by</u>		<u>Annual Goal</u>	
		<u>Women</u>	<u>Minorities</u>	<u>Women</u>	<u>Minorities</u>
Business Managers	A1B3	0	5	0	1
Business Directors and Managers	A1B4	5	1	1	0
Farm Managers	A1E5	8	4	1	1
Science Professional/Technical	A2E3	0	7	0	3
Computer and Information Tech.	A2J2	2	0	2	0
Science Technical	C4E1	0	6	0	1
Audio. and Electronics Technicians	C4I1	4	0	1	0
Agricultural and Animal Care	1602	0	7	0	1
Agricultural Equip. and Driver	1612	3	0	1	0
Custodial and Laundry	1652	7	0	7	0

Some historical areas of underutilization remain as shown in the chart above. The Audiovisual and Electronics Technicians, Agricultural Equipment and Driver, and Custodial and Laundry job groups made progress due to the selection of women. Minorities are no longer underutilized in the Computer and Information Technology job group due to the selection of an additional ten minorities. Underutilization did not decrease in the remaining job groups listed above due to no or minimal selections of women and/or minorities.

Students - Admissions

Total enrollment of minority **freshmen** increased to a historic high, both in total number and as a percentage of the freshman class. This is attributed primarily to an increase in African-American

	Freshmen Admission Trends 1998-99, 1999-2000								
	<u>Applications</u>			<u>Admissions</u>			<u>Enrollments</u>		
	<u>1999</u>	<u>2000</u>	<u>% Change</u>	<u>1999</u>	<u>2000</u>	<u>% Change</u>	<u>1999</u>	<u>2000</u>	<u>% Change</u>
FRESHMEN									
Black	2952	2829	-4.2%	1,779	1769	-0.6%	669	685	+2.4%
Asian/Pacific Islander	1208	1307	+8.2%	993	1112	+12.0%	317	399	+25.9%
Hispanic	723	609	-15.8%	604	491	-18.7%	181	178	-1.7%
Amer. Indian/Alaskan Native	145	131	-9.7%	120	110	-8.3%	47	45	-4.3%
Caucasian	16830	16884	+0.3%	12177	11705	-3.9%	5179	5366	+3.6%
Other/No Response	186	207	+11.3%	125	132	+5.6%	37	43	+16.2%
International	561	736	+31.2%	280	317	+13.2%	98	108	+10.2%
FRESHMEN TOTAL	22605	22703	+0.4%	16078	15636	-2.8%	6528	6824	+4.5%

$$\frac{99}{1214} = 7.7\%$$

and Asian-American freshmen. Freshmen enrollment of Hispanic and Native American students showed small declines of 3 and 2 students, respectively. This enrollment increase occurred despite a decrease of 3.0% in total applications from the previous 1999 applicant record. Decreases occurred in all ethnic categories except Asian-American applicants, which showed an increase of 8.2%. Although admission offers were up slightly by 1.0%, the trend in ethnic categories was similar, with decreases in all ethnic categories except Asian-American.

New **transfer** enrollments of minority students decreased in total by 13%, with decreases in all ethnic categories except Hispanic, which increased by 12.77%. The enrollment trend followed a similar decrease in applications and offers of admission in all ethnic categories except Hispanic. These outcomes reflect the general enrollment trend, which saw a 2.05% decline in all new transfers.

Transfer Admission Trends 1998-99, 1999-2000									
	Applications			Admissions			Enrollments		
	1999	2000	% Change	1999	2000	% Change	1999	2000	% Change
TRANSFER STUDENTS									
Black	394	351	-10.9%	115	88	-23.5%	73	53	-27.4%
Asian/Pacific Islander	167	153	-8.4%	80	68	-15.0%	53	44	-16.7%
Hispanic	128	165	+28.9%	61	81	+32.8%	47	53	+12.8%
Amer. Indian/Alaskan Native	44	31	-29.6%	19	13	-31.6%	12	11	-8.3%
Caucasian	3897	3866	-0.8%	2158	2082	-3.5%	1530	1511	-1.2%
Other/No Response	55	61	+10.9%	24	25	+4.2%	16	16	0%
International	434	463	+6.7%	150	150	0%	72	78	+8.3%
TRANSFER TOTAL	5119	5090	-0.6%	2607	2507	-3.8%	1803	1766	-2.1%

Enrollment of new **graduate** students increased by 20% from 161 to 210, with increases across the board in all ethnic categories. Applications decreased by 4.5%, with Black and Asian-American applicants declining and Hispanic and Native American applications increasing. Offers of admission increased in each ethnic category.

Graduate Admission Trends 1998-99, 1999-2000									
	Applications			Admissions			Enrollments		
	1999	2000	% Change	1999	2000	% Change	1999	2000	% Change
GRADUATE STUDENTS									
Black	342	317	-7.3%	130	162	+24.6%	76	103	+35.5%
Asian/Pacific Islander	518	493	-4.8%	97	99	+2.1%	49	55	+12.2%
Hispanic	137	140	+2.2%	65	71	+9.2%	35	42	+20.0%
Amer. Indian/Alaskan Native	21	22	+4.8%	10	13	+30.0%	8	10	+25.0%
Caucasian	3071	2849	-7.2%	1506	1496	-0.7%	864	857	-0.8%
Other/No Response	57	76	+33.3%	31	36	+16.1%	24	23	-4.2%
International	5014	5190	+3.5%	1007	992	-1.5%	482	459	-4.8%
GRADUATE TOTAL	9160	9087	-0.8%	2846	2869	+0.8%	1538	1549	+0.7%

Students - Enrollment

Total student enrollment on the East Lansing campus of Michigan State University increased to 43,366 in fall semester 2000 from 43,038 in fall of 1999. The total number of **domestic** students was 40,478 for fall 2000, up from 40,290 in fall 1999. The percent of **international** students for fall 2000 was 6.7%, up from 6.4% in fall 1999.

Student Enrollment by College Minorities by Race and Ethnicity Fall 2000											
College	Total Domestic Enrollment	Blacks		Asian/PI		Hispanic		Amer. Indian		Total Minorities	
		No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
Ag&Nat Resource	3,270	138	4.2%	79	2.4%	69	2.1%	25	0.8%	311	9.5%
Arts & Letters	3,027	190	6.3%	104	3.4%	103	3.4%	29	1.0%	426	14.1%
Broad Business	5,518	514	9.3%	329	6.0%	125	2.3%	24	0.4%	992	18.0%
Comm Arts & Sci.	3,251	336	10.3%	124	3.8%	85	2.6%	14	0.4%	559	17.2%
Education	2,588	215	8.3%	56	2.2%	65	2.5%	18	0.7%	354	13.7%
Engineering	4,058	485	12.0%	322	7.9%	88	2.2%	15	0.4%	910	22.4%
Human Ecology	1,718	189	11.0%	50	2.9%	33	1.9%	6	0.3%	278	16.2%
Human Medicine	471	53	11.3%	60	12.7%	43	9.1%	5	1.1%	161	34.2%
James Madison	1,034	66	6.4%	46	4.4%	26	2.5%	6	0.6%	144	13.9%
Natural Science	5,118	447	8.7%	305	6.0%	118	2.3%	29	0.6%	899	17.6%
Nursing	594	77	13.0%	19	3.2%	9	1.5%	5	0.8%	110	18.5%
Osteo Medicine	532	19	3.6%	67	12.6%	20	3.8%	4	0.8%	110	20.7%
Social Science	4,499	553	12.3%	126	2.8%	175	3.9%	36	0.8%	890	19.8%
Vet Medicine	877	33	3.8%	30	3.4%	28	3.2%	13	1.5%	104	11.9%
No Preference Unclassified/ Lifelong	2,505	151	6.0%	126	5.0%	65	2.6%	19	0.8%	361	14.4%
	<u>1,418</u>	<u>80</u>	<u>5.6%</u>	<u>40</u>	<u>2.8%</u>	<u>29</u>	<u>2.0%</u>	<u>13</u>	<u>0.9%</u>	<u>162</u>	<u>11.4%</u>
Domestic Total	40,478	3,546	8.8%	1,883	4.7%	1,081	2.7%	261	0.6%	6,771	16.7%
Plus: International Students	<u>2,888</u>										
University Total	43,366										

Total domestic **minority** student enrollment on campus increased 3.17% from 6,570 in fall 1999 to 6,771 in Fall 2000. Minority students represent 15.6% of the student population. Undergraduate minority enrollment increased to 5,572 from 5,336 in the previous fall. For fall 2000, graduate minority enrollment decreased from 1,234 in fall 1999 to 1,199 in fall 2000.

- Black students, the largest minority student group on campus, increased from 3,507 in fall 1999 to 3,546 in fall 2000.
- Asian/Pacific Islander student enrollment increased from 1,733 in fall 1999 to 1,883 in fall 2000.
- Hispanic/Chicano increased from 1,073 in fall 1999 to 1,081 in fall 2000.
- American Indian/Alaskan Native students increased from 257 in fall 1999 to 261 in fall 2000.

Nine colleges at Michigan State University experienced an increase in minority enrollment over last fall.

- College of Human Medicine had the highest proportion of minority students within a college (34.2%).
- College of Engineering had 910 minority students out of their 4,058 students.
- Broad College of Business continued to be the college with the greatest number of minority students with 992 (22.4%) as well as the college with the most students (5,518).
- College of Natural Science had 899 minority students (17.6%).
- College of Social Science had 890 minority students (19.8 %).

Women students represented 53.4% of total students in fall 1999; they represent 53.6% in fall 2000.

- Women graduate students increased from 4,956 in fall 1999 to 5,023 in fall 2000.
- Minority women students increased from 3,863 to 3,944 in fall 2000.
- Minority women graduate students decreased from 732 to 729 in fall 2000.
- 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 tabulates student ethnicity data based upon self-reported information and in conformance with the federal Integrated Postsecondary Education Data System (IPEDS) reporting conventions. Less than 1% of all students enrolled left the ethnicity question blank.

Graduation Rates

Michigan State University follows the conventions of the IPEDS Graduate Rate Survey. The fall 1999 graduation rate for the cohort entering in fall 1993 was 64%.

The graduation rate for students in this cohort for:

- Black students was 41%.
- Hispanic students was 53%.
- Asian/Pacific Islander students was 60%.
- American Indian/Alaskan Native students was 43%.

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 Human Resources

A required **Workshop for New Chairpersons and Directors** was initiated in August 2000. This workshop focused on topics critical for new academic administrators such as the changing environment and the critical role of cross-unit collaboration, survival skills, financial management, legal environment (with emphasis on nondiscrimination laws and policies), support staff, working with faculty: raising the quality of teaching, research, outreach, process skills and knowledge.

Academic Units

Required **sexual harassment training** specifically addressing the changes in sexual harassment law and complaint investigations was completed for approximately 1,300 supervisory personnel, faculty and staff during this reporting period. Ten workshops sponsored by the Office of the Provost, the Vice President for Finance and Operations and the Vice President for Student Affairs and Services and administered by the Women's Resource Center were completed. The development of a revised University Sexual Harassment Policy and Investigating Complaint Guidelines documents provided clarity and direction to the complaint investigation process across campus.

The **IDEA Coordinators** group, comprised of representatives who play a significant role in fostering diversity in their academic major administrative units, provided advice on the recommendation to alter the process for awarding MSU IDEA funds. These funds historically have been used to support college-level diversity projects. The recommendations included the opportunity for units to compete for additional funds for broader diversity impact projects. An additional issue discussed was a concern over "people dependent" programs in academic units. Many of MSU's longstanding and most productive diversity-related programs are associated with a single person or group for energy and/or advocacy. As faculty retire or assignments change, these valued programs may falter or deteriorate without broader unit ownership and leadership. The group continued a major collective effort by implementing activities in support of the all-university Rev. Dr. Martin Luther King, Jr. Day Commemorative celebration. Each year, a special presentation is made to the coordinators to increase their knowledge of resources available within the University to assist them in carrying out their responsibilities. This year Brent Bilodeau provided an

update on the "Moving Forward" recommendations and discussed presentations available for college programs.

The Office of Provost provided significant support to the **College of Arts and Letters** for visiting minority faculty. Faculty visited the Departments of American Thought and Language, Art, English, History and the Center for Integrative Studies in the Arts and Humanities.

The Department of Religious Studies initiated an Inclusive Learning Environment Committee comprised of faculty and students to increase awareness of representation and fairness (in the areas of sexism, racism, homophobia, and disability) among faculty, students and staff in Religious Studies.

A new Assistant to the Dean for Special Projects was appointed in the **College of Education**.

The **College of Engineering** used a Diversity Initiatives Advisory Committee (DIAC) to advise the dean on activities to promote diversity within the College with regard to faculty, staff and students.

The WEB DuBois Society, a student group, assisted in identifying issues and strategies in the area of racial diversity in **James Madison College**. The group met with the Dean and other interested faculty and staff.

In the **College of Natural Sciences**, the Women's Advisory Committee assisted in identifying issues of importance for the successful recruitment and retention of academic women in the college and suggested solutions for problems women face. In addition, the committee served as a resource for the Dean's Office regarding policies that affect women students and faculty, developed strategies to implement Women in Science and Engineering (WISE) recommendations and maintained a liaison with the WISE Team. The committee met regularly with the dean.

In the **College of Nursing**, the Diversity Task Force was restructured into a standing governance committee with membership representing all units of the college.

The **College of Osteopathic Medicine** Diversity Council was voted as a standing committee of the college by the faculty and renamed the Committee on Diversity. The committee monitors and ensures compliance with university policies and procedures and advises the dean and the college committees in the development and update of the college diversity plan to achieve an environment marked by respect for differences and understanding of values to promote and strengthen the college. The committee systematically reviews outcomes of the diversity plan, works actively to advance recruitment and retention of faculty, staff and students from diverse pools of applicants and maintains a supportive climate for all who work and study at the college.

Expanding recruitment of underrepresented student populations was a new initiative for the **Eli Broad College of Business**. The College extended its recruitment to include Hispanic populated high schools both in Michigan and selected high schools in Texas.

The **College of Communications Arts and Sciences** piloted a recruitment program to enhance diversity. Thirty high school students were invited to the campus for hands-on

workshops that focused on technology used in communication arts and sciences. Students were allowed to select from among three concurrent sessions that emphasized technology used in advertising, communication, journalism, and telecommunication. The first workshop, held on Saturday, was offered in the fall to attract high school seniors. The spring sessions were aimed at juniors and sophomores. The College worked closely with the Office of Admissions and Scholarships to recruit students for the workshops.

The College also published *The Legacy Newspaper*, a student operated African American oriented publication. The paper draws students from all majors and was distributed across campus and in the City of Lansing. The students received support from a diverse set of CCAS faculty and staff throughout the University. *The Legacy* is an ASMSU organization.

The Department of Civil and Environmental Engineering (CEE) in the **College of Engineering** established a relationship with the CEE department at the University of Puerto Rico, Mayaguez. This relationship serves as a basis for recruiting excellent minority graduate students. A formal relationship at the university level is being pursued.

For 2000-2001, the **Honors College** plans to co-sponsor with Admissions a Junior Minority Recruiting Day on campus, with plans for a special initiative to improve interaction with prospective Honors students at Cass Technical High School, Martin Luther King High School, and Renaissance High School in Detroit.

Child and Family Care Resources

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, regardless of their family constellation. A number of initiatives took place in 1999-2000 to address the child and family care needs of the campus community.

In response to a memo from Provost Simon and Vice President Poston to deans, chairs and supervisors, the CFCR office initiated the Breast Feeding Support Program for staff, faculty and student mothers. The collaborative Breastfeeding Support Committee designed the program to encourage mothers to breastfeed and supervisors to



initiate early discussions regarding return to work plans, be flexible with work schedules, identify and provide space for expressing or feeding, and foster supportive work environments. CFCR and Healthy U co-sponsored a series of breastfeeding classes in September 2000. These free brownbag sessions were facilitated by a campus-based Certified Lactation Consultant to assist mothers in their negotiation of breastfeeding upon return to work.

Students dealing with an expected or unexpected pregnancy while in college face emotion and financial stress. In fall 1999, the CRCR office initiated a collaborative effort with the Counseling Center and Olin Health Center to provide support services to students who are faced with difficult decisions regarding their baby and whether or not to stay in school. By working together, these three units are able to refer students to appropriate service agencies. The CRCR office offers resources for child care and family financial aid that help mothers remain at MSU. They are also encouraged to join the registered student organization, Student Parents on a Mission, a peer support network, which provides information and reduces their isolation. In April 2000, Student Parents on a Mission won three outstanding registered student organization awards. They won awards for outstanding organization, and member of the year, and the CRCR Coordinator won as their advisor. Of the 100 members of Student Parents on a Mission, 37 are Caucasian, 29 African-American, 9 Hispanic, 1 Native American, and 16 did not respond.

The U.S. Department of Education subsidized the high cost of part-time and drop-in child care for low-income students through a four year grant that was awarded to CFCR in Fall 1999. The "SpartanKids" program will receive \$100,000 per year to contract with local licensed child care providers to make care more affordable for students. The Emergency Back Up Care Program was also expanded to provide care for infants-twelve year olds, seven days per week, 24 hours per day. MSU was one of 87 colleges and universities in the nation to receive the Child Care Access Means Parents in School funds. Of the 170 people enrolled in the MSU "SpartanKids" program, 63 are Caucasian, 34 African-American, 14 Hispanic, 21 Asian, and 38 represent other international cultures.

Support Units

Recognizing the changing demographics of workforce availability in American society, **University Services** began a succession planning project, analyzing projected retirements and affirmative action goals for all departments in their division.

In the Department of **Intercollegiate Athletics**, the Senior Women's Administrator participated in a diversity awareness workshop that explored the impact of individual biases in the workplace. To further enhance staff awareness on differences, the Director of Affirmative Action, Compliance and Monitoring, was invited to speak with staff regarding diversity initiatives and sexual harassment prevention and training.

The **Department of Police and Public Safety (DPPS)** promoted five women and one minority man to new leadership positions.

At the May 2000 leadership training for the DPPS, subject matter included information on ways to improve interactions between people; improving police/minority trust, communication, and customer service.



Diversity permeated the entire **Physical Plant**. In the Maintenance Services Department, two females were promoted to the level II classification of Locksmith, a first for women in any skilled trades area within the department. Maintenance Services also promoted protected class persons to Planner/Inspector/Analyst II and Assistant Manager, adding diversity to top management positions. Custodial Services also promoted a woman into a supervisory position.

The **Purchasing** Division presented three classes to campus customers on Purchasing policies and procedures. One of the goals of the classes was to raise awareness and use of the Supplier Diversity Program.

Student Academic Support Services

A **Supportive Services** staff member received the "Spirit of TRIO Award" at the Michigan Chapter of the Mid-America Association of Educational Opportunity Program Personnel, Spring Conference in May 2000. The award recognized long term commitment to students and contributions to TRIO programs.

Staff from the **Undergraduate University Division (UUD)** are members of the newly formed Office of Admissions Advisory Committee. UUD developed a presentation for new international teaching assistants to help acclimate them to undergraduate students in the classroom.

In September 2000, the Director of the **Resource Center for Persons with Disabilities (RCPD)** was invited to attend a special presentation by President Clinton in Flint on the *Digital Divide for Persons with Disabilities*. The program, which ultimately focused attention on the broad topic of accessible software and web design for persons with disabilities, resulted in a Channel 6 news story on the RCPD Assistive Technology Center and featured MSU's leadership in creating accessibility for students with disabilities.

Two RCPD staff members were involved in the planning and execution of the 10th Anniversary Celebration of the ADA at the State Capitol. A staff member was the first person of color invited as a plenary speaker at the National Association of Rights Protection and Advocacy national conference. The presentation, "*Creating Diversity in the Psychiatric Consumer Movement*" was by invitation and totally underwritten. An RCPD staff member was given the 2000 Supervisor of the Year award by the Practicum and Internship Programs of the Rehabilitation Counselor Master's Program at MSU.

Student Affairs and Services

Intramural Sports and Recreative Services (IM) made special efforts to recruit international students to work in varied positions within the intramural facilities, such as building supervisors, aerobic instructors and sports officials. A total of 41 international students were hired in 1999-2000, representing approximately 14% of all department student employees.

The Multi-Ethnic Counseling Center Alliance (MECCA) 30th Anniversary Conference was held at the Kellogg Center on October 15-16, and included more than 50 conference participants and keynote speakers Joseph Trimble, Farrah Ibrahim, and Lupe Lara.

The Division of Student Affairs and Services continued to provide administrative coordination of **EAD 315, Student Leadership Training**. Volunteer instructors included graduate students in Student Affairs Administration and staff from campus, primarily from Student Affairs. All sections of this class devoted significant time to diversity issues including race/ethnicity, gender, sexual orientation and disability. In Fall 2000 a section of EAD 315 was offered by full-time Student Affairs staff with an even greater emphasis on diversity and leadership.

Recruitment, Retention, and Development

Academic Units

Two minority faculty members were recruited during the year in the **College of Human Ecology**. Dr. LeAnne Silvey joined the Department of Family and Child Ecology and Dr. Deborah Johnson has joint appointment in Family and Child Ecology and the Institute for Children, Youth and Families. Both faculty members were recruited through the target of opportunity process.

Within the College of Human Ecology, the Department of Food Science and Human Nutrition implemented the Food Science Institute (FSI), a two-day program designed for minority high school students to be introduced to topics for focused development in Food Science. Sixteen students participated in 1999. The goal was to enhance career placement opportunities in the food industry by increasing the number of minority freshmen in Food Science.

Two endowed scholarships were created in the **College of Osteopathic Medicine (COM)**; the first in honor of Margaret Aguwa, DO, professor and chairperson of the Department of Family and Community Medicine, and the second established by Botsford General Hospital, in honor of Edward N. Hodges, III, JD, chairman of its board and *ex officio* member of the Michigan Osteopathic Medicine Advisory Board. Continued support was given to the Mid-Michigan Medical Society Scholarship.

COM also is establishing partnerships around the state to identify and recruit underrepresented minority students with a demonstrated interest in medicine. A recent site visit, for example, was made to the Ethelene Jones Crockett Technical High School in Detroit. Ten Crockett students will spend two weeks at MSUCOM in August, learning anatomy, physical assessment, how to prepare for medical school, visiting a physician's office and hospital, and participating in other activities. COM is also working with the Michigan Osteopathic Medicine Advisory Board Specialized Task Force for the recruitment of ethnic minorities into the college; it provides both high-level impetus and connections to enhance recruitment.

The **College of Arts and Letters** had a successful recruitment year and increased the overall diversity of the college. Increasing the complement of faculty from protected classes, as well as gay and lesbian faculty, remains the College's highest priority. To further this end, the College, in conjunction with the Office of the Provost and the Office of Affirmative Action, Compliance and Monitoring, initiated a required workshop for all College Search Committee Affirmative Action Advocates on ways to advance diversity in the hiring process.

During the 1999-2000 academic year, 3,428 students received one-on-one support in the Writing Center's Writing Workshop; 2,307 (67%) were women; and 1,843 (54%) identified themselves as members of ethnic minority groups (493 African American; 33 Chicano; 77 Hispanic; 27 American Indian; 1,055 Asian/Pacific Islander; 158 Other). Although, to date, no data on the number of persons with disabilities has been collected, the Center consults on individual bases with the Resource Center for Persons with Disabilities to design individually-tailored practices to serve the needs of the hearing and visually impaired students with whom we work.

The **College of Education** worked with the Admissions and Scholarship Office and the Office of the Provost to create a new scholarship for academically talented minority students to recruit them to MSU in the area of elementary or special education. The Beaumont Tower/College of Education Scholarship is a five-year scholarship package to attend MSU and prepare for a career in teaching. The program was offered to 21 students of color with a minimum ACT score of 22 and high school grade point average of at least 3.2 who indicated their desire to enter elementary or special education.

The College also hosted the annual statewide Young Educators Society (YES) Conference, which brought over 300 high school or middle school students from large urban districts (primarily minority) and their advisors to the campus. Not new, however, was hosting Young Educators Society Clubs on campus throughout the year. Five such visits were held. A new brochure was developed for these students to attract them to careers in teaching.

A new student organization, Tomorrow's Educators for the Advancement of Minorities (TEAM), was initiated. The organization targets minority students who are interested in teaching.

The **Honors College** provided leadership for Minority Scholars Day, a joint recruitment program with Lyman Briggs School and the James Madison College. Minority Scholars Day is a chance for high achieving minority students, their parents, guidance counselors and teachers from southeast to consider some of the living/learning environments at MSU and tour the campus. 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. This program targets junior and senior students.

The **Libraries** are committed to increasing the diversity of the library staff. Travel to Library Schools and attendance at a Diversity conference helped to identify potential applicants. Two minority librarians were hired this year (a reference librarian and an electronic resources cataloger) and three minorities filled support staff positions. In addition, three minority support staff were promoted to higher level positions.

The MSU Libraries helped sponsor a REFORMA conference this year. This second national conference's purpose was to promote library and informational services to Latinos and individuals who speak Spanish. The Libraries have an on-going regular staff development program which supplements the many offerings on campus. Programs offered this year attracted a diverse group of employees. Some issues addressed included employee assistance, the Americans with Disabilities Act (ADA) and psychological disorders, domestic violence, and several health related programs.

Child and Family Care Resources

In the Spring 2000 session of the Human Resource Development “Foundations of Effective Leadership” training program for supervisors, the Child and Family Care Resources (CFCR) Coordinator was given an opportunity to speak to the participants during the diversity presentations. The discussions included information regarding the services of the office and the need for supervisory sensitivity and flexibility when it comes to the family and work/life needs of their staff and faculty.

Support Units

Intercollegiate Athletics increased the number of ethnic minority internships from two to three. Three African American women currently serve in these positions. Two African American former interns are presently employed full time in the department.

Intercollegiate Athletics sponsored a customer service workshop for front line employees and supervisors during Fall 2000.

New staff members in the **Human Resources** (HR) Department attended a series of diversity awareness workshops conducted by the Office of Multicultural Development. The workshop series took participants through a process of discovering their individual levels of understanding and respect for people different than themselves. The series also explored personal biases related to diversity and the impact of racism in the workplace.

Staff members from HR Benefits unit met with the Director of the Circle of Indigenous People to establish recruiting initiatives and place ads in their various publications.

HR also developed a relationship with Lansing Communication College and Ross Medical Center to discuss placement for their graduates at MSU.

Within HR, the Office of Multicultural Development, in collaboration with the Director of the Office of Minority Student Affairs, designed and facilitated diversity workshops for approximately 100 administrative staff members in the Department of Intercollegiate Athletics. These workshops included information on gender equity and the changing demographics in intercollegiate athletics among coaching staff and the athletes. It is a NCAA requirement that the Athletics staff receive diversity training at least every two years.

In the **Physical Plant** there were numerous efforts made in the recruiting and hiring of underrepresented groups. Those efforts included hiring women in non-traditional positions and women and minorities in professional, supervisory or management positions in the following areas; Recycling and Waste Management, Custodial Services, Maintenance Services Stockroom, Steam Distribution Shop and Elevator Shop, Engineering and Architectural Services, Internal Consulting and Budget/Accounting, Telecommunication Systems. Power and Water successfully recruited a male into a non-traditional occupation, secretarial work.

The **Department of Police and Public Safety** (DPPS) focused on recruiting and hiring to continue the diversification of their workforce. Two women and two Hispanic men were hired. DPPS also attended job fairs in an effort to recruit prospective employees as well as actively recruiting from the Mid-Michigan Police Academy at Lansing Community College.

The informal network of current employees was also used to recruit and hire high quality personnel.

DPPS had department wide training and staff development on treating people with dignity, respect, and friendliness. Providing opportunities for a change in assignment created job enrichment. Newly promoted managers attended classes at Dale Carnegie Training.

University Services hired and promoted women and minorities in various areas of their division, including Stores, Mail Processing, Printing, Surplus Store, Purchasing, and University Services.

University Services initiated a Minority Recruitment Task Force to address recruitment processes and resources throughout the unit. The Task Force, chaired by the Human Resources Administrator in University Services, consists of key managers. They are arranging a series of activities to strengthen networking and outreach in the minority community. An analysis of affirmative action statistics was presented to all managers to provide understanding of current status and where to focus attention in the future.

The **Purchasing** professional buying staff attended a seminar on building a successful team within a diverse work group, and giving excellent service to a diverse customer base.

This year, Purchasing made a commitment to assist staff in improving their computer skills. As a result, two women employees were promoted from Purchasing Expediter I to Purchasing Expediter II. One of these employees was sent to Grand Rapids for a two-day training session, and now processes most of the furniture orders under \$10,000 and transmits orders electronically to the vendor. These two success stories represent the efforts that have resulted in an excellent retention rate for MSU Purchasing.

Approximately 25 staff members from **Business Operations**, (Contract and Grant Administration and Controller) participated in a session on *Fundamentals of Group Facilitation*. The session focused on teaching staff how to manage the group process effectively and apply problem-solving strategies in various group situations. Additionally, 13 new staff members participated in a *cross-cultural Communications and Multi-Cultural Diversity* session.

The Division of **Housing and Food Services** participated in numerous on and off-campus recruiting fairs.

The **Land Management** Office extended recruitment efforts to reach a more diverse audience to fill the position of Assistant Director. This effort brought in 44 applications. Other recruiting efforts included holding Open Houses at stations, i.e., MSU Merillat Equine and Clarksville Horticulture Experiment Station, for the public to view research and extension activities at the farms. This exposure has resulted in student and new employee hires.

Forty five farm managers and staff from on and off-campus attended the Farm Manager 2000 Seminar in February. Seminar sessions included but were not limited to diversity awareness conducted by MSU Diversity Consultants from Human Resources (HR) and the Office of Minority Student Affairs, security of property presented by MSU Department of Police and Public Safety, Bovine Tuberculosis, presented by the MSU College of Veterinary

Medicine, and HR, and overtime issues, presented by College of Ag and Natural Resources HR staff.

Hidden Lake Gardens, a location under the direction of the Office of Land Management, had all staff members attend a one-day workshop on Communication and Team Building Skills.

Admissions and Scholarships

The Office of Admissions and Scholarships continued to create new programs to enhance the diversity of our student population. Some new programs included:

- Coordinated recruitment efforts with the help of the Council of Racial Ethnic Students (CORES) student groups by doing several AED Phone-a-Thons and campus visits
- Minority Financial Aid Workshop Programs
- Honors College Minority Achievers Day
- Future Spartan Day



Student Academic Support Services

Academic Student Services programs provided significant support and development for racial and ethnic minority students and students with disabilities. Staff were committed to ensuring that students prosper academically and graduate. Program initiatives included pre-college recruitment, collaboration with

Admissions, transitional and bridge programs, and ongoing support initiatives. Supportive Services developed a new program brochure for recruitment and information purposes, as well as a SUPER (Summer Undergraduate Program Excellence Required) program video.

College Academic Achievement Program (CAAP) student performance over the past seven years indicates that for the entire undergraduate CAAP population the number of students having a cumulative grade point average of 2.00 or above has increased by 7 percentage points. The Fall 1999 class had the second highest percentage of 2.00 GPA's, and the highest grade point average (GPA) ranking of all cohorts. Laptops were made available for CAAP students and the ten systems were continually in use.

A new collaborative pilot program, initiated with the mathematics departments at Lansing Community College, Michigan State University and the **Office of Supportive Services (OSS)**, provided beginning algebra support for entering CAAP students. The collaborative effort has already demonstrated positive results; 81% of the CAAP students who took the LCC course and achieved a 2.00 GPA or better in Math 1825, and 75% of all CAAP students received a 3.0 or higher. OSS requires all incoming CAAP students to sign up for tutorial

assistance in mathematics. Tutors facilitated study groups in math 1825 and 103 in six of the residence halls.

The **Undergraduate University Division** (UUD) worked with Enrollment Services and Student Athlete Support Services to meet with prospective student athletes and their parents. Staff also participated in a mentoring program for migrant students, and in the Blacks in Higher Education Program at Lansing Community College

The **Learning Resources Center** (LRC) established academic support groups for international students.

Immediate gratification and other motivational incentives were critical in encouraging students to include **Upward Bound** as a priority in their lives. Motivational speakers who themselves were successful Upward Bound Alumna helped with this support. Six students attended the Black Colleges Tour, five appeared on the Oprah Winfrey Show, five attended a program in Flint, 21 had the opportunity to shadow an MSU student for one day through the "College Buddies Day" program, and 29 attended a career program sponsored by the Detroit Pistons.

Two Upward Bound staff and three students traveled for 10 days in Europe. Students earned this cultural exposure experience through their outstanding leadership and academic achievement. Two students (one African American woman and one Latino woman) spent three weeks in Germany to learn the language and culture.

Special efforts were initiated by **Pre-College Programs** to recruit Native students, including contacting all Title IX programs across the state of Michigan. The King-Chavez-Parks program is in the process of hiring a specialist to work with Native students, whose participation increased this year to a total of 59. Recruitment of staff seeks to be reflective of the populations served by the programs and includes among desirable qualifications, a background of overcoming educational obstacles.

The **Office of Minority Student Affairs** (OMSA) established the Todos Organizados para Cuidar Estudiantes (T.O.C.E.) scholarship fund to support racial and ethnic minority students. The relationship with the Development Office generated additional discussion around the establishment of multiple scholarships for other racial/ethnic students.

The Office of Minority Student Affairs collaborated with the Julian Samora Research Institute on a new mentoring program for Chicano/Latino freshmen called the Chicano Latino Fellows Program. OMSA staff also received a five-year grant from the U.S. Department of Education for the College Assistance Migrant Program (CAMP), an initiative to increase pre-college opportunities and enhance recruitment into higher education for Chicano/Latino students.

The **Aanii Program** was inaugurated in Fall 1999 by the Vice President for Student Affairs with collaboration from the Office of Minority Student Affairs, UUD, the Counseling Center, and members of EAGLE (the Native American faculty/staff association), to employ proactive strategies to increase American Indian retention and graduation rates. Eleven American Indian full-time students, 5 female and 6 male, representing a cross section of tribal affiliation and geographic origins, and living in residence halls, participated in the Aanii program during 1999-2000. Two-thirds of participants saw increased self-esteem,

social support and capacity to negotiate financial aid concerns as Aanii's primary contributions.

Student Affairs and Services

In 1999-2000 the **Department of Residence Life (DRL)** began the active restructuring of all staff positions to reform the newly defined core areas, one of which is "multicultural competence." As part of this change, student roles were redefined in the direction of increased mentoring and relationship. Returning (senior) student staff were offered positions as "multicultural mentors." An ongoing training curriculum was developed to support student staff abilities in cross cultural communication and understandings of race, racism, and privilege.

Intramural Sports collaborated with the Resource Center for Persons with Disabilities and outreach organizations to reach out to students and community members with visual, hearing and mobility disabilities. A total of 178 persons were served through this initiative and the resulting programs.

A fourth independent Greek council was established in April 2000 following two years of discussion and planning in conjunction with **Greek Life**. This umbrella group for multicultural fraternities and sororities is known as 4GIC. Through their elected executive committee of four leaders, 4GIC currently has four member groups: Alpha Kappa Delta Phi Sorority, Pi Psi Fraternity, Sigma Lambda Beta Fraternity, and Sigma Lambda Gamma Sorority. The Director of Student Life advises the Sigma Lambda Gamma multicultural sorority.

Educational and Support Services developed and implemented a New Staff Orientation program for new employees in the Division of Student Affairs and Academic Student Support Services in September 2000. The program, attended by 100 people, included organizational information, commentary on institutional and divisional values, in particular the commitment to diversity, and meeting professional colleagues. Returning staff from all units served as mentors for these new staff, hosting their table conversations and offering ongoing assistance for new staff in transition.

Instruction, Research and Outreach

Academic Units

MSU Extension, in collaboration with MSU's Julian Samora Research Institute, offered the Floriculture College of Knowledge, Greenhouse Grower Career Development Certificate Program *in Spanish*. This program teaches the technical skills needed to successfully grow greenhouse crops. It provides career development opportunities for assistant growers outside the traditional associate or four-year degree and fills a void for greenhouse owners who are in need of competent assistant growers. It also allows the workforce to grow from within and meets market needs among persons who are Spanish-speaking.

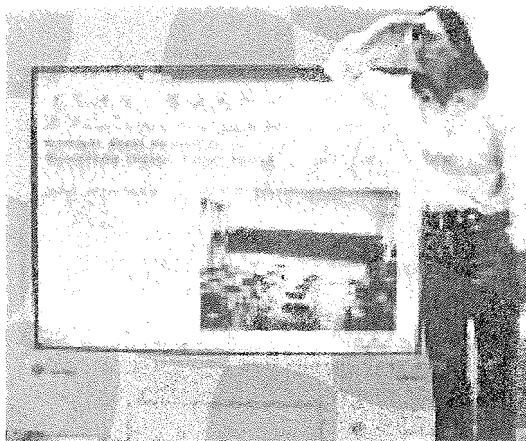
The Department of English in the **College of Arts and Letters** initiated the Distinguished African American Women Scholars series and seminars by bringing in a group of five leading African American women scholars from across the country to give lectures and

participate in a collaboratively taught graduate seminar in the Spring semester, supported by the Office of the Provost, Visiting Minority Faculty Program and the department.

A new initiative in the MSU School of Music is the Detroit Public Schools Music Partnership. This initiative brought MSU faculty into four Detroit public schools (Cass Tech, Detroit School for Fine and Performing Arts, Martin Luther King, and Renaissance) on more than 15 occasions in the 1999-2000 academic year. Other related events have included: a day-long visit by 25 Detroit 5th grade students; a public concert and clinic by MSU Jazz faculty and Detroit public school students at the Serengeti Ballroom; a guest appearance of the Fine and Performing Arts Jazz Band on the MSU Jazz Spectacular; Guest lectures by Detroit Public School Fine Arts administrators in the MSU School of Music education classes; and concerts in Detroit by the MSU Men's Glee Club. This is a co-sponsorship with University Relations.

Diversity in the core percussion curriculum was expanded to include regular instruction to all majors of Latin Percussion as well as Jazz techniques through the rotation of music majors into the studios of Francisco Mora and Gerald Cleaver, hired through Jazz Studies.

The Department of Romance and Classical Languages organized a section of the Kentucky Foreign Language Conference devoted to History in the Francophone Caribbean Novel and released a Hispanic instructor from one course in Fall 2000 in order to develop and share courses and a program concerning Spanish Heritage Speakers; with sufficient funding, it will be offering the first such course in Spring 2001.



The Department of Philosophy became a participating department in the new Specialization in Black American and Diaspora Studies and the new Women's Studies Graduate Specialization.

The accomplishments of the Women's Studies Program were many during this year. Among the special programs were the following:

- South America in the International Women's Movement by Patricia Ward D'itri, Professor, American Thought and Language. Professor Ward D'itri discussed one aspect of her recently published book, *Cross Currents in the International Women's Movement*.

- Women, Leadership and Political Culture: A Study of Pathways to Power at the National and Grassroots Level by Chandra Mudaliar, Visiting Professor, Women's Studies Program. Dr. Mudaliar examined women's place in the local governments of India and Scandinavia as well as their political behavior, raw skills at negotiating power and framing developmental and political agendas.
- "Borders and Boundaries: Critiquing Women Only Space" by Mary Gebhart, Graduate Student, American Studies Program and Graduate Assistant, Women's

Studies Program. This paper is an attempt to sort through the political and social implications of women-only space in relationship to liberalist individualist principles, and the notion of "inclusive acknowledgment of difference."

- To Mirror Tomorrow by Ellen McCallum Assistant Professor, Department of English. Professor McCallum's lecture examined the discussions among feminist critics about the future of--and even every possibility of feminist theory.
- Freud on Women: A Discussion with Elizabeth Young-Bruehl who talked informally about the ways in which Freud's views evolved in regard to female psychology in America and what the state of the psychoanalytic field is now. This discussion also alluded to *Freud on Women* (Norton), a book edited by Elizabeth Young-Bruehl.
- Myths, Mazel, and Mamas: Representations of Jewish Women in Writing by Faye Moskowitz who discussed representations of Jewish women in her writing.
- Overcoming the Silencing of Women in Universities by Mary Daly. This event was co-sponsored by the ASMSU Women's Council and ASMSU Programming Board. Mary Daly discussed her latest book, *Quintessence*, and talked about her well-publicized legal battles with Boston College.
- Women and the New Millennium: Learning from the Past, Looking Toward the Future, the 27th Annual Michigan Women's Studies Association Conference, on Friday and Saturday, March 17-18, 2000. Co-sponsored by the Office of the Provost, the conference featured the Distinguished Hannah Professor of History, Dr. Darlene Clark Hine whose talk focused on the life and times of Madame C.J. Walker. Panels included many papers on the intersections of race and gender.

In addition to the general writing workshops conducted by the Writing Center, support for the teaching and learning of students from multicultural backgrounds is also specifically designed. Among the units for which workshops are developed during the 1999-2000 year were DREAMS, The Graduate School, McNair/SROP, SUPER, and Upward Bound. Another set of programs, designed with traditionally underrepresented groups in mind, extends beyond the campus to support the teaching and learning of writing across the state of Michigan and beyond. Among these programs are the following ones offered in 1999-2000:

- Project Outreach is cosponsored by the National Writing Project and the DeWitt Wallace Readers Digest Fund and designed to (1) provide leadership opportunities for educators who are traditionally underrepresented in English education organizations and (2) to improve the quality and quantity of professional development available to teachers in low income school districts.
- Co-sponsored by the Red Cedar Writing Project, the National Writing Project and the DeWitt Wallace Readers Digest Fund, The Parent Writing Projects bring Michigan State University faculty, K-12 teachers from low-income school districts, and parents together in evening meetings that provide parents opportunities to experience "best practice" in reading and writing pedagogy and to learn ways that they may engage their children in similar activities at home.

- Recognizing that students from low-income school districts often have difficulty imagining themselves as future students at Michigan State University, the Writing Center offers Greenrock (a long-weekend writing camp for secondary school students) and Spartan Writers Camp (a four-day-long camp for middle school students) on the campus each summer. Co-sponsored by the National Writing Project, these camps engage students in writing activities that use campus resources such as the library, museum and gardens as their focus.

The **College of Human Ecology** received MSU IDEA support to develop a computer generated hands-on learning experience in the form of a computer game related to retailing and the international marketplace. The target audience is middle and high school students, however, other ages may find the CD-Rom game interesting. The focus of the game content is the value of currency and how consumers use exchange rates to interpret the value of products in other countries. It will be presented in so that the concepts and skills learned can be easily incorporated into daily lives. It will depict the diversity of retailing in countries and cultures around the world and enhance students' knowledge of geography and cultural awareness, and provide real-life simulations for mathematical problem solving. This program is designed for students to use as a self-taught program or through after-school programs, 4-H clubs, classroom presentations, etc.

Women and International Development (WID) received funds during 1999-2000 to develop a pilot leadership skills training program for international women graduate students enrolled at MSU during the 1999-2000 academic year. This program, called the International Women's Leadership Initiative, was very successful. It began in the fall using information culled from focus groups of international women graduate students (held the prior spring and summer) as a starting point for the development of the program. In accordance with this information--which pinpointed cross-cultural communication issues as an area that needed exploration--several seminars/workshops were presented specifically for international women graduate students. The first focused on Academic/Faculty Relations. Through the use of role playing and skillful questioning, participants enjoyed lively, thought provoking discussion while learning essential communication techniques. The second seminar focused primarily on Peer/Friend Relations. This seminar taught effective strategies for dealing with some of the most difficult situations faced. A potluck supper was successful in fostering the bonding within the group and included the families. A seminar on communication was held in conjunction with The Graduate School. The Dean of The Graduate School used video vignettes to address communication styles and issues, with special emphasis on the female graduate student and academic/research adviser relationships. Two additional workshops were especially successful, grant writing and developing a curriculum vitae. These workshops included women and men participants, indicating that male graduate students' needs may also need to be addressed.

One of the strengths of this effort has been the collaborations with a number of offices and programs. These include the Office of International Students and Scholars, Internationalizing Student Life Office, MSU Counseling Center, MSU Safe Place, The Graduate School and a number of MSU faculty. A second major strength has been the evaluation of each program; all aspects of the activities have been highly rated by participants. The long term expected outcomes of the program are to develop a program with corporate and other sponsorship which will be self-sustaining, and which will attract women international students enrolled in graduate programs at MSU, 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. The

inaugural efforts this year combined with the evaluation procedure have provided the baseline for the office to develop a proposal for outside funding to institutionalize the activity.

The Scholarship of Diversity Initiative (SDI) is a comprehensive plan designed to establish and institutionalize the commitment to diversity as put forth in the MSU IDEA and MSU Promise within the **College of Nursing**. The initiative strives to build from the momentum established by previous IDEA efforts within the College by framing a more inclusive and systemic scope of influence, influencing all programs and audiences, both internal and external. As an academic institution, the importance of scholarship is a tenet. Furthermore, the therapeutic nature of the discipline of nursing seems to mandate an initiative which is both behavior changing and outcome sustaining. However, SDI is less proactive and more intervention-based, designed to systematically adjust existing structures and eventually the climate in the College. The initial focus of the initiatives is on African American and Hispanic populations. There are three areas of emphasis: academic, research and practice. The following list of initial activities is anticipated:

- Expert consultation - Faculty and students will work with established experts in the field. A variety of models of consultation will be considered, including, teleconference, manuscript review and on-site visits.
- Faculty incentives - faculty demonstrating a commitment to including relevant issues either in teaching, research, or practice will be sent to relevant conferences or workshops. A "Train the Trainer" model will be applied wherein faculty will then share knowledge gained from conferences with other faculty.
- Case study and module development for use in clinical practice and teaching.
- Course assessment - Syllabi and course review for evidence of inclusivity and cultural competence. A report will be produced for the Faculty Advisory Council.
- Climate evaluation through faculty and student survey.
- Community brown bags to discuss nursing research thrusts in relation to community needs via currently established community advisory groups which function for the outreach MSN sites.

The **College of Human Medicine** implemented the Division of Disadvantaged Assistance in the Department of Health and Human Services' Comprehensive Health Career Opportunity Program. The Health Resources Alliance Program engages 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 are participants included middle school, high school, undergraduate and professional students. Units that are involved include the Colleges of Nursing, Natural Science 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, to name a few.

The **College of Social Science** implemented an External Review of the Julian Samora Research Institute (JSRI). Six Latino/Chicano faculty administrators from geographically diverse universities were selected as panelists. The purpose of the review was to access and enhance JSRI's programs.

The School of Social Work offered a course on social work with gay and lesbian clients, with the support of the Office of the Provost. The School has also offered three workshops on work with gay and lesbian clients addressing legal, family, and health issues.

An **Urban Affairs Program** research and training program, "Parental Teaching of Delay of Gratification to Head Start Children and Social and Academic Competence in School," is designed to improve academic and social competency in Head Start children by teaching delay of gratification (DoG) through guided interactions with their parent(s) in situations that challenge the child's ability to choose to wait for a reward. Participants will be parent(s) and their child between the ages of 4 ½ and 5 ½ years of age. Approximately 45 volunteer participants will be invited to take part in the research-training program. All participants will be administered pre-tests, post-tests and follow-up tests one month after training. Participants will be randomly assigned to one of three groups of 15 participants. One group, the DoG group, will receive training to enhance their ability at DoG. An LoL group will serve as an attention-training control group. The third group will not receive training, but will be offered the training that is found to be most effective at the end of the initial training program.

The Urban Affairs Program is undertaking a comprehensive evaluation of the American Indian Student Dropout/Retention Rates in the Sault Ste. Marie Public Schools. In addition, the Native American Institute will compare and contrast the overall academic achievement, attendance, disciplinary issues and academic track participation of the selected samples in the study. The purpose of this comparison is to narrow potential causal factors for Native American dropout rates should they be significantly different from those of non-Native students. The study will examine student records from 1984-85 forward and will focus on Native American dropout rates from 1989-1999. The study will focus on American Indian students in grades 7-12 and an equal number of non-Native students for comparison purposes.

The Race, Urban Inequality and Social Justice Initiative promotes a systematic and directed foci on research issues related to race, urban inequality, and social justice through the development and maintenance of linkages, both within and external to the University. It promotes research, outreach, and education which facilitate understanding and problem-solving issues related to race and social justice in urban areas.

Several research initiatives are underway to review and examine a variety of issues in housing. These include affordable housing, manufactured housing, migrant housing, residential segregation, low-income rural housing, public housing and homelessness. In addition, there is promotion of research on the relationship of home ownership to building strong neighborhoods, community stability, economic development, safety, health, and a sense of personal well-being. University-community collaborative partnerships are the primary vehicle for seeking to understand and support the creation of economic and social capital through research and outreach in housing.

The Center for Urban Affairs has been awarded a \$240,000 grant from the Federal Department of Housing and Urban Development (HUD) to help public housing resident leaders play a more active role in improving the quality of life in their communities. MSU will use the grant to develop a three-year training program that will be implemented in 13 public housing communities across Michigan, including selected sites in Albion, Ann Arbor, Bay City, Ecorse, High Park, Lansing, Muskegon, River Rouge and Ypsilanti. The program will use distance learning technologies and hands-on learning techniques to help participants master HUD policies and procedures, develop organizational and planning skills, understand community economic development programs, and participation in the formation of public policy.

Child and Family Care Resources

During the summer of 2000, in response to numerous requests for a school-aged summer camp location on campus, Child and Family Care Resources (CFCR) collaborated with the East Lansing Recreation and Arts program to start "KidsCamp". Housed at the Spartan Village Elementary School, the "KidsCamp" met the needs of MSU staff, faculty and students who preferred to have their children on campus rather than at other community summer programs. Due to the large number of international students that regularly attend this campus-based elementary school, the "KidsCamp" also enrolled a high number of children representing numerous cultures. This location was especially convenient for families with no cars who resided in the Villages. Low-income students received a tuition fee subsidy from the "SpartanKids" grant mentioned earlier.

In her first term as the Vice President of the College University Work Family Association, the CFCR Coordinator chaired the Research Committee. The first task in representing her peers across the country was to update their web site to prepare for a national survey that will enable the organization to research the national trends, collect data and compare the work/life programs of member institutions.

Support Units

Merillat Equine Centers, run by the **Land Management** Office, served as the host site for the Lenawee Riding for Handicapped Program. Each fall and spring, this program gave riding experiences to 30 challenged riders. The program has over 100 volunteers.

Tollgate Education Center, also under the direction of the Land Management Office, worked with local courts to provide community service opportunities for individuals convicted of non-violent crimes in the Oakland County area. Approximately 6-8 individuals annually come through this program and work approximately 40 hours each.

University Stores provided job-training experiences for learning-disadvantaged children at Heartwood School.

Purchasing introduced the "Magic of Purchasing" to campus through Human Resource Development. The four-hour seminar was held three times. The goal of the class is to provide policy and procedure instruction to campus customers and it is an outreach program to our diverse customer base so they will have a better understanding of the services provided by the department, including the MSU Purchasing Supplier Diversity Program.

Student Academic Support Services

The **Office of Supportive Services** (OSS) was awarded a Career Development Model Grant for a project to help students develop necessary skills to obtain summer jobs, internships, and career level positions. The program teamed students with corporate mentors and allowed them the opportunity to foster a relationship for professional growth and development.

MSU Study Abroad, in collaboration with the Council for Opportunity in Education and the OSS, sponsored a study tour to South Africa during June and July 2000. In all, 15 first-generation, low-income students from around the country participated in the tour, which introduced students to South African culture, policy, education diversity and history, and an unprecedented 90-minute conversation with Ambassador Delano Lewis at the American Embassy in Pretoria.

Learning Resource Center (LRC) staff developed and provided new workshops on learning styles and on math skills for students in the DREW program for CAAP students, and upon request to other groups. A staff member in the LRC served as an instructor for the McNair-SROP summer program and the Upward Bound Program. An additional section was added to the PRO 100 Seminar on math skills and taught by a LRC staff member. LRC staff also developed a grant proposal entitled "Digital Dialogue: Creating Communities Across a Diverse Student Body."

A staff member from the **Resource Center for Persons with Disabilities** (RCPD) presented a session on the Americans with Disabilities Act and the University's Reasonable Accommodation Request policy at each offering of the *Foundations of Effective Leadership* training program for supervisors through Human Resources. A staff member also taught a basic American Sign Language class through Human Resources, with participants from a variety of departments on campus.

Two RCPD staff members are part of the project team across the country of the *DO-IT Prof (Disabilities, Opportunities, Internetworking and Technology)* Model Demonstration Project housed at the University of Washington. This three year project, funded by the U.S. Department of Education, is intended to improve the knowledge and skills of postsecondary faculty and administrators in order to make them better prepared to fully include students with disabilities in academic programs. Each of the 23 project teams will create and deliver at least six models of professional development.

RCPD staff participated in the Study Abroad Site Visits and are now helping staff the Study Abroad Fairs with an information table for students with disabilities. As the result of an action item of the Presidents Advisory Committee on Disability Issues, staff in RCPD and Study Abroad collaborated in the production of a booklet aimed at preparing students with disabilities to participate in the many international programs available through MSU.

Efforts have been made to make the **Multicultural Center** a location for events for racial/ethnic minority students and for other students as well. Multicultural Center staff have collaborated with a number of units to provide workshops and special events at the center including: 1st Year Student Opportunity Sessions on "Multicultural Opportunities at MSU" during October 1999; MLK Jr. Commemorative Events in January 2000; Career Development Workshops in January and February 2000; and the Asian American Studies

Lecture Series throughout the year. While the ideas seemed valid, participation was varied, and was particularly low for the 1st Year Student series and Career Workshops.

Student Affairs and Services

As part of the **Department of Residence Life (DRL)** change process, DRL initiated a project with the Office of Multicultural Development, Internationalizing Student Life, the Counseling Center, the Office for Lesbian-Bi-Gay-Transgendered (LBGT) students, and MRULE (Multiracial Unity Living Experience), with the goal of generating some common understandings

of the different ways each of the areas work with the topics of diversity, multiculturalism and globalism. These conversations and related work lead to the construction of both a model and measurement instrument related to multicultural competence. This work will continue into the 2000-2001 academic year.

The learn-to-swim instructional program in **Intramural Sports (IM)** continued to increase its growth and reach by focusing on MSU students with children. The Kathleen and Milton Muelder Endowment Fund provided free swimming instruction to the children of MSU students. Through this endowment, 348 participants were able to receive free access to this instructional program. The entire learn-to-swim program now serves over 825 children annually.

The Self-Defense instructional program through the IM targeted ethnically diverse student populations and persons with disabilities during 1999-2000. Approximately 90 new students participated in this free instructional program.

Multicultural Development/LBGT partnered with the Counseling Center, Internationalizing Student Life and the Department of Residence Life in the development of new training programs and modules. Topics included:

- Special Focus: Students of Color
- Understanding Issues for LBGT International Students
- Homophobia and Heterosexism.

Several **Counseling Center** staff were involved in new teaching and outreach initiatives:

- Dr. Judy Ferris taught the supervision course for master's students in the Counselor Education program.
- Dr. Hifumi Ohnishi presented a paper at the American Psychological Association Conference, August 2000, on issues for gay and lesbian Asian populations.
- Staff spearheaded Asian Pacific American Ethnic Dialogues on designated Tuesdays.
- Two staff collaborated with Multicultural Development programs to present at the annual Diversity conference at the University of Illinois on September 25. They developed a training manual and made presentations on white privilege and LBGT issues.
- One staff member offered a support group for spouses of graduate students. The group met in the community Center of Spartan Village and was attended by predominantly international students' wives.
- A staff member served as Chair for the SUPER Advisory Committee, and another staff served as the psychologist for the SUPER program during Summer 2000,

leading weekly process groups for students on psychological and developmental issues.

- Approximately 50 outreach programs were presented in classrooms, residence halls, etc. on diversity issues.
- The Testing Office further computerized its professional school examinations, and made the TOEFL and GED available to an increasingly diverse clientele.
- Counseling Center hours were extended on Tuesday and Wednesday evenings until 7:00 to accommodate students who found it inconvenient to schedule appointments during the traditional workday. Several groups were also offered during these times.

Career Services & Placement addressed career and employment-related issues at two LBGT events. In addition, a small number of LBGT student identified themselves for focused advising. A Web site for LBGT career- and employment-related resources was created and can be found at: www.csp.msu.edu/cdc/LBGTinfo.html. A brochure entitled "Lesbian, Bisexual, Gay and Transgendered Identity and Your Career" was published and made available to students.

Educational and Support Services developed a new portal website, StuSource, for student information and referral. Themes of diversity, access to information about a variety of populations, and attention to accessibility by persons with disability, were all included in the development of this site.

Shockwaves, a new proposal jointly submitted to the Provost by Internationalizing Student Life (ISL) and Residence Life was funded for two years. This project will recruit, hire and train MSU students to become cross-cultural trainers and facilitators by engaging student learning through role-plays, simulations and in-depth discussions about cultural differences. ISL and Residence Life continue to collaborate in developing a tool for assessing and measuring multicultural competence in the MSU student population.

Student Life outreach initiatives included:

- Two half day training sessions for the Dia de La Mujer Conference
- Training on intercultural differences in the classroom for the new International Teaching Assistant program, August 1999.
- "A Winning Balance" (a diversity module) presentation at the National Conference on Race and Ethnicity.
- The distribution of the informational brochure "Latino/Chicano/Migrant Opportunities at Michigan State University," to high school counselors at high-density Latino schools throughout Michigan.
- Establishment of the Study Abroad Caribbean program creating a benchmark to measure cross-cultural competence in participants.

Climate

Academic Units

Planning and developing a film series on the Chicano/a Experience for the Fall 2000 semester was one demonstration of diversity as a priority within the **College of Arts and Letters**, with Professor Kay Rout, Chairperson of the American Thought and Language Media Committee providing the leadership and coordination with the Julian Samora Research Institute. This is a component of a five-film co-sponsorship.

The Department of Linguistics and Languages co-sponsored *Maagamizi: The Ancient One*, a Tanzanian film made by film makers Ron Muivuhill of the USA and Martin Mhando of Tanzania. It is the story of the relationship between an African American doctor and her mentally ill African patient. The screening of the film at the East Lansing Film Festival was co-sponsored with the African Studies Center.

To support Women's Studies, the Department of Philosophy hosted a conference of the Midwest Society for Women in Philosophy.

A one-day Symposium on Gender, Race and the American Theatre, in conjunction with MSU Theatre Department's performances of Sandra Seaton's, *The Bridge Party*, on Thursday, January 27, 2000 was a wonderful experience for the MSU community. This event was cosponsored by: the Office of the Provost; the Urban Affairs Programs; the Native American Institute; the Women's Resource Center; the Office of Affirmative Action, Compliance and Monitoring; the Office of Undergraduate University Division; the School of Music; the Department of English; the Department of Residence Life; and the Comparative Black History Program. The symposium with a keynote address by Jean Claude van Itallie, "Gender, Race and the American Theatre," with a panel of respondents and a faculty panel discussed the musical milieu of *The Bridge Party*. The artists in residence were hosted by the Department of Theatre.

The appointment of a Diversity Specialist for the School of Social Work was a new initiative in the **College of Social Science**. This person will design and implement a recruitment plan and setup 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. Also in the School, a student and faculty chapter of the Organization of the Latino Social Workers was begun. The School hosted the annual Educational Summit of the Statewide Latino Social Work organization in May of 2000.

During the Martin Luther King, Jr. Day Celebration, the College of Social Science hosted a luncheon for Ernest Green, one of the MLK Day keynote speakers. The luncheon included representatives of MSU's faculty, Board of Trustees, President M. Peter McPherson and local community leaders.

The College of Social Science appointed both an Assistant to the Dean for Diversity Initiatives and a Faculty/Staff Advisory Committee on Diversity Initiatives.

In collaboration with the Office of Minority Student Affairs, the Julian Samora Research Institute designed and initiated components of a Chicano/Latino Fellows Program, a program intended to assist in the successful recruitment and mentoring of Chicano/Latino undergraduates.

Sexual Assault/Relationship Violence/Sexual Harassment workshops for student athletes were a new initiative for the **Women's Resource Center**. "Out of Bounds: An Anti-Violence Program for Student Athletes" provided information for MSU athletes on appropriate relationship behavior. Collaborators in this series included MSU Safe Place, MSU Department of Police and Public Safety, MSU Counseling Center Sexual Assault Crisis and Education Office and it was accommodated by Student Athlete Support Services.

The Women's Resource Center co-sponsored with the Office of the Provost and the MSU Women's Commission the *Women's Lives, Women's Voices, Women's Solutions: Shaping a National Agenda for Women in Higher Education* Teleconference, March 28, 2000. As part of this teleconference a panel of Women's Studies Program faculty and students, moderated by Joyce R. Ladenson, discussed "The Women's Studies Classroom of the Future." Other panels included: Mentoring, and Women Working With Women. During the luncheon, Norvena Wilson, a Personal Financial Analyst talked about "Debt Freedom, Tax Relief, and Investment Strategies." Recommendations from each of the panels and additional ones collected during the luncheon were forwarded to the National teleconference site, University of Minnesota, for inclusion in the proceedings. These recommendations were consistent with others previously compiled during a forum of the Women's Advisory Committee to the Provost and will serve as a platform for action for the MSU Women's Commission and follow-up to the Teleconference.

A new and important program series for the Women's Resource Center, in collaboration with the Child and Family Care Resources Office was the Perspectives on Aging Series. This new initiative was prompted by an awareness of the increasing numbers of MSU employees who are eligible for retirement in the next three to five years and the increasing numbers of persons who are responsible for the health care of family members. Some of the programs were:

- Patient Advocacy: Know Your Rights
- Memory and Behavior: Peering into the Looking Glass
- Nursing Homes and Long-Term Care Facilities: What You Need to Know
- Family Dynamics in Support of Aging Parents: Sibling Rivalry Revisited
- Local Community Services for Seniors
- Dealing with Difficulty Behavior and Dementia
- Who Pays for Long Term Care? Basics of Medicare and Medicaid and How They Cover Nursing Home Costs
- Caring for the Care-Giver
- Care-Giver Role Strain: How to Recognize and Strategies to Alleviate it
- Humor and Aging

The programs were very well attended and will be continued.

Academic Women of Color initiated programming that will include mentoring, leadership development and scholarship across disciplines.

Support Units

The renovation of the Cashier's Office, Loans Receivable, Student Accounts and Systems Development Offices was completed. The renovation has allowed for more efficient utilization of space, one-stop student financial services and provides accessibility, technology, and ergonomic upgrades and other functional enhancements.

Campus Park and Planning continued to work to keep MSU in a leadership role in terms of being accessible by persons with disabilities. In anticipation of new signalized intersections on campus, research was conducted to identify state-of-the-art crosswalk signalization with particular emphasis on meeting the needs of persons with visual disabilities, and with both visual and hearing disabilities.

Campus Park and Planning contributed considerably to making campus accessible to persons with physical disabilities. Under their supervision, barrier-free improvements were made all over campus. A list of the numerous improvements is available from their office. One example of their efforts is the development of grade level building entrances that visually blend unobtrusively into the landscape, rather than abruptly up to a door threshold. Additionally, pathramp slopes were designed to be shallower than maximums allowed by law. Enhanced slope design improved wheelchair accommodation by allowing the ability to remove snow more effectively and efficiently.

Physical Plant also contributed much to the accessibility of campus. University highway bus charter services will become fully accessible for the first time in its history when two new buses arrive to replace the 33 and 30 year old highway charter coaches. They also have purchased necessary hand-control equipment to maintain and upgrade Motor Pool vehicle/fleet accessibility.

Custodial Services installed accessible soap dispensers in all buildings they service.

Accessibility was enhanced in two residence halls, McDonel, and Case, with the installation of accessible operation panels in the elevators.

The **Department of Police and Public Safety** (DPPS) addressed climate issues of a different nature. Jump shift officers were available for assignment to events sponsored by registered student organizations. This was primarily in response to concerns voiced by minority groups about the high cost of hiring officers for social events.

DPPS has also been very successful in diversifying their workforce. The diverse combination of people fosters an environment where employees feel more comfortable.

To help the MSU community better understand how to handle a stop by a police officer, DPPS designed, produced and distributed a brochure titled, "What Should I Do If I Am Stopped By The Police".

Intercollegiate Athletics sponsored a retirement financial planning program with Human Resources during Spring 2000 for approximately 50 staff members.

The Division of **Housing and Food Services** coordinated 20 Diversity Awareness Workshops for over 600 Divisional 1585 and Clerical Technical Union staff members. The MSU Office of Multicultural Development conducted the workshops.

The Office of Multicultural Development within the **Human Resources** Department organized a departmental diversity council, "Common Ground" to continually identify opportunities to improve the understanding of the impact of diversity within the department. The council will also recommend courses of action to address these opportunities. "Common Ground" consists of staff from every level in the department as well as every unit.

Human Resources Development had four offerings of "The Road Next Traveled." This is a program designed specifically to meet the interest and needs of the older MSU employee who is thinking about retiring.

Student Academic Support Services

In an attempt to provide a more open and welcome environment, the **Office of Supportive Services** staff participated in several workshop related to diversity, sexual harassment, and gay-bi-lesbian-transgender issues. **Undergraduate University Division** (UUD) staff, in an effort to create an inclusive climate, participated in a Diversity Training workshop. UUD also continues to stress for student employees the importance of a welcoming environment for all students.

UUD staff participated in orientation and Welcome Days activities for international students, and developed materials for international students on classroom idioms and phrasal verbs.

Student Affairs and Services

Intramural Sports encouraged a diverse student population to use the facilities and participate in planned programs and activities. In part because of the difficulties in finding and affording space for social programming for racial ethnic minority student groups, efforts were made to permit these student groups to have exclusive use of recreative facilities for after hours programming and services. Due to the addition of "Late Night at the IM" on Thursday-Saturday for IM Sports East and West, the number of student groups who can be served after hours has declined substantially. During the past year, 12 student organizations utilized intramural facilities for after hours programming.

Beginning in the Fall of 2000, students have advocated most strongly for the establishment of a hall **Lesbian-Bi-Gay-Transgendered** (LBGT) residential aide position, and an LBGT Services Office, as well as a more successful system for reporting and tracking LBGT hate incidents. Graduate student issues are also of concern. Feedback reflects a need for graduate students to have mentoring relationships with supportive instructors. These students often feel that being "out" is too great a risk in the context of making successful academic progress.

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Programs

Ongoing Initiatives

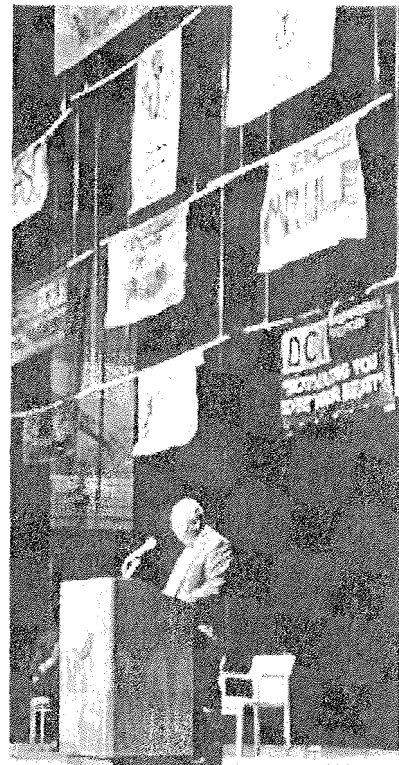
Leadership

In 2000, the University MLK Planning Committee planned a number of events commemorating MLK Jr. Day on campus. Classes were cancelled on Monday, January 17th, the official day of the commemorative celebration.

During the month of January, over twenty colleges and units, including the MSU Union, residence halls, Museum, and Libraries sponsored activities throughout the campus. The MLK Planning Committee, at the recommendation of one of the faculty members, agreed to consider another format for the Sunday preceding the commemorative celebration on Monday, January 17th, 2000. Charles Johnson, a noted author and scholar, read from his 1998 novel "Dreamer", a novel in which he re-imagined the last two years of Dr. King's life as he led the civil rights movement in Chicago. Dr. Johnson also met with students and led a faculty colloquium on Monday the 18th. Approximately 235 attended the Sunday reading and Monday colloquium.

During the period of January 14 through January 30, there were approximately 25 programs and activities on campus, which honored the legacy of Dr. King. These varied from volunteer "Into the Streets" activities by students, to the Department of Theatre production of "The Bridge Party" by MSU alumna Sandra Seaton. The number of participants ranged from 10 to 100, with an average of 35 for the different events. Of particular note was the increased participation of faculty, staff, and students in the "Into the Streets" service project. In 2000, the projected wanted 150 volunteers and exceeded this goal with the participation of 170 volunteers.

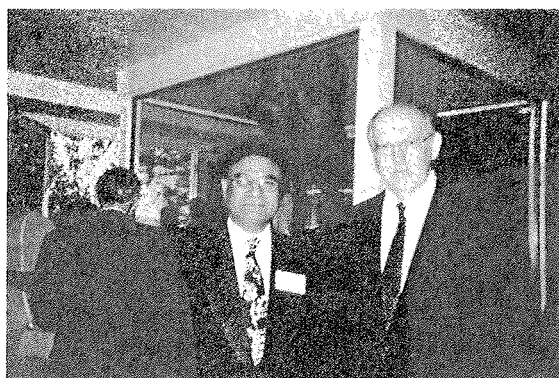
The Monday, January 17, 2000 commemorative march led by Ernest Green, one of the "Little Rock Nine," began with a press conference in the Multicultural Center of the Union. The group proceeded to Beaumont Tower, where a larger number of student groups with banners and community people waited to join the march to the Wharton Center program. Speakers representing the various student groups on campus preceded the keynote speaker, Ernest Green, plus the talent of invited student



participants was showcased. It is estimated that approximately 2,500 people attended the Monday evening program.

Academic Human Resources

Commitment to Leadership Development: 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 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 in 1989, eleven of the University's nominees have been selected as ACE fellows in the national competition. These included two Black women, four Caucasian women, one Hispanic man, one American Indian/ Alaskan Native, two Caucasian men and one gay man.



Of the 69 fellows who have participated in the **CIC/ALP Program** since 1989-90, there have been 35 women, of whom eight are Black, one is Asian/Pacific Islander, one is Hispanic, and one is American Indian/Alaskan Native. There have been 34 men, of whom seven are Black, two are Hispanic, one is American Indian/Alaskan Native, three are Asian/ Pacific Islander, and two are openly gay men. Among the 63 fellows through 1999-2000, those who have advanced to administrative positions with new titles include six Caucasian women, five Black women, two Black men, one Hispanic man, one gay man and four 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 and one fellow 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 1999-2000:

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 2000 New Faculty Orientation program included faculty discussions on "Your First Few Years at MSU: What are the Questions" and "Navigating the Next Few Years: What are the Useful Strategies?" which included an emphasis on diversity within community.

The MULTI Program series for Department Chairpersons and School Directors included topics such as communication, negotiation, faculty performance review, achieving faculty diversity, graduate student recruitment and retention, building a commitment to good teaching, and enhancing the research culture.

Academic Units

Diversity activities in the **College of Communication Arts and Sciences (CCAS)** continued with the previously established ad hoc college level Diversity Committee. The committee plays a role in bringing notable social justice and civil rights leaders to the college.

As a method of re-energizing the **College of Veterinary Medicine** Committee on Diversity and Affirmative Action, a half-day retreat during the MLK Day Celebration was held. The principle agenda item was to assess progress and reassess initiatives included in the 1990 College Level Plan in support of the MSU IDEA. The committee determined that the same

issues of interest and/or concern continued to be important and reaffirmed commitment to the nineteen initiatives contained in that plan. In addition, the committee expressed concern about the under-representation of male students applying to and enrolling in the professional program. They asserted that full diversity included sustaining men in the College's programs and recommended that specific efforts be directed to increasing the number of men through ongoing recruitment activities. The Committee also met with Dean Lonnie King to determine his diversity goals and to ensure consistency between the committee's discussions and the Dean's intent. There was concurrence and "next steps" were identified.



Revived in 1998-1999, the Diversity Advisory Committee to the Director of the **Library** continued to provide advice on issues affecting staff. Representation on the committee is diverse as well.

Child and Family Care Resources

Child and Family Care Resources continued to advocate for people caring for dependent elders and children. The office was involved in ongoing promotion and discussions regarding policies that support staff, faculty and students with dependent family members. The Coordinator spoke at various advisory committees on campus regarding family issues throughout 1999-2000.

Support Units

Employees from Business Operations, (Contract and Grant Administration and Controller), the Human Resources Department, Purchasing and Grounds Maintenance participated in the "Foundations of Effective Leadership: Succeeding at Supervision" series.

Human Resources Development, in an effort to diversify the participation in the "Foundations of Effective Leadership: Succeeding at Supervision " series, did special mailings to various campus constituent groups, the Clerical Technical Union and the Administrative Professional Association, soliciting their help in identifying constituent group members to participate in the program.

Student Academic Support Services

All units reporting to the Assistant Provost for Academic Student Services continue to represent the student population served by the programs they sponsor through ethnic representation, cultural/personal experience, and family economic status. They have demonstrated their commitments to affirmative action, as evidenced by the diversity of the staff and the diversity of the students served. In particular, the Upward Bound staff relate to the challenges of their students very well because of their similar backgrounds as potential first generation college students, and/or members of low-income families.

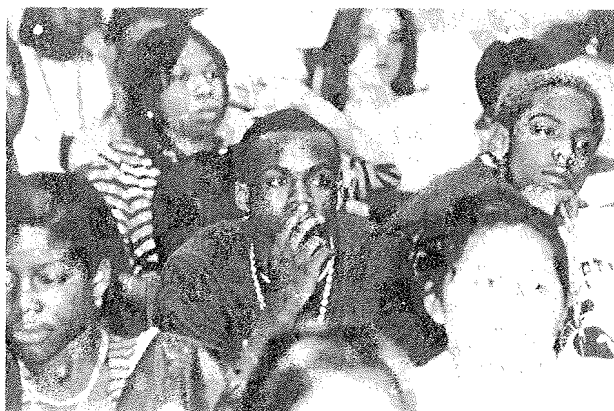
Staff members in all of the Academic Student Services units made presentations on student leadership and development at several conferences and workshops on campus including: MAGIC, FEAR, Aanii, APA, Student Success Conference, and for the Admissions Office. Staff also presented at state, regional and national conferences and are active in professional organizations.

Several staff in **Academic Student Services** participated in a variety of campus-based associations: Black Faculty-Staff-Administrators Association; Asian Pacific American Faculty-Staff Association, Chicano-Latino Faculty-Staff Association, Faculty Women's Association, the Native American Staff Association, Black Alumni Association, Office of Supportive Services Advisory Committee, Arab American Professional Society, and TRIO.

Upward Bound has strengthened its support for students with disabilities, as directed by the U.S. Department of Education's General Education Provisions Act. Cooperating organizations are the Learning Disabilities Association of Michigan and the Michigan State Special Education Advisory Board.

New community service projects helped Upward Bound students take leadership in supporting others in need and adding new meaning to Upward Bound participation. More than 80% of the students met the community service requirements. Ninety-one percent of the Native American and Latino students remain active in the program.

The Office of Supportive Services (OSS) continued its mission of providing intensive and comprehensive support services to low-income, first generation and minority students. The majority of students are identified as College Achievement Admissions Program (CAAP) students. The OSS program is an intensive academic enrichment program with special emphasis on



participation in a mandatory freshman year program, an intensive summer program, a required freshman orientation seminar, a very structured instructional support program, undergraduate research opportunities, and peer and faculty mentoring programs.

OSS continued to work with the Mathematics, Athletics, and other advising units on campus to provide the Mathematics Enrichment Program. OSS is an integral part of the Enrichment Advisory Committee, which meets regularly to evaluate and redefine the program.

OSS and Undergraduate University Division staff were involved in the creation and implementation of the residential Aanii program for the purpose of retaining Native American students to graduation.

Upward Bound staff are affiliated with TRIO organizations such as the Council for Opportunity in Education, and the Mid-America Association of Educational Opportunity Program Personnel.

Conference and workshops sponsored by these groups create a forum for addressing the needs of low-income, potential first-generation college students, minority students and students with disabilities.



The staff of the **Resource Center for Persons with Disabilities** maintained a high level of visibility locally, statewide and nationally. They remained involved in many organizations and committees on a variety of disability related topics, and maintained an active part in campus in-services and presentations related to

disability accommodation and strategies for inclusion of persons with disabilities into a diverse range of programs.

Student Affairs and Services

The 17 staff members of the Department of **Intramural Sports and Recreative Services** remains the most diverse in the Big Ten. In combination, the administrative and support staff represented a variety of ethnic groups, international individuals, and persons with disabilities. Racial minorities and women make up 76% of this diverse staff.

Approximately 50% of the **Counseling Center's** professional staff are ethnic/racial minority group members. Six of the twelve psychologists, two of the five social workers, and one of the three licensed professional counselors are from one of the four under-represented groups. Two of the permanent staff have visible disabilities while at least three of the staff have hidden disabilities. Other Counseling Center staff (clerical-technical, interns, graduate

assistants and undergraduate workers), are quite diverse as well. Dr. Mary Clearing-Sky continues to be the only American Indian/Alaskan Native Counseling Center Director of a Big Ten University and one of the few psychologists in the country who is a North American Indian.

Career Services and Placement (CSP) strategically and aggressively encouraged organizations to affirm their commitment to hire underrepresented groups for internships, part-time and full-time employment opportunities. Moreover, CSP affirmed its own commitment with the hiring practices of student labor and full-time employees. CSP conducted regular presentations and meetings with various companies regarding effective recruiting and hiring strategies for a diverse workforce, such as "Through the Maze: Maneuvering the Institutions of Higher Education," and "Recruiting for a Diverse Workplace."

The Division of Student Affairs and Services continued to provide the primary linkage between the University and **Spartan Child Development Center (SCDC)**. The center serves 109 children, infant to 7 years old, 92% of whom are affiliated with MSU. About half of the enrollees are children of MSU students, both graduate and undergraduate. The program is well-known for its emphasis on diversity and global themes and enrolls a diverse group of children. A staff member in Student Affairs serves on the SCDC Board and is involved with initiatives to build a new building for the Center.

Recruitment and Retention

Academic Human Resources

Faculty Recruitment and Retention

Eleven individuals were supported with funds from the **Visiting Minority Faculty Program** during 1999-2000, including three Black women, five Black men, one Hispanic man, and two Asian/Pacific Islander women. Additionally, funding was provided to support activities sponsored by Microbial Ecology, Nursing, Theatre, English, and Black History celebration.

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 11 participants during 1999-2000 included one Black woman, three Black men, one Hispanic woman, two Hispanic men, two Asian/Pacific Islander women, and two Asian/Pacific Islander men.

Academic Units

Ongoing retention and faculty development in the **College of Arts and Letters** included travel support for minority faculty to attend international conferences and for one minority faculty member to make on-site contacts and conduct research for an American Thought

and Language Study Abroad Program to be developed at the University of the Americas at Puebla-Cholola, Mexico.

As part of a strategic initiative for a potential "target of opportunity" hire, visiting minority faculty in the Department of American Thought and Language were assisted in the development of a research agenda and plans for a scholarly book.

Several visiting faculty were supported by the Department of Art and the Office of the Provost's MSU Visiting Minority Faculty Program. Donna Bruton, Rhode Island School of Design, Providence, a nationally recognized African American painter, delivered a public lecture, a presentation to students enrolled in the department's MFA seminar, and conducted critiques with graduate and advanced undergraduate studio art students. Visiting artist, Fan Jinao, Yongle Palace, Shanxi, Peoples Republic of China, was also sponsored by Kresge Art Museum, Asian Studies Center, International Studies and Programs, and the Center for Integrative Studies in Arts and Humanities. Jinao, Director of the Yongle Palace and renowned scholar and artist, spent several days in the Department of Art where he lectured on Daoist art and offered demonstrations of classical Chinese painting techniques. Carl Jeppe of Technikon, Pretoria, South Africa, was also co-sponsored by the Office of the VP for Research and Graduate Studies, International Studies and Programs, Kresge Art Museum, and the Consortium for Inter-institutional Collaboration in African and Latin American Studies. Jeppe spent two weeks as artist-in-residence delivering a public lecture about contemporary art in South Africa, teaching drawing workshops, conducting group and individual critiques with graduate and undergraduate students, and meeting with various administrators.

The 13th Annual Minorities In Communication Arts and Sciences Mid-West Conference, primarily a career and job fair, was held during the Fall semester at the Kellogg Center and Student Services Building. Approximately forty communication companies participated. Company representatives shared career information and/or sought to hire students or offer internship opportunities. The affair is sponsored jointly between the **College of Communication Arts and Sciences** and Careers Services and Placement. Although initially developed for minority students, an estimated 1500 students of all races and cultures attended the Conference.

The **College of Education** hosted the annual statewide Young Educators Society (YES) Conference, which brought over 300 high school or middle school students from large urban districts (primarily minority) and their advisors to the campus. Not new, however, was hosting Young Educators Society Clubs on campus throughout the year. Five such visits were held. A new brochure was developed for these students to attract them to careers in teaching

The College administration traveled to Andover, MA to interview and recruit students in the Institute for Recruitment of Teachers (IRT) program, of which MSU is a consortium member. IRT students are highly competitive junior minority students who are preparing for graduate school. Of the 12 who applied, nine were offered financial support.

Based on the success of graduate recruitment of minorities in Electrical and Computer Engineering and the Computer Science and Engineering departments, recruitment activities were expanded to Material Science and Mechanical, Mechanical Engineering, and Civil and Environmental Engineering in the **College of Engineering**.

The **Honors College** advised and supported Minorities Offering Students an Interactive Community (MOSAIC), the fast-developing minority student association, again this year. This RSO, which is open to the entire University community, offers social, service, and recruitment components but added more of an educational focus this year. While MOSAIC's focus was largely on community service events, they also participated with another one of our Honors College student groups to put on the Honors College Ball, a semi-formal dance that was completely sold out again this year. MOSAIC was crucial to recruitment efforts. All high achieving minority prospective students who had not applied by November were called and encouraged to submit their applications. In January, students who had already been invited to the Honors College were also called. As a concluding event, they hosted their now annual cultural dinner in April.

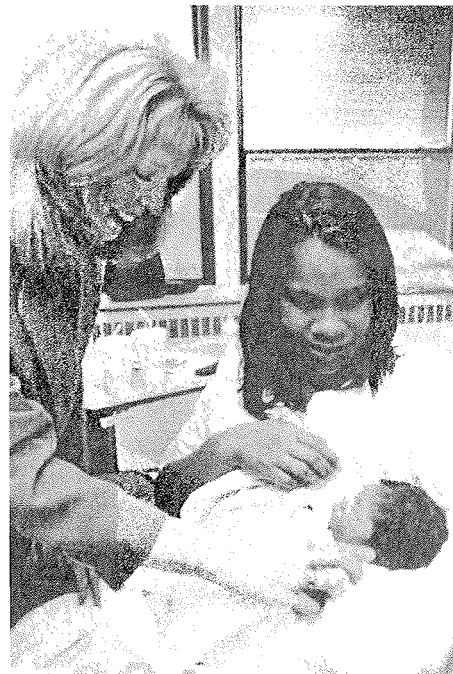
The Honors College also continued to coordinate the Mowbray Scholarship Program, funded through a grant from the Ford Motor Company. This program brings together talented minority students for educational and cultural activities over their entire tenure at MSU. Mowbray Scholars design independent projects for two summers with financial support from the Mowbray program. The Mowbray program serves as a vehicle for recruitment, but also for the satisfaction and success of current Honors College students.

The Honors College contacted the coordinators of all of the summer pre-college programs to distribute Honors College materials and gave presentations when requested. Past involvement included the High School Engineering Institute, Debate Camp, and the Eli Broad Summer Business Camp.

This year, **James Madison College** experienced an increase in minority first-year enrollment, up from 9.2% to 13%. Four of ten new (renewable) Dean's Scholarships for incoming freshmen were awarded to minority students.

The Center for Excellence for Minority Health in the **College of Human Medicine** continued to substantially enable the recruitment and retention of minority faculty and the integration of culturally sensitive material into the content of courses for medical students.

The **College of Veterinary Medicine** continued their longstanding diversity efforts with the Vetward Bound Program, which received continued funding support (\$159,506) from the Division of Disadvantaged Assistance, Public Health Service, Department of Health and Human Services, a leadership forum for women in veterinary medicine that discussed the impact of "feminization" of the veterinary profession included in the KPMG "Mega Study," 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. A second year of implementation of a customized Enhance Your Future Program in conjunction with The Graduate School yielded fifteen students participating, of whom six were given offers and five accepted. Minority representation within the first-year class reached 8.6% of the class – slightly above the national average. Post-DVM minority programs were sustained in CVM with eight individuals as interns, residents, graduate students or post docs in the departments of Small Animal Clinical Sciences (3), Large Animal Clinical Sciences (2), Pharmacology/Toxicology (1) and Pathology (2).

One consistent area of concern is the lack of women administrators within the college. Although the hiring of women in the tenure system over the past five years has continued to increase, there has never been a woman in a position of department chair or as dean, including appointments as assistant and associate dean. Women are represented as directors. However, with women representing over 80% of the total student enrollment, the absence of role models and/or individuals whose experiences and backgrounds are reflective of the majority of students served may negatively impact the climate in which these students are expected to be academically successful. Furthermore, the rigor and challenges of the veterinary curriculum provide little opportunity for students to arrange or to seek any support services across the campus.

Collaborative Hispanic and Native American graduate and professional student recruitment continued with the **Urban Affairs Program** providing leadership. Staff visited the southwest and the upper peninsula of Michigan. This recruitment effort is jointly sponsored by The Graduate School and individual colleges that have graduate and professional programs at MSU. More than 19 schools were visited.

Graduate Education

The mission of **The Graduate School** is to serve as an advocate for graduate education to the University and beyond and to enhance the quality of graduate education at MSU in all of its diverse dimensions. To that end, the Graduate School designs, coordinates, and sponsors programs to recruit and retain a diverse group of academically achieving graduate students.



The Graduate School awarded 35 Summer Acceleration Fellowships to African American, Latino(a)/Chicano(a), Asian American and Native American (ALANA) graduate students who were nominated 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, and therefore, serve to help retain and

graduate students in a timely manner. Participating departments were English and History in the College of Arts and Letters; Animal Science, Crop and Soil Sciences, Entomology, Food Science and Human Nutrition and Packaging in the College of Agriculture and Natural Resources; Management and Marketing in the College of Business; Family and Child Ecology in the College of Human Ecology; Criminal Justice and Psychology in the College of Social Science; Genetics and Microbiology in the College of Natural Science; Kinesiology, Counseling Educational Psychology and Special Education, and Educational Administration in the College of Education; and Mass Media in the College of Communication Arts and Sciences.

Eight King-Chavez-Parks (K-C-P) Future Faculty Fellows were selected during the year for the \$35,000 fellowships, which are supported by the King-Chavez-Parks Initiative of the State of Michigan Department of Education. This brings the total number of fellows to 23 at MSU. This fellowship strengthens our commitment to recruitment and retention programs by giving support to Ph.D. students during the conceptualizing, research, and writing phases of their doctoral program. Students in the last two and one half years of their programs who have completed comprehensive examinations and are in the developmental and completion phases of the dissertation are eligible to be supported through this fellowship. This allows students who are interested in faculty positions in academe to receive funding during the critical period in their graduate program, when they may have exhausted other funding. Therefore, it allows selected fellows to focus mainly on their research, complete their degrees and become future faculty candidates in academe, particularly in Michigan and Illinois. The MSU program, which focuses on the last two and a half years of the fellows program, has been acknowledged by state K-C-P administrators as the top program among State of Michigan universities, since its fellows have the highest completion/graduation rates among all K-C-P fellows. The Graduate School's Office of ALANA Student Affairs has been successful in securing additional funds from the state by obtaining unused funds by others universities to support our continuing efforts to increase the pool of future faculty of color.

The Graduate School fully supported or cost-shared 59 trips by MSU colleges for the recruitment of graduate students. College administrators, faculty and staff participated in these efforts to recruit outstanding graduate students. The Graduate School typically gives a 50% match to colleges and departments to cover the costs of graduate recruitment visits. All MSU colleges with graduate programs were represented in these trips to national conferences, recruitment fairs, and other colleges and universities to recruit ALANA students. The total cost-share funds given by the Graduate School to support these recruitment efforts was nearly \$24,000.

A total of 31 Discretionary Fellowship awards in various amounts were awarded to graduate students with documented need and making satisfactory progress toward a degree. Formal applications with endorsements by the student's mentor/advisor and department chairperson are required, 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 graduate students who were accepted for the Fall semester as an incentive to enroll in a course and begin graduate studies during the Summer semester. This allowed students to become acclimated to the university environment and facilitated transition and better use of the Fall semester and first academic year experience as a graduate student. Thirteen fellowships in the amount of \$3,000 each were awarded.

The DREAMS (Developing Research Expertise at Michigan State) summer research program is primarily supported by the Graduate School in addition to an annual gift of \$5,000 from the Daimler Chrysler Corporation. The goal of the DREAMS Program is to attract talented, high achieving (with a grade point average of 3.2 or better) ALANA graduate students to MSU graduate programs. Undergraduate juniors and graduating seniors from outside of MSU were selected to become a part of a structured research and mentoring experience to facilitate their preparation for the intensive research environment at MSU. This year, 9 of the 27 junior and senior applicants from across the country were accepted for the program. Seven of these students participated in the program, and three of the DREAMS scholars indicated that they planned to enroll in MSU graduate programs. One has already enrolled as of Fall 2000. Three colleges participated in this cost-share program during the summer of 2000: Agriculture and Natural Resources, Social Science, and Human Ecology. The Graduate School, colleges and departments cost-share in providing this research experience for students. Each department/college pays \$2,000 for the first student and \$1,000 for each additional student. The Graduate School pays the major cost for each student, totaling more than \$5,000 per student to cover room and board, travel, research training, library searches, SPSS data analysis and computer technology workshops. The 2000 DREAMS Program was reviewed and targeted for strengthening. As a result, the DREAMS 2001 Program will focus specifically on graduating seniors and newly admitted graduate students who have been accepted to MSU. Dialogue has begun with the MSU Associate/Assistant Deans group, who is very interested in and supportive of this change. This will encourage colleges and departments to be more supportive of the faculty mentoring aspects of the program, and it should increase our yield of new graduate students from the program to MSU. The program will also coordinate with the Enhance Your Future (EYF) and Graduate Education Opportunity Program (GEOP) Competitive Doctoral Enrichment Fellowship (CDEF) programs and strengthen preparation and graduate retention through the summer research experience. This will insure EYF and CDEF graduate student fellows strengthen their research competence and preparation during the summer for the MSU research-intensive academic environment.

The Enhance Your Future (EYF) Conference is a program designed to help recruit graduate students to MSU by giving them a free trip to visit the campus and their respective departments and colleges. Faculty in seven MSU colleges invited 42 participants (undergraduate students, Master's students, and persons who are employed and considering returning to school) from 23

colleges and universities across the country to attend the 2000 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. Junior level and senior level undergraduates are targeted for this program. Senior should be in the admissions process or should have been accepted to MSU. Universities sending students to EYF this year included: Hampton University in Virginia, Jackson State University in



Mississippi, Florida A&M University in Tallahassee, Florida, North Carolina A&T University in Greensboro, University of Texas in El Paso, and the University of Puerto Rico. Other universities who have had students attend in the past include Howard University, Elizabeth City State University, Grambling State University and Xavier University of Louisiana, Hunter College, Oberlin College, and CIC institutions.

Additionally, the Graduate School funds three other colleges at MSU which replicate recruitment efforts similar to the Enhance Your Future Conference in the Eli Broad College of Business, College of Veterinary Medicine, and the College of Engineering. These colleges have unique needs that do not always match the timing of the EYF Conference.

Both Project 1000 and the CIC Free APP Programs aim to assist ALANA students in applying to graduate school by reducing the expenses normally involved in applying to graduate school. During the year, Project 1000 facilitated the graduate application process for 27 students, eight of whom were accepted into MSU graduate programs. Four of the 15 students who applied through the CIC Free App Programs were accepted into graduate programs at MSU.

The Graduate Education Opportunity Program (GEOP) continued to provide financial support for ALANA graduate students via the Academic Achievement Graduate Assistantship (AAGA), the Competitive Doctoral Enrichment Fellowships (CDEF), the Education Opportunity Fellowship (EOF), Programmatic Funding (PF) and Special Needs (SN).

During the 1999-2000 academic year, the transfer of GEOP from Urban Affairs to the Graduate School was completed. This now centrally locates graduate recruitment and retention programs and allows for better coordination of GEOP and existing Graduate School ALANA Student Affairs Programs. Additionally, a GEOP Operations Committee Task Force initiated efforts to redevelop the methodology for determining ALANA student "underrepresentation" in the university's graduate programs.

A projected initiative for the 2000-01 academic year is to explore the possibility of linkages between the DREAMS program and GEOP for AAGA and CDEF awardees to participate in the DREAMS program during the summer preceding their Fall semester enrollment.

Child and Family Care Resources

The Child and Family Care Resources office continued to provide support services to staff, faculty and students, which creates incentives for families to choose MSU over other institutions. Faculty and students verbalized that they chose MSU because of the child care support offered here. Likewise, MSU affiliates with families chose to stay at MSU because of the services and support they received here during 1999-2000.

Support Units

In terms of educating the MSU employee population outside the unit, **Business Operations** (Contract and Grant Administration and Controller) held a number of training sessions across campus for overall customer/staff development. Topics included payroll, contract and grant activities, accounting travel and student accounts procedures.

Purchasing and Inventory typically utilize eight student employees per year. This past year, the student workforce included a Hispanic woman, a Hispanic man, and a woman of Asian descent. A majority of the student employees are business majors. Their experience in a purchasing office provides valuable instruction in an actual work setting. As an outreach initiative, Purchasing contacted the Business School to arrange for two interns to work on vendor projects this school year; one of the interns was a Hispanic woman.

Student Recruitment

The **Office of Admissions and Scholarships** sponsored a number of on-campus programs for students of color, giving prospective students the opportunity to see first-hand what the campus has to offer. Two Spartan Exploration programs for rising seniors occurred during the summer, and Three Spartan Visitation programs took place in the fall. These programs together hosted over 800 student prospects. Three Family Day programs were held in the spring for incoming freshmen and their families. These combined programs hosted over 400 students. These programs were designed to introduce new students on what to expect when they arrive for fall classes. Our Detroit Outreach office was active as well, hosting a Detroit area high school counselor conference in the fall, and a Fall Send-Off in the last summer for newly admitted students and their families. A residual testing site was arranged in January to accommodate applicants who had not yet taken the ACT.

Student Academic Support Services

Supportive Services, UUD, OMSA and Pre-College staff assisted the Office of Admissions in their recruitment efforts, via the telephone marathon, Detroit visitations with parents, and in a workshop for the Detroit area counseling staff.

The **Office of Supportive Services** provided necessary intrusive and comprehensive support for under-prepared, low-income, and first-generation students. Tutorial services were provided to 446 students for a total of 5168 visits and 5853 hours of service. This contributed to a 75% course-passing rate for those finishing tutoring. Collaborations with



the Mathematics Department who assisted students in Math 1825 and Math 103, continue 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 LGBT students) had the opportunity to participate in targeted support groups, workshops and networking socials through OSS.

OSS conducted the ORO 500 seminar for all incoming CAAP students, featuring study skill building and orientation to university procedures and resources. This course is instrumental in helping student adjust 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 of these programs are aimed at increasing the skills of undergraduate participants and to increase their chance of attending graduate school. OSS also continued the Undergraduate Research Opportunity Program (UROP) for freshmen and sophomore students to improve and increase retention and enhance the academic performance of undergraduate students.

Undergraduate University Division staff supported pre-college initiatives targeted for minority students, including the Young Spartan Program. MSU Summer Math-Science Program, and workshops for Chicano, Asian American and African American students through the KCP program. They also developed a series of workshops for at-risk students, provided academic advising and support to the Aanii residence program, participated in the MSU Latino recruitment/retention committee, the Math Enrichment Program and the Emerging Scholars Program.

The Multi-Cultural Outreach Committee in UUD continues to provide academic interventions for minority and international students. This intrusive program provides access to ethnically diverse staff and reminds students of important academic deadlines and enrollment issues.

The **Learning Resource Center** (LRC) continued to offer workshops, seminars, and individual sessions on various learning strategies. The LRC learning Lab was also extensively used and software increased and updated. In addition to three residence- hall-based tutorial programs, a daytime tutoring program has begun to increase tutorial services to students. This service is utilized by a diverse group of students.

Seminar on Success (formerly Forum for Change) sponsored by UUD, was conducted for students on academic probation in each complex. These forums are extremely useful to students in helping them return to academic good standing. The Marathon of Majors was sponsored each semester to assist students in choosing appropriate majors. This even draws broadly from a diverse student population.

UUD, Office of Minority Student Affairs (OMSA), OSS and the Vice President for Student Affairs co-sponsored the annual FEAR Conference (False Expectations Appearing Real) for 100 African American students.

Of the contacts made by UUD academic advisers during the 1999-2000 academic year, 59% were female and 41% were male; 14% were with Black students, 3.4% with Chicano and other Hispanic students, .8% with Native American students, and 7% with Asian Pacific Islander students. An additional 2% of the contacts were with non-traditional students, and 2% with non- US citizens.

Because of a concern about low numbers of Latino and Native American participants in the Upward Bound program, special recruitment efforts were implemented with the help of a university and community advisory committee. More than 150 Latino and Native American students received applications; approximately 16 applied and 11 accepted the invitation to participate. Upward Bound programs were publicized through the media including the

Spanish-speaking radio stations, public service announcements, mailings, posted announcements, and school staff referrals from diverse student groups.

Major study trips act as an incentive to excel in academic performance in Upward Bound. Most students have a better appreciation for learning through hands-on learning experiences including student leadership conferences, out-of-town trips to museums, universities, government agencies and performing arts events.



Again, the **Upward Bound** staff were required to develop activities that allowed students to develop an appreciation for differences in others. This was accomplished through class discussions and through exposure to community role models.

For students with disabilities, a key component in retention involves activities surrounding the identification and removal of architectural or programmatic barriers to success. Toward this goal, staff members have daily contacts with students for a variety of functions including: advising,

identification of reasonable accommodations provisions of auxiliary aids and services and careful referral to other campus and community resources as needed. Two staff members serve as mentors for new staff in the Division of Student Affairs and Services and for individual students of color with disabilities. **Resource Center for Persons with Disabilities** (RCPD) staff remain involved in the MSU Rehabilitation Counseling Masters Program Minority Recruitment Committee, which seeks to improve representation of various minority groups in the MA and Ph.D. programs preparing disability-related Rehabilitation Counselors. An internship opportunity for a student from this program was also created, focusing on increasing participation by people of color with disabilities through outreach to underserved student populations and in collaboration with Multi-Ethnic Counseling Center Alliance (MECCA), the International Studies program, OMSA and various other student groups.

Students served by the **King-Chavez-Parks (K-C-P) College Day Programs** are considered 'at risk' and are quite often disproportionately less likely to seek a post-secondary educational option. The primary role of pre-college programs is to encourage these young people to attend college. The K-C-P Outreach Program helps provide decision-making and career based information to sixth grade students in designated school districts. An on-campus visitation component exposes students to on-campus resources and provides the opportunity to interact with various colleges and programs in specially designed hands on experiences. The Rising Star component of the program solicits participation through high school counselors, those students needing more intense services. A total of 3,833 students were served through these programs in 1999-2000. Of those 1,641 were male, 2,192 were female; 59 were Native American; 2,860 African American; 265 Latino/Hispanic; 304 Caucasian; and 211 were Multiracial

The MICUP Program, with 130 participants currently, is intended to increase the number of under-represented students to attend both two-year and four-year educational institutions.

Success of the Pre-College Program is based largely on student and community support of programs. During 1999-2000, the program had a dramatic increase among Latino/Chicano students. The increase was based largely on the program outreach into the communities. The Native American community continues to be underserved by the program, but outreach efforts have been made through the coordination of program efforts with the Michigan Indian Leadership Program. The Rising Start program, with an active membership of 600 parents and students, continues to be a very successful component of the overall program. The incorporation of MICUP/CORE into Pre-college programs provides an effective linkage between pre-college and the post-secondary institutions. Pre-college students now have an additional viable option for college transition through the community college. While all these coordinated efforts have been helpful, more should be done to educate college personnel of the mission of pre-college programs.



Major accomplishments of the **Office of Minority Student Affairs** in 1999-2000 include:

- Maintaining strong numbers of participants in the MAGIC (Maximizing Academic Growth in College) Program (167 attendees, Fall 1999) and the MAGIC Awards Ceremony and Recognition (75 attendees, January 2000)
- Selection, training and supervision of 60 minority aides.
- Several hundred programs were offered through Minority Aides, OMSA staff, and nationality groups, representing over 25,000 student contacts throughout the year.
- African American Female Conference (90 attendees, April 2000)
- 12th Annual Statewide conference on the Black Male, April 2000. Good youth participation, lesser from adult professionals.
- CORES (Council of Racial Ethnic Students) Leadership Retreat; 40 participants
- Welcome Receptions attracting record numbers of students and staff participants:
 - Black Student Reception, 1,500 participants
 - APA Reception, 100 participants
 - Native American Reception, 250 participants
 - Chicano/Latino Reception, 500 participants
- 11 students participating in the pilot year of the Aanii Program
- The FEAR conference, 100 attendees, January 2000
- Dia de la Mujer Conference, 1,000 attendees, February 2000
- APASO Leadership Conference
- The Multicultural Center was brought into full operation
- The funding of MSU CAMP (College Assistance Migrant Program) by the Department of Education
- Cinco de Mayo fund Raising Breakfast

Student Affairs and Services

In 1999-2000 the **Department of Residence Life (DRL)** continued its historic, active engagement in providing training and development for student, graduate and professional staff in the areas of diversity, multiculturalism and global competence. Student, graduate and professional staff participated in over 50 different training sessions. In addition, DRL staff provided residential students with over 180 different residence hall activities that focused on some aspect of diversity.

DRL provided support for the Multi-Racial Unity Living Experience (MRULE) through the engagement of graduate students as advisors to select groups. Graduate student and professional staff also served as advisors to Black Caucuses, and supported LGBT students in the development of four LGBT student groups in different residential areas of campus.

IM Sports continued its effort to recruit, train, hire and retain a diverse student staff that is sensitive to and represents the needs of the MSU community. Overall 45% of the employees are female and 29% represent diverse minority groups.

Educational and Support Services continued to provide an extensive video library of diversity related materials. "Tough Guise" and "Killing Us Softly III" were added in the last year, both addressing the impact of the media on gender identity formation.

Many staff and all units in Student Affairs and Services supported the development of MLK Jr. Commemorative events for students. Staff also participated in campus and community wide events, including a reflection and personal testimonial program just for staff, about how the legacy of Martin Luther King, Jr. affects our daily lives.

The **Counseling Center** completed four years of a renewed programming thrust for students with eating disorders. One staff member led a group entitled "It's Not About Food," and also interviewed students individually to assess their potential to benefit from the group or other psychiatric services. Another staff supervised a Counseling Psychology doctoral student who offered a group with the Olin Health Center Dietitian. This group was advertised to students concerned with body image issues.

A psychologist was hired in the Counseling Center to provide therapy and consult with LGBT students. Three other professional staff continue to be identified as the Center's contact persons for LGBT students.

Instruction, Research and Outreach

Academic Units

The Department of History in the **College of Arts and Letters** engaged in several solely and jointly initiated activities including the Fourth Annual Midwest Graduate Students' Conference on African Studies (September 1999), the Asian Midwest Conference on Asian Affairs (MCAA) Conference (co-sponsored with Asian Studies Center, September 1999), the Comparative Literature's Modern Literature Conference (co-sponsored, October 1999), and co-sponsored the International Conference on "Post-Communist Society on the Eve of 2000," organized by Professor Vladimir Shlapentokh (Sociology).

Lectures were presented by Rubin Martinez at CLACS (co-sponsored), Stephen Vlastos at the Asian Studies Center (co-sponsored), Ibrahima Thioub (University of Dakar, Senegal) to the Department of History on "French West Africa and the Treatment of Alcoholism in Colonial Senegal," and the Black History Students Association sponsored a lecture and film showing by Haile Gerima of Ethiopia. Other guest lecturers included: Nehemia Levtzion (Hebrew University, Jerusalem and Hannah Visiting Professor of Integrative Studies at MSU) who lectured on "Doing the History of Islam"; Professor Judy Wu (Ohio State University) to the Department of History on Asian American female physician in the 1920s-30s; David Ortiz (University of Arizona) on "The Press and Education in Regency Spain, 1885-1902"; and Dr. Quintard Taylor (University of Washington) on the history of colored people of the West.

Ongoing residential learning programming in the College of Arts and Letters for freshman and sophomore students is the Residential Option In Arts & Letters (ROIAL), 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, museum 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.

The Department of Linguistics and Languages was a co-sponsor of the Midwest Conference on Asian Affairs held at the Kellogg Center, September 24-26, 1999. The MCAA has a special one-day program designed for K-12 teachers and administrators, to encourage and help them integrate Asian content into their curricula and programming. Co-sponsored with the College of Social Science, the Department of Geography, the College of Arts and Letters, the Department of History and the Asian Studies Center. The Department of Linguistics and Languages also published the proceedings of the Fourth Annual Graduate Student Conference in African Studies, MSU, held September 10-12, 1999 and was sponsored by the College of Communications, the Departments of Journalism and Linguistics and Languages and the African Studies Center. The conference is intended for graduate students, but was open to the public.

Hosting a lecture series on Chinese culture and literature presented by Dr. Richard Trappl of the University of Vienna was among the accomplishments of the Department of Linguistics and Languages. Dr. Trappl is one of the leading European scholars in the field of Chinese Studies. Co-sponsored with CISAH, CAL, Comparative Literature, CASID, Asian Studies Center. An additional co-sponsorship was a lecture series on Chinese Literature & Culture Studies, April 2-5, 2000.

Women Studies published *Re-Visions* featuring essays on popular culture's retrograde and subversive images of women.

Eli Broad College of Business improved computer hardware to provide better communication, more accurate information, and timely assistance between diverse constituencies and faculty and staff.

The **College of Natural Science (CNS)** continued the Summer Enrichment Program with Professor Emeritus Irvin Vance. This program has been in operation since the late eighties and several hundred talented minority youth have been enriched by the six-week summer residential experience at MSU. The Charles Drew Science Enrichment Laboratory continues 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.

With leadership from Dr. David McConnell, Professor, Department of Biochemistry, an upper level course in biochemistry has been offered at several Historically Black Colleges and Universities. Through internet technology, videotaped lectures and live help sessions delivered via audiographic phone-line equipment, the course was taught at Coppin State College (Baltimore), University of Maryland, Eastern shore (UMES), and Tuskegee University. Tuskegee has been awarded a major NSF grant to upgrade Biochemistry. MSU Biochemistry is a partner, along with Iowa State and Georgia State.

The **National Superconducting Cyclotron Laboratory (NSCL)** continued their two-week summer program, Physics of Atomic Nuclei (PAN). 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.

Minority students from the **College of Education** who were in their internship year received scholarships based on need. This year 22 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. This support is instrumental in retaining students for the year in which they really cannot take time from their teaching duties and required graduate level courses to work.

A significant achievement for the College was their Martin Luther King Day Celebration Program. The College's honorary student organization, Kappa Delta Pi, requested financial support for their program on multi-cultural children's literature. The program was well attended.

The **Libraries, Computing and Technology Friday Night Film Series** continued. This series, now completing its second year, presented a wide variety of films followed by discussion. Films were shown on alternate Friday evenings during the academic year in the Library. Discussion leaders were drawn from the academic community. The reputation of this series has grown so that faculty members are calling to inquire if they can present a film and lead the discussion. Diversity topics covered by this year's film series were: the elderly (*On Golden Pond*), women (*Antonia's Line*), Native Americans (*Lighting the Seventh Fire*), racism (*Menace II Society*), and migrant workers (*And the Earth Did Not Swallow Him*). Attendance ranged from 15-55 on any given night. Presenters this year included a Hispanic, a Native American, an Asian, an African American, and several women.

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, including two Native Americans and several women. A new feature this year

included an evening for student authors from Michigan Universities reading their poetry and prose. As part of a program to make these presentations widely available, the authors were interviewed. The interviews and the presentations have been digitized and are being made available on the web. The Colloquia series this year featured five speakers including women and minorities. The most popular speaker was Curtis Stokes speaking on the Future of African American Politics.

The Libraries identified Native American materials as the emphasis for this year and received \$25,000 for this purpose. Several microfilm sets of materials related to treaties were purchased. A set of videos related to Native Americans is now also available to the MSU community. In addition to the materials purchased for Native American Studies, the Libraries continue to purchase materials related to ethnic studies. Identified areas include racial and ethnic studies, gender studies, Jewish studies, Chavez collection, and diversity. In addition, other materials are given a code for diversity as appropriate when assigned to other areas such as medicine or Special Collections. This year over \$140,000 was spent for materials identified as diversity related.



The Libraries, in collaboration with the Julian Samora Institute, also has been videotaping oral interviews with Michigan Latinos.

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, particularly MC 201/202 in **James Madison College**. The primary goal of the program is to support underrepresented groups and academically-challenged students, although the program is open to all. 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.

To strengthen supportive services for students of color, the **College of Nursing (CON)** reappointed a supportive services specialist. The position provides an intrusive counseling model and follow-up for at risk students and coordinates tutorial services. Grant collaboration with the College of Human Medicine is facilitated with faculty serving on the Health Careers Pathway Alliance, a comprehensive approach to recruitment and retention of disadvantaged students in the health professions. CON continued efforts in minority recruitment and acceleration and maintained a marketing presence through targeted advertising in Detroit and initiated work towards high ideal teachers and counselors collaboration. Chi Em Phi Sorority continued collaboration on recruitment efforts.

The **College of Osteopathic Medicine** celebrated Black History Month with a dinner at which alumna Barbara Ross-Lee, DO, dean of the Ohio University College of Osteopathic Medicine, was speaker. During Diversity Week, April 2000, the Islamic Student Organization sponsored a seminar on "Cultural Issues in Patient Care," and the "Students

Teaching AIDS to Students,” a seminar on AIDS. William Anderson, DO, a compatriot of Dr. Martin Luther King, spoke to MSUCOM students, faculty and staff in celebration of Dr. King's birthday.

The **Urban Affairs Programs (UAP)** Minority Graduate Student Mentoring Program continued as an innovative approach to foster mentoring across the university. Graduate faculty apply for funds to support their mentoring activities. Three proposals were received and two of those were funded. One was for a mentoring process to teach students how to collect data for their dissertation in the Mass Media Ph.D. Program. The second project was in the School of Hospitality Business, Eli Broad College of Business, and was focused on a mentoring project to assist minority graduate students in preparing for careers in the gaming industry.

Other activities supported by the Urban Affairs Program included:

- MetroLIVE, a weekly television series that focuses on issues and concerns that impact the quality of life in urban and metropolitan communities. Program guests include elected officials at the state and local levels of government, private and public sector leaders, educators, community leaders, and law-enforcement officials. MetroLIVE is aired live in East Lansing and aired tape-delayed in Grand Rapids, Lansing, and Saginaw, Michigan.
- The Neighborhood Associations of Michigan (NAM), a non-profit organization incorporated in 1988, is an outgrowth of the Neighborhood Association Project initiated by MSU's Center for Urban Affairs in 1984. NAM promotes communication and cooperation among local neighborhood associations. It provides a means for member organizations to benefit from each other's experience in developing and implementing programs, and provides training and technical assistance to community-based organizations.
- The Urban Affairs Graduate Student Association plans a conference for students in urban affairs programs to meet with policy makers, urban scholars, and community leaders in a different city each year. This conference will provide students a remarkable opportunity to learn about various revitalization efforts conducted in different regions of the country and to gain access to programs and experts not available in the local area. This activity is consistent with the goal of exposing students to the real world problems and expanding their knowledge of the urban condition beyond the classroom.
- The Urban Politics and Policy Initiative, a joint initiative of the College of Social Science and Urban Affairs Programs, focuses on a set of specific products to enhance urban scholarship at MSU. Purposes of the initiative include: promote and stimulate scholarship on key issues facing cities in Michigan and the nation, engage practitioners in both the framing and use of university-based research, create and forum in which university scholars and practitioners can come together to discuss issues of mutual interest, and promote relevant graduate degree programs.
- The UAP Annual Livable Communities Conference series focuses on the need for an urban policy to lend direction to federal, state and local efforts to address urban

problems. Without a comprehensive, urban policy, individual program efforts may fall short of the mark in alleviating the concerns they are designed to address.

- Urban Affairs Programs has a project to study 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. The Sense of Community Project has four goals: development of a measurement process that can provide a reliable and valid mapping of the sense of community that exists in a given neighborhood, demonstration that sense of community is a useful construct in community-building efforts, identification of factors that increase the sense of community, and implementation and evaluation of activities designed to strengthen the sense of community in urban neighborhoods.
- The Michigan Partnership for Economic Development Assistance promotes and supports the expansion of economic development efforts in the State of Michigan through the provision of research, training, and technical assistance to economic development agencies and community-based organizations serving distressed communities. These efforts, conducted using a community participatory model, will build capacity of local and state organizations to respond to the economic needs of distressed areas. In addition, the project will also seek to advance the knowledge and application of community development criteria for healthy communities.

Several women faculty were supported to attend conferences in the **College of Human Medicine** as part of its focus on leadership development.

Child and Family Care Resources

Throughout the year, the Child and Family Care Resources (CFCR) cosponsored monthly eldercare workshops with the Women's Resource Center. *The Perspectives on Aging Issues* brownbag classes were provided to offer education and support to staff, faculty and student caregivers who struggle to care for aging loved ones.

The second edition of "*Things to Do at MSU: An Activity Guide for Families*" booklet was distributed campus wide to promote campus-based activities for families.

The CRCR Coordinator served on a State of Michigan task force to "humanize" nursing homes. She presented at many training sessions across Michigan to education administrators on ways to integrate children with nursing home residents, and to build child care centers in their facilities.

At the 6th annual Student Parent "Fall 2000" Workshop, a special breakout sessions was held for international students, because they qualify for different family support services than domestic students.

The "*Resource Guide for Families*," a collaborative effort with the Department of Residence Life, was revised and distributed throughout campus.

Two International Family Conferences were held December 1, 1999 and February 16, 2000 to support spouses of international students. Primarily women, these students of English as a second language classes were introduced to resources regarding domestic violence, child

safety, volunteerism and various support services on campus. This was a collaborative effort between International Students and Scholars, CVIP, MSU Safe Place, MSU Police and Public Safety, Counseling Center, Residence Life, the Haslett English as a Second Language Program, and Child and Family Care Resources.

CRCR staff continued to speak at orientations, including new faculty, transfer students, graduate students, and international student orientations.

The Parenting Education series continued to offer free evening and noon workshops to help parents with various issues of child rearing. Free child care was available during the evening sessions.

Support Units

Staff members from **Human Resources Office of Multicultural Development**, in collaboration with the Director of the Office of Minority Student Affairs, were selected for the second year to present workshops on diversity awareness and individual biases at the National Conference on Race and Ethnicity in American Higher Education. The Conference was held in Santa Fe, New Mexico in June of 2000. These workshops continue to be offered on campus to all MSU employees.

Student Academic Support Services

Undergraduate University Division (UUD) staff continued to sponsor and teach UUD's Freshman Seminar Pro 100, to offer advising services, learning and study skills workshop in the Multicultural Center during evening hours, to provide presentations to international students at the Academic Orientation Program, and to consult with the Resource Center for Persons with Disabilities on academic needs of students with disabilities. Staff also provided services to the Multicultural Business Program, helped train Office of Supportive Services staff on teaching and study strategies for the SUPER Program, and provided programs for various academic units, residence hall programs, student organizations and individual faculty members, all of which include minority students.

UUD advisers participated in the MSU Summer Mathematics-Science Program for Mid-Michigan minority youth and continued to participate in the training of Resident Mentors and Minority Aides.

The Resource Center for Persons with Disabilities (RCPD) remained an active participant in many curricular activities, participating in countless class presentations at all academic levels. Topics included discussions of the abilities and reasonable accommodations used by persons with disabilities. Staff members continued as instructors of record for both CEP 441-A, American Sign Language, and CEP 445, Educational Technology in Special Education. RCPD also continued to collaborate with Dr. Joel Nigg of the Psychology department on his research on Attention Deficit Disorder.

The **Multicultural Awareness Program (MAP)** experienced good success in 1999-2000, with 12 students participating in the 20 sessions throughout the year. The program attracted a diverse group of students, especially in terms of sexual orientation and class status (freshmen through graduate students). Topics included diversity awareness, structural inequalities in society, race and ethnicity, affirmative action, intersection of race gender and

class, disabilities and sexual orientation. A drop in attendance late in the spring suggested that this program might be shortened to one semester.

The Native American Indian Student Organization (NAISO) with support from the **Office of Minority Student Affairs**, sponsored the 17th Annual Pow-Wow at Munn Ice Arena, February 25-27, 2000, with 2,000 in attendance. Native American program initiatives (educational, cultural, social and political) were prevalent through the year and accounted for over 10,000 student contacts.

Student Affairs and Services

Collaboration continued with numerous campus and area community groups providing a variety of meaningful service and outreach activities through the **Service Learning Center**. These activities included a multitude of on- and off-campus organizations including Special Olympics, Big Brother/Big Sister, Cristo Rey Community Center, American Heart Association, and local public and private schools.

Multicultural Development in Student Affairs and the Women's Resource Center, continued to offer the bi-weekly **Lesbian-Bi-Gay-Transgendered (LGBT)** Speakers series. A sampling of topics for 1999-2000 includes: "Relationship Violence and the LGBT Community," "White Privilege and Multiple Challenges: Complex Interaction within the LGBT Community," Homophobia in Sports: Implications for women and Men," and "Intersections Between Race and Sexuality."

Lesbian-Bi-Gay and Transgendered (LGBT) sensitivity education and outreach initiatives occurred in a variety of classroom, unit, and community settings. Training modules included:

- Training Trainers on LGBT Issues for Residence Life Staff
- Creating Safe Space for LGBT persons
- Gender: Exploring Diversity and Acceptance
- Transforming Climate
- Introductory Multicultural programs that are LGBT inclusive
- Participation on numerous "diversity panels"

The annual Fall LGBT Welcome Reception and Resource Fair was the largest in MSU history, with over 200 participants including campus and community LGBT supportive organizations. For the third year, a special small group "welcome series" was offered for LGBT students.

The Alliance of LGBT students continued to offer a weekly support group program. The Counseling Center offered a personal Counseling Group called: "Blazing Our Own Trails: Lesbian, Bisexual, Gay and Transgender Relationships."

Increasingly, **Multicultural Development** has recognized the convergence of oppressions, and continued to present LGBT educational initiatives in a multi-issue, multiple oppression context. The Mandy Carter presentation, "Building Multiracial/Multicultural Organizations and Coalitions" was an example. The "Intersections: Exploring LGBT and Christian Identities" had a second successful year. This eight-week dialogue group was composed of members of Intervarsity Christian Fellowship and LGBT Students who are Christian identified.

The Counseling Center and Multicultural Development partnered to provide in-service training for Counseling Center staff focusing on homophobia and identity development. These units also co-designed and piloted a training module called "The Hidden Advantage: An Experiential Workshop on Privilege."

A total of 23 graduate and undergraduate students attended the Creating Change Conference, sponsored by the National Gay and Lesbian Task Force. Three sessions were presented by MSU teams of students and staff.

Four Residence Hall support organizations—Prism, Pride, Ring, and Spectrum--were established to support LGBT students. Some of the groups dealt with opposition in their establishment as groups by hall governments, and funding issues are still in the process of being resolved.

Counseling Center staff remained active in teaching and learning initiatives. Dr. Bill Metcalfe taught CEP 962, Counseling, Educational Psychology and Special Education; Dr. Ellie Bossi taught CEP 994A and B, Counseling Psychology Practicum I and II, and Dr. Gersh Kaufman taught Psychology 325, Affect and Self-Esteem.

Counseling Center staff participated in conference advisory and planning committees, as consultants and presenters in the International TA program, and as active members of racial/ethnic faculty staff organizations.

Throughout 1999-2000 **Career Services and Placement** (CSP) hosted and/or consulted on career fair events, job readiness programming and career advising to students and alumni. The Minority Career Fair continued to be well attended by employers and over 2300 students and alumni. The Engineering Equal Opportunity Program, Office of Minority Student Affairs and Multicultural Business Programs continued to be important advocates for and collaborators for this career fair.

CSP staff presented to diverse groups during the year, such as Minority Aides, Engineering Equal Opportunity Program, Minority Student affairs, Eastern High School Latino Students, National Hispanic Business Student Leadership Conference, Multicultural business Programs, Michigan Association of Black Social Workers Annual Conference, Grand Rapids Black Human Resources Professionals Group, Women Business Majors, Black Causes and more.

The **Service Learning Center** (SLC) worked in collaboration with the Office of Minority Student Affairs for the Mexico Alternative Spring Break. Nine sites (2 international) drew 168 students and 8 faculty and staff advisers. SLC and the Office of Minority Student Affairs presented a conference program on the alternative spring break at the Hispanic Association of College and Universities (HACU) conference.

The Raising Awareness by Internationalizing Students Education (RAISE) group continued to expand by actively recruiting returning study abroad students and international students to become cultural consultants. **Internationalizing Student Life** provided a weekly electronic newsletter and monthly meetings across campus. Internationalizing Student Life partnered with the Office of international Students and Scholars in planning the Intercultural Communication Institute, an intensive weekend workshop for 80 international and US

students, March 2000. The workshops are intended to increase interaction and awareness between US and international students.

Four new nationality clubs (Romania, Hungary, Poland and Russia) were added to the International Associations Council (IAC) in September 2000. Internationalizing Student Life co-advises this group through monthly meetings.

Student Governance and Activities (SGA) and Judicial Affairs staff assisted in the planning and implementation of the Annual Statewide Conference on the Black Male. In addition, an SGA member participated on several university committees planning events and activities to educate students, faculty, staff and community residents about issues of diverse content.

Judicial Affairs worked with Safe Place and the Sexual Assault Program to provide sexual assault and relationship violence training for judiciary members and judicial officers. The goal of this program is to create a just, fair and safe environment for sexual assault victims who participate in the MSU judicial process.

Climate

Academic Units

The **College of Agriculture and Natural Resources** made significant progress in developing the electronic version of the "Discovering Diversity Profile," a training program to help persons explore differences within the workplace by: recognizing the reality of individual uniqueness; identifying opinions and feelings about diversity issues; increasing personal and workplace productivity; expanding appreciation of differences, and identifying potential areas of conflict.

MSU Extension continued a two-day "Multicultural Self-Awareness" Workshop. This workshop has been attended by over 1,000 employees across the State, assisting individuals in developing a common set of concepts and a framework to better understand those who are different. MSUE's vision for its Multicultural Initiative is to "institute and sustain organizational change that integrates multicultural concepts and principles into MSUE's environment, educational programming efforts and employment."

In the **College of Arts and Letters**, the Department of American Thought and Language (ATL) co-sponsored the E.A.G.L.E. Native American Film Series (four films), which was coordinated by ATL faculty member Patrick LeBeau and showed Sherman Alexie's film *Smoke Signals* as part of the ATL Department Film Series in connection with the Celebrity Lecture Series appearance of Sherman Alexie. ATL faculty member Phil Belify did the introduction to the film.

Presentations and exhibitions at the Kresge Art Museum included:

- Day Without Art, World Aids Day, December 1, 1999Charlotte Library Story Hour: African Art, April 8, 2000
- Diwali: The Hindu Celebration of Lights' participant in program on Indian art, November 2, 1999
- "A Treasury of Indian Miniature Paintings," Exhibition, October, 30-December 17, 1999
- Lecture on Indian Art, Anning Jing, Henna Painting, Demonstration, October 31, 1999 (Greater Lansing Foundation grant)
- "In Pursuit of Happiness: 19th Century Japanese Art," May 6-June 18, 2000
- Newly conserved screen from the KAM collection and 19th century prints of pleasure scenes.
- *Paintings* by Fin Jinao," talk and demonstration in cooperation with Department of Art, October 19, 2000, (KAM contribution)



Acquisitions for the year included the *Yoruba House Post*, c 1930, \$24,000 and Fin Jinao, three pieces acquired.

In the School of Music, the Community Music School Scholarship Programs provided access to arts education for children from the Greater Lansing Area, including minority students. This program was made possible by scholarship assistance provided by the Community Music School. The School of Music also provided MIDI Instruction for High School Students in Lansing Public Housing Projects. Funded in part by a HUD grant, instruction in creativity and composition through MIDI was made possible by the School of Music and Community Music School in the City of Lansing for high school students.

Over 100 students participated in the **International Studies and Programs**, Intercultural Communication Institute. The participants came from Botswana, Burkina Faso, Russia, Netherlands, Germany, Cyprus, Israel, Indonesia, Malaysia, Philippines, Burma, Singapore, Thailand, India, Nepal, Taiwan, China, Japan, Korea, Hong Kong, Peru, Argentina, Uruguay, Venezuela and the USA. They came from more than 15 academic departments. The Institute's workshop was held at Gull Lake and consisted of icebreakers, simulations, general activities, small group discussion and specific topical sessions. At the workshop's closing, the participants got certificates of completion and showcased their experience in creative ways: skits, songs, dances, vignettes, and game show format.

As part of the Martin Luther King's Birthday celebration, the **Libraries** had an exhibit on Dr. King in the Special Collections Library, ran a video featuring Dr. King in the lobby, and assisted with the bibliographies that the featured speakers distributed at their presentations.

The Lyman Briggs Students of Color Program was launched in the **College of Natural Science**. With support from MSU IDEA funds two years ago, the program received a small infusion of funds for some additional programmatic initiatives.

The Diversity Committee reorganization limited the logistic development of **College of Nursing** activities for the Martin Luther King, Jr. Celebration. Bulletin board presentations were developed by students, including a "Write The Dream" reflection banner signed by faculty, staff and students and posted in the Student Affairs office.

The Multiracial Unity Living Experience (MRULE) offered students in 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 provides 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 create and cultivate the experience of multiracial unity. MRULE expanded to four residence halls and increased opportunities for student leadership. Four core groups were established in Wilson, Mason-Abbott, Akers and Brody Halls. The demographics of the students include: White 50%; Black 45%; Asian and international 5%. The administrative lead for MRULE is **Urban Affairs Programs (UAP)**.

The **Women's Resource Center (WRC)**, a jointly reporting unit across vice-presidential areas, sustained established programming with the assistance of co-sponsoring units and the many volunteer faculty, staff and students who constitute the WRC thematic clusters. Programs sponsored or co-sponsored by the Center included themes in health, mid-career/mid-life issues, concerns of caregivers, perspectives on aging, personal financial strategies and personal and professional development. Among the topics presented were the following:

Health

- Helping You Make Decisions about Long-Term Medical Care and Insurance
- Wellness and Weight Training
- Eating Disorders Awareness (co-sponsor: Olin Health Center)
- How Menopause Affects Your Life (and the Lives of Those Around You)

Professional Development and Mid-career/Mid-life Issues

- Wise Choices for Mid-Life Women
- Why It's Crucial: Sharing the Experience of Your Political Career
- The second annual Choosing Strategies for Success, a WRC and School of Labor and Industrial Relations co-sponsorship.

Financial Strategies

- Estate Planning: The Road Less Traveled
- The Roth IRA: Clarifying the Confusion
- Women and Investing
- Dollars and Sense of Divorce: Legal and Financial Aspects for Women
- Organizing Yourself for Income Tax Preparation

WRC assumed a role in planning the SISTERS Conference, a conference that targeted African American women in the MSU and greater Lansing communities. The Center, along with others, examined the focus of this event to ensure that the specific needs of undergraduate African American women were being served. The outcome of that review was to restructure the "conference" into a series of programs to occur throughout the year. The programs would focus on understanding the institution, understanding yourself, striving for academic achievement, mentoring and celebrating success. A steering committee of

women students recommended the kinds of programs that would be sustainable and support was secured for adding staff persons in both WRC and the Office of Minority Student Affairs (OMSA) to enable programming to proceed. The end of the year event was "Sistahs Talkin' 'Bout ...Sex", a program that examined critically sexual health and responsibility. Rae Lewis Thornton, who was diagnosed with HIV at the age of 23 and is now an ardent women's health advocate specifically for African American women was the keynote speaker.

In its second year, WRC continued the Lesbian-Bi-Gay-Transgendered (LGBT) Speaker Series co-sponsored with the Multicultural Development Office and featured research areas of interest by the LGBT community. Programs presented were:

- Substance Abuse Within the LGBT Community: Issues and Concerns
- Homophobia in Sports: Implications for Women and Men
- Poetry Readings and Discussion by Professor Anita Skeen

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 second 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. Both the original group and the newly formed group engaged in dialogue four times during the year. The dialogues will continue next year and the groups will be re-formed into a single entity to concentrate on institutional change.

Other sustaining programs for the Center included:

- 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 (WACP);
- convening the All-University Safety Committee collaboratively with the Vice President for Student Affairs and Services;
- 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 and the Office of Affirmative Action Compliance and Monitoring, membership in the CIC Women's Advocacy Group, whose membership is composed of women's center directors of CIC institutions;
- coordination of the university's Take Your Child To Work Program;
- continuation of the Women Matter Program to acknowledge the achievement of MSU women. The 2000 keynote speaker for this luncheon event was Ann Austin, assistant professor, College of Education, who presented "Reflections from South Africa";
- assisting with the All-University Diversity Awards Program; and, staffing the IDEA Coordinators Group and VPDAG.

Approximately 3,500 persons participated in all programs associated with the Center. In addition to day-to-day activities, and publishing the newsletter, *Wisdom, Words, and Women*, the Center continued to be a place for support in gender discrimination or sexual harassment concerns, education, and complaints.

Child and Family Care Resources

The Child and Family Care Resources (CFCR) Office continued to advise and support members of the registered student organization Student Parents on a Mission (SPOM). The group had access to information and support via their e-mail listserv, and members were invited to attend monthly meetings where they heard educational speakers and had opportunity to network with one another. The CFCR office provided free pre-finals child care to give students the chance to study the week prior to exams, Fall 1999 and Spring 2000 semesters. The groups worked with the CFCR office to promote the needs of student parents and plan family activities, such as marching with their children in the Homecoming Parade, October 13, 2000.

A co-chair of SPOM also served on the Women's Advisory Committee to the Vice President of Student Affairs and Services, and represented the concerns of students with children.

The CFCR Coordinator assisted staff with their requests of flexible work schedules to accommodate their family needs.

The ongoing challenge and opportunity for the CFCR office was to continue to represent the needs of families throughout campus. The issues of greatest impact were the lack of child care spaces on campus, the high cost of child care, and the lack of financial support for international students and their families. The overall climate on campus regarding family support varied depending on the department and its management staff. In some units, employees expressed hesitation about using services and discussing family support initiatives for fear of retribution. In other departments, the environments were supportive and the employees felt comfortable expressing their concerns and taking advantage of the programs offered by CFCR. Continued advocacy for family sensitive, work/life policies will ensure balanced support throughout campus.

Student Academic Support Services

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

OSS held its 22nd Annual Honors and Appreciation Reception on April 6, 2000, in the Kellogg Center. This event celebrated the academic achievements and leadership endeavors of CAAP students. Additionally, the event recognized the involvement and support of MSU faculty and staff who have consistently given a tremendous amount of dedicated service to program participants.

The Undergraduate University Division (UUD) again held an honors reception for all minority No-Preference students who earned a cumulative grade point average (GPA) of 3.0 or higher.

The UUD staff is made up of 50% minorities and 73% women. Three staff identify themselves as having a disability. All five UUD offices units have a representation of minority staff, including professional, student workers and tutors. Several staff served as mentors for minority students and advisers for student organizations, and staff had both formal and informal contacts with students on a consistent basis. The assignment of a specific advisor to each No-Preference students facilitated quality advising, and helped non-

traditional and minority students feel better connected and supported at Michigan State University.

Demographic shifts caused the focus of the Office of Minority Student Affairs (OMSA) to change. In the past, African American students were the largest population served, but the numbers of Asian and Chicano/Latino students has continued to increase steadily. The growth in the Arab American community will soon place greater demands upon the office for services. The most significant changes since 1998-99 included the move toward more of a true "multi-ethnic" agenda, particularly among student organizations. CORES organizations are beginning to cooperate more as a collective community and less as individual race-based entities. Although the organizations still maintain individual agendas, the intent to forge united fronts has increased. This change has also been facilitated by the Multicultural Center, which provides common agendas and shared space.

Student Affairs and Services

The responsibility of assuring each participant a safe and supportive environment in which to recreate or work was among the highest priorities for the **Department of Intramural Sports and Recreative Services (IM)**. All employees and participants received training or information regarding conduct and sportsmanship to reinforce the belief that each person is entitled to common respect. The rare incidence of harassment towards participants and/or employees were quickly addressed so that the offender may be educated and the victim's concerns readily addressed and resolved.

Designated IM programming and luncheons for the retired faculty and staff participants continued to enhance the relationships and interactions with these valued participants. Their recognized need for an active and healthy lifestyle served as a visual role model for younger participants and student employees. Over 70 retirees were actively engaged in these programs last year.

Campus climate for **Lesbian-Bi-Gay and Transgendered (LBGT)** persons varied greatly, and individual students, faculty, and staff reported a range of experience from highly supportive to anti-LBGT. During 1999-2000, LBGT issues were more visible than ever. There was a clear increase in programs and events sponsored by academic and student support units. Yet, perceptions of hate and intolerance were still present. Undergraduate students continued to express the greatest amount of concern about residence hall climate, citing regularly hearing the use of the word "gay" in a derogatory manner, the continued defacement of memo boards with anti-LBGT graffiti, and the destruction of supportive and affirming LBGT bulletin boards/event promotion materials. LBGT students new to residence hall environments were faced with the uncertainty of who is safe, and if their floor and hall communities would support them. Students were also concerned about the variation and supportiveness of classroom climate and the degree of inclusion of LBGT issues in the curriculum. Faculty and staff were often unsure if their choice to be "out" would affect promotional opportunities. Individuals who had multiple oppression identity (e.g. person of color, international, person with disabilities and LBGT) were often less likely to be open about their LBGT identity at MSU. Providing more support services for LBGT persons of color will continue to be a priority.

Multicultural artwork and reading material remained 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 **Multi-Ethnic Counseling Center Alliance** continued its focus on counseling and supporting underrepresented and international students, with professionals of Asian/Pacific Islander, African American, Chicano/Latino, and American Indian/Alaskan Native heritage.

The **Sexual Assault and Safety Education Program** recruited and trained volunteers to advocate for male and female victims of assault and other violent crimes. This program has become an established part of the Resident Assistant/Mentor training in all residence halls each fall. The Sexual Assault and Safety Education program continued its liaison and consultation relationship with the Council Against Domestic Assault, Safe Place, and the University Police.

For the first time, the Interfraternity, Panhellenic and National Panhellenic **Greek Councils** hosted an All-Presidents meeting. A report was developed to indicate how the Greek community had addressed the recommendations of the "1992 Moving Forward Task Force," designed to evaluate the campus climate for Lesbians-Bisexual-Gay-Transgendered persons. Learning opportunities were created by Greek Life to address several chapter level issues in which Greek students did not exhibit tolerance and respect. Continually addressing inappropriate behavior as it occurs will result in changes of perception of the openness of the Greek community.

Internationalizing Student Life continued to support and facilitate the annual Global Festival, held on November 14, 1999, at the MSU Union. Thirty-two international clubs provided cultural displays and artistic performances for an estimated 6,000 persons from the campus and East Lansing/Lansing communities.

Student Governance and Activities provided minority student groups a forum in which to communicate to the Vice President their needs regarding access to campus facilities and security costs. Student Life staff advanced diversity by challenging student leaders to respect differences and express appreciation for diverse ideas and common characteristics. ASMSU student leaders built into their operating and administrative practice guidelines and criteria to ensure broad representation and participation in the decision-making process. The activities and functions of student organizations that are diverse in their mission and membership assisted in the creation of a campus environment that encouraged greater acknowledgment and appreciation of differences. Student Government Advising staff encouraged and supported registered student organizations to provide diverse campus wide programming by providing up to \$500 mini-grants to offset some program costs.

Student organizations were advised and encouraged to include racial/ethnic, non-traditional, international diversity in their membership, mission, and campus activities to acknowledge, support and show appreciation of differences. Student organizations must include the University's policy of non-discrimination in the organization's constitution and affirm the policy through practice.

Purchasing Supplier Diversity Program

MSU Purchasing's Supplier Diversity Program enables minority- and women-owned businesses to provide campus with quality products at competitive prices. The program's goal is to contribute to economic growth of a diverse business community by contracting with minority- and women-owned businesses which supply high quality, cost effective goods and services to Michigan State University. The objective of the Supplier Diversity Program is to identify qualified suppliers and communicate MSU's expectations and business needs, as well as facilitate the coordination of business opportunities between MSU and minority- and women-owned businesses.

Qualification into MSU Purchasing Supplier Diversity Program starts with verification that the business is at least 51% owned, operated and controlled by a U.S. citizen who is a woman or a member of a minority group (defined as African American, Hispanic American, Native American, Asian-Pacific Islander, and Asian-Indian American). The MSU Purchasing statistics for October 1999 to September 2000 are displayed below.

Tier II Dollars 1999-2000			
<u>Department</u>	<u>Women (WBE)</u>	<u>Minority (MBE)</u>	<u>Total Diversity Activity in \$</u>
Purchasing - Purchase Orders*	\$4,875,759.07	\$1,758,766.08	\$6,634,525.15
Purchasing - Personal Services	86,157.00	12,000.00	98,157.00
Purchasing - Procurement Card	218,968.00	3,503.00	222,471.00
Purchasing - Tier II	3,801.26	1,368.15	5,169.41
Construction - Contracts	2,580,483.00	136,990.00	2,717,473.00
Food Stores - Purchase Orders	<u>268,526.25</u>	<u>0.00</u>	<u>268,526.25</u>
Total	\$8,033,694.58	\$1,912,627.23	\$9,946,321.81

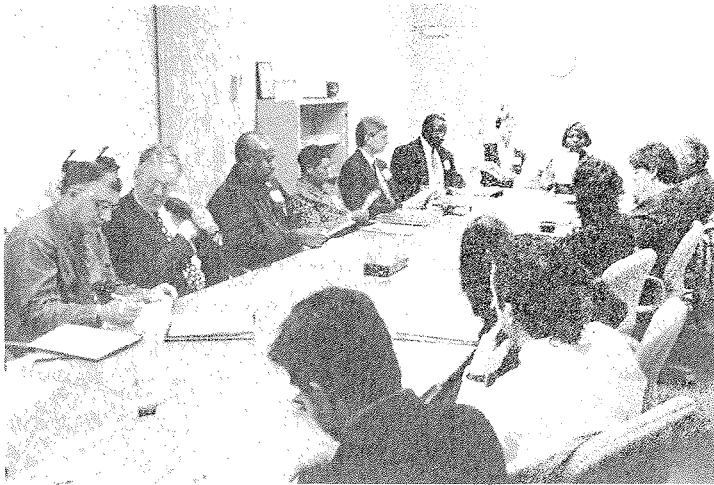
• Cyclotron Purchase Orders are included in Purchasing - Purchase Orders

MSU Purchasing is actively prompting campus involvement with minority- and women-owned suppliers. It is crucial that the campus take responsibility in developing and sustaining these business relationships. Making an investment by mentoring business opportunities helps the campus to become part of the overall solution to diversity at Michigan State University.

New Initiatives

There are three challenges for MSU Purchasing. First, Purchasing must encourage and assist local minority- and women-owned business to become certified by either the Michigan Minority Business Development Council or by the Small Business Administration. The certification process helps MSU adequately report its dollars spent with diversity vendors. Second, MSU needs to cultivate more strategic alliances with a diverse vendor community so contract awards better mirror the community make up. Third, MSU needs to dramatically improve its Purchasing contracts, construction contracts, and subcontract awards with diversity vendors.

MSU Purchasing has several new initiatives planned for 2001 to expand the outreach program. The Michigan Hispanic Chamber of Commerce and the Greater Lansing Hispanic Chamber of Commerce are planning several functions in the Lansing area with the intent to



grow business for minority vendors. There are opportunities for MSU to sponsor parts of these functions, to meet new minority vendors, and for MSU Purchasing to become more visible in a diverse vendor community. The Minority Vendor Coordinator has applied for membership in the YWCA of Greater Lansing Program for critical issues for women and girls

seeking services and programs in the 21st Century and the development of resources and support to accomplish the goals. MSU Purchasing in conjunction with the other public sector buying groups in the Lansing area are planning to host a Reginald Williams seminar.

MSU Purchasing has been invited to participate in a networking series, three diversity vendor golf outings, three buyer/supplier luncheons, two award banquets, the 19th Annual Michigan Minority Business Development Council Trade Show, Michigan Hispanic Chamber of Commerce Fiesta Hispana 2001 and various minority vendor educational seminars. To adequately represent MSU in all of these events, funding support is critical. As the department expands its outreach program and continues to participate in diversity events, the budget will be reviewed for possible increased support.

MSU Purchasing had an exciting year with regards to its Supplier Diversity Program. The 1999-2000 achievements are listed below.

- MSU Purchasing finalized the contract for a retail operation located in the MSU Union, owned and operating by a minority vendor. The T-Styles Barber Shop is owned by Marcel Mayberry and Travis Adams.
- MSU Purchasing participated in the 18th Michigan Minority Vendor Procurement Conference. Inline Design Inc., a minority-owned business, designed the MSU booth decorations and produced the promotional items.
- MSU Purchasing nominated Inline Design Inc./J.R. Rios for the Michigan Minority Business Development Council "2000 Minority Supplier of the Year Award". This vendor has had a business relationship with MSU for many years. Inline Design Inc. has demonstrated the highest level of integrity and professionalism during this time. Consequently, MSU Purchasing wanted to show its appreciation by nominating the vendor for this prestigious award.
- As part of a community outreach initiative, MSU Purchasing had two staff members join the Michigan Public Purchasing Officers Association; the Diversity Vendor Coordinator joined the Board of Directors for the Black Child and Family Institute.
- MSU Purchasing's minority vendor database was posted on the University Services/Purchasing web page, <http://purchasing.msu.edu>. The Lansing School District, City of Lansing, Board of Water and Light, Lansing Community College, State of Michigan and Ingham County School District have accessed the database to improve their diversity vendor programs.



Ongoing Initiatives

- MSU Purchasing maintained its Board of Directors seat on the Michigan Minority Business Development Council.
- MSU Purchasing maintained its Board of Directors seat on the Michigan Hispanic Chamber of Commerce.

- The Minority Vendor Coordinator continued to be part of outreach initiatives for the community. She volunteered to chair the Minority Task Force for the Lansing Regional Chamber of Commerce and she is participating on the Small Business Administration Committee.
- The Minority Vendor Coordinator assisted MSU employees and minority vendors by identifying qualified minority- and women-owned business for campus projects and by hosting a Minority Vendor Roundtable in October 1999.

University and College Profiles

Michigan State University Minorities by Race and Ethnicity Fall 2000										
<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	232	5.3%	383	8.7%	102	2.3%	25	0.6%	742	16.9%
Support Human Resources	448	7.7%	105	1.8%	284	4.9%	39	0.7%	876	15.0%
Students	3,546	8.8%	1,883	4.7%	1,081	2.7%	261	0.6%	6,771	16.7%
* Student calculations based on domestic totals.										

Michigan State University Fall 2000						
	Men		Women		Total	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Academic Human Resources	2,713	61.6%	1,689	38.4%	4,402	
Support Human Resources	1,970	33.7%	3,876	66.3%	5,846	
Students						
Domestic	18,378	45.4%	22,100	54.6%	40,478	
International	<u>1,707</u>	<u>59.1%</u>	<u>1,181</u>	<u>40.9%</u>	<u>2,888</u>	
Total	20,085	46.3%	23,281	53.7%	43,366	

Michigan State University Profile Fall 2000

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	62	34	96	106	35	141	23	17	40	9	2	11
Continuing Academic Staff	17	29	46	11	10	21	6	7	13	1	4	5
Fixed Term Faculty	23	17	40	33	19	52	14	10	24	1	2	3
Fixed Term Academic Staff	<u>23</u>	<u>27</u>	<u>50</u>	<u>107</u>	<u>62</u>	<u>169</u>	<u>16</u>	<u>9</u>	<u>25</u>	<u>1</u>	<u>5</u>	<u>6</u>
Total Acad. Human Resources	125	107	232	257	126	383	59	43	102	12	13	25

Support Human Resources

Officials and Managers	11	30	41	6	9	15	1	7	8	2	3	5
Professionals	41	61	102	25	27	52	26	22	48	1	5	6
Clerical	10	89	99	0	17	17	4	87	91	0	14	14
Technical	9	18	27	4	5	9	5	7	12	2	2	4
Service/Maintenance	68	99	167	4	6	10	48	68	116	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>2</u>	<u>9</u>	<u>2</u>	<u>2</u>	<u>4</u>
Total Support Hum. Resources	151	297	448	41	64	105	91	193	284	11	28	39

Students

Undergraduate	1098	1915	3013	789	727	1516	382	452	834	88	121	209
Graduate/Professional	<u>170</u>	<u>363</u>	<u>533</u>	<u>176</u>	<u>191</u>	<u>367</u>	<u>106</u>	<u>141</u>	<u>247</u>	<u>18</u>	<u>34</u>	<u>52</u>
Total Students	1268	2278	3546	965	918	1883	488	593	1081	106	155	261

Category	Total Minorities			Caucasian			International			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	200	88	288	1252	437	1689				1452	525	1977
Continuing Academic Staff	35	50	85	350	334	684				385	384	769
Fixed Term Faculty	71	48	119	326	296	622				397	344	741
Fixed Term Academic Staff	<u>147</u>	<u>103</u>	<u>250</u>	<u>332</u>	<u>333</u>	<u>665</u>				<u>479</u>	<u>436</u>	<u>915</u>
Total Acad. Human Resources	453	289	742	2260	1400	3660				2713	1689	4402

Support Human Resources

Officials and Managers	20	49	69	287	387	674				307	436	743
Professionals	93	115	208	596	873	1469				689	988	1677
Clerical	14	207	221	59	1258	1317				73	1465	1538
Technical	20	32	52	101	286	387				121	318	439
Service/Maintenance	124	175	299	413	463	876				537	638	1175
Skilled Trades	<u>23</u>	<u>4</u>	<u>27</u>	<u>220</u>	<u>27</u>	<u>247</u>				<u>243</u>	<u>31</u>	<u>274</u>
Total Support Hum. Resources	294	582	876	1676	3294	4970				1970	3876	5846

Students

Undergraduate	2357	3215	5572	13185	14679	27864	542	364	906	16084	18258	34342
Graduate/Professional	<u>470</u>	<u>729</u>	<u>1199</u>	<u>2366</u>	<u>3477</u>	<u>5843</u>	<u>1165</u>	<u>817</u>	<u>1982</u>	<u>4001</u>	<u>5023</u>	<u>9024</u>
Total Students	2827	3944	6771	15551	18156	33707	1707	1181	2888	20085	23281	43366

College of Agriculture and Natural Resources Profile Fall 2000

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	6	2	8	12	2	14	3	0	3	1	0	1
Continuing Academic Staff	0	1	1	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	3	1	4	8	1	9	0	2	2	0	0	0
Fixed Term Academic Staff	<u>1</u>	<u>2</u>	<u>3</u>	<u>18</u>	<u>9</u>	<u>27</u>	<u>5</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	10	6	16	38	12	50	8	2	10	1	0	1
<i>Support Human Resources</i>												
Officials and Managers	0	2	2	0	2	2	0	0	0	0	0	0
Professionals	0	1	1	2	0	2	0	2	2	0	0	0
Clerical	0	3	3	0	0	0	0	5	5	0	2	2
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	1	6	7	2	2	4	2	7	9	0	2	2
<i>Students</i>												
Undergraduate	58	55	113	41	20	61	35	13	48	8	13	21
Graduate/Professional	<u>6</u>	<u>19</u>	<u>25</u>	<u>7</u>	<u>11</u>	<u>18</u>	<u>9</u>	<u>12</u>	<u>21</u>	<u>1</u>	<u>3</u>	<u>4</u>
Total Students	64	74	138	48	31	79	44	25	69	9	16	25

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	22	4	26	195	35	230				217	39	256
Continuing Academic Staff	0	1	1	17	12	29				17	13	30
Fixed Term Faculty	11	4	15	37	14	51				48	18	66
Fixed Term Academic Staff	<u>24</u>	<u>11</u>	<u>35</u>	<u>43</u>	<u>28</u>	<u>71</u>				<u>67</u>	<u>39</u>	<u>106</u>
Total Acad. Human Resources	57	20	77	292	89	381				349	109	458
<i>Support Human Resources</i>												
Officials and Managers	0	4	4	37	27	64				37	31	68
Professionals	2	3	5	65	73	138				67	76	143
Clerical	0	10	10	3	92	95				3	102	105
Technical	0	0	0	8	13	21				8	13	21
Service/Maintenance	3	0	3	44	10	54				47	10	57
Skilled Trades	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>4</u>				<u>4</u>	<u>0</u>	<u>4</u>
Total Support Hum. Resources	5	17	22	161	215	376				166	232	398
<i>Students</i>												
Undergraduate	142	101	243	1566	1032	2598	23	17	40	1731	1150	2881
Graduate/Professional	<u>23</u>	<u>45</u>	<u>68</u>	<u>183</u>	<u>178</u>	<u>361</u>	<u>144</u>	<u>92</u>	<u>236</u>	<u>350</u>	<u>315</u>	<u>665</u>
Total Students	165	146	311	1749	1210	2959	167	109	276	2081	1465	3546

College of Arts and Letters Profile Fall 2000

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	8	6	14	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	4	2	6	0	1	1	4	3	7	1	1	2
Fixed Term Academic Staff	<u>0</u>	<u>0</u>	<u>0</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	12	8	20	9	9	18	6	7	13	5	1	6
<i>Support Human Resources</i>												
Officials and Managers	0	3	3	0	0	0	0	0	0	0	0	0
Professionals	2	0	2	0	0	0	0	0	0	0	0	0
Clerical	0	5	5	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	2	8	10	0	1	1	0	4	4	0	0	0
<i>Students</i>												
Undergraduate	49	99	148	32	58	90	33	56	89	10	15	25
Graduate/Professional	<u>16</u>	<u>26</u>	<u>42</u>	<u>6</u>	<u>8</u>	<u>14</u>	<u>8</u>	<u>6</u>	<u>14</u>	<u>2</u>	<u>2</u>	<u>4</u>
Total Students	65	125	190	38	66	104	41	62	103	12	17	29

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	23	16	39	174	83	257				197	99	296
Continuing Academic Staff	0	0	0	2	7	9				2	7	9
Fixed Term Faculty	9	7	16	28	42	70				37	49	86
Fixed Term Academic Staff	<u>0</u>	<u>2</u>	<u>2</u>	<u>14</u>	<u>14</u>	<u>28</u>				<u>14</u>	<u>16</u>	<u>30</u>
Total Acad. Human Resources	32	25	57	218	146	364				250	171	421
<i>Support Human Resources</i>												
Officials and Managers	0	3	3	0	8	8				0	11	11
Professionals	2	0	2	4	11	15				6	11	17
Clerical	0	9	9	4	33	37				4	42	46
Technical	0	0	0	6	1	7				6	1	7
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	2	13	15	14	53	67				16	66	82
<i>Students</i>												
Undergraduate	124	228	352	883	1311	2194	39	70	109	1046	1574	2620
Graduate/Professional	<u>32</u>	<u>42</u>	<u>74</u>	<u>184</u>	<u>223</u>	<u>407</u>	<u>70</u>	<u>136</u>	<u>171</u>	<u>286</u>	<u>401</u>	<u>687</u>
Total Students	156	270	426	1067	1534	2601	109	206	280	1332	1975	3307

Broad College of Business Profile Fall 2000

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	4	1	5	6	3	9	0	1	1	0	0	0
Continuing Academic Staff	3	1	4	0	2	2	1	1	2	0	0	0
Fixed Term Faculty	1	0	1	2	1	3	0	0	0	0	0	0
Fixed Term Academic Staff	0	0	0	0	0	0	0	0	0	0	1	1
Total Acad. Human Resources	8	2	10	8	6	14	1	2	3	0	1	1
<i>Support Human Resources</i>												
Officials and Managers	0	2	2	0	0	0	0	0	0	0	0	0
Professionals	1	1	2	0	0	0	0	0	0	0	0	0
Clerical	1	1	2	0	0	0	0	3	3	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	0	0	0	0	0	0	0	0	0	0	0	0
Total Support Hum. Resources	2	4	6	0	0	0	0	3	3	0	0	0
<i>Students</i>												
Undergraduate	205	277	482	145	127	272	63	54	117	9	13	22
Graduate/Professional	17	15	32	41	16	57	7	1	8	1	1	2
Total Students	222	292	514	186	143	329	70	55	125	10	14	24

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	10	5	15	102	19	121				112	24	136
Continuing Academic Staff	4	4	8	3	8	11				7	12	19
Fixed Term Faculty	3	1	4	6	3	9				9	4	13
Fixed Term Academic Staff	0	1	1	10	8	18				10	2	12
Total Acad. Human Resources	17	11	28	121	38	159				138	49	187
<i>Support Human Resources</i>												
Officials and Managers	0	2	2	3	11	14				3	13	16
Professionals	1	1	2	11	14	25				12	15	27
Clerical	1	4	5	2	36	38				3	40	43
Technical	0	0	0	0	0	0				0	0	0
Service/Maintenance	0	0	0	0	0	0				0	0	0
Skilled Trades	0	0	0	0	0	0				0	0	0
Total Support Hum. Resources	2	7	9	16	61	76				18	68	86
<i>Students</i>												
Undergraduate	422	471	893	2432	1674	4106	151	92	243	3005	2296	5242
Graduate/Professional	66	33	99	306	114	420	168	75	243	540	315	762
Total Students	488	504	992	2738	1788	4526	319	167	486	3545	2611	6004

College of Communication Arts and Sciences Profile Fall 2000

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	4	1	5	1	1	2	0	1	1	0	0	0
Continuing Academic Staff	1	0	1	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	0	0	0	2	1	3	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>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	6	1	7	3	2	5	1	1	2	0	0	0

Support Human Resources

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	1	1	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	1	1	0	0	0	0	1	1	0	0	0

Students

Undergraduate	128	183	311	49	64	113	28	49	77	10	4	14
Graduate/Professional	<u>5</u>	<u>20</u>	<u>25</u>	<u>8</u>	<u>3</u>	<u>11</u>	<u>3</u>	<u>5</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Students	133	203	336	57	67	124	31	54	85	10	4	14

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	5	3	8	34	20	54				39	23	62
Continuing Academic Staff	1	0	1	3	12	15				4	12	16
Fixed Term Faculty	2	1	3	9	9	18				11	10	21
Fixed Term Academic Staff	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>17</u>				<u>11</u>	<u>8</u>	<u>19</u>
Total Acad. Human Resources	10	4	14	55	49	104				65	53	118

Support Human Resources

Officials and Managers	0	0	0	1	6	7				1	6	7
Professionals	0	0	0	2	2	4				2	2	4
Clerical	0	2	2	0	21	21				0	23	23
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	2	2	3	29	32				3	31	34

Students

Undergraduate	215	300	515	1069	1452	2521	66	51	117	1350	1803	3153
Graduate/Professional	<u>16</u>	<u>28</u>	<u>44</u>	<u>54</u>	<u>117</u>	<u>171</u>	<u>54</u>	<u>80</u>	<u>134</u>	<u>124</u>	<u>225</u>	<u>349</u>
Total Students	231	328	559	1123	1569	2692	120	131	251	1474	2028	3502

College of Education Profile Fall 2000

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	3	6	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	2	3	5	1	0	1	0	1	1	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	5	11	16	6	4	10	2	6	8	0	0	0
<i>Support Human Resources</i>												
Officials and Managers	0	1	1	0	0	0	0	1	1	0	0	0
Professionals	0	0	0	0	0	0	1	0	1	0	0	0
Clerical	0	6	6	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	7	7	0	0	0	1	3	4	0	1	1
<i>Students</i>												
Undergraduate	26	82	108	13	26	39	7	34	41	4	8	12
Graduate/Professional	<u>34</u>	<u>73</u>	<u>107</u>	<u>4</u>	<u>13</u>	<u>17</u>	<u>6</u>	<u>18</u>	<u>24</u>	<u>3</u>	<u>3</u>	<u>6</u>
Total Students	60	155	215	17	39	56	13	52	65	7	11	18

Category	Total Minorities			Caucasian			International			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	8	12	20	62	45	107				70	57	127
Continuing Academic Staff	2	0	2	3	4	7				5	4	9
Fixed Term Faculty	3	4	7	28	52	80				31	56	87
Fixed Term Academic Staff	<u>0</u>	<u>5</u>	<u>5</u>	<u>20</u>	<u>37</u>	<u>57</u>				<u>20</u>	<u>42</u>	<u>62</u>
Total Acad. Human Resources	13	21	34	113	138	251				126	159	285
<i>Support Human Resources</i>												
Officials and Managers	0	2	2	2	11	13				2	13	15
Professionals	1	0	1	1	10	11				2	10	12
Clerical	0	9	9	1	49	50				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	11	12	4	70	74				5	81	86
<i>Students</i>												
Undergraduate	50	150	200	269	1150	1419	0	3	3	319	1303	1622
Graduate/Professional	<u>47</u>	<u>107</u>	<u>154</u>	<u>233</u>	<u>582</u>	<u>815</u>	<u>41</u>	<u>69</u>	<u>110</u>	<u>321</u>	<u>758</u>	<u>1079</u>
Total Students	97	257	354	502	1732	2234	41	72	113	640	1961	2701

College of Engineering Profile Fall 2000

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	30	2	32	3	0	3	0	0	0
Continuing Academic Staff	0	1	1	1	0	1	0	0	0	0	0	0
Fixed Term Faculty	0	0	0	3	0	3	1	0	1	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>0</u>	<u>0</u>	<u>12</u>	<u>2</u>	<u>14</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	46	4	50	4	0	4	0	0	0

Support Human Resources

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	3	3	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	6	6	1	0	1	0	2	2	0	0	0

Students

Undergraduate	267	192	459	232	62	294	62	8	70	13	2	15
Graduate/Professional	<u>17</u>	<u>9</u>	<u>26</u>	<u>20</u>	<u>8</u>	<u>28</u>	<u>13</u>	<u>5</u>	<u>18</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Students	284	201	485	252	70	322	75	13	88	13	2	15

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	38	2	40	80	8	88				118	10	128
Continuing Academic Staff	1	1	2	12	9	21				13	10	23
Fixed Term Faculty	4	0	4	11	0	11				15	0	15
Fixed Term Academic Staff	<u>12</u>	<u>2</u>	<u>14</u>	<u>11</u>	<u>6</u>	<u>17</u>				<u>23</u>	<u>8</u>	<u>31</u>
Total Acad. Human Resources	55	5	60	114	23	137				169	28	197

Support Human Resources

Officials and Managers	0	3	3	2	8	10				2	11	13
Professionals	0	1	1	23	13	36				23	14	37
Clerical	0	4	4	0	31	31				0	35	35
Technical	1	0	1	2	1	3				3	1	4
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	8	9	29	53	82				30	61	91

Students

Undergraduate	574	264	838	2424	587	3011	143	28	171	3141	879	4020
Graduate/Professional	<u>50</u>	<u>22</u>	<u>72</u>	<u>117</u>	<u>20</u>	<u>137</u>	<u>299</u>	<u>51</u>	<u>350</u>	<u>466</u>	<u>93</u>	<u>559</u>
Total Students	624	286	910	2541	607	3148	442	79	521	3607	972	4579

College of Human Ecology Profile Fall 2000

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	0	0	0	0	0	0	0	0	0	0	0	0
Fixed Term Academic Staff	<u>2</u>	<u>0</u>	<u>2</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	3	5	8	0	5	5	1	0	1	1	1	2
<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	1	1	0	1	1	0	1	1	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	1	1	0	1	1	0	1	1	0	1	1
<i>Students</i>												
Undergraduate	23	142	165	8	39	47	3	25	28	0	6	6
Graduate	<u>3</u>	<u>21</u>	<u>24</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Students	26	163	189	8	42	50	4	29	33	0	6	6

Category	Total Minorities			Caucasian			International			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	3	8	11	14	25	39				17	33	50
Continuing Academic Staff	0	1	1	1	9	10				1	10	11
Fixed Term Faculty	0	0	0	1	7	8				1	7	8
Fixed Term Academic Staff	<u>2</u>	<u>2</u>	<u>4</u>	<u>0</u>	<u>19</u>	<u>19</u>				<u>2</u>	<u>21</u>	<u>23</u>
Total Acad. Human Resources	5	11	16	16	60	76				21	71	92
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	0	3	3				0	3	3
Professionals	0	0	0	2	5	7				2	5	7
Clerical	0	4	4	0	27	27				0	31	31
Technical	0	0	0	0	1	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>1</u>	<u>1</u>				<u>0</u>	<u>1</u>	<u>1</u>
Total Support Hum. Resources	0	4	4	2	37	39				2	41	43
<i>Students</i>												
Undergraduate	34	212	246	103	1214	1317	3	14	17	140	1440	1580
Graduate/Professional	<u>4</u>	<u>28</u>	<u>32</u>	<u>15</u>	<u>108</u>	<u>123</u>	<u>6</u>	<u>52</u>	<u>58</u>	<u>25</u>	<u>188</u>	<u>213</u>
Total Students	38	240	278	118	1322	1440	9	66	75	165	1628	1793

College of Human Medicine Profile Fall 2000

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	7	4	11	0	0	0	0	0	0
Continuing Academic Staff	0	0	0	0	1	1	0	0	0	0	0	0
Fixed Term Faculty	6	5	11	5	5	10	1	0	1	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>10</u>	<u>18</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	9	9	18	20	20	40	1	0	1	0	0	0

Support Human Resources

Officials and Managers	1	0	1	0	0	0	0	1	1	0	1	1
Professionals	1	2	3	0	2	2	1	1	2	0	0	0
Clerical	0	1	1	0	1	1	0	2	2	0	0	0
Technical	0	2	2	0	1	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	2	5	7	0	4	4	1	4	5	0	1	1

Students

Graduate/Professional	<u>16</u>	<u>37</u>	<u>53</u>	<u>24</u>	<u>36</u>	<u>60</u>	<u>18</u>	<u>25</u>	<u>43</u>	<u>1</u>	<u>4</u>	<u>5</u>
Total Students	16	37	53	24	36	60	18	25	43	1	4	5

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	10	6	16	63	27	90				73	33	106
Continuing Academic Staff	0	1	1	1	2	3				1	3	4
Fixed Term Faculty	12	10	22	53	35	88				65	45	110
Fixed Term Academic Staff	<u>8</u>	<u>12</u>	<u>20</u>	<u>11</u>	<u>16</u>	<u>27</u>				<u>19</u>	<u>28</u>	<u>47</u>
Total Acad. Human Resources	30	29	59	128	80	208				158	109	267

Support Human Resources

Officials and Managers	1	2	3	5	23	28				6	25	31
Professionals	2	5	7	18	96	114				20	101	121
Clerical	0	4	4	4	92	96				4	96	100
Technical	0	3	3	4	53	57				4	56	60
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	31	264	295				34	278	312

Students

Graduate/Professional	<u>59</u>	<u>102</u>	<u>161</u>	<u>145</u>	<u>165</u>	<u>310</u>	<u>7</u>	<u>7</u>	<u>14</u>	<u>211</u>	<u>274</u>	<u>485</u>
Total Students	59	102	161	145	165	310	7	7	14	211	274	485

James Madison College Profile Fall 2000

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	0	1	1	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0	0	0	0
Total Support Hum. Resources	0	0	0	0	0	0	0	0	0	0	1	1
<i>Students</i>												
Undergraduate	19	47	66	16	30	46	10	16	26	4	2	6
Total Students	19	47	66	16	30	46	10	16	26	4	2	6

Category	Total Minorities			Caucasian			International			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	4	1	5	12	8	20				16	9	25
Continuing Academic Staff	0	0	0	0	1	1				0	1	1
Fixed Term Faculty	0	1	1	6	2	8				6	3	9
Fixed Term Academic Staff	0	1	1	1	0	1				1	1	2
Total Acad. Human Resources	4	3	7	19	11	30				23	14	37
<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	0	0	0	0	0	0				0	0	0
Total Support Hum. Resources	0	1	1	0	6	6				0	7	7
<i>Students</i>												
Undergraduate	49	95	144	407	483	890	2	2	4	458	580	1038
Total Students	49	95	144	407	483	890	2	2	4	458	580	1038

College of Natural Science Profile Fall 2000

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	5	1	6	29	4	33	4	1	5	2	0	2
Continuing Academic Staff	1	2	3	2	1	3	0	0	0	0	0	0
Fixed Term Faculty	0	0	0	3	3	6	1	1	2	0	0	0
Fixed Term Academic Staff	<u>3</u>	<u>0</u>	<u>3</u>	<u>62</u>	<u>21</u>	<u>83</u>	<u>7</u>	<u>4</u>	<u>11</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	9	3	12	96	29	125	12	6	18	2	0	2

Support Human Resources

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	1	1	2	0	1	1	0	4	4	0	1	1
Technical	0	2	2	0	2	2	3	0	3	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	5	6	7	5	12	3	4	7	0	1	1

Students

Undergraduate	114	315	429	141	143	284	45	60	105	10	18	28
Graduate/Professional	<u>12</u>	<u>6</u>	<u>18</u>	<u>12</u>	<u>9</u>	<u>21</u>	<u>7</u>	<u>6</u>	<u>13</u>	<u>1</u>	<u>0</u>	<u>1</u>
Total Students	126	321	447	153	152	305	52	66	118	11	18	29

Category	Total Minorities			Caucasian			International			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	40	6	46	241	51	292				281	57	338
Continuing Academic Staff	3	3	6	20	15	35				23	18	41
Fixed Term Faculty	4	4	8	52	21	73				56	25	81
Fixed Term Academic Staff	<u>72</u>	<u>25</u>	<u>97</u>	<u>81</u>	<u>49</u>	<u>130</u>				<u>153</u>	<u>74</u>	<u>227</u>
Total Acad. Human Resources	119	38	157	394	136	530				513	174	687

Support Human Resources

Officials and Managers	0	0	0	4	23	27				4	23	27
Professionals	6	4	10	59	46	105				65	50	115
Clerical	1	7	8	4	64	68				5	71	76
Technical	3	4	7	18	19	37				21	23	44
Service/Maintenance	0	0	0	1	2	3				1	2	3
Skilled Trades	<u>1</u>	<u>0</u>	<u>1</u>	<u>10</u>	<u>0</u>	<u>10</u>				<u>11</u>	<u>0</u>	<u>11</u>
Total Support Hum. Resources	11	15	26	96	154	250				107	169	276

Students

Undergraduate	310	536	846	1640	2128	3768	27	27	54	1977	2691	4668
Graduate/Professional	<u>32</u>	<u>21</u>	<u>53</u>	<u>259</u>	<u>192</u>	<u>451</u>	<u>221</u>	<u>140</u>	<u>361</u>	<u>512</u>	<u>353</u>	<u>865</u>
Total Students	342	557	899	1899	2320	4219	248	167	415	2489	3044	5533

College of Nursing Profile Fall 2000

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	2	2	0	3	3	0	1	1	0	0	0
Fixed Term Academic Staff	0	1	1	0	0	0	0	0	0	0	0	0
Total Acad. Human Resources	0	4	4	0	3	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	1	1	0	0	0	2	0	2	0	0	0
Clerical	0	1	1	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	0	0	0	0	0	0	0	0	0	0	0	0
Total Support Hum. Resources	0	2	2	0	0	0	2	1	3	0	0	0
<i>Students</i>												
Undergraduate	5	67	72	2	16	18	1	8	9	0	4	4
Graduate/Professional	0	5	5	0	1	1	0	0	0	0	1	1
Total Students	5	72	77	2	17	19	1	8	9	0	5	5

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	0	1	1	2	18	20				2	19	21
Continuing Academic Staff	0	0	0	0	0	0				0	0	0
Fixed Term Faculty	0	6	6	1	31	32				1	37	38
Fixed Term Academic Staff	0	1	1	0	5	5				0	6	6
Total Acad. Human Resources	0	8	8	3	54	57				3	62	65
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	0	3	3				0	3	3
Professionals	2	1	3	0	12	12				2	13	15
Clerical	0	2	2	0	9	9				0	11	11
Technical	0	0	0	0	2	2				0	2	2
Service/Maintenance	0	0	0	0	0	0				0	0	0
Skilled Trades	0	0	0	0	0	0				0	0	0
Total Support Hum. Resources	2	3	5	0	26	26				2	29	31
<i>Students</i>												
Undergraduate	8	95	103	37	345	382	0	1	1	45	441	486
Graduate/Professional	0	7	7	2	93	102	0	0	0	2	100	109
Total Students	8	102	110	46	438	484	0	1	1	54	541	595

College of Osteopathic Medicine Profile Fall 2000

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	1	1	2	0	2	0	0	0	0	1	1
Fixed Term Academic Staff	0	0	0	0	3	3	0	0	0	0	0	0
Total Acad. Human Resources	0	2	2	4	5	9	1	1	2	0	1	1
<i>Support Human Resources</i>												
Officials and Managers	0	1	1	0	1	1	0	1	1	0	1	1
Professionals	2	1	3	1	0	1	0	0	0	0	0	0
Clerical	0	1	1	0	1	1	0	0	0	0	2	2
Technical	0	2	2	0	1	1	0	2	2	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	5	7	1	3	4	0	3	3	0	3	3
<i>Students</i>												
Graduate/Professional	7	12	19	34	33	67	13	7	20	1	3	4
Total Students	7	12	19	34	33	67	13	7	20	1	3	4

Category	Total Minorities			Caucasian			International			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	3	2	5	47	18	65				50	20	70
Continuing Academic Staff	0	2	2	2	4	6				2	6	8
Fixed Term Faculty	2	2	4	42	17	59				44	19	63
Fixed Term Academic Staff	0	3	3	6	10	16				6	13	19
Total Acad. Human Resources	5	9	14	97	49	146				102	58	160
<i>Support Human Resources</i>												
Officials and Managers	0	4	4	3	24	27				3	28	31
Professionals	3	1	4	15	28	43				18	29	47
Clerical	0	4	4	0	50	50				0	54	54
Technical	0	5	5	7	41	48				7	46	53
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	3	14	17	25	144	169				28	158	186
<i>Students</i>												
Graduate/Professional	55	55	110	233	189	422	4	3	7	292	247	539
Total Students	55	55	110	233	189	422	4	3	7	292	247	539

College of Social Science Profile Fall 2000

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	9	4	13	3	6	9	4	6	10	0	1	1
Continuing Academic Staff	0	0	0	0	0	0	0	0	0	0	0	0
Fixed Term Faculty	4	0	4	3	1	4	4	1	5	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>4</u>	<u>4</u>	<u>0</u>	<u>4</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	13	8	21	6	11	17	8	7	15	0	1	1
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	2	4	6	2	1	3	0	3	3	0	0	0
Clerical	0	2	2	0	1	1	0	2	2	0	1	1
Technical	1	1	2	0	0	0	0	1	1	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	3	7	10	2	2	4	0	6	6	0	1	1
<i>Students</i>												
Undergraduate	113	360	473	47	57	104	62	79	141	7	18	25
Graduate/Professional	<u>23</u>	<u>57</u>	<u>80</u>	<u>7</u>	<u>15</u>	<u>22</u>	<u>8</u>	<u>26</u>	<u>34</u>	<u>3</u>	<u>8</u>	<u>11</u>
Total Students	136	417	553	54	72	126	70	105	175	10	26	36

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	16	17	33	126	48	174				142	65	207
Continuing Academic Staff	0	0	0	8	13	21				8	13	21
Fixed Term Faculty	11	2	13	22	29	51				33	31	64
Fixed Term Academic Staff	<u>0</u>	<u>8</u>	<u>8</u>	<u>16</u>	<u>26</u>	<u>42</u>				<u>16</u>	<u>34</u>	<u>50</u>
Total Acad. Human Resources	27	27	54	172	116	288				199	143	342
<i>Support Human Resources</i>												
Officials and Managers	0	0	0	2	10	12				2	10	12
Professionals	4	8	12	19	32	51				23	40	63
Clerical	0	6	6	2	52	54				2	58	60
Technical	1	2	3	1	1	2				2	3	5
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	5	16	21	24	95	119				29	111	140
<i>Students</i>												
Undergraduate	229	514	743	1271	1734	3005	18	33	51	1518	2281	3799
Graduate/Professional	<u>41</u>	<u>106</u>	<u>147</u>	<u>216</u>	<u>388</u>	<u>604</u>	<u>64</u>	<u>63</u>	<u>127</u>	<u>321</u>	<u>557</u>	<u>878</u>
Total Students	271	620	890	1487	2122	3609	82	96	178	1839	2838	4677

College of Veterinary Medicine Profile Fall 2000

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	3	0	3	0	0	0	0	0	0
Continuing Academic Staff	0	1	1	2	0	2	0	1	1	0	0	0
Fixed Term Faculty	2	3	5	4	2	6	2	1	3	0	0	0
Fixed Term Academic Staff	<u>0</u>	<u>2</u>	<u>2</u>	<u>5</u>	<u>5</u>	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Acad. Human Resources	6	7	13	14	7	21	2	2	4	0	0	0
<i>Support Human Resources</i>												
Officials and Managers	0	1	1	0	0	0	0	0	0	0	0	0
Professionals	1	4	5	3	4	7	0	1	1	0	0	0
Clerical	0	2	2	0	0	0	0	3	3	0	0	0
Technical	1	1	2	0	1	1	0	1	1	0	1	1
Service/Maintenance	0	1	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	9	11	3	5	8	2	5	7	0	1	1
<i>Students</i>												
Undergraduate	6	17	23	3	9	12	1	13	14	1	6	7
Graduate/Professional	<u>1</u>	<u>2</u>	<u>10</u>	<u>4</u>	<u>14</u>	<u>18</u>	<u>6</u>	<u>8</u>	<u>14</u>	<u>1</u>	<u>5</u>	<u>6</u>
Total Students	7	26	33	7	23	30	7	21	28	2	11	13

Category	Total Minorities			Caucasian			International			University Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<i>Academic Human Resources</i>												
Tenure System Faculty	7	1	8	63	19	82				70	20	90
Continuing Academic Staff	2	2	4	2	4	6				4	6	10
Fixed Term Faculty	8	6	14	20	27	47				28	33	61
Fixed Term Academic Staff	<u>5</u>	<u>7</u>	<u>12</u>	<u>11</u>	<u>11</u>	<u>22</u>				<u>16</u>	<u>18</u>	<u>34</u>
Total Acad. Human Resources	22	16	38	96	61	157				118	77	195
<i>Support Human Resources</i>												
Officials and Managers	0	1	1	0	16	16				0	17	17
Professionals	4	9	13	24	50	74				28	59	87
Clerical	0	5	5	2	49	51				2	54	56
Technical	1	4	5	8	66	74				9	70	79
Service/Maintenance	2	1	3	6	8	14				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	7	20	27	40	189	229				47	209	256
<i>Students</i>												
Undergraduate	11	45	56	61	312	373	0	0	0	72	357	429
Graduate/Professional	<u>12</u>	<u>36</u>	<u>48</u>	<u>90</u>	<u>310</u>	<u>400</u>	<u>16</u>	<u>8</u>	<u>24</u>	<u>118</u>	<u>354</u>	<u>472</u>
Total Students	23	81	104	151	622	773	16	8	24	190	711	901

Non-College Units Fall 2000

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	8	4	12	0	0	0	2	0	2	1	0	1
Continuing Academic Staff	12	22	34	4	5	9	5	4	9	1	4	5
Fixed Term Faculty	1	0	1	0	0	0	1	0	1	0	0	0
Fixed Term Academic Staff	<u>16</u>	<u>13</u>	<u>29</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>7</u>	<u>1</u>	<u>4</u>	<u>5</u>
Total Acad. Human Resources	37	39	76	6	7	13	11	8	19	3	8	11

Support Human Resources

Officials and Managers	10	17	27	6	6	12	1	4	5	2	1	3
Professionals	32	45	77	11	18	29	22	14	36	1	4	5
Clerical	8	61	69	0	12	12	4	58	62	0	6	6
Technical	7	10	17	3	0	3	2	3	5	2	1	3
Service/Maintenance	67	98	165	4	5	9	44	68	112	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>2</u>	<u>9</u>	<u>2</u>	<u>2</u>	<u>4</u>
Total Support Hum. Resources	136	231	367	25	41	66	80	149	229	11	16	27

Students

Undergraduate (No Preference)	72	79	151	26	100	126	32	33	65	11	8	19
Graduate (Unclassified/Lifelong Ed.)	<u>26</u>	<u>54</u>	<u>80</u>	<u>2</u>	<u>31</u>	<u>40</u>	<u>7</u>	<u>22</u>	<u>29</u>	<u>0</u>	<u>13</u>	<u>13</u>
Total Students	98	133	231	35	131	166	39	55	94	11	21	32

Category	Total Minorities			Caucasian			International			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>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<i>Academic Human Resources</i>												
Tenure System Faculty	11	4	15	37	13	50				48	17	65
Continuing Academic Staff	22	35	57	276	234	510				298	269	567
Fixed Term Faculty	2	0	2	10	7	17				12	7	19
Fixed Term Academic Staff	<u>22</u>	<u>23</u>	<u>45</u>	<u>99</u>	<u>96</u>	<u>195</u>				<u>121</u>	<u>119</u>	<u>240</u>
Total Acad. Human Resources	57	62	119	422	350	772				479	412	891

Support Human Resources

Officials and Managers	19	28	47	228	213	441				247	241	488
Professionals	66	81	147	353	480	833				419	561	980
Clerical	12	137	149	37	649	686				49	786	835
Technical	14	14	28	47	88	135				61	102	163
Service/Maintenance	119	173	292	362	442	804				481	615	1096
Skilled Trades	<u>22</u>	<u>4</u>	<u>26</u>	<u>204</u>	<u>26</u>	<u>230</u>				<u>226</u>	<u>30</u>	<u>256</u>
Total Support Hum. Resources	252	437	689	1231	1898	3129				1483	2335	3818

Students

Undergraduate (No Preference)	141	220	361	970	1174	2144				1111	1394	2505
Grad. (Unclassified/Lifelong Ed.)	<u>42</u>	<u>120</u>	<u>162</u>	<u>414</u>	<u>842</u>	<u>1256</u>				<u>456</u>	<u>962</u>	<u>1418</u>
Total Students	183	340	523	1384	2016	3400				1567	2356	3923