

MICHIGAN STATE  
UNIVERSITY

affirmative  
action and  
DIVERSITY

ANNUAL PROGRESS REPORT 2000-2001

**2000-2001 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 published to detail progress and programmatic efforts to achieve and support diversity within community at Michigan State University. The *2000-2001 Annual Progress Report on Affirmative Action and Diversity Within Community* continues to differentiate between initiatives that were newly implemented in 2000-01 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 of Affirmative Action, Compliance and Monitoring

The Office of Affirmative Action, Compliance and Monitoring (AACM) is responsible for monitoring and evaluating many of the programs, activities, and procedures which support the university's commitment to equal opportunity, affirmative action, and diversity. During 2000-2001, the office experienced a rise in the level of activities in a number of areas.

Diversity support activities increased, with AACM taking responsibility for the All-University Excellence in Diversity Recognition and Awards Program beginning in 2001. New award categories for Emerging Progress, Sustained Effort to Excellence in Diversity, and Lifetime Achievement for individuals and teams were implemented in 2001. In addition, funding for campus diversity initiatives was changed, with AACM assigned responsibility for the administration of funding for university-wide diversity projects. AACM also assumed responsibility for coordination of the university's 2002 Martin Luther King, Jr. Celebration.

AACM, in consultation with the Office of the General Counsel, successfully resolved 16 of 17 Michigan Department of Civil Rights complaints processed at the informal stage of the agency's discrimination complaint resolution process. AACM continued to consult with various units responsible for the resolution of disputes involving complaints of prohibited discrimination, including harassment. Eighty-nine internal complaints were handled by AACM during the past year. Consultations occurred with such units as the Office of the General Counsel, Women's Resource Center, Anti-Discrimination Judicial Board, Ombudsman, Faculty Grievance Officer, and Student Judiciary.

The Office continued to build on the activities of the last year in the areas of recruitment and retention of faculty, academic staff, and support staff. Emphasis has shifted to a more proactive approach in assisting units to move beyond traditional efforts to recruit for greater campus diversity. During 2000-01, AACM consulted with over 50 units on recruitment and retention concerns, and is more frequently providing recruitment resources tailored to a particular search. CIC staff and Michigan college and university AA/EEO officers have become aware of the AACM database of over 1,200 recruitment resources, and have expressed interest in gaining access to the database.

In addition to monitoring academic and support staff hiring activity, AACM continued to complete the Unit Hiring Analysis for academic faculty and staff, with copies provided to the Provost and relevant dean. 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. The Director participated as a team member for biennial College Level Planning visits, where hiring, retention, and diversity issues are discussed with each college dean. A similar analysis is prepared for support units, with similar discussion taking place with assistant vice presidents reporting to the Vice President for Finance and Operations on an annual basis.

AACM continued to work 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, bisexual and transgender community. The Office continued to provide support to the President's Advisory Committee on Disability Issues (PACDI). Issues under consideration by the committee included increased participation of students with disabilities in Study Abroad Programs, safety awareness, and technology accessibility for persons with disabilities. For the first time in Fall 2000, AACM coordinated the new minority faculty/staff reception sponsored by the Office of the President and the Council of Racial Ethnic Minorities (COREM). While the Fall 2000 reception had record levels of attendance, the Fall 2001 reception attendance was low due to the events of September 11.

## **Academic and Support Unit Activities**

### **Leadership**

Michigan State University was a major contributor to the Committee on Institutional Cooperation (CIC) first annual Diversity Forum, "Charting a Course," held at the University of Michigan in April 2001. Several MSU programs were accepted as "best practices" for the conference and the MSU team was the largest participating group.

Encouraged by the numbers of students, faculty, staff and campus units that have participated in Martin Luther King Day activities, the MSU Board of Trustees voted at its Feb. 14, 2001 meeting to extend the cancellation of classes in recognition of the day for at least another five years.

The second biennial **Race in 21<sup>st</sup> Century America** conference was sponsored by James Madison College and the Midwest Consortium for Black Studies in April 2001. The national conference featured some of the country's leading public officials, community activists and scholars. Six keynote events and 20 panel discussions addressed controversial and cutting-edge racial issues. The "hot topics" addressed at the conference included slave reparations and racial justice, the crisis in the nation's urban K-12 school districts, real and perceived inequities in the

federal and state criminal justice systems, racial classifications and the U.S. Census Bureau, the increased pace of immigration and intermarriage, residential segregation, and environmental racism in cities and corporations.

## **Recruitment and Retention**

There were five new **Executive Management** appointments during 2000-01, including two non-minority women and three non-minority men. Thus, 40.0% of the new executive management appointments were members of protected classes.

Representation of women in the **Academic Manager** group was 26.0% (compared to representation in the tenure system of 27.0%) during 2000-01, with a total number of 56. The percentage of minority academic managers was 9.8% (compared to representation in the tenure system of 15.5%); there are 21 minority academic managers.

During 2000-01, the total **academic personnel workforce** (headcount, not FTE's) increased by 135 individuals, from 4,402 to 4,537. With the net gain of 88 women during 2000-01, women comprised 39.2% of all academic personnel, increasing from 38.4% in 1999-00. The number of women increased from 1,689 to 1,777, or by 5.2%. With the net gain of 70 minorities during 2000-01, minorities represent 17.9% of the total academic personnel system, increasing in proportion from 16.9% and increasing in number to 812, or by 9.4%.

There was no change in the size of the **tenure system**; it remained at 1,977 during 2000-01. The proportion of women in the tenure system increased to 27.0%; the net gain of 9 women brought the total number of women to 534, an increase of 1.7%. The percentage of minorities in the tenure system increased from 14.6% to 15.5%; the number of minorities increased by a net of 18, to a total of 306, an increase of 6.3%. During 2000-01, there were 114 new individuals appointed in the tenure system, including 27 minorities (23.7%) and 37 women (32.5%). On a non-duplicate basis, 56 individuals, or 49.1%, of the total appointments in the tenure system were members of protected groups. This reflects an increase from 46.5% in 1999-00.

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 university/community climate and opportunities.

The academic personnel system includes 100 self-identified **individuals with disabilities**, including 57 tenure system faculty, 21 continuing academic staff, 14 fixed-term academic staff and 8 fixed-term faculty. The support staff workforce includes 136 self-identified individuals with a disability.

During 2000-01, the **support staff workforce** increased by 128 employees (2.2%) from 5,846 to 5,974. Women increased by 63 from 3,876 to 3,939 employees (66.3% to 65.9% of the workforce). The number of regular new hires decreased for the first time in five years. Minorities increased by 24 employees from 876 to 900 (15.0% to 15.1%).

Total enrollment of minority **freshmen** increased to a historic high, both in total number and as a percentage of the freshman class. New **transfer** enrollments of minority students increased in total by 8.3% from 161 to 194, with increases in African-American and Asian/Pacific Islander students and declines in Hispanic and Native American students. Enrollment of new **graduate** students of color decreased by 9% to 187, following a 20% increase the previous year, when new minority enrollment was at 210.

**Total student enrollment** on the East Lansing campus of Michigan State University in fall semester 2001 increased to 44,227 from 43,366 in fall semester 2000. The total number of domestic students was 41,206, up from 40,478 for fall 2000. The number of international students fall 2001 is 3,021 (6.8% of the student population), up from fall 2000's 2,888 (6.7% of the student population).

Total domestic **minority student enrollment** on campus increased 5.3% from 6,771 in fall 2000 to 7,132 in fall 2001. Minority students represent 16.1% of the student population. Undergraduate minority enrollment increased to 5,880 from 5,572 the previous fall. Graduate minority enrollment increased by 4.4% to 1,252 from 1,199 in fall 2000.

## **Instruction, Research and Outreach**

The American Indian Studies Program was established in the **College of Arts and Letters**. Patrick LeBeau (ATL) was appointed Director, and post-doc and faculty positions were created in support of this new thematic area.

The **Office of Supportive Services** staff increased the technology training portion of ORO-500 (a freshman seminar) to account for 25% of the class time. This is especially important given the changing technological needs of university students.

Two **Resource Center for Persons with Disabilities** staff members are part of the national project team of the *DO-IT* (Disabilities, Opportunities, Internetworking and Technology) *Prof Model* Demonstration Project housed at the University of Washington. The project team includes staff from 23 colleges and universities with a goal 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.

## **Climate**

State-of-the-art signalization equipment was installed at the Shaw/Chestnut, Shaw/Red Cedar, and Farm Lane/Trowbridge Road intersections. The new intersections provide multi-modal information about the status of the pedestrian crossing indicators. By pairing conventional visual indicators with both verbal messages and tactile feedback, persons with visual disabilities and combined visual and hearing disabilities now receive valuable information about the status of the pedestrian signals. These installations were the first in Michigan and among the first in the United States. MSU, through the work of **Campus Park and Planning**, was awarded the first annual daVinci Award in the Personal Mobility category, in honor of MSU's innovative accessible audible/tactile pedestrian intersections located on Shaw Lane.

The student-centered safety brochure “MSU Campus Safety” was completed. A collaboration between the Women’s Advisory Committee to the Vice President for Student Affairs and the **Women’s Resource Center**, the brochure is formatted to provide easy access to safety resources and a response to safety-related issues. Distribution of the brochure will be primarily through the residence hall system and to some of the more densely-populated off-campus student apartment complexes.

The Student-Athlete Support Services division of **Intercollegiate Athletics** provided sexual harassment, diversity training, and anti-hazing educational sessions to the student-athlete population to facilitate awareness, sensitivity, and prevention and/or intervention strategies.

Since the **Multicultural Center** opened its doors to student use in January 1999, the number of individuals who use the Center and its resources has increased, adding over 15 new student groups and university units using the Center for activities they sponsor each semester. During the 2000-01 academic year, the number of visitors to the Center increased by over 4,000, with the total number of visitors being 17,547.

**Career Services and Placement** has a reasonably good track record of implementing and supporting programs that address the needs of a diverse student population. It has only recently ventured into programming that addresses global diversity issues from a career perspective—specifically, programming targeting *all* students rather than specific populations—and it has not yet attempted career research related to diversity issues. Career Services and Placement has only begun to address topics such as sexual orientation and gender roles in the workplace. These areas represent the frontier of the CSP diversity effort.

The **College of Natural Science** Women’s Advisory Council to the Dean developed a web site and a system for the reporting of possible biases.

Described in previous reports, **Women in International Development** continued the International Women’s Leadership Training Initiative. This project enhances leadership skills training for international women graduate students enrolled at MSU. The workshop “The Chilly Climate for Women in the Academy” was presented by Drs. Anne Ferguson, Tracey Dobson and Reitumetse Mabokela. The discussions were lively, with several graduate students identifying with issues raised in the video “Through My Lens”.

**Michigan State University Extension** (MSUE) recommitted itself to a major focus on multiculturalism in 1997. MSUE’s vision for its multicultural efforts is to institute and sustain organizational change that integrates multicultural concepts into MSUE’s environment, educational programming, and employment. To support change on the personal, interpersonal and cultural levels, many programs in support of the mission were implemented during the year. The offerings address MSU’s multicultural steps of increasing awareness, applying what is learned and taking action to bring about organizational change, changes in the workplace, in the communities, and in personal lives. To date, 47 workshops have been held, with more than 1,200 participants.

The **Women’s Resource Center** continued to critically examine the challenges involved with the development of authentic relationships and allies among women across race in the context of white privilege. With the aid of facilitation, the diverse groups of women that had formed during the first two years of the project merged. The dynamics of the merger resulted in a re-visiting of

the issues associated with racial and cultural identity, alliance construction when difference is present, and strategy development for fostering organizational change. The group will continue to persevere in their work toward understanding the influence of difference and privilege in becoming effective change agents.

### **Purchasing Supplier Diversity Program**

The Purchasing Department's Supplier Diversity Program continued to expand, providing economic growth for local minority and woman owned businesses. The Supplier Diversity Program worked with minority and woman-owned businesses to provide quality products and services at competitive prices to the University community. The objectives of the Supplier Diversity Program are to identify qualified suppliers, to communicate the expectations and business needs of campus departments to these suppliers, and to facilitate business opportunities between MSU and minority and woman-owned businesses.

Benefits from this business strategy are as follows:

- Facilitates job creation in the minority community
- Helps create a supply base that better mirrors the local community
- Supports the economic growth of the local community
- Creates a more competitive supplier base
- Provides different business solutions and opportunities
- Provides more options for services and products
- Better serves the University's minority customer base for recruitment and retention of faculty, staff and students

The results of the Supplier Diversity Program for 2000-2001 demonstrated growth in opportunities and business activity.



# Faculty, Staff and Student Profiles

## Academic Human Resources

**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, and specifically designated director and other administrative titles. Currently, there are 104 executive management positions, of which 25 are vacant or filled on an acting basis.

Executive Managers Fall 2001							
<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	42	49
Women	4	0	0	1	5	19	24
Total	9	1	1	1	12	61	73

There were 73 individuals appointed in executive management positions as of October 1, 2001. Of these, 24 (32.9%) are women and 12 (16.4%) are minorities. Of the five minority women, four (5.5%) are Black, and one (1.4%) is American Indian/Alaskan Native; of the seven minority men, five (6.8%) are Black, one (1.4%) is Asian/Pacific Islander, and one (1.4%) is Hispanic. The total number of protected class members decreased by one, for a total of 31; the proportion decreased from 43.8% in October 2000 to 42.5% in October 2001. There were five new executive management appointments during 2000-01, including two non-minority women and three non-minority men. Thus, 40.0% of the new executive management appointments were members of protected classes.

**Administrative Appointments:** There were 215 individuals in the academic manager group as of October 1, 2001. This group includes deans, assistant/associate deans, chairpersons and directors. The representation of women in this group was 26.0% (compared to representation in the tenure system of 27.0%) during 2000-01, with a total number of 56. The percentage of minority academic managers was 9.8% (compared to representation in the tenure system of 15.5%); there are 21 minority academic managers.

Academic Administrators Fall 2001							
<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	4	2	1	13	146	159
Women	<u>7</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>48</u>	<u>56</u>
Total	13	5	2	1	21	194	215

During the 2000-01 affirmative action year, the total **academic personnel workforce** (headcount, not FTE's) increased by 135 individuals, from 4,402 to 4,537. With the net gain of 88 women during 2000-01, women comprised 39.2% of all academic personnel, increasing from 38.4% in 1999-00. The number of women increased from 1,689 to 1,777, or by 5.2%. With the net gain of 70 minorities during 2000-01, minorities represent 17.9% of the total academic personnel system, increasing in proportion from 16.9% and increasing in number to 812, or by 9.4%. The number of Blacks in the academic personnel workforce increased from 232 to 241, which is 5.3% of the total workforce; Asian/Pacific Islanders increased from 383 to 437, which is 9.6% of the total; Hispanics increased from 102 to 104, which is 2.3% of the total; American Indians/Alaskan Natives increased from 25 to 30, which is 0.7% of the total. On a non-duplicate basis, the number of individuals in protected classes, (women and minorities) was 2,285 in Fall 2001, 50.4% of the total faculty and academic staff, increasing from 48.7% in 1999-00. Thus, there was an overall increase in the size of the academic personnel workforce and in the proportion of women and minorities.

Academic Workforce Fall 2001							
<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	127	305	64	12	508	2,252	2,760
Women	<u>114</u>	<u>132</u>	<u>22</u>	<u>62</u>	<u>304</u>	<u>1,473</u>	<u>1,777</u>
Total	241	437	104	30	812	3,725	4,537

The academic personnel system includes 100 self-identified individuals with disabilities, including 57 tenure system faculty, 21 continuing academic staff, 14 fixed-term academic staff and 8 fixed-term faculty.

During 2000-01 there was no change in the size of the **tenure system**; it remained at 1,977. The proportion of women in the tenure system increased to 27.0%; the net gain of 9 women brought the total number of women to 534, an increase of 1.7%. The percentage of minorities in the tenure system increased from 14.6% to 15.5%; the number of minorities increased by a net of 18, to a total of 306, an increase of 6.3%. Blacks increased from 96 to 97 or 4.9% of the tenure system; Asian/Pacific Islanders increased from 141 to 154 or 7.8% of the total; Hispanics increased from 40 to 42, or 2.1% of the total; American Indians/Alaskan Natives increased from 11 to 13, or 0.7% of the total. On a non-duplicate basis, 747 individuals, or 37.8% of the tenure system faculty, are members of protected groups; this is an increase from 36.7% in 1999-00.

Tenure System Faculty Fall 2001							
<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	64	116	24	9	213	1,230	1,443
Women	<u>33</u>	<u>38</u>	<u>18</u>	<u>4</u>	<u>93</u>	<u>441</u>	<u>534</u>
Total	97	154	42	13	306	1,671	1,977

The proportion of women in the tenure system at the various ranks changed from October 2000 to October 2001 as follows: assistant professor, decreased from 39.1% to 37.6%; associate professor, increased slightly from 34.2% to 34.4%; full professor, increased from 19.4% to 20.0%. The proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 24.5% to 25.8%; associate professor, increased from 17.0% to 18.2%; full professor, increased slightly from 10.5% to 10.8%.

During 2000-01, there were 114 new individuals appointed in the tenure system, including 27 minorities (23.7%) and 37 women (32.5%). On a non-duplicate basis, 56 individuals, or 49.1%, of the total appointments in the tenure system were members of protected groups. This reflects an increase from 46.5% in 1999-00.

Of colleges with opportunities to hire, the Colleges of Arts and Letters, Education, and Human Ecology were successful in appointing women in the tenure system at or above average availability during 2000-01. Average availability is the average of availability data for individual departments/schools in each college for the 2001-04 goal-setting period. It should be noted that such data are a rough approximation for actual availability information, which is determined individually for each department or school.

The Colleges of Agriculture and Natural Resources, Business, Natural Science, and Social Science appointed women at a rate below average availability during 2000-01. The Colleges of Communication Arts and Sciences, Engineering, Human Medicine, James Madison, Nursing, Osteopathic Medicine, and Veterinary Medicine did not appoint any women in the tenure system during 2000-01.

The Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Education, Engineering, Human Ecology, Human Medicine, and Social Science appointed minorities in the tenure system during 2000-01 at or above average availability. The College of Natural Science appointed minorities at a rate below average availability during this period. The Colleges of Communication Arts and Sciences, James Madison, Nursing, Osteopathic Medicine, and Veterinary Medicine did not appoint any minorities in the tenure system during 2000-01.

The Colleges of Arts and Letters, Education, and Human Ecology appointed *both* women and minorities at or above average availability.

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 are

underrepresented in the tenure system. During 2000-01, waivers of the normal hiring procedures were used for 17 of the 114 (14.9% compared to 15.8% in 1999-00) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in four cases, for target of opportunity hires in seven cases, for spousal appointments in four cases, and for transfers from another appointment category in two cases.

During 2000-01, 32 tenure system faculty members resigned from Michigan State University, including 17 women (53.1%, compared to a general representation in the tenure system of 27.0%) and four minorities (12.5%, compared to a general representation in the tenure system of 15.5%).

Ten (31.3%) exit questionnaires were returned, including responses from one minority and five women. Overall, the general category of community/family (e.g., cultural/recreational/educational opportunities, congeniality of community, spouse/family, etc.) was ranked as most important in the decision to leave MSU and to accept a new position. The specific factors cited most frequently in the decision to leave MSU and accept a new position were proximity to family, climate of area, and congeniality of community. The second most important general categories in the decision to leave MSU are compensation/personnel opportunities/policies, institutional/social (e.g., prestige of university/department, relationship with chairperson/dean, etc.) and intellectual climate. Specific factors cited within these categories include salary level, future income potential, tenure policies, collegial relations among faculty, and peers who share similar scholarly interests. The second most important general categories in the decision to accept a new position were professional function (e.g., teaching load/assignment, support for research, etc), intellectual climate, and compensation/personnel opportunities/policies. Administrative commitment to excellence and promotion possibilities 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.

## **Support Human Resources**

During the 2000-2001 affirmative action year the support staff workforce increased by 128 employees (2.2%) from 5,846 to 5,974. Women increased by 63 from 3,876 to 3,939 employees (66.3% to 65.9% of the workforce). Minorities increased by 24 employees from 876 to 900 (15.0% to 15.1%). The number of minority women increased by 19 from 582 to 601 (10.0% to 10.1%) and minority men increased by 5 from 294 to 299 (5.0%). While the workforce increased, the number of regular new hires, promotions, and separations decreased as compared to 1999-00.

The number of minority employees increased or remained the same in all occupational categories. Officials and managers increased by 1 from 69 to 70 (9.3% to 9.2% of the category). Professional minority employees increased by 13 from 208 to 221 (12.4% to 12.6%), and the majority of this increase was in the science field. Clerical minorities increased by 2 from 221 to 223 (14.4% to 14.5%) and technical minorities increased by 5 from 52 to 57 (11.8% to 12.4%). Minorities in service and maintenance increased by 3 from 299 to 302 (25.4% to 25.7%) and skilled trades remained the same with 27 (9.9% to 9.6%) minority employees.

Support Staff Workforce Fall 2001							
<u>Category</u>	<u>Black</u>	<u>Asian/PI</u>	<u>Hispanic</u>	<u>American Indian</u>	<u>Total Minorities</u>	<u>Caucasian</u>	<u>University Total</u>
Men	153	43	92	11	299	1,736	2,035
Women	<u>312</u>	<u>64</u>	<u>195</u>	<u>30</u>	<u>601</u>	<u>3,338</u>	<u>3,939</u>
Total	465	107	287	41	900	5,074	5,974

Black representation in the workforce increased by 17 employees from 448 to 465 (7.7% to 7.8% of the workforce). Asian/Pacific Islander employees increased by 2 from 105 to 107 (1.8%). Hispanic representation increased by 3 employees from 284 to 287 (4.9% to 4.8%). The number of American Indian/Alaskan Natives increased by 2 from 39 to 41 (0.7%) employees.

The number of women officials and managers increased by 12 from 436 to 448, remaining at 58.7% of the category. Professional women increased by 44 from 988 to 1,032 (58.9% to 58.8%). One third of the increase for professional women was in the field of research. The number of women in clerical positions decreased by 2 from 1,465 to 1,463 (95.3% to 95.0%). Women in technical positions increased by 13 (6 in the field of research), from 318 to 331 (72.4% to 71.8%). The service and maintenance category decreased by 2 women from 638 to 636 (54.3% to 54.1%) and skilled trades decreased by 2 from 31 to 29 (11.3% to 10.4%) women.

The number of minority women officials and managers increased by 1 from 49 to 50 employees (6.6% of the category). Professional minority women increased by 8 from 115 to 123 (6.9% to 7.0%) and clerical minority women increased by 3 from 207 to 210 (13.5% to 13.6%). Minority women in the technical category increased by 3 from 32 to 35 (7.3% to 7.6%). Service and maintenance minority women increased by 5 employees from 175 to 180 (14.9% to 15.3%) and decreased in skilled trades by 1 from 4 to 3 employees (1.5% to 1.1%).

The number of self-identified employees with a disability decreased by 4, from 140 to 136 (2.4% to 2.3% of the workforce). Employees with a disability decreased by 2 in the officials and managers category, from 13 to 11 (1.7% to 1.4% of category), and decreased by 3 in the professional category, from 42 to 39 (2.5% to 2.2%). The number of employees with a disability in the clerical category increased by 4 from 33 to 37 (2.1% to 2.4%) and remained the same with 10 (2.3% to 2.2%) in the technical category. The service and maintenance category experienced a decrease of 3 employees with a disability, from 36 to 33 (3.1% to 2.8%) and the number of skilled trades employees with a disability remained the same at 6 (2.2% to 2.1%).

The number of regular new hires decreased for the first time in five years. In 2000-01 there was a substantial decrease of 129 (16.9%) new hires from 762 to 633. New hire women decreased by 93 from 521 to 428 (68.4% to 67.6% of the hires) employees. Minority new hires decreased by 35 from 151 to 116 (19.8% to 18.3%) and minority women hires decreased by 18 employees from 100 to 82 (13.1% to 13.0%). Black new hires decreased by 26 from 93 to 67 (12.2% to 10.6%). Asian/Pacific Islander new hires increased by 1 from 14 to 15 (1.8% to 2.4%) and Hispanics decreased by 12 from 40 to 28 (5.2% to 4.4%). American Indian/Alaskan Native hires increased by 2 from 4 to 6 (0.5% to 0.9%) hires.

The number of promotions decreased by 8 (1.5%) from 525 to 517. There were 361 (69.8% of promotions) women promoted, and 76 (14.7%) minority promotions including 52 (10.1%) minority women. Of the promotions, Blacks accounted for 38 (7.4%), Asian/Pacific Islanders for 8 (1.5%), Hispanics for 28 (5.4%) and American Indian/Alaskan Natives received 2 (0.4%) promotions.

Support staff employees who left the University for reasons other than retirement decreased in number by 23 (6.8%) from 360 to 337. There were 239 (70.9% of the separations) women separations, and 72 (21.4%) minority, including 49 (14.5%) minority women. The overall rate of separations decreased from 6.2% to 5.6% of the workforce. The percent of minority separations increased from 20.0% to 21.4% and the rate of minority women separations continued to decrease from 15.6% to 14.5%. 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).

Reasons On Separation Documents 2000-01								
Category	Voluntary Quit		Other Employment		Leaving Area		Unsatisfactory Probation	
Women	76	31.8%	65	27.2%	36	15.1%	76	31.8%
Minorities	18	25.0%	25	34.7%	12	16.7%	18	25.0%
Minority Women	15	30.6%	14	28.6%	9	18.4%	15	30.6%
Caucasian	77	29.1%	78	29.4%	37	14.0%	77	29.1%

There were 155 (38.3%) exit questionnaires returned and the data gathered was similar to that described above. Conflict with supervisor was an additional response on the exit questionnaires returned by 21 (13.5%) employees. Fifty (32.3%) of the returned questionnaires indicated a new employer. Of the 50, 15 (30.0%) work for a private company, 13 (26.0%) work for another educational institution and 11 (22.0%) work for a public company or government agency. Women and minority employees indicated a similar pattern of new employers.

Annual placement 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 25 (33.3%) of the 75 support staff job groups and were met or exceeded in 17 job groups.

Fifty-eight annual placement goals were established in job groups that were underutilized for women. These goals were exceeded with 63 (108.6%) women selected for positions. The officials and managers job groups had 13 annual goals and 16 (123.1%) women were selected. Professional job groups exceeded the 25 annual goals with 26 (104.0%) selections. The clerical job groups were not underutilized for women and technical job groups had 2 annual goals and accomplished 3 (150.0%). The service and maintenance job groups set 18 annual goals and 17 (94.4%) were achieved. There were no annual goals set in skilled trades, although 1 woman was selected.

Thirty annual placement goals were established in job groups that were underutilized for minorities. These goals were exceeded with 38 (126.7%) minorities being selected for positions.

Two annual goals were established in the officials and managers job groups and 1 (50.0%) minority was selected. The professional job groups had 12 annual goals and accomplished 18 (150.0%). Clerical job groups met the 5 (100.0%) annual goals established. Twelve (150.0%) minorities were selected in technical job groups exceeding the 8 annual goals set. Service and maintenance job groups had 3 annual goals and selected 2 (66.7%) minorities. Skilled trades job groups had no annual goals due to no or low hiring opportunities.

The U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) issued revised regulations on affirmative action requirements for government contractors in November 2000. The method used to determine the availability of women and minorities (which we compare to our current workforce to determine whether there is underutilization) was revised. As a result of the new method for calculating availability, there will be some changes in the underutilization numbers for support staff. The following chart shows a comparison of the utilization using the prior availability calculation and the new availability calculation. The areas listed are the ones that will be impacted the most.

Changes in Support Staff Underutilization Resulting From OFCCP Revised Regulations					
<u>Occupation Area and Grade Levels</u>	<u>Job Group</u>	<u>Prior Availability # Underutilized by</u>		<u>New Availability # Underutilized by</u>	
		<u>Women</u>	<u>Minorities</u>	<u>Women</u>	<u>Minorities</u>
Administrative Asst/Supervisor., 10-12	A1C4	0	0	10	0
Administrative Asst/Supervisor, 11-15	A1C5	2	2	19	9
Housing & Food Service Mgrs, 10-14	A1K2	3	1	19	5
Administrative Asst/Coor., 09-12	A2C2	0	0	9	0
Computer & Info. Tech., 11-14	A2J2	0	2	7	3
Clerical, 09-10	C3A3	0	0	0	26
Cook and Food Service, 04-18	1622	6	0	15	0
Custodial and Laundry, 11-19	1653	0	0	4	9
Equipment Maintenance, 12-19	1661	0	0	16	6

## Students – Admissions

Total enrollment of minority **freshmen** increased to a historic high, both in total number and as a percentage of the freshman class. By race/ethnicity, the number of Hispanic and Native American freshmen increased, Asian/Pacific Islanders remained the same, and African-American freshmen declined. Total applications were up in all racial/ethnic categories compared to 2000. Admission offers were up correspondingly in all ethnicities with the exception of African-American students, which saw a decline of just under 4%.

Freshmen Admission Trends 1999-2000, 2000-2001									
	Applications			Admissions			Enrollments		
	2000	2001	% Change	2000	2001	% Change	2000	2001	% Change
Black	2,829	2,991	5.73%	1,769	1,700	-3.90%	685	662	-3.36%
Asian/Pacific Islander	1,307	1,445	10.56%	1,112	1,114	0.18%	399	399	0.00%
Hispanic	609	775	27.26%	491	599	22.00%	178	220	23.60%
American Indian	131	170	29.77%	110	144	30.91%	45	66	46.67%
Caucasian	16,884	17,787	5.35%	11,705	11,708	0.03%	5,366	5,229	-2.55%
Other/No Response	207	266	28.50%	132	156	18.18%	43	62	44.19%
International	736	812	10.33%	317	391	23.34%	108	129	19.44%
Freshmen Total	22,703	24,246	6.8%	15,636	15,812	1.13%	6,824	6,767	-0.84%

New **transfer** enrollments of minority students increased in total by 8.3% from 161 to 194, with increases in African-American and Asian/Pacific Islander students and declines in Hispanic and Native American students. Admits for each race/ethnicity followed the same trend as enrollments. Total applications were up for Asian/Pacific Islanders by nearly 12%, and down compared to 2000 for other ethnicities.

Transfer Admission Trends 1999-2000, 2000-01									
	Applications			Admissions			Enrollments		
	2000	2001	% Change	2000	2001	% Change	2000	2001	% Change
Black	351	337	-3.99%	88	105	19.32%	53	77	45.28%
Asian/Pacific Islander	153	171	11.76%	68	77	13.24%	44	60	36.36%
Hispanic	165	136	-17.58%	81	73	-9.88%	53	51	-3.77%
American Indian	31	2	-32.26%	13	9	-30.77%	11	6	-45.45%
Caucasian	3,866	3,868	0.05%	2,082	2,146	3.07%	1,511	1,577	4.37%
Other/No Response	61	58	-4.92%	25	29	16.00%	16	18	12.50%
International	463	515	11.23%	150	208	38.67%	78	85	8.97%
Transfer Total	5,090	5,106	0.31%	2,507	2,647	5.58%	1,766	1,874	6.12%

Enrollment of new **graduate** students of color decreased by 9% to 187, following a 20% increase the previous year, when new minority enrollment was at 210. The number of applications increased for African-American and Hispanic applicants, and declined for Native American and Asian/Pacific Islander applicants. Offers of admission showed declines for each race/ethnicity except for African-Americans.



Graduate Admission Trends 1999-2000, 2000-2001									
	Applications			Admissions			Enrollments		
	<u>2000</u>	<u>2001</u>	<u>% Change</u>	<u>2000</u>	<u>2001</u>	<u>% Change</u>	<u>2000</u>	<u>2001</u>	<u>% Change</u>
Black	317	331	4.42%	162	166	2.47%	103	100	-2.91%
Asian/Pacific Islander	493	183	-62.88%	99	94	-5.05%	55	48	-12.73%
Hispanic	140	148	5.71%	71	67	-5.63%	42	36	-14.29%
American Indian	22	20	-9.09%	13	10	-23.08%	10	3	-70.00%
Caucasian	2849	2,814	-1.23%	1496	1,505	0.60%	857	884	3.15%
Other/No Response	76	87	14.47%	36	38	5.56%	23	18	-21.74%
International	<u>5190</u>	<u>6,224</u>	19.92%	<u>992</u>	<u>1,109</u>	11.79%	<u>459</u>	<u>475</u>	3.49%
Graduate Total	9087	9,807	7.92%	2869	2,989	4.18%	1549	1,564	0.97%

## Student Enrollment

Total student enrollment on the East Lansing campus of Michigan State University in fall semester 2001 increased to 44,227 from 43,366 in fall semester 2000. The total number of domestic students was 41,206, up from 40,478 for fall 2000. The number of international students fall 2001 is 3,021 (6.8% of the student population), up from fall 2000's 2,888 (6.7% of the student population).

Student Enrollment Fall 2001		
<u>Race/Ethnicity</u>	<u>Number</u>	<u>Percent of University Total</u>
Black	3,639	8.2%
Asian/Pacific Islander	2,036	4.6%
Hispanic	1,178	2.7%
American Indian/Alaskan Native	<u>279</u>	<u>0.6%</u>
Total Minorities	7,132	16.1%
Caucasian	33,699	76.2%
Unknown (Blanks & Others)	375	0.9%
International	<u>3,021</u>	<u>6.8%</u>
University Total	44,227	100%

Total domestic minority student enrollment on campus increased 5.3% from 6,771 in fall 2000 to 7,132 in fall 2001. Minority students represent 16.1% of the student population. Undergraduate minority enrollment increased to 5,880 from 5,572 the previous fall. Graduate minority enrollment increased by 4.4% to 1,252 from 1,199 in fall 2000.

- Black students, the largest minority student group on campus, increased from 3,546 in fall 2000 to 3,639 in fall 2001.
- Asian/Pacific Islander student enrollment increased from 1,883 in fall 2000 to 2,036 in fall 2001.

- Hispanic/Chicano students increased from 1,081 in fall 2000 to 1,178 in fall 2001.
- American Indian/Alaskan Native students increased from 261 in fall 2000 to 279 in fall 2001.

Ten colleges at Michigan State University experienced an increase in the number of minority enrollments over last fall.

- College of Human Medicine had the highest proportion of minority students within a college (32.2%).
- College of Social Science had the highest number of minority students--1,008 (20.3%) of their 4,968 students.
- College of Natural Science had 897 minority students (16.1%) of their 5,564 students, which makes them the second largest college overall.
- College of Engineering had 899 (19.9%) minority students of their 4,508 students.
- Broad College of Business had 985 (16.6%) minority students of their 5,948 students, which makes them the college with the largest number of students.

Women students represented 53.6% in fall 2000; they represented 54% in fall 2001.

- Women graduate students increased from 5,023 in fall 2000 to 5,247 in fall 2001.
- Minority women students increased to 4,160 from 3,944 in fall 2000.
- Minority women graduate students increased from 729 in fall 2000 to 761 in fall 2001.
- 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 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 2000 graduation rate for the cohort entering in fall 1994 was 66%.

The graduation rate for students in this cohort were,

- Black students, 47%.
- Hispanic students, 58 %.
- Asian/Pacific Islander students, 67%.
- American Indian/Alaskan Native students, 28%.

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

An ad hoc committee review of the **Excellence in Diversity Recognition and Awards Program** coordinated by the Office of Affirmative Action, Compliance and Monitoring, resulted in the development and implementation of new award categories and selection criteria for 2001. Nomination categories for individuals and teams were expanded to include "Emerging Progress," "Sustained Effort to Excellence in Diversity," and "Lifetime Achievement". New categories for units and organizations included "Excellent Progress Toward Advancing Diversity Within Community," and "Excellent Progress Toward Diversity Collaboration". In addition, a new student category "Students Making a Difference Through Artistic Expression" was implemented.



For 2001, Sustained Effort to Excellence in Diversity award recipients included Gail M. Dummer, Stoney J.M. Polman, Curtis Stokes, and the NAISO Pow Wow Student Planning Team. In the Emerging Progress category, Amando D. Redmond and the Multi-Ethnic Retention Group (MERGe) received awards. The Excellence Progress Toward Diversity Collaboration unit award was received by the Holden Hall Building and Food Service Staff. In the Students Making a Difference Through Artistic Expression category, award recipients included Chanda E. Long, Maximillion Miguel Monroy-Miller, and Michaelina Magnuson.

## Academic Units

Michigan State University was a major contributor to the Committee on Institutional Cooperation (CIC) first annual Diversity Forum, "Charting a Course," held at the University of Michigan in April 2001. Several MSU programs were accepted as "best practices" for the conference and the MSU team was the largest participating group. [See Appendix A for the abstracts of the MSU presentations.] The CIC was established by the chief academic officers of the Big Ten plus the University of Chicago in 1958 to collectively provide leadership and direction, identify new consortial initiatives, establish policies and priorities, discuss proposed activities, evaluate existing programs and address concerns. The members and other campus leaders identify specific areas of emphasis and allocate resources as needed to address these areas.



The **IDEA Coordinators** committee received an award under the revised IDEA/Creating a More Diverse and Connected Community funds. The change in process created the opportunity for a collaborative project across units in support of a broader diversity impact. The principal rationale for the collaboration was to escalate synchronous collaborative programming to foster both diversity and an understanding of social justice across the academy. The social justice thematic foci of the proposal were health disparities, educational inequities, and economic justice over a two-year period. The project "Preparing Our Students for the Future: Learning About Ourselves and Others by Engaging Diversity Through Dialogue, Performance, Education and Partnership" received one year of support. The responsibility for each thematic event was to be carried out through aggregate collegiate groups. The implementation criteria for the thematic approach was to include topic areas that have intercultural underpinnings, are cutting-edge, have a distinct technological or media component, have web site compatibility, and are sustainable. Ultimately, a larger number of students and faculty from diverse segments of the campus will be engaged in critical thinking and learning about social justice issues. The IDEA Coordinators are representatives of each of the academic units and play a significant role in fostering diversity within their units.

The leadership of **Michigan State University Extension (MSUE)** is committed to continued learning and dialogue in support of their multicultural vision. They assert that if MSUE is to remain relevant in the 21st century, all staff must achieve and maintain competency in multicultural awareness, application and action. To that end, the MSUE Director provided significant support to hire a consulting firm, train facilitators and conduct more than 40 Multicultural Self-Awareness Workshops. To further their commitment, the Dean of the College of **Agriculture and Natural Resources (CANR)** began a process to advance sharing diversity resources, strengths and program expansion efforts across the College, MSUE, and Michigan Agriculture Experiment Station (MAES). The plan will include the following components: recruitment and retention of graduate/undergraduate students, faculty, staff, and administrators; professional development and training; curriculum and program development; inclusive climate; mechanisms for equitable problem resolution; policies and procedures; federal compliance and civil rights; and measurement and communication of progress within the CANR, MSUE, and MAES. Implementation of this plan should be endorsed and pursued by all unit administrators. Multiculturalism includes race, gender, ethnic background, varied abilities, religion, economic status, social status, and sexual orientation. It is anticipated that planning and implementation will continue over the next several months.

The Diversity Committee in the College of **Communication Arts and Sciences** is an eight-person ad hoc group of faculty appointed from academic units and officers of student organizations. During the academic year 1999-2000 the Office of Minority Affairs met with department chairs and CAS faculty to determine their diversity needs. Each chairperson then appointed a representative from their department to assist with diversity efforts during the 2000-01 school year. In some cases the department chairs contributed directly to the work of the committee.

The College of **Social Science** appointed an Assistant to the Dean for Diversity and Multicultural Education. During 2000-01, the Assistant visited and recruited at universities in Florida, Texas, Utah and New Mexico. The Assistant also advised the Dean's Office on recruitment, retention and funding for minority students. The college also received salary support (0.5 FTE) for a Director of the Chicano-Latino Studies Program. The Director advised 35 undergraduate students

Case also effort by units to determine & assess their diversity needs & programming.

Greater outreach to recruit & enroll in student in undergrad programs

Child & Family Resources  
Camp - P.

Pre College Programs, targeting not only in-school students but element a middle school

He's efforts

approaches to identify is some of the support unit with HFS, U.S. Service, DHS who've used and has in creative

Employment - over 4 hrs last yr a # of effort initiatives to recruit diverse faculty employees from in background & div

enrolled in the Chicano-Latino Specialization, participated in the Chicano/Latino Fellows Program, and organized numerous activities and events for Chicano-Latino students.

### **Child and Family Care Resources**

The Child and Family Care Resources (CFCR) program is a cross-Vice Presidential initiative designed to assist staff, faculty and students to balance their work, educational and family responsibilities, regardless of family constellation. During 2000-01, over 500 MSU affiliates requested information from CFCR. These family resources and support services helped to improve the climate and removed barriers to advance diversity.

The CFCR Coordinator assisted Residence Life staff in planning goals and objectives for the new Family/Child Life Stages Center in Spartan Village. This family-oriented facility offers family activities, learning opportunities and support to residents of the University Apartment community. Families of all constellations, races and nationalities are encouraged to attend scheduled activities as well as meet informally.

### **Support Units**

**University Services** implemented a Succession Planning Group that is systematically reviewing each department to identify where vacancies may occur and begin planning to identify the skills that will be needed. This relates to longer-term projects such as minority student internships, which could be a source of new talent for the unit. It also provides an opportunity to review the skills of present staff and plan for developmental opportunities.

**Purchasing** used some existing funding to hire a minority student intern they had already located for this summer.

**Physical Plant** promotions: Custodial Services successfully recruited a minority female into a supervisory position; Maintenance Services promoted two females into the Level II classification of Painter (6/01) and HVAC Mechanic (4/01), a first in each department; and, Telecommunication Systems promoted a female to the position of manager (7/01).

Staff members from the Human Resources **Office of Multicultural Development** (OMD) for Support Staff as well as Student Affairs and Services were invited to present one of the diversity workshops from MSU at the National Conference on Race and Ethnicity in American Higher Education (NCORE) in Seattle, Washington. Presenting at NCORE is not a new initiative. However being invited by conference officials to present is a first and an honor. The normal procedure is to submit proposals and go through the selection process. The invitation came as a result of positive feedback from conference workshop participants from the previous two years. Having the invitation extended is high praise for the work done each year at the conference. Over 4,000 employees and students from colleges and universities across the country attend the conference.

Another OMD staff member submitted a proposal for the work currently being done on multicultural women building bridges of understanding. The proposal was selected and presented at the NCORE conference.

A staff member from **Human Resources – Compensation** met with an external psychologist to learn strategies to effectively supervise employees with emotional and/or mental health issues.

**Human Resources Employment Office** sponsored an Information Technology Fair. The fair was supported by numerous departments from across campus. The various departments interviewed approximately 200 attendees. Attendees represented racial/ethnic, age and gender diversity.

The **Department of Police and Public Safety** held Leadership/Diversity Training for their management team.

Police Minority Trust was continued from last year along with the new categories of Student Relations and Employee Relations and Training.

The Department of **Intercollegiate Athletics** continued to hire and promote minorities and women to leadership positions, including a minority male and a female at the executive staff level.

A staff member from the **Controller's Office** participated in the Management Resource Group (MRG). The MRG is a group composed of mid- to high-level managers from a broad spectrum of both university support and academic units. The purpose of the group is many-fold and includes the desire to identify and break down institutional barriers to collaboration and to find ways to embed good management skills and practices in the university.

The FIRST Team, an action team within the Controller's Office that promotes teamwork, empowerment and leadership development of non-supervisory staff, coordinated the first-ever Business Operations Employee Appreciation Picnic.

Following a thorough study conducted in conjunction with the Resource Center for Persons with Disabilities, **Campus Parks and Planning** installed state-of-the-art signalization equipment at the Shaw/Chestnut intersection, the Shaw/Red Cedar intersection and the Farm Lane/Trowbridge Road intersection. The new intersections provide multi-modal information about the status of the pedestrian crossing indicators. By pairing conventional visual indicators with both verbal messages and tactile feedback, persons with visual disabilities and combined visual and hearing disabilities now receive valuable information about the status of the pedestrian signals. Students, employees and visitors alike enjoy enhanced confidence and independence as they cross the formerly challenging intersections. These installations were the first in Michigan and among the first in the United States. MSU (through the work of Campus Parks and Planning) was awarded the first annual daVinci Award in the Personal Mobility category, in honor of MSU's innovative accessible audible/tactile pedestrian intersections located on Shaw Lane. This award, presented by the Engineering Society of Detroit and the National Multiple Sclerosis Society, honors inventions and innovations that improve accessibility for all people regardless of their physical ability.

### **Student Academic Support Services**

Support for diverse student populations is a primary focus for many of the units that report to the Assistant Provost for Academic Support Services. Staff in these units provide programs and

services directly for students, are diverse in their makeup, serve extensively on university committees, and work to mainstream ideas of diversity into the fiber of the university.

The McNair/SROP (Summer Research Opportunity Program) Coordinator in the **Office of Supportive Services** (OSS) initiated collaborative program efforts with the other four McNair Programs in the state of Michigan. In support of this collaboration, the McNair/SROP Scholars Program participated in the McNair Symposium at Siena Heights University (April 4, 2001) and the McNair Scholar Recognition Program at Western Michigan University (June 26, 2001). The Coordinator was also selected to a four-year term on the Board of Governors for the National Conferences on Undergraduate Research, and served as the Secretary for the 2000-2001 Michigan Chapter of the Mid American Association of Educational Opportunity Programs Personnel (MI-MAEOPP) Executive Board.

Three Academic Guidance Specialists in OSS set up a new program called Resident Fellows. Resident Fellows, including one Asian/Pacific American, two Chicanas, one Caucasian, and 13 African Americans, provided services for about 400 students. Thirteen CAAP (College Achievement Admissions Program) students served as tutors for math and writing and as student assistants (peer mentors) in the four residential complexes.

OSS staff provided leadership, anger management, racial awareness, and college student characteristics training to a number of groups including the Asian Pacific American Student Summer Leadership Retreat, Philippine American Student Society, National Association of Developmental Educators Conference, National Association for Multicultural Education, Asian American Psychological Association, The National Conference on Race and Ethnicity, and the World Conference of Mayors.

One staff member from OSS chaired and another co-chaired a special committee within the Michigan Chapter of the Mid American Association of Educational Opportunity Programs Personnel (MI-MAEOPP) targeted at advancing the web presence of the state organization. They conducted a web-based survey of members willing to share expertise in matters related to computer software use. Additionally, they initiated the process of having the state chapter web site hosted on a site with e commerce capabilities.

The Office of Supportive Services collaborated extensively with the Office of Admissions and Financial Aid to plan for and recruit a larger College Achievement Admissions Programs (CAAP) student population. OSS worked with Libraries, Computer and Technology to establish a new shared computer lab monitored by OSS. Staff also worked with the Athletics Department and Integrative Studies in Social Science to add another section of SSC 2980 that met at an alternative time and therefore would be available to non-traditional students. OSS staff piloted a web-based program evaluation, which could be sent to and received back from learning community students.

This year, the **College Assistance Migrant Program** (CAMP) admitted 45 new students through CAAP. The staffs collaborated extensively in devising advising strategies, tailoring the ORO seminar to the needs of this population, developing alternative tutorial models, and developing methods for monitoring academic progress.

Staff from **Upward Bound** participated heavily on committees and in community agencies that develop strategies and resources to support women, minorities, and groups with special needs.

Some of these included the Lansing Community College Support Services/Special Needs Advisory Committee, Black Child and Family Institute, Lansing School District Mentoring Program, Advent House Tutoring Program, and the Salvation Army.

The MSU Upward Bound Program received national recognition for its efforts in providing students with exposure abroad over the past three years. An article was published in the "Opportunity Outlook Journal" of the Council for Opportunity in Education in April 2001. MSU's program is one of the first pre-college programs in TRIO to provide this experience for students and is listed as an advisory resource for other pre-college programs interested in developing similar experiences.

The 2000-01 year began for the **Office of Minority Student Affairs (OMSA)** with plans to change the name of the office to the Office of Racial Ethnic Student Affairs (ORESAs) and launch a new mission statement. Simultaneously, quality improvements within the Minority Aide program were implemented, included revising the handbook, adding an additional full-time Coordinator, and organizing a 30<sup>th</sup> year Minority Aide reunion. OMSA began the year with four position vacancies, the acquisition of the College Assistance Migrant Program (CAMP) grant which meant initiating a new program, and the benefit of additional new space. The graduate assistant offices and Minority Aides computer lounge were relocated to the annex, and two former student staff members replaced two fifteen-year veteran staff members. The Senior Coordinator position was redefined, providing much more direct oversight of the program. The Coordinator for African American Student Affairs was charged with focusing specifically upon the needs of the African American females.

### **Student Affairs and Services**

It has long been a goal of the Division of Student Affairs and Services to provide out-of-class support and assistance to students to facilitate their academic success. Beyond that, staff in the Division have intentionally targeted many programs and initiatives toward students who may be marginalized by their characteristics and require additional support to be successful.

**Student Life** sponsored a new interdepartmental series on Global Leadership, created and implemented with Internationalizing Student Life and Leadership Development. The four-part program encouraged the exploration of the similarities and differences of leadership when considered from a cross-cultural perspective.

For the first time in several years, **Leadership Development** Staff conducted Officer Transition training for CORES (Council of Racial Ethnic Students) and COPS (Council of Progressive Students) groups of ASMSU.

Special efforts were made to recruit racial ethnic and international students for the Emerging Leaders' Peer Facilitator positions. Of the eight peer facilitators hired, two were African American females, one an African American male, and another was an Indian (from India) male.

**Internationalizing Student Life (ISL)** played a new major role in the coordination of the 4<sup>th</sup> Intercultural Communication Institute held at Gull Lake in March 2001. ISL, in partnership with the Office of International Students and Scholars (OISS), provided an intensive cross-cultural experience for 85 students and 17 staff from more than 20 countries. Six workshop sessions were



presented to the student participants and several large group activities were offered over the weekend.

In collaboration with Residence Life and the Multicultural Center, **Leadership Development** administered a survey of student leaders to identify leadership skills and qualities necessary for effective leadership. This instrument will be used as a tool to meet student-identified leadership training needs. Student Life also collaborated to create the Colors of Leadership Campaign, a leadership program for international students.

The **Service Learning Center** obtained a grant from the Michigan Campus Compact for pre-conference and conference planning to engage the Native American community in statewide service activities targeted at benefiting Native American communities, and initiated the American Indian Women Day of Action. An attendance of 300 is targeted for the April 2002 conference.

## **Recruitment, Retention, and Development**

### **Academic Units**

Several colleges forged new initiatives in their continuing effort to maintain diversity within their academic ranks and student enrollments.

Workshops on hidden bias in the hiring process were conducted in the **College of Arts and Letters**. Attention was paid to the roles of affirmative action advocates on search committees. Chairpersons and directors also attended. The College also appointed an individual to enhance student recruitment and diversity programs.

The Department of Teacher Education in the **College of Education** established a task force to examine admission, recruitment and retention patterns and procedures for their undergraduate program. The mission of this work group was to specifically examine practices, make policy recommendations to the Dean, and facilitate increased admission and retention of minority students.

A **College of Osteopathic Medicine** program new this year called "OsteoCHAMPs" (Osteopathic Careers in Health and Medical Professions) forged partnerships with Michigan high schools to encourage capable minority students who might not have enough information about osteopathic medicine to consider it as a career. In addition, these students are taught ways to enhance their study skills, motivation, leadership and basic science knowledge. The pilot program was held with students from Crockett Technical High School in Detroit, and is being expanded to schools in Muskegon and other Michigan cities.

The **Honors College** provided leadership for a joint recruitment program with Lyman Briggs School and the James Madison College last year. In the past, Minority Scholars Day has been a chance for high achieving minority students to consider some of the living/learning environments at MSU and tour the campus. Based on the evaluation from the fall 1999 event, all parties agreed that more on-site outreach was needed in place of this one-time invitation to campus. The three units partnered to create a new set of programs called Minority Scholars and Family Exploration Nights. In 2000-01, the events were held at the Detroit Urban League, the Flint Holiday Inn, and the Lansing Urban League. A presentation was created to address the interests of high achieving and college-bound students of color in these geographic areas. Following the presentation, parents

and students were invited to ask questions about college and, in particular, admission to special programs at MSU. The success of the programs has encouraged continuation and further expansion of connections with Urban League offices and other cultural centers.

### **Child and Family Care Resources**

The First Annual Supervisor Recognition Award was initiated Spring 2001 by the Child and Family Care Resources office. This award encourages University employees to nominate supervisors for their excellence in managing their units as a team, with an atmosphere of personal support and family sensitivity. Regardless of position level, employees recognized their immediate supervisors for their advocacy of staff and faculty who are responsible for dependent children, elders, partners and other family members. Thirty supervisors from various departments were nominated, and seven were awarded the top recognition on National Bosses Day on October 16, 2001. This award will continue to recognize managers whose supervisory styles have a positive impact on recruitment and retention.

### **Support Units**

**University Services** implemented a Minority Recruitment Task Force as a proactive measure to address the ongoing challenge of locating qualified minority candidates for available job openings. The Task Force pursued a plan to expand University Services' contacts with minority communities, both at MSU and locally. Representatives from the Black Faculty, Staff and Administrators Association (BFSAA), the Asian Pacific American Faculty and Staff Association (APAFSA), EAGLE (the American Indian Faculty/Staff Association) and the Hispanic Chamber of Commerce were invited to meetings with the University Services management group. Relationships have been built and job openings are being shared on a regular basis. Members of the Task Force were invited to attend meetings of some of the groups.

**Housing and Food Services (H&FS)** designed, developed and implemented the H&FS Executive Leadership Fellow (ELF) program. The ELF program has been designed to better position selected staff to be considered as valid candidates for future succession opportunities, within and outside of H&FS.

The Kellogg Center promoted several minority candidates. An African-American male employee of Kellogg Center was nominated for and awarded the "Jack Breslin Distinguished Staff Award".

The **Department of Police and Public Safety** focused on recruitment and hiring to continue the diversification of the workforce. These efforts included attending job fairs to look for prospective employees and active use of an informal network of current employees to help recruit and hire high quality personnel.

The **Controller's Office** attended the Minority Career Fair at MSU to recruit minority student interns and regular employees. One minority student was hired in Spring 2001 to work in the Office of Financial Analysis.

There were 13 new hires in the Controller's Office, of which three are minorities and eight are women. Two women were promoted. There were four new hires in Contract and Grant Administration: all are women.

During the **University Services** transition from Corel to Windows 2000 software, the majority of staff who use computers participated in classes to learn the new product. Managers and supervisors attended the same classes, which helped to establish a climate of learning for all.

**Physical Plant** continued to show a commitment to a diverse workforce through a variety of promotions in Custodial Services, the Maintenance Services Plumbing Department, Telecommunications Systems and Transportation.

All **Housing and Food Services** staff have now attended the Diversity Workshop (presented by the Office of Multicultural Development) that was provided to 1585 and CTU staff last year.

Sixty-one Housing and Food Services personnel have attended and completed the "Foundations of Effective Leadership: Succeeding at Supervision" program and seven are on the waiting list for a future class.

The **Human Resources Information Systems** staff attended a Personal Style Inventory workshop that helped to identify style/personality differences and how best to bridge the gaps between them. Subsequent discussions have occurred in team meetings to reinforce what was learned and to develop a clearer understanding of how to work more effectively together.

A **Human Resources Multicultural Development** staff member took Training and Development 811 in the MSU School of Labor and Industrial Relations. LIR 811 is a Master's level class that takes an in-depth look at the requirements of adult learners.

Members of the **Human Resources** Common Ground Committee (a committee developed to review issues of diversity within the department) attended a staff retreat to develop a more cohesive work relationship and to enhance members' conflict identification and facilitation skills.

The buying staff in **Purchasing** has been trained at Karrass Effective Negotiating seminars and various buyers have attended purchasing seminars through the National Association of Purchasing Management. To this end, a female Buyer APA 10 was promoted to a Contract Administrator APA 11.

### **Student Academic Support Services**

**McNair/SROP** engaged in extensive recruitment efforts. Special efforts were made to attract Native American students from the American Indian Students in Engineering and Science (AISES) organization at Michigan State University. McNair/SROP presented a workshop at the Enhance Your Future Conference sponsored by The Graduate School in March 2001.

The McNair/SROP staff implemented a second phase of the interview process in selecting the 2001 Scholars. This second phase was a group interview conducted by current scholars and alumni of the program. They assessed the applicants' responses and skills on several scenario-based exercises.

One **Office of Supportive Services** staff member initiated the Filipino American Retention and Education (FARE) Initiative--the first Filipino American Retention program in Michigan and in the Midwest. The FARE initiative coordinates high school outreach and college retention

programs. During 2000-01, OSS trained and supervised a staff of five peer facilitators and six outreach coordinators.

Staff from the **Undergraduate University Division** participated in the Admissions program in Detroit. UUD staff also made presentations to prospective Native American, Chicano, and nontraditional students on academic success. During Welcome Week, UUD staff made special presentations to international students.

### **Student Affairs and Services**

In 2000-01, the Assistant Director of Student Life for **Internationalizing Student Life** (ISL) participated in two training workshops, Experiential Learning Strategies and Measuring Intercultural Sensitivity, in Portland, Oregon as a part of the Intercultural Communication Institute. ISL is now certified to administer the Intercultural Development Inventory (IDI) to determine intercultural sensitivity in individuals and groups.

In an effort to increase the diversity of the candidate pool for full-time and graduate student positions, the Department of **Residence Life** advertised in Black Issues, Hispanic Outlook, and Tribal College. The Department continued to recruit candidates for undergraduate and graduate student positions through attendance at group meetings of CORES and COPS, and continued to co-sponsor the Minority and Friends Social at the Oshkosh Placement Exchange. Materials identifying campus faculty/staff associations for diverse populations were created for inclusion in candidate recruitment information.

**Career Services and Placement** has an opportunity to further diversify the staff through new "Field Career Consultant" positions being created with joint funding from several MSU colleges. The College of Social Science Career Consultant position was filled by a Hispanic woman.

Professional and student staff and student leaders in the **Division of Student Affairs and Services** participated in two, two-day workshops on Race, Power and Privilege in October 2001. These workshops, facilitated by Francie Kandall and Paul Kival, focused on the principles of power, race and privilege, an ally model, dialog skills, and privilege within an organization. Over 100 students and 85 professional staff participated.

## **Instruction, Research and Outreach**

### **Academic Units**

The American Indian Studies Program was established in the **College of Arts and Letters**. Patrick LeBeau (ATL) was appointed Director, and post-doc and faculty positions were created in support of this new thematic area. The African American Studies program, the Black African Diaspora Studies program and the Chicano Studies programs all made significant implementation progress. An interdisciplinary Catholic Studies program is under consideration.

The second biennial **Race in 21<sup>st</sup> Century America** conference was sponsored by James Madison College and the Midwest Consortium for Black Studies in April 2001. The national conference featured some of the country's leading public officials, community activists and scholars. Six keynote events and 20 panel discussions addressed controversial and cutting-edge racial issues. The "hot topics" addressed at the conference included slave reparations and racial

justice, the crisis in the nation's urban K-12 school districts, real and perceived inequities in the federal and state criminal justice systems, racial classifications and the U.S. Census Bureau, the increased pace of immigration and intermarriage, residential segregation, and environmental racism in cities and corporations.

The concept of holding on-campus communication technology workshops grew out of an initial meeting with Mark Levy, chairperson of the Telecommunication Department in the **College of Communication Arts and Sciences**. The concept was appropriate for Telecommunications, Advertising, Audiology and Speech Sciences, and the School of Journalism. Two hands-on technology workshops were planned for high school minority students during the 2000-01 academic school year. The workshops were not a good fit for the Communication Department, and the department opted for efforts directed at classroom presentations for students and faculty. The Fall semester workshop focused on bringing students to campus from the Detroit Public Schools. However, the December workshop was postponed because the workshop was not successful in attracting participants from the intended target area. The Office of Admissions and Scholarship filled its Detroit outreach position spring semester 2001.

The spring workshop was held on Saturday, January 27, 2001. The hands-on technology program received very high ratings from student participants and the MSU faculty members who worked with them. At the end of the workshop, faculty members placed each student's work on a web page for which content had been developed by the participants themselves. A snowstorm on the night before and morning of January 27 limited the number of participants, but the event established the viability of the workshop concept. The workshop's web address is [www.vision.cas.msu.edu](http://www.vision.cas.msu.edu). A communication technology workshop will take place in October 2001, with another scheduled for early April 2002. Alvin Ward, the new staff person hired in Office of Admissions and Scholarship to coordinate Detroit recruitment efforts, will serve as an on-site resource.

**Urban Affairs Programs** and the Institute for Public Policy and Social Justice are bringing together a group of professionals to identify key questions relative to urban policy for the Urban Research Interest Group Conference. The forum focuses on three broad topics and related sub topics: Housing and Land Development (sub topics: innovative ways to provide affordable urban housing/redevelopment of vacant and abandoned properties); Economic and Fiscal Concerns (sub topics: private sectors' contribution to public goals/stimulating economic growth – best practices for Michigan's urban areas); and Race, Urban Inequality and Social Justice (sub topics: transportation, environmental justice, affirmative action, urban education, safety, and immigration/migration). The expected outcomes are white papers that will be written possibly leading to a book and other research projects.

### **Child and Family Care Resources**

The First Annual Positive Aging Fair was held in October 4, 2000 for 120 staff, faculty and retiree participants. Initiated by the Child and Family Care Resources (CFCR) office, this collaborative event featured community experts who focused on the topics of Housing and Long Term Care Insurance. Human Resources sponsored the day-long event that was offered free to the participants at the Michigan Athletic Club conference center.

The First Annual International Family Field Day was held during the International Student Orientation on August 20, 2001 to welcome new International Students and their families to the

campus apartments. The CFCR program collaborated with Residence Life and the University Council of Residents to provide activities for the spouses and children of new students, to acclimate them to the United States and life on campus.

A survey of the Faith Based Community near campus was conducted to explore the possibility of collaborating with churches to provide child care spaces off campus for MSU affiliates.

### **Student Academic Support Services**

The **Multicultural Center** organized and supported a variety of programs and initiatives. In October 2000, in collaboration with MRULE, students attended the "Day of Action" rally in Ann Arbor in support of Affirmative Action. In April 2001, the Center hosted two receptions for distinguished scholars who were keynotes for the national Race Conference sponsored by MSU. Center staff assisted in the design and facilitation of confrontation/situation skills development training for student tutors of Integrative Social Science in August 2000.

An Integrative Studies for Arts and Humanities film class was taught in the Center in Fall 2000, providing students with an opportunity to utilize the audio/video capabilities of the Center. As a result, several study groups formed from this class and the groups returned to the Center on a regular basis.

**Office of Supportive Services** staff conducted two workshops for Student Athletic Support Services, one for freshmen football players ("Strategies for Academic Success") and a second for graduate assistants working with student athletes ("Strategies for enhancing academic success among student athletes"). Staff also collaborated with staff in CAMP to develop a CAMP Writing Enrichment Workshop, which was offered weekly to all CAMP students.

The McNair/SROP Scholars Program implemented an eight-week technology course, taught by a doctoral student in Curriculum and Instruction/Technology Education, as part of the 2001 Summer Research Institute. Course topics included SPSS, data analysis, Endnote, and web design. The College of Education cooperated by providing 75 laptops for McNair/SROP Scholars to use during the ten-week Summer Research Institute.

The Office of Supportive Services staff increased the technology training portion of ORO-500 (a freshman seminar) to account for 25% of the class time. This is especially important given the changing technological needs of university students. Staff also coordinated a technology competition among TRIO participants at the Student Leadership conference at Northern Michigan University in May 2001.

Thanks to the financial generosity of President McPherson, new Scholarships for Study Abroad for College Achievement Admission Program Students were established.

The **Undergraduate University Division** (UUD) engaged in cross training with staff from the Office of Study Abroad to encourage students of color to participate in foreign study.

UUD staff provided evening advising services for students in the Smith Academic Center, and trained Peer Assistants in the UROP Program.

Two **Resource Center for Persons with Disabilities** staff members are part of the national project team of the *DO-IT Prof* Model Demonstration Project housed at the University of Washington. The *DO-IT* (which stands for Disabilities, Opportunities, Internetworking, and Technology) *Prof* project is funded by a three-year grant from the U.S. Department of Education and has a project team with staff from 22 other colleges and universities, besides Michigan State University. The goal of *DO-IT Prof* is 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 continued to present: a 20-30 minute presentation and a 1-2 hour presentation.

Two staff members from the Resource Center for Persons with Disabilities were involved in the planning and execution of the 11<sup>th</sup> Anniversary Celebration of the Americans with Disabilities Act at the State Capitol.

RCPD received funding through the "Creating a More Diverse and Connected Community" MSU funds for a web accessibility initiative. Staff also developed a brochure on study abroad entitled, "Challenge Yourself: Study Abroad!" The Michigan registry of Interpreters for the Deaf Spring Workshop was organized and held at MSU.

RCPD completed the final implementation of a new student welcome letter and self-ID card for Student with Disabilities, which is mailed as part of the admissions package to all new students. Staff also produced the new student orientation event, "Surviving the Spartan Challenge," where over 50 new students with disabilities learned about campus resources and networking related to excelling at MSU despite disability.

The 30<sup>th</sup> year reunion and celebration of the Minority Aide program, sponsored by the **Office of Minority Student Affairs**, exceeded expectations. Over 150 former and current Minority Aides participated in the weekend activities, including a Friday evening mix and mingle, a Saturday morning tailgate and MSU football game, and an evening banquet. Dr. Don Coleman served as the keynote speaker for the banquet.

### **Student Affairs and Services**

The **Shockwaves** program was implemented. This cross-unit initiative involves staff from Residence Life, Study Abroad, Office of Racial Ethnic Student Affairs, Internationalizing Student Life, and Human Resources. Twelve different simulations and interactive programs cover topics such as ethnic and racial profiling, stereotypes, prejudice (from domestic and international perspectives), sexual orientation, and gender roles. These programs have been presented at least 15 times as part of class sessions, staff training, and student programming initiatives. Data from the "Shockwaves" project were presented at two major national professional association conferences this spring for Student Affairs and Housing Professional Staff Members.

In conjunction with **Student Life** and the **Multicultural Center**, a poster series was developed to highlight the "Colors of Leadership". Student leadership information was also distributed to students during MLK activities in January 2000.

A new initiative for staff training in **Residence Life** was the involvement of students from MRULE (Multi-Racial Unity Living Experience) in the training of Mentors during August. Staff attended sessions facilitated by Residence Life staff members and MRULE student leaders. The MRULE student leaders were also involved in role-play activities with the undergraduate Residence Life staff.



Greek Life, in collaboration with Residence Life and LGBT Programs brought Brent Scarpo and Judy Sheppard to campus. Over 2,300 MSU community members very positively received their program, "Journey to a Hate-Free Millennium".

Residence Life staff participated in workshops on oppression, racism and white privilege with Dr. Francie Kendall. A group of 35 Residence Life staff members volunteered to participate in a series of training sessions during the 2001-02 academic year to help them learn how to be effective social change agents.

A series of special dinners for Mentors and Assistant Hall Directors (graduate students) who identify as LGBT were initiated in the fall of 2001. The dinner conversations, co-hosted by Residence Life and the LGBT Coordinator, are designed to offer support and resources to staff who choose to be "out" in their residential units and to serve students in that capacity. Plans are underway for providing training to a volunteer group of allies.

In order to address the special needs of the LGBT student population, **Career Services and Placement** participated in the LGBT Fall Welcome and Resource Fair. The LGBT career resource brochure, developed under a Career Development Model Grant in 1998-99, was revised for web publication to be launched in January 2002.

Academic retreats were also a Career Services and Placement focus of service to under-represented student populations. The Career Development Center (CDC) collaborated with the Department of English in sponsoring a career conference for English majors with a special emphasis on ethnic, gender and lifestyle diversity. The CDC staff also gave the keynote address at the Multicultural Business Student Leadership Retreat attended by over 45 business students.

Career Services staff made presentations to employers and career service managers on the topic, "Multicultural Career Intervention," at the Midwest Association of Colleges and Employers Annual Conference held in Detroit. Staff also presented "Ensuring Minority Student Success Through Career Intervention" at the Committee on Institutional Cooperation Diversity Forum 2001 Annual Conference held in Ann Arbor.

The **Service Learning Center** expanded its Alternative Break program to include international sites. Alternative Winter Break was launched in Mexico this year with 20 participants, and new Alternative Spring Break sites have been planned for Honduras and Puerto Rico.

The **Internationalizing Student Life** staff successfully established the Study Abroad Caribbean program in collaboration with James Madison College, in July 2001. A total of 18 students participated in the program, which focused on Barbados, Trinidad, Guyana, and Venezuela.



## Climate

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 university/community climate and opportunities.

## Academic Units

The first Visiting Minority Faculty Program in the **College of Osteopathic Medicine** included well-attended presentations in February from four nationally prominent African-American clergy: The Rev. Dr. Charles G. Adams, The Rev. Dr. Wyatt T. Walker, The Rev. Dr. Joseph Lowery, and The Rev. Dr. Otis Moss, Jr. Each of the speakers also met with small groups of students, faculty and staff throughout the day. Total cost of the program (approximately \$25,000) was sponsored by the MSU Offices of the Provost, Assistant Provost/Assistant Vice President for Academic Human Resources, the Vice President for Student Affairs and Services, Minority Student Affairs, the Office of Affirmative Action, Compliance and Monitoring, the Black Faculty, Staff and Administrators Association, the MSU Black History Committee, and William Anderson, D.O.

As previously reported, the **College of Natural Science** Women's Advisory Council (WAC) was formed to advise the Dean on issues and concerns of women faculty, specialists, academic staff, and graduate students. They meet monthly during the academic year. The Council conducted a climate survey within the college and delineated the following concerns:

- The availability and cost of quality childcare options on campus and in the surrounding community surfaced as one of the most significant concerns of women faculty and warrants further discussion;
- Several respondents expressed concerns that women faculty were being asked to carry heavier teaching and administrative loads, while not being adequately recognized for their contributions;
- Five of the women who responded rated the climate for women in their departments as marginal, while four rated the climate as very unsatisfactory;
- Some of the open-ended comments elaborated further on the absence of a supportive atmosphere in their units;
- The areas of recruitment, retention, and mentoring of women faculty were also cited as areas requiring improvement;
- A significant number of the women respondents rated faculty salaries as marginal; however, the dissatisfaction with faculty salaries and the unfortunate message that it sends regarding the value of faculty in the University was not limited to women.

As a result of these findings, several recommendations were made to the Dean. Among them were the following:

- MSU should undertake a University-wide survey of the childcare needs of faculty and

staff. Such a survey would permit assessment of the needs of the University community for childcare, preferences for childcare arrangements, and expectations for any programs offered by the University.

- The University should explore the possibility of setting up a self-sufficient childcare center on campus integrated with the teaching mission of the University. The Provost should assemble a committee to look at how such a plan could be implemented.
- MSU should investigate options for developing an integrated childcare/eldercare facility, perhaps with a private concern. For most people, childcare is a more immediate concern, but as the University community ages, eldercare options will become increasingly important.

The Briggs Students of Color (BSC), a new student organization in Lyman Briggs School, consisting of approximately 200 members of the Holmes Hall Black Caucus, held its initial event, an ice cream social that welcomed incoming and returning students to Briggs. Representatives from other campus and community volunteer organizations were at the social to explain and discuss the functions of their organizations. For MSU's Martin Luther King, Jr. Day Celebration the BSC organized the march from Holmes Hall, constructed a banner for the day's activities, and helped conduct the "Game of Life" that was played in Holmes Hall. In April, BSC students attended the Minority Association for Pre-professional Students (MAPS) annual conference on health care in Atlanta. This conference provided an excellent opportunity for minority students to develop professional networks.

A new development for the **Women's Resource Center (WRC)** was an emphasis on Raising Healthy Daughters. A mini-conference was held that focused on issues facing parents of daughters. The format of this successful effort included a luncheon featuring Sherry Brantley, author, trainer, parenting educator and owner/president of *Start to Exercise Personal Power*. Her keynote address was directed towards parent/daughter communication. A pre-luncheon panel dealt with specific concerns surrounding middle school aged daughters. A second panel following the lunch targeted high-school-aged daughters. Related to the Raising Healthy Daughters program was a "Positive Parenting in a Negative World" program, co-sponsored by MSU Child and Family Care Resources and the Clerical-Technical Union of MSU.

Initiated during the 1999-2000 year, the student-centered safety brochure, "MSU Campus Safety" was completed. A collaboration between the Women's Advisory Committee to the Vice President for Student Affairs and the Women's Resource Center, the brochure is formatted to provide easy access to safety resources and a response to safety-related issues. Distribution of this brochure will be primarily through the residence hall system and to some of the more densely-populated off-campus student apartment complexes. Another successful publication was a chapter entitled "Feminist Approaches to addressing Violence Against Women" that was authored by Jayne Schuiteman, WRC safety coordinator and assistant professor in Women's Studies, and published in *Sexual Violence on Campus*, edited by Allen Ottens and Kathy Hotelling, Springer Publications.

## **Support Units**

**Physical Plant** continued to create opportunities for greater accessibility to all campus services, particularly with three projects in Engineering and Architectural Services (Fairchild Theatre, Erickson Kiva and Munn Ice Arena) and the implementation by Telecommunication Systems of a

telecommunications relay service (by dialing 711). This system makes it possible for hearing and/or speech impaired persons to communicate with users of traditional voice handsets.

**Housing and Food Services** developed, designed and coordinated Gender Communication training. Participation in the training session was mandatory for 770 APSA, APA, CTU and 1585 divisional staff members.



The Student-Athlete Support Services (SASS) division of **Intercollegiate Athletics** provided sexual harassment, diversity training and anti-hazing educational sessions to the student-athlete population to facilitate awareness, sensitivity and prevention and/or intervention strategies.

The FIRST Team in **Business Operations** coordinated a successful food drive for the MSU Student Food Bank, challenging the Controller's Office, Registrar's Office and MSU Stores. The outcome was 2,063 pounds of donated food.

**Human Resources Compensation** developed a *Telecommuting Guide* for support staff to create opportunities for greater flexibility in working arrangements.

Human Resources Compensation implemented the "Reward Strategies" web site to encourage the use of informal rewards to appreciate and recognize staff efforts, thereby improving staff morale and work climate.

Under the supervision of **Campus Parks and Planning**, barrier-free improvements were made across campus.

### **Student Academic Support Services**

In-service training for **Office of Supportive Services** staff included dealing with LBGT issues, learning about students of Islamic heritage, and socialization and communication strategies to support graduate students of color in higher education.

Since the **Multicultural Center** opened its doors to student use in January 1999, the number of individuals who use the Center and its resources has increased each semester. Each semester, over 15 new student groups and university units used the Center for activities they sponsored. During the 2000-2001 academic year, the number of visitors to the Center increased by over 4,000, with the total number of visitors being 17,547.

### **Student Affairs and Services**

In response to incidents and inappropriate behavior, **Greek Life** staff and students engaged in significant dialogues concerning social justice and harassment issues. For the first time, IFC and Panhellenic leaders participated in a formal Sexual Harassment Seminar as part of their regular training procedures.

A fourth independent Greek council was newly established in April 2000 after two years of discussion and planning via the Greek Life office. 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. This year the Council sponsored a highly successful program that offered a Leadership Panel program for students of color.

**Career Services and Placement** has a reasonably good track record of implementing and supporting programs that address the needs of a diverse student population. It has only recently ventured into programming that addresses global diversity issues from a career perspective—specifically, programming targeting *all* students rather than specific populations—and it has not yet attempted career research related to diversity issues. Career Services and Placement has only begun to address topics such as sexual orientation and gender roles in the workplace. These areas represent the frontier of the CSP diversity effort.

More immediately, Career Services and Placement recognizes the need to attend to diversity training for its own staff members. There have been few office-wide diversity workshops, and some staff members feel unprepared to address certain topics. In order to adequately serve our students, staff must become better educated on diversity as an important aspect of identity; how factors such as race, ethnicity, gender, and sexual orientation impact our lives and our roles in society; and what place spirituality plays in career choice. Staff must strive for self-knowledge as well as appreciation of difference. Through the recently formed Professional Development Team, plans for continuous, comprehensive diversity awareness series are underway. This will be a long-term commitment.

# Programs: Ongoing Initiatives

## Leadership

In 2001, the University MLK Planning Committee organized a number of events commemorating Martin Luther King, Jr. Day on campus. Classes were cancelled on Monday, January 15<sup>th</sup>, the official day of the commemorative celebration.

The Sunday evening program featured Preston N. Williams, an academic theologian from Harvard University. Dr. Williams also officially launched the "Closing the Gap" program, a community-based program that will train parents and their young children to use and repair computers.



The Monday evening program featured keynote speaker Kweisi Mfume, president and chief executive officer of the National Association for the Advancement of Colored People (NAACP). Prior to the program, Mr. Mfume led a fast-paced march as he linked arms with the Provost and the Committee members. The March had more than 1,000 persons involved by the time it reached the Wharton Center. Overall attendance was nearly 3,000, representing students, faculty, staff, and many persons from the community.

MSU will honor the legacy of Martin Luther King Jr. by continuing its policy of not having classes on the January national holiday set aside to recognize the slain civil rights leader. Encouraged by the numbers of students, faculty, staff and campus units that have participated in Martin Luther King Day activities, the MSU Board of Trustees voted at its Feb. 14, 2001 meeting to extend the three-year-old policy for at least another five years.

## Academic Human Resources

To encourage greater involvement and advancement of women and minorities in leadership and administration at all levels of the university, the Office of the Provost 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, 12 of the University's nominees have been selected as ACE fellows in the national competition. These include two Black women, five Caucasian

women, one Hispanic man, one American Indian/ Alaskan Native man, two Caucasian men and one gay man.

Of the 75 fellows who have participated in the CIC/ALP Program since its inception as an MSU IDEA initiative in 1989-90, there have been 39 women, of whom eight are Black, two are Asian/Pacific Islander, one is Hispanic, and one is American Indian/Alaskan Native. There have been 36 men, of whom eight are Black, three are Hispanic, one is American Indian/Alaskan Native, three are Asian/Pacific Islander, and two are openly gay men. Among the 69 fellows through 2000-01, those who have advanced to administrative positions with new titles include seven Caucasian women, five Black women, two Black men, one Hispanic man, one gay man and five 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.

To encourage the full integration of underrepresented group members into the academic community, **Unit Administrator and Faculty Workshops/Programs** were presented during 2000-01.

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.

The Fall 2001 New Faculty Orientation program included faculty discussions on "Your First Few Years at MSU: What are the Useful Strategies 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, planning, budgeting, faculty performance review, challenges experienced by early career faculty, meeting departmental goals through mentoring, evaluating good teaching, and enhancing the research culture.

A required Workshop for New Chairpersons and Directors was conducted in August 2001. 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, support staff, working with faculty: raising the quality of teaching, research, outreach, process skills and knowledge.

### **Academic Units**

The Diversity Initiatives Advisory Committee (DIAC) in the **College of Engineering** advises the Dean on activities to promote diversity within the College with regard to faculty, staff, and students. Representatives from each department comprise the membership.

In the **Libraries**, the Diversity Committee advises the Director of Libraries on matters related to diversity affecting the Library services and issues affecting staff. Three areas of diversity focus are carried out in the Libraries: purchasing library resources which represent diverse viewpoints

and reflect our diverse society; continuing programming through a film series and writers series which reflect diversity; and continuing staff development programming which encourages diversity and meets the diverse needs of staff. The Libraries have an on-going staff development program to supplement the many offerings on campus. Programs offered this year attracted a diverse group of employees.

The **College of Natural Science** Women's Advisory Council (WAC) to the Dean developed a web site and a system for the reporting of possible biases. The college is considering developing a College Diversity Committee that will be charged with the development of communication and programmatic initiatives for the College of Natural Science, advising on the allocation of resources for diversity programs and serving as a source of communication for diversity issues.

The School of Social Work in the **College of Social Science** received a second year of funding for a Diversity Specialist to implement a recruitment plan for prospective minority students. During the 2000-01 academic year 170+ prospective students were identified at universities in Florida, Texas, Utah and New Mexico.

### **Child and Family Care Resources**

Child and Family Care Resources (CFCR) continued to advocate for people caring for dependent elders, children and family members. The Coordinator was involved in discussions regarding work/life policies, and spoke about family issues at various advisory committee meetings on campus throughout 2000-2001.

In response to the Oct. 25, 1999 memo to deans, chairs and supervisors from Provost Simon and VP Poston, the CFCR office initiated the Breast Feeding Support Program for staff, faculty and student mothers. A collaborative Breastfeeding Support Committee designed the ongoing program to encourage mothers to breastfeed and their supervisors to support them. The CFCR office surveyed 300 campus locations during Spring 2001 to identify space that is available for breastfeeding mothers to express their milk in privacy. This list of available and potential rooms is shared with mothers who inquire about space near their work-site and classrooms. CFCR and Healthy U also co-sponsored a series of breastfeeding classes in May and October 2001. These free brownbag sessions were facilitated by a campus based Certified Lactation Consultant/R.N. to assist mothers in their negotiation of breastfeeding upon returning to work.

For the second year, the U.S. Department of Education, Child Care Access Means Parents in School grant subsidized the high cost of part-time and drop-in child care for low-income students. The four-year grant was awarded to CFCR in Fall 1999. In the summer of 2001, the "SpartanKids" funding was expanded by \$20,000. MSU will now receive \$120,000 per year for the next two years to contract with local licensed child care providers to provide affordable care for students. The service is available for the enrolled 330 children aged 6 weeks to 12 years, 24 hours per day, seven days per week. Of the 228 MSU students enrolled in the "SpartanKids" program, 85 are Caucasian, 49 African American, 15 Hispanic, 32 Asian, and 46 represent other international cultures.

## Support Units

**Physical Plant's** Diversity Focus Group recruited three new members (all male: one Hispanic, one Arab American and one Caucasian) representing Custodial Services and Telecommunications Systems.

**Housing and Food Services** continued to support and facilitate the Service, Progress, Action, Results for Kellogg (S.P.A.R.K.) Team, comprised of 12 student and regular employees who meet monthly to address internal and external guest service issues and to promote excellence at Kellogg Center. Underrepresented groups compose 75% of the S.P.A.R.K. Team.

The **Department of Police and Public Safety** continued efforts that began with the implementation of the "Twelve Point Plan for Improving Police-Minority Trust".

A police lieutenant served as a member and chaired the Women's Advisory Committee to the Vice President of Finance and Operations, which deals regularly with diversity issues as they relate to women support staff.

Police officers promoted to leadership positions are provided training through Dale Carnegie and other management programs that include components on diversity and the treatment of all people with respect, dignity and friendliness.

**Intercollegiate Athletics** worked in conjunction with the Office of Multicultural Development for Support Staff and the Office of Racial Ethnic Student Affairs to conduct additional Diversity Workshops for staff. These workshops have stressed the importance of an inclusive work climate/environment for all employees.

## Student Academic Support Services

Staff from the **Undergraduate University Division** (UUD) participated in the 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, the Admissions Advisory Committee, a member of the state-wide Hispanic Symposium, TRIO and the Minority Advisory Committee to the President.



The staff of the **Resource Center for Persons with Disabilities** maintained a high level of visibility locally, statewide and nationally, remaining involved in many organizations and committees on a variety of disability-related topics. Staff maintained an active role in campus in-services and presentations related to disability accommodation and strategies for inclusion of persons with disabilities into a diverse range of programs. Examples of staff involvement included: the National and Michigan Protection and Advocacy Service, The Family: National



Organization of People of Color with Disabilities; MSU Rehabilitation Counselor Education Program Advisory Board; MSU President's Advisory Committee on Disability Issues; MSU Accommodating Technology Committee, the Michigan ADA Steering Committee, and the MSU All University Traffic and Transportation Committee.

**Upward Bound** staff members were affiliated with state, regional, and national TRIO organizations which focused on recruiting low-income, first-generation, minority students and students with disabilities. Two staff members continued to serve on the boards of the Learning Disabilities Association of Michigan and the State Board of Education Advisory Committee.

Through the **Office of Supportive Services**, Michigan State University has made a commitment to providing equal access to higher education while ensuring that critical support mechanisms are in place. The diverse staff is committed to ensuring that Supportive Services students prosper academically, and graduate. Without the variety and the quality of support services provided by the program, the likelihood of the success and retention of College Achievement Admission Program (CAAP) students would be greatly diminished. A 1994 study conducted by the Survey Research Division of the Institute for Public Policy and Social Research showed that students who used OSS services were more likely to remain at MSU than those who didn't.

Three Academic Guidance Specialists in the Office of Supportive Services worked collaboratively to supervise the Peer Mentoring Resident Fellow program which provided academic, social, and peer mentors to new CAAP students to facilitate their academic and personal adjustment to MSU. This year Resident Fellows provided tutoring and individual advising to students.

OSS staff members served as Faculty Advisors for various campus student organizations, including Eternal Devotion, Organization for Students in Artistic and Literary Endeavors, Asian Pacific American Student Organization (APASO), Philippine American Student Society (PASS), Vietnamese Student Association (VSA), and Hapa Asian Pacific Alliance (HAPA).

### **Student Affairs and Services**

**Internationalizing Student Life** (ISL) co-advised and mentored the International Association Council, a group of 30 nationality club presidents. The group co-hosted five international visitors to MSU from Ethiopia, Romania, Hungary, Ukraine, and South Africa. In addition, ISL provided training for a visiting Fulbright Scholar from Japan, Noriko Noji.

The 16 staff members of the Department of **Intramural Sports and Recreative Services** remained the most diverse staff in the Big Ten. In combination, the professional and student staff come from a variety of ethnic groups, as well as from the international, gay/lesbian, and persons with disabilities communities. Racial/ethnic minorities and/or women make up 69% of the professional staff; among the students hired by the department, 42% are females and 26% are racial/ethnic minorities. The diverse arrangement of staff allows each building to have someone who speaks fluent Spanish, addresses the issues of accessibility and special needs for persons with disabilities, maintains a sensitive ear to the concerns of women and racial/ethnic minority students and keeps in the forefront the Department's commitment to combat the intolerance of others who are different.

Several staff in the **Division of Student Affairs and Services** continued to participate in the Women, Race and Privilege series, a four-year initiative for women faculty and administrators.

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 served on the SCDC Board and was involved with initiatives for a new building and ongoing fundraising.

## **Recruitment and Retention**

### **Office of Affirmative Action, Compliance and Monitoring**

Providing greater service to the community continued to be a priority for the Office of Affirmative Action, Compliance and Monitoring, for 2000-01. 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 this 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 provided tailored recruitment assistance to identify women and minority faculty at other institutions who might be candidates for junior or senior level faculty or administrative positions at MSU, and provided similar assistance to units for support staff positions.

### **Academic Human Resources**

Nine individuals were supported with funds from the **Visiting Minority Faculty Program** during 2000-01, including two Black women, four Black men, one American Indian/Alaskan Native man, and two Asian/Pacific Islander women. Additionally, funding was provided to support activities sponsored by the College of Osteopathic Medicine Black History celebration, and a national conference on Race in 21<sup>st</sup> Century America hosted at MSU. The main objectives of this program are to provide an expanded minority presence on this University's campus and in its classrooms, develop contacts and resource persons who might be of assistance in future recruitment of other minority faculty or students, and to provide opportunities for these visitors to have additional professional experience.

The **Affirmative Action Postdoctoral Fellowship Program** is specifically directed to the Colleges of Natural Science and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized areas. The 10 participants during 2000-01 included two Black women, two Black men, one Hispanic woman, three Hispanic men, and two Asian/Pacific Islander men.

### **Academic Units**

The **Eli Broad College of Business** reported several successes in the recruitment of underrepresented faculty, graduate and undergraduate students. Among the achievements, the Department of Accounting and Information Systems in the last three years has hired four women

faculty out of seven new hires, has two endowed professorship holders that are women, and currently has three graduate students of color in the program. One African American woman and one Hispanic man have been hired in the Department of Management. In the Department of Finance five tenure-track faculty members have been hired. Of these, two are white females, two are Asian males and one is a Hispanic male. One of the white females was given tenure. One faculty member of color has been assigned to work half-time with the Undergraduate Advising Office. In this position, the tasks are varied and include such activities as mentoring advisors, diversifying the Professorial Assistant/Broad Scholar programs, and being the Pre-law Coordinator for the undergraduate program. Consequently, the person serves as a role model and focal point for all of the College's undergraduate students, not only those majoring in Finance and Pre-law. Through the Marriott grant in the School of Hospitality Business, one minority adjunct faculty person was hired and an individual commitment for students of color was made for academic scholarships. A Marriott Foundation Grant of \$475,000 will provide assistance to students interested in pursuing a baccalaureate degree and a career in the hospitality industry. The foundation will also provide \$75,000 in expendable funds to immediately launch the program.

The Masters in Business Administration (MBA) Program has engaged in partnership with the MSU Graduate School. The full-time Broad MBA Program expanded its existing efforts to attract African American, Latino/a, Asian American, and Native American MBA candidates through the Enhance Your Future (EYF) Conference. This conference serves as a recruiting tool for ALANA MBA candidates (in addition to other activities, such as attendance at the National Black MBA Association and the National Society of Hispanic MBAs meetings). In 1999, however, after speaking with many ALANA students, the MBA Program (in consultation with the staff of the Graduate School) decided that the MBA Exploration Programs and the MBA Individual Visitation Program would be more viable options for two primary reasons. First, the MBA-directed programs gave prospective students a better overall feel for the program given the high degree of staff support and involvement. Second, these programs allow for a more tailored visitation experience for the prospective ALANA students since multiple dates are offered throughout the academic year (three yearly MBA Exploration Programs and/or year-round individual visits).

With special funds from the Graduate School to recruit ALANA candidates, the MBA Program extended a personal invitation to qualified ALANA candidates who initiated contact with the program; the invitation included an option to visit the MBA Program, The Broad School, and the MSU campus. Of the 39 candidates invited, 19 students (49%) accepted the all-expense-paid invitation and campus visit, compared to only 21% in 1999-2000. From the 19 prospective student visits, eight submitted applications for admission for Fall 2001 and another three are waiting until Fall 2002. To date, five of those who applied were admitted (63%); two were denied; and one is still pending before the Admissions Committee.

The Broad School also extended an invitation to six admitted ALANA candidates to attend the 2001 Admitted MBA Student Program. Of the invitations extended, 100% were accepted. Admitted students visited from Georgia, Illinois, and Michigan. In the future, the MBA Program will expand its use of current ALANA MBAs in the program. Such efforts will be incorporated into a larger admissions ambassador program being launched by the MBA Admissions Office. The MBA Program has also agreed to host a social at the beginning of the semester with the program managers and current ALANA MBAs to discuss services and support mechanisms. This effort is in addition to current services such as support for ALANA MBAs to attend various professional conferences like NSHMSA and the National Black MBA Conference.

In December 2000, the Office of Minority Student Affairs addressed the **College of Communication Arts and Sciences** College Advisory Council and reported its preliminary findings on recruitment of graduate minority students into the College. Domestic students of color have been underrepresented in MA and Ph.D. programs over the past five years. It was suggested to the College Advisory Council that recruiting its own high-achieving CAS minority undergraduate students and moving them where appropriate to Ph.D. programs could enhance the minority graduate enrollment.

The **College of Education** engages in uniform resource allocation for all newly appointed tenure-system faculty. Specifically, upon appointment for the first year of hire, all faculty are provided a one-half time graduate assistant (or fund equivalency) to provide necessary resource support for their teaching, research and service agenda. Technical support is also provided in equitable distribution for all faculty, with those demonstrating high technology needs receiving greater allocation. During the year, the college engaged in rigorous searches to fill open, tenure system faculty positions, resulting in the recruitment of eight minority individuals. One African-American male, one African American female, two Hispanic females, one Hispanic male, and three Asian American males were brought in through the faculty selection process. Of those recruited, four joined MSU. In the area of student recruitment, fairs at both the secondary and post-secondary levels were attended by Dr. Gunnings-Moton and other faculty on behalf of the college. The college was represented at the U.S. Hispanic Leadership Conference, Howard University Professional Career Day, Hampton University, and the Institute for Recruitment of Teachers. In addition, partnerships with two Historically Black Colleges and Universities (HBCUs) Howard University and North Carolina A&T were established.

The 2000-01 academic year was the first year of the Beaumont Tower/CED Scholarship in the College of Education. During this initial year, nine academically talented minority students majoring in elementary or special education accepted the award for attendance at MSU. These students were guaranteed a minimum of a \$1,000 scholarship each year (two years from the Office of Admission and 2 years from CED), and \$2,000 from CED in their internship year. Scholarship recipients are assigned faculty mentors. In addition, a monitoring system was implemented to track each cohort of students as they progress through their program.

Tomorrow's Educators for the Advancement of Minorities (TEAM), Student Ambassadors, and Education Doctoral Students of Color (EDSOC) are all student organizations within the college that assist with recruitment and retention. Current undergraduate and graduate students engage in recruitment efforts of potential students (phone calls, campus visits, outreach), and participate in academic and social efforts.

Representation of African Americans and Asian Americans has increased significantly over the last four years in the **College of Engineering**. Although there has been a slight increase in the number of women students during that same time frame, that trend may be reversed, following recent drops in enrollment for freshman and sophomore women.

The **Honors College** attended National/Minority College Fairs in urban centers where, in some cases, MSU has not recently had a presence (e.g. New York City, Chicago, Cleveland, Cincinnati, Houston). The College was also represented at the NSSFNS fairs for African American students in Detroit, Ann Arbor, Houston, and Cleveland in the fall, and continued to sponsor campus visits for talented out-of-state minority students in conjunction with the Alumni Distinguished

Scholarship weekends. The college continued to build upon relationships with key high schools in Detroit (Cass Technical, Renaissance) by attending all of their college fairs and arranging MSU visits with Office of Admissions and Scholarship representatives.

**James Madison College** developed a number of joint programs with the Honors College and Lyman Briggs. These programs are designed to inform minority students about educational opportunities at MSU. An information session was held at the Detroit Urban League offices. Over 80 people attended this event and the program included presentations by each program. Deanna Edwards and four current Madison students as well as the Director of Admissions represented JMC at the Detroit event. Similar sessions were held in Flint and at the Greater Lansing Urban League.

Through the Marie Dye Minority Doctoral Fellowship program, the **College of Human Ecology** gave graduate fellowships to minority students enrolled in a human ecology doctoral program. The College's Department of Food Science and Human Nutrition participated in the Minority Apprenticeship Program (MAP), in which faculty provide special activities related to educational and career opportunities in Food Science and Human Nutrition for minority high school students. The department also continued the implementation of the Food Science Institute (FSI), a long-range recruitment activity. FSI is a two-day program designed to introduce minority high school students to topics for focused development in Food Science. The goal is to enhance career placement opportunities in the food industry by increasing the number of minority freshmen in Food Science.

The **College of Veterinary Medicine**, as part of the "Recruitment, Retention, and Public Relations Program," appointed an outside consultant as an on-call veterinary advisor. The advisor is a woman of color veterinarian who lives in the Detroit area. She focuses on middle and high school students, principals and counselors in order to improve their understanding of veterinary medicine and its many opportunities. In the College, IDEA funds were also used to sponsor two women of color senior veterinary students from sister institutions for an externship in the Department of Small Animal Clinical Sciences. One of the students was successful at competitively obtaining an internship in the Department of Small Animal Clinical Sciences that began July 2001.

## **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 plans, designs, coordinates, and sponsors programs to enhance recruitment and retention of a diverse group of academically achieving graduate students. The Office of ALANA Student Affairs maintains relationships with liaison faculty, staff and administrators through the ALANA Graduate Advisory Committee, and the Graduate Associate Deans Group. Representatives of all offices in the Graduate School meet annually with the Graduate Program Directors and Graduate Secretaries Group. The ALANA Office sponsors cost-share faculty recruitment travel and fellowship programs that are responsive to educational opportunities for ALANA students. Approved activities of graduate student organizations and MSU colleges which focus on recruitment and retention of graduate students are supported by the Graduate School.

The Graduate School seeks to assist and strengthen graduate programs and colleges by providing funding support and over-site for graduate education and graduate students through program reviews, graduate student academic fellowships, discretionary research and emergency fellowships, future faculty programs, faculty travel cost-share recruitment initiatives, summer acceleration programs, research incentives, thesis/dissertation writing and research workshops, and ongoing recruitment and retention programs to attract and graduate a diverse pool of top quality graduate students. In addition, the Graduate School provides services to diverse populations by disseminating graduate education information and funding pamphlets, literature on succeeding/surviving in grad school, graduate school funding, and free application procedures at recruitment fairs and conferences. The Dean and Associate Deans consult with graduate students, faculty and administrators at MSU, The CIC Office, minority- serving institutions, and CIC institutions. Through these efforts the Graduate School helps to facilitate recruitment, retention, and graduation for a diverse pool of outstanding candidates.

Seven King-Chavez-Parks (KCP) **Future Faculty Fellows** were selected during the Spring 2001 semester for the \$35,000 fellowship, which is supported by the King-Chavez-Parks Initiative of the State of Michigan. The fellowship supports outstanding Ph.D. graduate students who have the potential to become future university faculty. This brings our total number of fellows to 24 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. This program also maintains our commitment to increase the pool of outstanding candidates to enhance future faculty diversity. 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 for support through this fellowship. This allows students who are interested in faculty positions in academe (especially in Michigan and Illinois) 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 enter the future faculty candidate's pool for academe. The KCP Fellowship at MSU, thus, responds to the critical shortage of faculty of color in academe, particularly in Michigan and Illinois. The MSU program which focuses on the last 2 ½ years of the fellow's 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 KCP fellows. The Graduate School ALANA Student Affairs Office administers this program and staff has been successful in securing \$258,313 in additional funds from unused funds by other universities to support our continuing efforts to increase the pool of university future faculty of color.

Last year four MSU graduating fellows obtained tenure track faculty positions. Two were hired at Oakland University; one was hired at Western University, and one was hired at a university out of state. During November, the Graduate School sponsored twelve MSU King-Chavez-Parks (KCP) Future Faculty Fellows to attend the KCP Joint Fellows Michigan and Illinois Conference in Grand Rapids, where faculty and students made scholarly, professional and research presentations. One recent MSU graduate who is currently teaching at Western Michigan University returned to the conference and made a well-received presentation. The Dean and Associate Dean of the Graduate School and MSU faculty also made presentations at the conference to the future faculty fellows, who numbered over 300 graduate students. One former MSU KCP fellow now serves in a coordinating role within the State's KCP Program, and the Assistant to the Associate Dean serves on the conference planning committee.

During the year the Graduate School **ALANA** (African American, Latino(a)/Chicano(a), Asian American and Native American) Student Affairs Office supported and coordinated 63 cost-shared and other recruitment trips by MSU college faculty for the recruitment of ALANA graduate students. Forty-seven college administrators, faculty and staff requested funding to participate in efforts to recruit outstanding graduate students. Each college submitted a request to the ALANA Office, which typically awards a 50% match to colleges and departments to cover the costs of university, graduate recruitment fair visits and attendance at selected conferences to recruit future MSU students. All MSU colleges with graduate programs were represented in the cost-share recruitment trips to national conferences, recruitment fairs, colleges, and universities to recruit ALANA students. The total cost-share funds awarded by the Graduate School to support faculty recruitment efforts was nearly \$35,000. There is faculty accountability for these funds and faculty are required to make a report when they return to campus and provide completed contact cards filled out by each potential graduate students desiring admission to MSU. Student information collected from the cards is distributed to all MSU graduate programs at periodic intervals.

Each year, **faculty travel** on behalf of the Graduate School to recruit students for all MSU departments and colleges. Some faculty traveled with the CIC Caravans that cover colleges and universities in the Southern, Midwestern, and Western states and Puerto Rico. Other faculty traveled to selected conferences and recruitment fairs designed to reach large numbers of outstanding diverse student groups. Recruitment travel priorities were established during 2001 and approved by the ALANA Graduate Advisory Committee for more cost effectiveness and yield of outstanding ALANA graduate students.

During the Spring 2001 semester, the Graduate School requested nominations of outstanding students from each college and awarded 41 **Summer Acceleration Fellowships** (SAF) to continuing ALANA graduate students who were nominated by their colleges for making academic progress during the year. This was an increase of six fellows over the previous year. Nominated students should have eligible GPAs, no incomplete grades in courses and must be enrolled and show that they are able to make progress toward the degree from this summer experience. SAFs are awarded a stipend of -3,500, which assists them in taking courses or working on research projects and with living expenses. After reviewing SAF awardees, it was determined that we would avoid granting a SAF to the CDEF recipients, who are funded for the summer, in order to assist more graduate students with summer funding.

The Associate Dean of ALANA Student Affairs met with a group of selected fellows to discuss their research progress and summer academic plans for the award. The meeting also served to stimulate students' thinking and learning strategies within the community of graduate student scholars. Each student had to articulate how the award would specifically increase their academic and research competence during the summer and within their over-all program. A priority goal of the SAF fellowships is to assist students in maintaining the continuity of their academic work during the summer without the necessity to interrupt their study and research to find a job and engage in non-academic related financial support activities. Therefore, it serves to help retain graduate students and facilitate their steady progress toward the degree and graduation in a timely manner. Participating departments were English and History in the College of Arts & Letters; Animal Science, Crop & Soil Sciences, Entomology, Food Science & Human Nutrition and Packaging in the College of Agriculture and Natural Resources; Management and Marketing in the College of Business; Family & 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 & Special Education and Educational Administration in the College of Education; and Mass Media in the College of Communication Arts & Science.

A total of 35 **Discretionary Fellowships** in various amounts for emergency needs were awarded to graduate students with documented need, making satisfactory progress toward a degree and with departmental faculty advisor and college level administrative sign-offs. This is an increase of four awards, although the awards have gotten smaller due to reduced funding during the Fall of 2001. Formal applications with endorsements by the student's mentor/advisor, department chairperson and associate dean of the college 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 new graduate students who have been accepted/admitted for the Fall semester as an incentive to enroll in a course and begin graduate studies early during the Summer semester. This allows students to become acclimated to the MSU university environment and facilitates a smooth 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, was supported by The Graduate School, and partially supported by a Daimler Chrysler Corporation annual gift of -5000. The goal of the DREAMS Program was changed in 2001 to attract talented, high achieving ALANA graduate students admitted to MSU graduate programs with a 3.2 or above GPA, rather than focusing on juniors and undergrads. The McNair-SROP Program, which the Graduate School and ALANA Office help to support in the summer already fulfills this need for undergrad research preparation. The DREAMS program provided a mentoring experience for future graduate students that would facilitate their preparation for the intensive research environment when they eventually would attend MSU. This year 7 of the 20 CDEF awardees from across the country were accepted for the program. Twenty two juniors who applied were deemed ineligible because they were not in the admission process at MSU and did not meet the new requirements. One of the eligible CDEF students chose to participate as a DREAMS Scholar. In 2000 one participant decided to enroll the following Fall. It has, therefore, been decided that the yield is too low for the great expense of \$5,350 per student, including living expenses and a \$2,800-3,000 stipend. The one student who did enroll in the past two years enrolled in Fall 2000. Three colleges were willing to participate in this cost-share program and provide a mentor during the summer of 2000: Agriculture & Natural Resources, Social Science, and Human Ecology. In 2001, three colleges were willing to participate, Nat Science (Mathematics), Social Science and Arts and Letters and provide a faculty mentor if the CDEF students decided to participate. In 2001, one CDEF student chose to participate. The major costs for each student totaled more than \$5,350 to cover room and board, air travel, travel to a summer research conference, research training, library searches, SPSS data analysis and computer technology workshops. The 2001 DREAMS Program has been reviewed and targeted for elimination.

Therefore, CDEF and AAGA newly admitted students targeted for this program will now be recruited for the ALANA Bridge Program where the budget will go further and students will be expected to become more independent, while completing a summer course or research experience for credit as preparation for graduate school.



The **Enhance Your Future Conference** was redesigned to focus on the recruitment of new graduate students to MSU by giving them a paid visit to the campus to learn about their respective departments and colleges. Faculty in eight MSU colleges invited 54 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 2001 Enhance Your Future (EYF) conference. Forty-seven students actually participated. This university-wide conference brought promising prospective graduate students to campus to meet with MSU faculty and graduate students in their chosen field. Junior and senior level undergraduates were targeted for this program. The Graduate School has begun to shift the focus to newly accepted students and those in the admission process. Seniors should be in the admissions process or should have been accepted at MSU. Universities sending students to EYF in 2001 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.

Additionally, the Graduate School continued to fund mini-EYF conferences for three colleges with unique needs that do not match the timing of the university-wide EYF Conference. The mini-EYF conferences arranged by the Eli Broad School of Business, the College of Veterinary Medicine, and the College of Engineering replicated the university-wide EYF Conference.

Beginning in 2002-04, the Graduate School will move toward a model of Mini EYF Conferences in all the colleges with graduate programs to give them more autonomy and decision-making in bringing in only students in the admission process or those newly admitted to MSU graduate programs. Each college with guidance from the Graduate School will plan its own recruitment weekend to better match its admission due dates. The Graduate School ALANA Office will support and fund these Mini EYF Programs. Ten of the colleges submitted proposals to the Graduate School to participate in this recruitment effort in Fall 2001.

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 newly admitted graduate students. Thirty students applied through Project 1000; eight were accepted into MSU graduate programs. Four of the 15 students who applied through the CIC Free App Program were accepted into our graduate programs at MSU. The Project 1000 and Free App coordinator is working to communicate with colleges and departments to ensure that applications will not be held up in admissions since no fee is attached to these applications.

The **Graduate Education Opportunity Program** (GEOP) has been recently moved from the Program of Urban Affairs to the Graduate School during the Fall 2000 semester. This now centrally locates graduate recruitment and retention programs within the Graduate School and allows for better coordination of GEOP, CDEF, AAGA, EOF and the existing Graduate School ALANA Student Affairs Programs such as ALANA Bridge, SAF, EYF and other programs. Twenty Competitive Doctoral Enrichment Fellowships are awarded each year to outstanding ALANA students. These awards help to ensure that MSU will be able to recruit and retain highly competitive candidates that will be funded for four years to enhance the completion of their doctoral programs.

The GEOP set of programs was improved over the past year. The Operations Advisory Committee recommended (this was approved by the Deans just prior to their disbanding themselves as a Policy Committee) that the CDEF program be a 4 year program similar to U Distinguished Fellows rather than a 3 year program. This is the first year that we completed these changes. Fewer dollars are available for EOF as the funding to support the changes for CDEF were transferred from the EOF budget. The EOF is not competitively awarded and while they are necessary for students of color, the competitive AAGA and CEDF programs are considered to be key in supporting excellent ALANA students.

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

During the 2000-2001 academic year, the GEOP office received **Competitive Doctoral Enrichment Fellowship** (CDEF-I) nominations for 28 new students, with 9 participating colleges. The amount of this four year fellowship for academic year 2000-2001 remained at - 16,800. However, the fellowship award for 2001-2002 has been increased to \$18,200. In addition, students awarded CDEF will receive a 9 credit tuition waiver and health insurance. GEOP is responsible for years one and four including summer semesters for all four years. The student's academic unit will be responsible for fall and spring semesters of years two and three. During the first and fourth years, these students will have a fellowship and during years two and three students will have teaching or research assistantships. All summer semester awards will be paid as a fellowship.

The number of students receiving support from GEOP increased slightly from previous years. In total, 588 students received support, including awards for 129 Academic Achievement Graduate Assistantships, 85 Competitive Doctoral Enrichment Fellowship-I, 5 Competitive Doctoral Enrichment Fellowship-II, 2 Competitive Doctoral Enrichment Fellowship-III, 25 Programmatic Funding, 341 Education Opportunity Fellowships, and 1 Special Needs.

### **Child and Family Care Resources**

As the "Work/Life" office of MSU, the Child and Family Care Resources program continues to provide family support services to staff, faculty and students. These programs create incentives for families to choose MSU over other institutions. As the labor market tightens and the number of non-traditional students increases, the services continue to positively impact recruitment and retention.

### **Support Units**

**University Stores** increased the number of minority students employed from 18% of the total to 24% of the total.

The Ethnic Minority Internship program in **Intercollegiate Athletics** is in its sixth year and three interns were hired to work within the department this year. The appointments are for nine months and have a monthly stipend of \$1,500/month.

Within **Physical Plant's** Custodial Services, diversity increased in the Custodian II classification, with 63% of newly hired employees during 2000-01 being minorities and females.

**Housing and Food Services** continued to partner with Peck ham Vocational Industries to mentor and train mentally challenged individuals for our employ in the Kellogg Center kitchen/sanitation department.

Housing and Food Services utilized the services of one minority-owned business and nine woman-owned businesses and contractors to perform over \$825,000 in project work. These businesses will continue to be utilized in the current fiscal year.

The **Department of Police and Public Safety** continued its efforts to actively recruit minorities in an effort to further diversify the workforce. Eighteen additional minority Greencoats (student employees) were hired.

**Intercollegiate Athletics** continued to advertise jobs widely, including posting with NCAA (On line Job Market), Black Coaches' Association, National Association of College Women Athletic Administrators, and other position-specific organizations and associations within intercollegiate athletics, along with direct mailings to Historically Black institutions and recruitment calls to colleagues within the profession to enhance each candidate pool.

The Ethnic Minority Internship program has a successful track record of providing opportunities with Intercollegiate Athletics and then placing these individuals in the profession upon concluding their internship at MSU. Three former interns have been hired by Athletics for full-time positions within the last three years; numerous others are working within the athletic sector nationally.

The **Human Resources Development** unit continued its efforts to identify a more racial/ethnic and gender diverse pool of facilitators to conduct HRD classes.

**Business Operations** continued to work with the Multicultural Business Program in the Eli Broad College of Business, to recruit minority student interns. In addition, the department continued to work with the National Association of Black Accountants as well as notifying the various minority organizations on campus when there were position vacancies.

The **Purchasing** Department continued to encourage staff development. Educational Assistance is used extensively by the staff, plus the department finances additional training that is pertinent to specific jobs. There were fifty-one classes attended by the women and minority employees of the Purchasing Department.

Purchasing continued to conduct the "Magic of Purchasing" seminar through Human Resources. The four-hour seminar, held during the fall and winter semesters, provides policy and procedure instruction to campus customers. It also provides a better understanding of the services offered by Purchasing, including the Supplier Diversity Program. This year the diversity vendor database

was added to the Purchasing Department web page and it was demonstrated at the “Magic of Purchasing” sessions.

### **Student Recruitment**

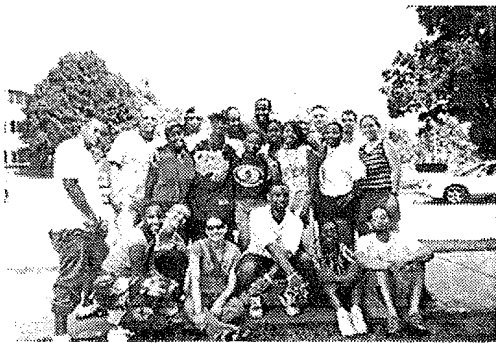
The **Office of Admissions and Scholarships** sponsored a number of on-campus programs for students of color, giving prospective students the opportunity to see firsthand what the campus has to offer. Two Spartan Exploration Programs for rising seniors occurred during the summer, and three Spartan visitation programs took place in the fall. These programs together hosted over 1,000 student prospects. Three Family Day Programs were held in the spring for incoming freshmen and their families. These combined programs, designed to introduce new students on what to expect when they arrive for fall classes, hosted over 500 students.

The Detroit Outreach office was active as well, hosting numerous on-site admissions programs in area high schools, Financial Aid Workshop programs, and a fall send-off pre-orientation MSU college fair program for newly admitted students and their families. This program hosted over 150 students.

### **Student Academic Support Services**

Staff from all units reporting to the Assistant Provost regularly participate in a variety of campus-wide events and activities which deal with and support issues of race and ethnicity, gender, sexual orientation, ability status and other kinds of diversity. These include Fall Welcome receptions and events, programs and conferences for student populations, training and development opportunities, and award and recognition programs. Staff from each unit collaborate on programs, provide cross training, and provide ongoing assistance and support for one another's initiatives.

The **King-Chavez-Parks College Day Programs** serves “at-risk” secondary students of color, 6-12<sup>th</sup> grades from school districts within a 90-mile radius, who are disproportionately less likely to



see a post-secondary educational option. The activities expose students to sponsoring colleges on campus, career/decision-making seminars, and admissions presentations. The program consists of outreach and recruitment, on-campus visitation, and a Rising Star component for students who need more intensive services. Students who participate in at least seven of the Rising Star workshops are also eligible for the Summer Residency component of the program. In 2000-2001 a total of 4,751 students were served, about 55% of whom were female. Of those students, 49% were African American, 7% Latino/Hispanic, 5% Multiracial, 4% Caucasian, and 1% Native American.

The Michigan College-University Partnership (MICUP) ended on September 30, 2001. The purpose of the program was to increase the numbers of underrepresented students who attend both two year and four-year educational institutions. During the final year of the program, 12

students made the successful transition to Michigan State University, and coordinators worked diligently to assist students with financial assistance and academic skills.

Efforts to recruit more Native American students into the King-Chavez-Parks (KCP) program resulted in a jointly funded position between KCP and the College of Agriculture and Natural Resources for the Michigan Indian Leadership Program. This position is designed to provide programming and recruitment for both middle and high school aged students. The KCP program sponsored a weeklong experience, concentrated on academic and career preparedness, for 69 middle school Native students.

Success of Pre-College Programs is based largely on student and community support of programs. During 2000-01 the program had a dramatic increase of participation by Latino/Chicano students, based solely on program outreach into the communities. The jointly funded Michigan Leadership Program Native American coordinator position has been filled for six months, during which time KCP has made significant inroads into the Native American community. While efforts to improve coordination between college and pre-college programs have improved, more should be done to educate college personnel as to the mission of pre-college programs. The Rising Star program, currently with an active membership of 963 parents and students, is a particularly successful component of the overall program. The ending of the MICUP/CORE component was a loss; it leaves a gap in the transitional mechanism needed for a significant number of students seeking to move from a two-year to a four-year institution.

The **Office of Supportive Services** awarded College Achievement Admissions Program (CAAP) students Cofer and James B. Hamilton scholarships to the students with the top G.P.A. by academic class standing in April 2001. OSS conducted a Special CAAP Open House for prospective students and their families, also in April 2001.

The Office of Supportive Services continued to recruit and train outstanding undergraduate tutors for the Academic Enrichment Program. Tutors are racially diverse, including: 6 Asian/Pacific Americans, 5 Latinos/Chicanos, 16 Caucasians, 24 African-Americans, and 8 international students (3 Asian, 4 African, 1 European). The OSS Tutoring Program provided tutoring in Math (1825 through 133, plus LCC course), ATL, IAH, ISS, Spanish (100 and 200 levels), Physics 183-184, Economics 201-202, and Statistics 201.

“Excellence without Exception”, the 2001 SUPER (Summer University Program Excellence Required) Program theme was used to motivate students to push their limits to create a foundation that will support their successful completion of the first year at MSU.

SUPER updated its video with scene changes and input that helped to amplify program rigor and structure to provide clearer program expectations for new recruits.

Ongoing special recruitment efforts by **Upward Bound** to include eligible students of all ethnic groups continued to yield positive results. Current program students of various ethnic backgrounds participated in recruitment meetings to inspire other students to join the program. These students are largely responsible for the growing pool of male and Latino applicants. Because of the support Upward Bound provides to students, involvement in recruitment has increased to include more teacher, staff, student, and parent referrals. In addition to other modes, this program is also publicized through the Spanish-speaking radio stations. The population

served by Upward Bound this years is: 57% African American, 29% Latino, 6% Caucasian, 5% Asian, and 3% Native American.

Upward Bound collaborated with a variety of MSU departments and area agencies to facilitate retention efforts. Three students attended the Black College Tour, coordinated by the Lansing School District. Twenty seniors and juniors attended program-sponsored college trips. "Buddies Day" provided an opportunity for 19 Upward bound students to shadow an MSU student for one day. Sixty students attended a one-week major study trip to New York, which provided exposure to New York's diverse population and the contributions that each ethnic group has made to the city through art, science, performance arts, and history. Two staff members and three African American female students toured Italy for 13 days. Students earned this cultural exposure experience through their outstanding leadership and academic achievement.

Career role models continued to share their experiences and futuristic vision with Upward Bound Students. Faculty mentors supported their mentees by participating in Upward Bound summer activities, such as picnics, basketball games, meals and the Academic Showcase. Study trips acted as an incentive to encourage excellence in academic performance. Most students gained a better appreciation for learning through hands-on learning experience, including student leadership conferences, out-of-town trips to museums, universities, government agencies and performing arts events.

Upward Bound staff are required to develop activities that allow students to develop an appreciation for differences in others. Students with learning disabilities were easily mainstreamed into the highly structured Upward Bound classes. These classes also incorporated instruction through technology, study skills and vocabulary development, use of resources, frequent assessment, self esteem building activities, and a great deal of one-on-one instruction and assistance.

The **Undergraduate University Division (UUD)** provided a variety of recruitment and support functions to various populations including students and parents through Student Athlete Support Services, academic support groups for international students, mentoring for migrant students, academic success workshops for King-Chavez-Parks and Upward Bound pre-college programs, and minority high school students enrolled in the MSU Summer Math-Science Program and Emerging Scholars Program.

UUD staff presented information about adjustment to academic expectations for International Teaching Assistants, and collaborated extensively with the Office of Supportive Services to plan a series of workshops for at-risk students. Staff participated in the MSU Latino recruitment/retention committee and ALSAME Retention Conference of Latino Students. UUD provided academic advising and support to the Aanii residential program aimed at increasing retention of Native American students.

Undergraduate University Division staff continued to participate in the Early Warning System and work with the Academic Progress Reports. Students identified by the Early Warning System were called and given resources and urged to communicate directly with their professors and academic advisers. The Seminar on Success (formerly Forum for Change) was conducted in each complex for students on academic probation. These forums are extremely useful to students in helping them return to academic good standing.

The **Learning Resource Center (LRC)** continued to offer workshops, seminars, and individual sessions on various learning strategies. The LRC Learning Lab was extensively used and software increased and updated. In addition to three residence-hall-based tutorial programs, a daytime tutoring program was provided to increase tutorial service to students. This service was utilized by diverse groups of students. The LRC collaborated with American Thought and Language (ATL) and the English Language Center to help international students with the reading and learning in ATL and IAH classes. Students were regularly referred to the LRC for assistance with various learning disabilities.

All activities of the Undergraduate University Division, Student Academic Affairs and the Learning Resource Center, have as a primary focus, the successful retention of undergraduate students. Consistent consulting takes place between staff of UUD and various academic units, academic support units, as well as Student Affairs and Services. All events sponsored by UUD are attended by and benefit a wide array of minority students.

Of all UUD contacts during 2000-01, 56% were female, 16% Black students, 3% Chicano/Latino, .5% Native American, and 7% with Asian Pacific Islander students. Non-US citizens comprised less than 1% of the students seen. Of the individual tutoring contacts made by the professional staff in the Learning Resource Center, 665 were female; 26% Black, 4.5% Chicano/Latino, less than 1% Native American, and 8% Asian Pacific Islander students. CAAP students had 970 contacts with UUD advisers and 85 contacts with Learning Resource Center staff. MAGIC students had 196 contacts with advisers and 21 with LRC staff, and SUPER students had 85 contacts with advisers and 6 with LRC staff.

The Multi-Cultural Outreach Committee of the Undergraduate University Division continued to provide academic interventions for minority and international students. Communications were sent to each minority No-Preference student introducing the ethnically diverse staff at UUD. Students were periodically contacted to remind them of academic deadlines, enrollment issues and to urge them to utilize academic advising resources.

**Resource Center for Persons with Disabilities** staff remained 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. Two staff members continued to serve as mentors for new staff in the Division of Student Affairs and Services and for individual students of color with disabilities.

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 in the Resource Center for Persons with Disabilities (RCPD) have daily contacts with students for a variety of functions including advising, identification of reasonable accommodations, provision of auxiliary aids and services and careful referral to other campus and community resource as needed.

The **Office of Minority Student Affairs (OMSA)**, in collaboration with the Undergraduate University Division, the Office of Supportive Services and the Vice President for Student Affairs, again offered the annual F.E.A.R. (False Expectations Appearing Real) retention conference for students of color.

The various racial ethnic groups within the Office of Minority Student Affairs (OMSA) experienced much success during a year packed with activities, program and events sponsored by both OMSA and the Council of Racial Ethnic Students (CORES). The African American community sponsored several traditional events including the Black Power Rally at the MSU Auditorium, the black Student Leadership retreat, and several Black History Month programs. Special visits by Kevin Powell, a hip-hop journalist/activist; Dr. Molefi Asanti, a scholar of Black history; and Ahmed Jabbar, a photojournalist presenting a journey in the life of the homeless, filled the year with solid offerings. Additionally, the office played a major role in bringing to campus Coretta Scott King, the widow of the late Dr. Martin Luther King Jr.

The Asian Pacific American community offered a wide range of programs in collaboration with OMSA including Cultural Vogue, Satrang and an Asian American guest lecture series. Scholars from California, Hawaii and Michigan participated in the series. The Office of Minority Student Affairs continued to support the Mentoring Asian American with Pride project initiated a few years prior. A small number of mentors and protégés participated in the project.



The Chicano/Latino community experienced a full year of activities including the Hispanic Heritage Month, the Dia de los Muertos march and dance, Puerto Rican cultural Week, Latin Explosion, and the Dia de la Mujer conference. The Chicano Power Rally included Baldemar Velasquez, President of FLOC as the keynote speaker and the Chicano/Latino Fellows Program (a mentoring program for new freshmen and transfer students). OMSA continued to award students a scholarship through the TOCE/LUPE Scholarship and experienced a banner year in fundraising efforts.

The Native American community worked diligently with Aanii students offering several supper club dinners sponsored by OMSA and EAGLE, study sessions and a variety of workshops. Additionally, the Native Heritage events were plentiful including the Native Film series, speeches by Mindy Morgan (an Indiana University doctoral candidate), and Charlie Hill (an American Indian comedian). The Annual Columbus Day Protest and Veteran's Day programs were again included in the year's activities and a Culinary Diversity series co-sponsored by Housing and Food Service, received positive feedback from students, faculty and staff.

The **Multicultural Center** continued to provide a space for students of color to meet and conduct various activities. Since the Center opened, an increase in the number of student groups utilizing the Center and its resources has occurred each semester. The Center continued to provide a shared space and common agenda for all students. In particular, during 2000-2001, several meetings between the Council of Racial Ethnic Students (CORES) groups and large student governing bodies like ASMSU and RHA took place at the Center.

## Student Affairs and Services

**Internationalizing Student Life (ISL)** co-advised and mentored the International Association Council, a group of 30 nationality club presidents. The group co-hosted five international visitors



to MSU (Ethiopia, Romania, Hungary, Ukraine, and South Africa.). In addition, ISL provided training for a visiting Fulbright Scholar from Japan, Noriko Noji.

The 16 staff members of the Department of **Intramural Sports and Recreative Services** remain the most diverse staff in the Big Ten. In combination, the professional and student staff come from a variety of ethnic groups, as well as from the international, gay/lesbian, and persons with disabilities communities. Racial/ethnic minorities and/or women make up 69% of the professional staff; among the students hired by the department, 42% are females and 26% are racial/ethnic minorities. The diverse arrangement of staff allows each building to have someone who speaks fluent Spanish, addresses the issues of accessibility and special needs for persons with disabilities, maintains a sensitive ear to the concerns of women and racial/ethnic minority students and keeps in the forefront the Department's commitment to combat the intolerance of others who are different.

Several staff in the **Division of Student Affairs and Services** continued to participate in the Women, Race and Privilege series, a four-year initiative for women faculty and administrators.

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 for a new building and ongoing fundraising.

Multicultural Competence has been adopted as a **Residence Life** departmental core area, and the staff has continued to provide staff training and student programming in the areas of diversity, multiculturalism and global competence. During the 2000-01 academic year, student, graduate and professional staff participated in over 70 different training sessions. Residence life staff provided over 500 different residence hall activities that focused on some aspect of diversity. Diversity programs were sponsored in every residence hall on campus. In addition, over 350 bulletin boards on diversity topics contributed to passive programming in the residence halls.

The **Campus Life Orientation Office** encouraged participation in fall receptions for racial/ethnic and LGBT students by helping to advertise the events via pre-packaged bulletin boards in the residence halls during Fall Welcome Week. Staff in all units of Student Affairs and Services participated in each of these events to provide an enthusiastic welcome for students and to communicate support offered by the university.

In August 2001, **Internationalizing Student Life** provided training for Residence Life Multicultural Mentors as part of the Multicultural Training Institute. Fifty senior mentors participated in a six-hour intensive workshop.

In keeping with the philosophy of the Division of Student Affairs and Services, **Intramural Sports and Recreative Services** (IM) assumed a major role in its responsibility to the University community to educate participants and mentor students whenever possible. Therefore, every effort was made to recruit, train, and retain a staff sensitive to the needs of its diverse population. To help retain seasoned student employees, the IM staff made every effort to assist them with

financial aid applications, adjust work schedules during difficult times, and provide additional work shifts to those who are in severe financial need.

The IM professional staff continued its commitment to the individual student, well aware that listening, sharing, advising, and referring students to other units as deemed appropriate may make the difference in a student returning to school or dropping out. Even the opportunity to talk with a disgruntled participant provided the administrative staff a moment to educate participants on the importance of self-control, regardless of the situation. In turn, many students came to realize that a moment of anger could lead to disciplinary action by the University, legal proceedings, and general chaos in life overall.

**Residence Life** continued support for student learning in MRULE (Multi-Racial Unity Living Experience) through the engagement of graduate students as advisors to groups, the Black Caucus through the engagement of graduate and professional staff as group advisors, and LGBT students through the engagement of graduate and professional staff in the development and advising of four LGBT student groups in different residential areas of campus.

Professional Residence Life staff members were actively engaged in a number of campus wide initiatives including Martin Luther King, Jr. Celebrations, Fake the Funk (a major fall semester student area-wide talent event), Taste of Blackness (a major spring semester student and community cultural event), and MSU Excellence in Diversity Awards Committee

Of the four new **Career Services and Placement** full-time hires made during the October 2000 through September 2001 period, two were people of color. Of the five graduate assistants hired/rehired, three are people of color (2 African American, 1 Asian/international). Among the five units of Career Services and Placement, the racial/ethnic breakdown of full time staff is as follows: African American, 17%; Asian/Pacific Islander, 3%; Caucasian, 67%; Hispanic/Latino, 13%; Native American, 0%. The ethnic diversity of the student staff is 74% Caucasian, 23% African American, and 3% Asian/Pacific Islander. Efforts to increase the diversity of the student staff will be made through concentrated networking with colleagues in the Division of Student Affairs.

In its attempts to diversify the leadership conference participants, the **Leadership Development** Office sent representatives to meetings of minority groups to encourage their participation in the 18<sup>th</sup> Annual Student Leadership Conference. Various offices that specifically work with minority and international groups (i.e. OMSA and Internationalizing Student Life) were asked to sponsor or co-sponsor individual students and groups.

## **Instruction, Research and Outreach**

### **Academic Units**

Among the Guiding Principles for the Center for International Business Education and Research (MSU-CIBER) in the **Broad College of Business** is the intention to provide greater opportunities for students to gain international knowledge and experience. In addition to curricular initiatives that enable better coverage of international and comparative issues in the classroom, new professional development opportunities will be created. These include sponsoring student-led workshops and seminars on international issues, field studies/internships/assignments with companies, maximizing professional contact between international and U.S. students, mentoring

by executives, and overseas study. Additionally, MSU-CIBER will enhance relationships with its constituents to design and deliver programs such as Faculty Development in International Business for Historically Black Colleges and Universities.

The Department of Management offers MGT 414, Diversity in the Workplace, each Spring as an undergraduate elective. This course is one of only a handful in the university that deal exclusively and specifically with IDEA issues in a business environment.

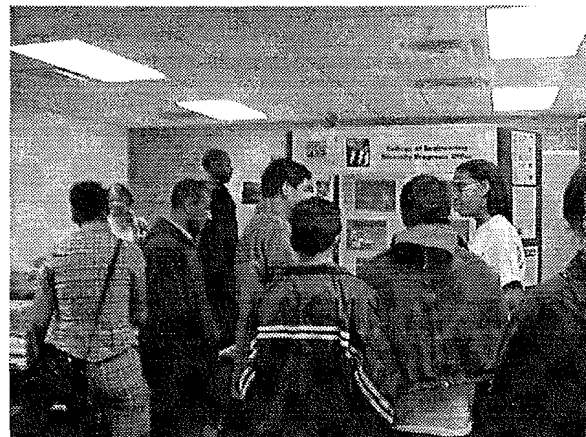
The **College of Communication Arts and Sciences** carried out six diversity projects during the academic year 2000-01: a communication workshop for high school students; a job fair; review of graduate school admissions; a Minority Visiting Professor program; minority newspaper publishing; and a Martin Luther King Day program.

The year 2000 marked the 13th annual Minorities in Communication and Sciences Mid-West Conference. About 60 professional representatives registered 34 communication companies at the job fair designed for MSU students. Many of the firms represented were large corporate organizations. The event was open and promoted for all MSU students. Nearly 1000 MSU students attended. The job fair was a joint venture between the College of Communication Arts and Sciences and Career Services and Placement.

Jerry Butler, Board President of the Rhythm and Blues Foundation, served as a MSU visiting professor in the department of Communications. Assistant Professor Stacy Smith hosted him. Butler delivered a lecture to MSU faculty members, invited community guests and CAS students who were studying the impact of communication and telecommunication on society. Approximately 300 people attended his presentation. Afterward, Mr. Butler, a 1991 inductee into the Rock and Roll Hall of Fame held a book signing session for his new release, "Only The Strong Survive." Earlier in the day he attended a luncheon and later took pictures with faculty and staff from MSU including WKAR Television. Butler hosts the PBS "doo wop" musical series that public television stations use nationally for fund raising

The **National Superconducting Cyclotron Laboratory**, Physics of Atomic Nuclei (PAN) two-week summer program was conducted. The objective of the PAN program is to stimulate interest in science, and specifically nuclear physics, in high school students. The science community needs to encourage students, particularly female and minority students, to become interested in science early enough in their educational years to pursue a career in science. Additional details are available at [www.nsl.msu.edu/outreach/pan/home.html](http://www.nsl.msu.edu/outreach/pan/home.html).

The **College of Engineering** joined AMIE (Advancing Minorities Interested in Engineering) in 2000, in an effort to collaborate with Historically Black Colleges and Universities (HBCUs) that prepare minority students for careers in engineering. The college volunteered to conduct a workshop on ABET Accreditation for the AMIE HBCU schools that was hosted at Michigan State University in Fall 2001. The



Diversity Programs Office also sponsored pre-college Wireless Integrated Micro Systems (WIMS) activities that illustrate the real-life applications of materials taught in math, physics, and chemistry classes, thereby encouraging students to pursue careers in science, mathematics, and engineering related areas. The primary venue for reaching high school students is through seminars, lectures, and engineering experimental research work. Seminars were offered in class, through the use of the Internet, and via video teleconferencing across the campuses of the University of Michigan, Michigan Tech University, and Michigan State University. Plans for additional classes include elementary and middle school students, with a focused activity planned for minority females.

The Civil and Environmental Engineering Department established a relationship with the Civil and Environmental Engineering Department at the University of Puerto Rico-Mayaguez. This relationship serves as a basis for recruiting outstanding minority graduate students to the College. A formal relationship at the university level is being pursued between MSU and UPRM.

The Department of Family and Child Ecology in the **College of Human Ecology** sent 500 children's books to Clarewood Hospital, Durban, South Africa, for HIV-infected and abandoned children in care of Technikon Natal. Faculty also presented at the 10th Annual European Conference on Research in Early Childhood, "Gender and Cultural Differences in Emerging Literacy: U.S.A. and Finland." FCE faculty had numerous publications in support of diversity.

The Institute for Children, Youth and Families engaged in several projects with a diversity focus. Among them are "Coping Strategies of Single African American Mothers" and "Disproportionate Minority Confinement/Minority Overrepresentation Monitoring Project" B a project to support community effort to reduce the number of incarcerated minority youth and to cultivate positive youth development.

Described in previous reports, **Women in International Development** (WID) continued the International Women's Leadership Training Initiative. This project enhances leadership skills training for international women graduate students enrolled at MSU. Two workshops were offered: "The Hidden Costs of Budgeting," and "The Chilly Climate for Women in the Academy."

"The Hidden Cost of Budgeting" was presented by Melba Lacey. The objective of the workshop was to highlight costs that are often incurred by novice grant seekers, particularly graduate students, but are typically not included in the budget for various reasons. Such costs may therefore be thought of as hidden. Some budgeting related concerns that the students raised include the granting organizations' lack of provisions for costs that are inherently related to the grant seekers' research activities outside the country such as 1) costs related to maintaining registration status while conducting research outside the country, 2) funds to cover cost of storage space, and 3) medical insurance for international students while conducting research in their home countries.

The second workshop, "The Chilly Climate for Women in the Academy," was presented by Drs. Anne Ferguson, Tracey Dobson and Reitumetse Mabokela. The discussions were lively, with several graduate students identifying with issues raised in the video "Through My Lens."

**International Studies and Programs** also continued the Intercultural Communication Institute (ICI) which was funded in 1997 with support from the MSU IDEA. The ICI programs provide

cross-cultural communication education with a balance between experiential and theoretical exposure for both U.S. and international students, staff and community members. These highly successful and well received programs have been expanded beyond the weekend workshop for students and the all day staff program to include in-service programs conducted for different MSU units and other universities. Additionally, workshops have been conducted through the Human Resources Development division of MSU. The workshops engage collaborative efforts between the Office of Study Abroad, English Language Center, Internationalizing Student Life, Multicultural Development (HRD), and the Undergraduate Advising Office of the College of Business.

Specific funds to expand collections in the **Libraries** supported racial and ethnic studies, gender studies, Jewish studies, Chavez collection, and diversity in general. In addition, other materials are given a code for diversity as appropriate when assigned to other funds such as medicine or Special Collections. This year, over \$163,500 was spent for materials identified as diversity related. The ethnic studies bibliographer, Diana Rivera, assists faculty and students in meeting their library needs and gleans suggestions for materials purchases from them. She has also been active with the Julian Samora Institute in completing the videotape project interviewing Michigan Latinos.

The Libraries' Friday Night Film Series and the Michigan Writers Series continued throughout the academic year with films and writers on a wide variety of topics. Friday night presentations alternate between the film series and the writer's series with discussion leaders coming from the academic community. Examples of diversity related films included this year include "Imitation of Life," "Kadosh," "American History X," "Madame Curie," and "Matawan." Writers included women, Native Americans, Black Americans, and others. These series continue to draw an audience from the faculty, staff, and students as well as the local community.

The **College of Natural Science** continued several long-standing programs, including the Mathematics Summer Program, which targets inner city high achieving youth; the Lyman Briggs Students of Color organization, which works to promote a sense of belonging and to develop leadership skills; the Howard Hughes Research/Scholarship Program, in which students are awarded a stipend and given the opportunity to work in labs and present their papers; and the Charles Drew Program, a program that is retention based. Minority scientists were invited to campus to speak to the students about career goals and objectives.

This was the second year that students were admitted into the Hughes Undergraduate Research Scholars program in the College of Natural Science. An overview of the program and a list of faculty participants can be found on the program web site at <http://www.ns.msu/hhmischolars/>.

During the spring of 2000, the Hughes program recruited 12 students who were entering their junior year, six men and six women, with an average group GPA of 3.74 at the start of the 2000-01 academic year. These students (including three African Americans and one Asian/Pacific Islander) were offered support for a two-year research experience. In addition, the program recruited five entering freshmen, three men and two women, all from ethnic minority and historically disadvantaged groups, and these students were offered a four-year research experience with funding. The average ACT composite of this freshman group was 28.7. An additional 14 seniors (six women and eight men) and two sophomores (one male and one female), recruited last year continued their participation in the Hughes Undergraduate Research Scholars program in 2000-01, bringing the total number of Scholars to 33. In the summer of 2000, the 12

newly recruited juniors participated in a summer workshop, and all 33 scholars participated in research projects during the 2000-01 academic year. The attrition rate between the first and second year was higher than anticipated. By the beginning of the 2000-01 academic year, one of the 15 upper division students had dropped out of the program, and half (2) of the lower division students left the program between their freshman and sophomore year. The college anticipates a much better retention rate next year. The feedback from students indicates that all five freshmen and 12 juniors will remain in the program during 2001-02. Although this program has been very successful in attracting some very talented underrepresented students, the significant problem has been the total scholarship package available. Follow-up discussions with students who chose not to accept the Hughes Scholars offer indicated, for the most part, that they had been offered full ride scholarships at other institutions.

Participation in the Health Careers Pathway Alliance was a collaborative activity for the **College of Nursing (CON)**, with the College of Human Medicine that focused on minority recruitment and retention. In addition, a graduate assistant was funded to concentrate efforts on minority recruitment and acceleration. CON maintained a marketing presence through targeted advertising in the Detroit area and initiated work towards high ideal teachers and counselors collaboration. Chi Eta Phi Sorority continued to participate in recruitment efforts.

The **College of Osteopathic Medicine** set a goal to Increase contributions to six scholarships which have preferences for minority students. Newly endowed scholarships established in honor of Dr. Margaret Aguwa, chairperson of the Department of Family and Community Medicine, and Mr. Edward N. Hodges, a member of the board of Botsford General Hospital, supplemented four other scholarships for which preference is given to underrepresented minorities: The Mid-Michigan Medical Society, The Blue Care Network of Michigan Endowed Scholarship in Honor of Pedro Rivera, DO, the Dr. Elissa Gatlin Scholarship, and the Edgar L. Harden Memorial Scholarship.

The Africa Diaspora Research Project (ADRP) studies the dispersion and settlement of African peoples beyond the continent of Africa. The Project originated in the need for a broader understanding of African descent communities, grounded in sound scholarship and policy analysis. It grew out of the need for a theoretical perspective on the life experiences of Black populations as diverse as the Siddis in India and the Creoles in Nicaragua. The Project conducts international comparative studies of communities of African descent, and trains scholars in the social sciences in the field of African of African Diaspora Studies. The research is focused primarily on Latin America and the Caribbean, where the largest number of people of African descent have settled outside of Africa. Additional studies are currently looking at the African Diaspora in Canada, Ethiopia, Germany, India and Mexico.

Funds were available to offer ten scholarships for minority student participation in the **College of Veterinary Medicine** Veterinary Camp, a five-day academic camp for youth who have completed the 8th grade. The participants take part in educational experiences that typify the veterinary professional curriculum. The funds allowed CVM to recruit and enroll a more diverse group of campers.

The Department of Health and Human Services, through the auspices of the Health Careers Opportunity Program, funds the Vetward Bound Program. The program is a coordinated, comprehensive, multilevel, multi-component project that attempts to maximize the potential of educationally and economically disadvantaged students, with the assistance of linkages through alliance institutions, so that they are successful in attaining admission to and graduating from the College of Veterinary Medicine (CVM). The goals of the program are to develop a pool of

competitive disadvantaged persons for entrance into the professional program of CVM, to facilitate admission to that program, and to retain those students admitted to the attainment of the DVM degree. The PALs grant was also funded by the State of Michigan Department of Career Development-King-Chavez-Parks Initiative. The Peer Advising and Leadership Program (PALs), integrates a student peer advising model to give leadership experience and visibility to Vetward Bound undergraduates and, by acting as tutors and advisors, to strengthen their own academic abilities while enhancing the educational experience for others.

A new initiative was tested at the request of the Lansing School District. CVM implemented a Science Club Fair with Woodcreek Elementary School grades 2-5. Students' science projects were showcased, with media coverage. A more formalized project is anticipated for next year.

A diverse set of outreach programs were presented by staff in the **Women's Resource Center**. They included presentations for the Office of Supportive Services, the Zonta Club of East Lansing, Sixth Grade Math and Science Conference for the Ingham Intermediate School District, the Women's Leadership Conference for Higher Education held at the North Carolina State University, Sparrow Hospital Weight Management Center, MSUE State Conference, Michigan Capital Area Girl Scouts Council, YWCA Leadership Development School and the Michigan Association of Adult and Continuing Education State Conference.

Through the Women's Resource Center (WRC), the Academic Women of Color group sponsored the Sepia Bag Lunch Series and workshops to support retention among women in the academic personnel systems. The lunch programs featured faculty who shared their academic and research interest. The workshops targeted methods for preparing for the tenure and promotion process. Another activity for WRC is resource support for women chairpersons in collaboration with the Office of Faculty Development. Resource needs to assist with the roles and functions of academic department chairs are identified through dialogue and critical analysis of best practices.

The Women's Advisory Committee to the Provost (WACP) implemented a mentoring program for new women faculty. The program consists of mentor/mentee pairings and a set of roundtable discussions to bring the pairs together in a larger group for greater conversations about informal and formal institutional practices and policies. Additionally, specific sessions were conducted on identifying effective mentoring models, balancing life and career, and sharing research interests.

Programming for graduate student women through Women of the Seasons was continued. WRC and the Graduate School organize activities to connect women who are often isolated across the campus. Through interactions, graduate women are able to learn about the informal survival practices of others as they negotiate graduate programs. Although all are welcomed, the specific target is women who have elected to return to a graduate program after establishing a career. Another retention effort is the co-sponsorship of activities for African American women undergraduates with the Office of Minority Student Affairs. The highlight of the year was an end-of-the-year event that paid tribute to their academic accomplishments. The keynote was presented by Ntozake Shange, author and playwright, who wrote "for colored girls who have considered suicide/when the rainbow is 'enuf"

Several stand-alone programs for WRC bring greater outreach and visibility to the mission of the Center and provide greater public access. Two of them are the annual "Take Your Child to Work Day," an opportunity to showcase MSU and expose the children of MSU families to the world of work and class at MSU, and the "Women Matter: Celebrating Women Achieving Excellence" luncheon that acknowledges the extraordinary contributions of MSU women. This year's Women Matter speaker was Dr. Jennifer Wimbish, Interim Provost, Lansing Community College.

Bi-annually, WRC co-sponsors "Women Leaders in the Community" reception with the Office of the President. Women leaders from the greater Lansing area are invited to Cowles House to interact with women leaders from within the MSU community. In the years that there are either state-wide or national elections, the WRC co-sponsors with the League of Women Voters a Candidates' Forum. This year, MSU Board of Trustee candidates and candidates for legislative offices engaged in the forum discussion.

The Race, Urban Inequality and Social Justice Initiative in the **Urban Affairs Program** 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 on issues related to race and social justice in urban areas.

Urban Affairs Programs sponsored *MetroLIVE*, a weekly television series that focused on issues and concerns that impact the quality of life in urban and metropolitan communities. Program guests included 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.

### **Child and Family Care Resources**

Throughout the year Child and Family Care Resources co-sponsored 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 CFCR Coordinator served on a State of Michigan Task Force to "humanize" Nursing Homes. She presented at many training sessions across Michigan to educate administrators on ways to integrate children with Nursing Home residents, and to build child care centers in their facilities.



At the 7<sup>th</sup> Annual Student Parent "Fall 2000" Workshop, a special breakout session was held for International Students because they qualify for different family support services than domestic students. (*Photo of keynote speaker Pam Bellamy enclosed*)

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 in November and February 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 is a collaborative effort between International Students and Scholars, Community Volunteers for International Programs, MSU Safe Place, MSU Police, Counseling Center, Residence Life, Haslett English as a Second Language, and Child and Family Care Resources.



The Parenting Education Series continued to offer free workshops to help parents with various issues of child rearing throughout Fall 2000 and Spring 2001. Sick Child Care and Emergency Back-up Child Care services continue to enable parents to go to work and class when they have unexpected situations with their children.

### **Support Units**

**Purchasing and Inventory** typically utilize eight to nine student employees per year. This year, the work group included a Hispanic male and four female students. A majority of these student employees are business majors. Their experiences in Purchasing and Inventory work environments provide valuable instruction in actual work settings.

### **Student Academic Support Services**

The **Undergraduate University Division** (UUD) offered a Freshman Seminar Pro 100 to help students navigate the university, learn success strategies, and explore career and major options. A diverse set of instructors facilitated this course.

UUD offered advising services at the Multicultural Center during evenings. Learning and study skills workshops were also offered at that site.

**Learning Resource Center** staff members developed and provided workshops on learning styles and math skills for students in the DREW and CAAP programs and for other students on request, and to consult with and provide special assistance to pre-college students, students with disabilities, international students at AOP, students in the MSU Summer Mathematics-Science Program, and multicultural business students. They also trained Office of Supportive Services staff on teaching and study strategies for the SUPER Program and for the ORO seminars required for all CAAP students.

The **Resource Center for Persons with Disabilities** (RCPD) remained an active participant in many curricular activities. Staff participated in countless class presentations at all academic levels in nearly all academic disciplines. 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 staff members, in the ongoing effort to reach underserved populations, provided training, leadership and consultation in a variety of ways. Activities included training on minorities with disabilities to current MSU Counseling Center (MECCA) staff and new interns, Navigating the Family Medical Leave Act, ADA and Workers Compensation, for Human Resource Development, in-service training for the Physical Plant directors on the ADA and reasonable accommodation, a presentation at the MAEOPP/TRIO Conference, training for Academic Advisors and Residence Hall staff on disability awareness and sensitivity, and CACIL Training: Proud Voices – An Oral History of the Disability Rights Movement.

An RCPD staff member provided a program through the Libraries, Computing and Technologies Faculty Training Seminar entitled “Universal Access to Web Content: Disability Access Techniques and Emerging Standards.”

RCPD staff participated in the Study Abroad site visits in the past and continued to help staff the Study Abroad Fairs with an information table for students with disabilities. As the result of an action item on the President's Advisory Committee on Disability Issues agenda, the collaborative effort which was begun between the Office of Study Abroad and a staff member of the Resource Center for Persons with Disabilities facilitated the dissemination of information to students with disabilities to better prepare them to participate in the many international programs available through MSU.

The **Office of Supportive Services** advising staff and SUPER staff taught ORO 500 Freshman Seminar, which is a required course for College Achievement Admission Program students. This course, which serves approximately 350 students in the fall and 150 students in the spring, focuses on University Resources, Networking, Computer Skills, Careers, and Study Skills & Basic College Survival Strategies.

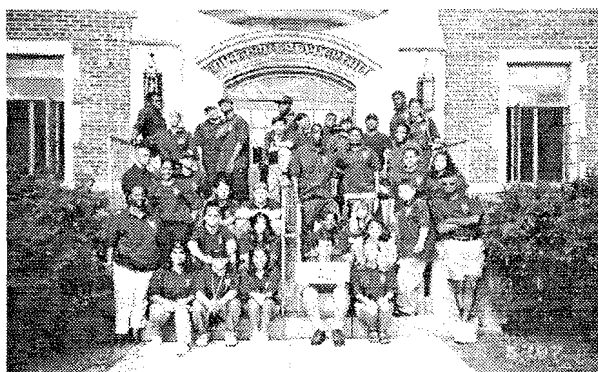
The Office of Supportive Services published the NewsRun (newsletter) containing articles of information, encouragement and instruction for college success for College Achievement Admission Program (CAAP) students and the MSU community each semester. The SUPER staff publishes an annual newsletter.

One OSS staff member continued to work closely with the Math Department Co-Coordinator and Math Enrichment Advisory Committee to provide a Math Enrichment Program. OSS is an integral part of the Enrichment Advisory Committee, which meets regularly to evaluate and redefine the program. Four OSS tutors were recruited as undergraduate TAs for the Math Enrichment Program.

The Office of Supportive Services continued to partner with Lansing Community College in offering a Beginning Algebra course to CAAP students in preparation for Intermediate Algebra at MSU. The program has grown from serving 37 students in 1999 to 84 students in 2001. Advisors and administrators from across the campus have contacted OSS to determine the likelihood of additional students participating in the program.

Summer University Program Excellence Required (SUPER) XIII 2001 students were provided laptop computers for permanent use. SUPER X 1998-SUPER XII 2000 students continued to use the SUPER Computer-loan check-in/out system.

One OSS staff member submitted a proposal that funded a trip to South Africa (March 1 – March 16, 2001) to visit two MSU study abroad students at the University of Durban-Westville. Upon return, the staff member used the experience as a motivational tool to encourage CAAP students to participate in overseas study.



During the summer of 2000, the Office Of Supportive Services was awarded a Career Development Model Grant from Career Services and Placement to be used to assist students in

their professional development. With the assistance of the grant, 2001 brought the continued implementation of the Career Planning and Development Program. This initiative has allowed students to interact with professionals outside the MSU community and enabled OSS to coordinate two professional etiquette dinner seminars. Combined, these seminars have attracted over 250 (CAAP and non-CAAP) students from across the University.

The McNair/SROP Scholars Program provided students with an active and connective learning environment. Students are exposed to various instructional forms, such as peer review, lecture, group projects, laboratory work, and online/interactive learning. The faculty and peer mentors placed students in various learning environments, which aid the students development as research scholars and future academicians.

The **Office of Minority Student Affairs** continued to have its hand in many of the activities from previous years, including the welcome receptions, heritage month programs, Alternative Spring Break, the Powwow, and Martin Luther King Celebration activities. Fall Welcome Receptions continued to be an important welcoming and resource offering activity for new students. Large numbers of students, faculty and staff attended this year's events: 600 CRU (Chicano/Latino), 303 APASO (Asian Pacific American), 500 NAISO (Native American), and 800 BSA (Black).

### **Student Affairs and Services**

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, one section with a special emphasis on diversity and leadership development was co-taught by staff in Internationalizing Student Life, Multicultural Affairs, and Student Life.

Staff in **Internationalizing Student Life** and Educational and Support Services conducted training sessions for new International Teaching Assistants on intercultural differences in the classroom in August 2001.

The Internationalizing Student Life Director continued her role as a recruiting and planning team member in the LATTICE (Linking All Types of Teachers in International Cross-Cultural Education) project. This project includes 60 participants, 50% MSU international graduate students and 50% teachers and supervisors from Lansing, Haslett and East Lansing K-12 school districts. The sister project in South Africa continues to grow and this year Lattice hosted three sets of visitors from South Africa. A research paper was also presented at the American Educational Research Association (AERA) in April 2001.

Cultural programs presented by Internationalizing Student Life staff during 2000-01 included Chinese New Year celebration, Chinese Lantern Festival, Black Diaspora celebrations, International Lesbian and Gay issues, and Divali celebrations.

**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 {stalking and relationship violence} victims who participate in the Michigan State University judicial process.

In 2000-01, Judicial Affairs attended "Relationship Violence" training seminars in Boston sponsored by the U.S. Department of Justice.

**Intramural Sports and Recreative Services** continued to reach out and collaborate with several organizations to provide meaningful service and positive experiences to the surrounding community. Special Olympics, Big Brother/Big Sister, Cristo Rey Community Center, and the Michigan High School Athletic Association are but a sampling of the groups who utilized IM facilities and expertise. In addition, several pre-college programs offered throughout the summer on campus took advantage of IM resources including Upward Bound, King Chavez Parks program, Mathematics-Science-Technology, Gifted and Talented, the Multicultural Business Programs to name a few.

Professional staff in the **Division of Student Affairs and Services** attended and made presentations at the NCORE Conference (National Conference on Race and Ethnicity), and at the CIC Best Practices in Diversity Workshop. Professional staff also made presentations at national conferences on the Shockwaves program, the MRULE program, and on the Multicultural Senior Mentor position.

In conjunction with the Office of Multicultural Development, Internationalizing Student Life, the Counseling Center, the Office for LGBT Students and MRULE, work continued on the development of a model and measurement instrument related to multicultural competence.

The **Placement Services** unit again organized and hosted the Minority Career Fair in February. The space was filled to capacity with 142 employers, and approximately 2,500 students attended the event (an increase of 9% over the previous year). Career Services and Placement partnered with several key offices to promote the event, including the Office of Racial and Ethnic Student Affairs (ORESAs) the Minority Business Program, and minority advisors within the colleges.

Over 35% of patrons using the **Career Development Center (CDC)** come from under-represented ethnic backgrounds due to outreach and partnerships with multicultural, disability, and LGBT student support programs. The percentage of patrons by ethnic background is as follows: 20.86% African American; 5.74% Asian American; 62.11% Caucasian American; 5.56% Chicano/Latino; 2.09% Multiracial; 1.09% Native American.

The CDC continued its partnership with the Office of Supportive Services in serving first-generation, low-income students by hosting a career development class session for over 20 sections of their ORO 500 freshmen seminar and provided instructor support for registration on MonsterTRAK.

To foster achievement among youth from underrepresented backgrounds, the CDC supported four MSU pre-college programs with career development presentations and programming:

- Michigan Indian Youth Retreat – a summer college exposure program for 5<sup>th</sup> – 8<sup>th</sup> grade Native American youth
- Upward Bound – a yearlong pre-college program targeting first-generation, low-income high school students from the Lansing area.
- Osteochamps – an intensive summer institute for pre-college minority youth to provide exposure to careers in osteopathic medicine.
- King-Chavez-Parks College Day Program (KCP) – pre-college program targeting first-generation, low-income and minority youth in grades 6-12.

The CDC also partnered with the Resource Center for Persons with Disabilities (RCPD) in laying the foundation for increased career support of students with disabilities by endorsing a grant proposal for the "Diversability" program and collaborated on proposed research initiatives.

Letters of endorsement and support were provided by Career Services and Placement to the following programs for various local, state and federal grants: Talent Search (King/Chavez/Parks Program), Upward Bound, and Diversability (Resource Center for People with Disabilities).

Most of the community partners that listed positions with the **Service Learning Center** are located in the Lansing area and serve a wide range of socio-economic and ethnically diverse populations. Thus, university students were given the opportunity to serve in a variety of settings with clientele whose backgrounds differ from their own. During the 2001 spring semester period, 15 different course sections specifically requested service-learning placements related to diversity, representing approximately 490 undergraduate students. For fall 2001, the number of courses specifically requesting diversity-based placements grew to 19, increasing the number of individual student placements to approximately 650.

Staff of the Service Learning Center (SLC) served on the all-university planning committee for the Martin Luther King Day commemoration events. Also during the past several years, the SLC has held an "Into the Streets" day of service event on Martin Luther King Day (last year over 225 students participated), and will do so again this year.

## **Climate**

### **Academic Units**

All colleges were expected to actively participate in the **Martin Luther King Jr. Day Celebration**. Each unit was encouraged to host special events in which students, faculty and staff would participate. Examples of the activities are:

Dr. Laurie Green, a Rockefeller Post Doctoral Fellow at the Center for Research on Women at the University of Memphis. Her presentation entitled, "Urban Outrage: Police Brutality, Sexual Assault and the Politics of Race in Post-War Memphis" addressed the 1968 Memphis Sanitation Strike, during which Dr. Martin Luther King, Jr. lost his life. Sponsored by the College of Arts and Letters.

In the College of Communication Arts and Sciences, the Office of Minority Affairs and the Communication Undergraduate Association worked closely to develop a program. Kelly Carlyle served as the lead representative of the student group. CUA obtained the cooperation of Dr. William Donohue, who presented an outstanding lecture on tolerance entitled "Challenges of Interracial Communication." All MSU students, staff and faculty were invited and encouraged to hear Professor Donahue's address. Approximately 100 students, faculty and staff attended. Students were offered opportunities to win five 1<sup>st</sup> place awards based on essays written about Dr. Donahue's address. Students were urged to combine their own experiences with a perspective on (1) advertising and/or public relations (2) audiology and speech pathology (3) communication (4) journalism or (5) telecommunication. An award of \$50 was established for first place winners in each category. The essays were submitted to the Communication Undergraduate Association. Three essays were received in one category. The committee selected one winner.

In the College of Education, video presentations on racial tolerance from the Southern Poverty Law Center were part of a program, along with artwork from Pattengill Middle School students. The Education Doctoral Students of Color (EDSOC) also sponsored a session led by Dr. Chris Dunbar, MSU Professor, entitled, "A Visit with MLK's Letter from Birmingham Jail." Kappa Delta Pi, an education honor society, sponsored a session by Dr. Laura Apol, MSU Professor, with professional assistants Katie Przybyla and Miranda Hart, on "Integrating Children's Literature into the Social Learning Curriculum."

The program in the College of Human Medicine centered on presentations by alumni followed by a student-faculty reaction panel. The program, titled "Physicians and Student Physicians Working in the Community: Social Responsibility in Action," was an opportunity for alumni to share their views on how they demonstrate virtue in their practice and through their community outreach activities. Rev. Eugene O. Seals, M.D., CHM Class of 1993, Assistant Director, Family Practice Residency Program, Saginaw Cooperative Hospitals, Inc., is an ordained minister who entered CHM as a non-traditional student with eight children. Upon completion of his M.D. degree he returned to his hometown of Saginaw, Michigan. B. Surae Eaton, M.D., CHM Class of 1980, Family Practice Physician, Assistant Clinical Professor, Department of Family Practice, College of Human Medicine, worked in private practice in Lansing, MI. A well-respected member of the Lansing community, she used her training as a physician to impact the lives of many in the community. Dr. Eaton was a member of the first Lansing delegation to Ghana during which a team of physicians volunteered in a Ghanaian health clinic.

In collaboration with Urban Affairs Programs, International Studies and Programs hosted a presentation by Dr. Robert Green on "Continuing to Pursue the Dream," which was followed by a dance performance by the African Maskerade Dancers. A reception followed. Also, in collaboration with the MSU Library, International Studies and Programs presented a photographic exhibition of photos focusing on diversity and multiculturalism, taken by MSU students during study abroad. An additional display, entitled "Martin Luther King, Jr.: An Exhibit in Special Collections" was also featured in the Library.

Dr. Fred Hogan, D.O. a College of Osteopathic Medicine alumnus, spoke on "Living Martin Luther King's Dream: A Positive Outlook Towards Diversity in Osteopathic Medicine."

Brent Bilodeau, Assistant for LGBT Concerns, Multicultural Development, and Jayne Schuiteman, Professor, Women's Resource Center, presented "It's Not About Tolerance: Gender, Power, and Heterosexism" in the Veterinary Teaching Hospital of the College of Veterinary Medicine. Issues related to gender, power, and privilege were included as part of an understanding of what impact gender identity and expression have on students, professionals, academics, and clinicians. Lunch for all in attendance followed.

**Michigan State University Extension (MSUE)** recommitted itself to a major focus on multiculturalism in 1997. MSUE'S vision for its multicultural efforts is to institute and sustain organizational change that integrates multicultural concepts into MSUE's environment, educational programming and employment.

To support change on the personal, interpersonal, institutional and cultural levels, many programs in support of the mission were implemented during the year. Each offering is sponsored by the MSUE Diversity Committee and planned and facilitated by MSUE staff and partners, including

persons of difference. The offerings must address MSUE's multicultural steps of increasing awareness, applying what is learned and taking action to bring about organizational change, changes in their workplaces, in their communities and personal lives. To date, 47 workshops have been held, with more than 1,200 participants. Workshop evaluation results indicate that:

- 94% of the respondents strongly agreed or agreed that they gained new insights and experiences about multiculturalism and diversity.
- 95% of the respondents strongly agreed or agreed that they will apply these new insights and experiences in their work.
- 92% of the respondents strongly agreed or agreed that they would recommend the workshop to a colleague.

Examples of programming include:

- Emmet County staff worked with the Women's Resource Center on violence prevention efforts.
- Members of the Gay, Lesbian, Bi and Transgender Faculty and Staff Association (GLFSA) did a workshop for MSUE administrators and diversity facilitators.
- MSUE Family Nutrition Program staff in Kankaskas County developed a partnership with the Grand Traverse Band of the Ottawa and Chippewa Indians. That partnership resulted in food and nutrition projects and summer youth programming.
- MSUE staff have offered Spanish language classes for Christmas tree growers, greenhouse growers, dairy producers and human service partners.
- The Greenhouse Grower Career Development Certificate Program is offered in Spanish to employees who speak Spanish.
- MSUE staff and partners in Branch, Wayne, Saginaw, Lapeer and Chippewa counties celebrated Dr. Martin Luther King, Jr. Day with "take a day on" community service projects.
- The Building Strong Families Program, Family Nutrition Program, Expanded Food and Nutrition Education Program and the Breastfeeding Initiative work with families who have limited resources.
- Lenawee County received \$10,000 to expand programs for young people with disabilities, after school programs for youth in at-risk environments and leadership programs for both young people and adults of color.

In addition, the MSUE Multicultural Newsletter is sent to all staff monthly.

In the **Eli Broad College of Business**, visiting lecturers reflect diversity in the classroom related to gender and ethnicity. Among them were the Asian American president of the American Hotel Owners Association, an African American speaker from Red Lobster Restaurant, a Hispanic speaker from J. Alexander's Restaurant, and Hospitality Career Night for Multicultural Business Students Club, with speaker Authelia Collins Hawks at Marriott Renaissance Hotel in Detroit.

The Lear Corporation Career Services Center coordinated several presentations and workshops that attracted many women and students of color groups, including Women in Business, the Asian Student Association, Multicultural Business Students, and the National Association of Black Accountants. Some of the topics for the workshops were "Resume Writing," "Using *Career Search*," and "Understanding Benefit Packages."

Multicultural Business Program (MBP) in the Broad College of Business provides individualized academic, career, and personal guidance to students. MBP assists over 800 students of African American, Latino, Native, Asian Pacific Islander, and multicultural backgrounds. MBP also serves as a resource for the college at large. "Promoting awareness and understanding of diversity in culture, gender, personality, and physical challenge" is the mission. MBP offers two intensive summer programs to provide students with early exposure to MSU and the field of business. These programs are held in late July/early August.

Broad Business Student Camp (BBSC) offers high school seniors a week of intensive business academic preparation and leadership training on the campus of MSU. High achieving students from all racial ethnic backgrounds who are completing their junior year in high school are eligible to participate in this Camp. The program composition traditionally serves approximately 40% students of color representing most states across the country. Students have GPA's ranging from 3.83 - 4.2, SAT scores averaging 1200 and ACT scores between 22 and 30. The program is designed to help these students explore fields of study in business and learn about business operations of eight companies that visit during the week. Applications for the program are available in February through the MBP office. Although the programs mission in not recruitment, 40% of participants in a six-year time frame have chosen MSU and the College of Business as their school of choice.

Summer Business Institute (SBI) is a pre-college program designed for incoming MSU freshmen. Students who are selected for the program will attend training workshops conducted by top corporate professionals, as well as academic seminars to help them, get acquainted with college life at MSU. Students also participate in a team project, which involves creating a dynamic presentation on a major corporation. Diversity sessions are also conducted for all incoming students.

There are four student organizations in the MBP family. These organizations provide the opportunity for students to get involved in the MSU community and to build leadership skills that are necessary to be competitive in today's marketplace.

Multicultural Business Students (MBS) is comprised of over 175 students from diverse racial/ethnic backgrounds, and is the largest multicultural business organization on campus. MBS



strives to enhance their partnership with Corporate America by providing a forum focused on leadership, networking, education, professionalism and career development.



Native American and Hispanic Business Students (NAHBS) creates a professional community among Native American and Hispanic students at MSU. The organization works closely with alumni and participates actively in community outreach activities. NAHBS is the pioneer chapter of the National Hispanic Business Association in Michigan, and over 20 students annually participate in the National Hispanic Business Leadership Conference sponsored by MBP.

The National Association of Black Accountants (NABA) is a student chapter of the nationwide professional organization. NABA's primary purpose is to develop, encourage, and serve as a resource for African Americans and other minorities in the accounting profession. The MSU chapter of NABA is dedicated to uniting accountants and accounting students with similar interests and ideals who are committed to professional and academic excellence. MBP also sponsors the MSU chapter's trip to the national conference each year where extensive recruitment for internships and permanent positions are held.

The Women in Business Student Association (WBSA) is the newest addition to Multicultural Business Programs. The present composition consists of approximately 100 undergraduate standing women interested in developing their contemporary knowledge of women's issues in corporate America. The organization strives to identify and develop relations with women executives, especially business alumni, in a variety of industries for mentoring purposes.

MBP recognizes the importance of students' development of knowledge for business opportunities globally. Currently the program houses a study abroad program to Monterrey, Mexico, where students visit Monterrey Tec (ITESM) to study various topics of "Doing Business in Mexico." The program has taken 54 MBA and high achieving seniors with MBA aspirations in a three-year period. While in Monterrey, students visit Mexican companies and have the opportunities to meet and talk to high-level executives. The ethnic diversity of the student body fosters a unique experience of traveling, and residing with people from all different backgrounds and enhances understanding of "multiculturalism." Within the next year, the program will begin a study abroad experience to South Africa.

*The Legacy Newspaper*, a student newspaper in the **College of Communication Arts and Sciences** and whose members write articles from an Afrocentric perspective, published three issues during the 2000-01 academic year. A total of 12,000 copies were distributed to the MSU community. Alicia Ingram and Noah Stephens were the student co-editors for the year. Faculty members Darcy Green and Cheryl Pell served as excellent technical resources as did several members of the Lansing State Journal, including Don Hudson, the managing editor. The newspaper received high marks of acceptance and support among students on campus.

The Diversity Awareness Series in the **College of Engineering** augments the professional development of all engineering students by involving them, along with faculty and staff in the college, in interactive and informational diversity awareness seminars. Panelists and presenters are career professionals and individuals currently employed by industrial partners (e.g. members of the College of Engineering Advisory Board or department visiting boards, nationally recognized experts in diversity, or university Human Resources personnel, who will bring diversity discussions to the academic environment).

The **Honors College** continued to support and advise organizations for students of color. MOSAIC (Minorities Offering Students an Interactive Community) is the Honors College's minority student association and registered student organization, which is open to the entire University community. In the fall, MOSAIC telephoned all of the high achieving prospective students who had not applied to the College by November to encourage their applications, in addition to calling all of those students who had already been invited to the Honors College. MOSAIC also planned trips to cultural events, held movie nights, participated in community service, and sponsored a now annual cultural dinner. The Honors College (HC) also coordinates the Mowbray Scholarship Program, funded through a grant from the Ford Motor Company.

Over the last several years, the **College of Human Ecology** has been involved with Worldwide Shopping Mall CD-Rom Project for youth ages 11-15. The purpose of the project was to provide a hands-on learning experience in the form of a computer game, relating to retailing and the international marketplace. While the target audience is middle and high school students, people of other ages will 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 depicts the diversity of retailing in countries and cultures around the world, enhances the student's knowledge of geography and cultural awareness, and provides real-life simulations for mathematical problem solving. This program is designed for students to use as a self-taught program. The principle outcome was that students would be sensitive to cultural differences because they learn about characteristics of various cultures. Knowledge increases the ability to interact successfully on work teams, in social situations, and in family environments. Students also develop a curiosity about those who are different than themselves. Students will have improved math, history and social studies skills. The project has been completed through the prototype stage.

In previous annual diversity reports, the academic accomplishments of students in the Charles R. Drew program in the **College of Natural Science** have been reported. This year, the program also reported on climate issues. Some of the responses to the request to indicate the impact of their first-year individual experiences included:

"Being in the Drew program initially gave me a sense of belonging. It was nice to come into an environment that is new and instead of feeling awkward and isolated, I felt like I was part of something."

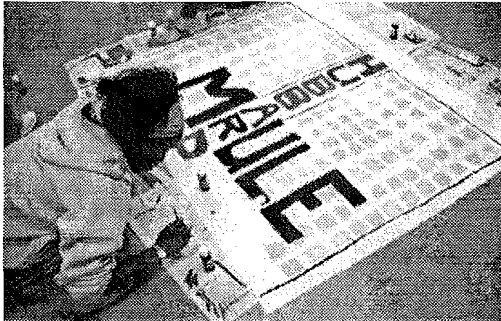
"The assigned interviews and volunteer service projects were good. I know that people aren't appreciating them now, but they will later."

"I'm glad that I am in the Drew program because it gave us a little minority family to relate to. We formed good study groups and its nice to be close to your classmates of a big university."

"The Drew program definitely helped to open my eyes to the world around me. For the first time, I was able to associate with other minority students and it was great."

"I did appreciate the closely knitted environment and encouraging tone of the program. I felt supported and not just like another student number."

The **Multi-Racial Unity Living Experience (MRULE)** Project, which began in 1996-97 in Wilson Hall with 20 students has expanded to several residence halls. Students from diverse backgrounds live together, interact and have an opportunity to move beyond historical racial barriers. The students continue to provide leadership across the campus in examining racial issues.



MRULE offered students in the residence hall opportunities to increase knowledge and understanding of what they can do to contribute to positive race relations in their lives on campus. 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. They learn through action the concept of unity and diversity. They learn through experience several leadership skills that will give them an edge on working and thriving in diverse environments.

The Michigan State University **College of Osteopathic Medicine** Diversity Award was presented to Maria Patterson, M.D., Ph.D., Professor of Microbiology and Chairperson of the MSUCOM Committee on Diversity.

The **Women's Resource Center** continued to critically examine the challenges involved with the development of authentic relationships and allies among women across race and in the context of white privilege. With the aid of facilitation, the diverse groups of women that had formed during the first two years of the project merged. The dynamics of the merger resulted in a re-visiting of the issues associated with racial and cultural identity, alliance construction when difference is present, and strategy development for fostering organizational change. The group will continue to persevere in their work toward understanding the influence of difference and privilege in becoming effective change agents.

The "Out of Bounds" workshops were continued by the MSU Women Resource Center (WRC). This year, four sessions were conducted. They included freshmen and transfer male and female varsity athletes, football freshmen and transfers and the full football roster. The information provided was relative to sexual assault, relationship violence and sexual harassment. It included an understanding of university policy and state and federal law. Scenarios were used to assist in identifying prudent behavioral choices. This was the second year of the initiative in collaboration with Student Athlete Support Services. Participation in a progressive curriculum approach was also discussed building on the first-year experience to reinforce the learning with more seasoned athletes.

The third year of the LGBT Seminar Series was completed and it continues to be a vital and necessary program series for the Women's Resource Center. Co-sponsored with the MSU Multicultural Development Office, it represents a rare opportunity for the campus community to experience the intersection between sexuality and the University's academic mission. *Intersections between Race and Sexuality: What Do They Mean for Our Communities, What Difference Do They Make to You?* and *Hatred Via the Web* were presented in the fall and *Presentations of Gender: Written on the Body* was a spring semester presentation.

Fewer sexual harassment programs were presented this year than in either of the previous two years. However among those presented was a session for new graduate students in the School of Criminal Justice, a tutor and monitor session for the Student Athlete Support Services Program, a review for Student Affairs and Services staff, two ATL classes and one program for AOP summer staff. Workshop programs on prohibited harassment were presented at the Student Leadership Conference and the Greek Leadership Retreat. Follow-up mandatory training for twenty supervisors was offered through Human Resources Development. These programs are a collaborative effort with the Office of Affirmative Action, Compliance and the Office of the General Counsel.

A second year of collaboration between the WRC and the Child and Family Resources produced several successful programs that reached over 300 people. The "Looking Ahead: Perspectives on Aging Issues" Series included:

- The MSU Positive Aging Fair: Focus on Housing & Insurance
- How to Compare Long-Term Care Insurance Policies
- Re-Creating Your Life: Retirement Life Planning
- Self-Nurturing for Caregivers
- kNOw Fraud University
- Grandparents Raising Grandchildren
- Adult Children of Aging Parents: A Survival Kit
- A Conversation to Better-understand MSU Prescription Services

Other co-sponsors of this series included MSU Human Resources, Healthy U, MSU Retirees Association, Employee Assistance Program, and the College of Nursing.

A long-standing collaboration with the MSU Federal Credit Union helps WRC bring to women and men information on managing their financial matters. This year's offerings included Who Gets Grandma's Yellow Pie Plate? A Guide to Passing On Personal Possessions, Estate Planning, Financing Your Child's Education, Women and Investing, Organizing Yourself for Income Tax Preparation, Money and Time-Saving Tips for Travel, Preparing for Financial Survival in Divorce, and Roth IRA: Clarifying the Confusion

Through the Learn at Lunch format, most routine monthly programming provided by the Center is intended to provide information on a range of topics that will enable those attending to be better informed or to gain better access to resources, other skills, or strategies. The assumption is that students and employees within the MSU community will be better able to balance the learning and workforce environment which should contribute to the attainment of personal and professional goals. Programming offered during 2000-01 included How the Newly-Revised Social Security System Affects Women, Mindfulness Hypnosis & Stress Management, Building a

Great Web Site, How the MSU Bus System Can Simplify Your Life, Hypnosis & Stress Management for the Holidays, Putting Effective Thinking into your New Years Dietary Plans, and Controlling Interruptions: How to Free Up an Hour A Day.

The best-attended programs involved a health-related topic co-sponsored often with the MSU Cancer Center, MSU Family & Community Medicine, MSU Healthy U, and the MSU Olin Health Center. A new collaborator was the Resource Center for Persons with Disabilities. These programs included:

- Rock for a Cure: Breast Cancer Awareness Program
- Living Well with Chronic Illness
- Telling Our Stories, Saving Our Lives
- Breast Cancer and Treatment Updates
- Tips and Resources for Dealing with Temporary Disabilities While on Campus
- Positive Body Image and Self-Esteem
- Tired all the Time: How to Regain Your Lost Energy - a book review

Implemented two years ago was the "Meet MSU" series, which is a set of tours, usually conducted in May, arranged for members of the MSU community. Often these sites are only made available to visitors. This year the tours included the Butterfly House, Beaumont Tower and Carillon and the Greenhouses. A similar series, Art and Culture at MSU, gives the MSU Museum and Kresge Art Museum an opportunity to reach additional audiences from within the MSU community. The exhibits this year that were part of the series were The Santa Story, American paintings of the 18<sup>th</sup>, 19<sup>th</sup>, and Early 20<sup>th</sup> Century, Fairtime, and the undergraduate art exhibit.

In an attempt to encourage women *and* men students to make healthy life choices, the WRC in collaboration with MSU Union Activities Board, the Programming Board of the Associated Students of MSU, and MSU Olin Health Advocates co-sponsored "Sex in The Real World", featuring Danny & Melissa from MTV's "The Real World".

Other sustaining areas of responsibilities for WRC included:

- staff support for the Provost College Level Diversity Program review;
- staff support for the IDEA Coordinators Group and the Vice-president Diversity Administrative Group (VPDAG);
- staff support for activities initiated by the Women's Advisory Committee to the Provost (WACP);
- co-convening the All-University Safety Committee collaboratively with the Vice President for Student Affairs and Services;
- support for the Women's Commission, a coalescence of the three women=s advisory committees to the vice-presidents;
- membership in the CIC Women's Advocacy Network, whose membership is composed of women's center directors of CIC institutions;
- assistance with the MLK, Jr. Day activities and the All-University Diversity Awards Program.

Approximately 4,700 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/or complaints.

### **Child and Family Care Resources**

The Child and Family Care Resources (CFCR) office continued to advise and support the members of the Registered Student Organization "Student Parents on a Mission". The group had access to resource information and support via their email listserv. They were invited to attend monthly meetings where they heard educational speakers and had opportunities to network with one another. Free child care was offered as an incentive to bring parents together.

The CFCR office provided Free Pre-Finals Child Care to give students the chance to study the week prior to exams. During Fall 2000 and Spring 2001 semesters, 95 children were cared for at Spartan Child Development Center.



On April 21, 2001 the Annual Spring Banquet for Student Parents was held to celebrate and recognize graduating seniors. Dr. Lee June was honored as the recipient of the LaRonda Brown award for his continued support of students with children. Of the nine graduating student parents, two were a married couple who had completed their doctorates while living in University apartments with their four children.

The ongoing challenge and opportunity for the Child and Family Care Resources office continues to be the need to advocate for underrepresented families throughout campus. The issues of greatest impact in 2000-01 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 future long-term goal is to secure child care scholarship funding to support low income student parents when the USDE grant ends in 2003.

During Spring 2001 the University strongly addressed the need for a new child care center with the ground breaking of the new state-of-the-art Spartan Child Development Center. Planned to open Fall 2002, the new facility will expand the center's capacity by 30 children.

The overall climate on campus regarding family support varied depending on the individual departments and their 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 Child and Family Care Resources. Continued advocacy for family sensitive, work/life policies such as flextime will ensure balanced support throughout campus.

### **Support Units**

Efforts are being made across campus to create a more family-friendly work environment. Whenever possible, the **Physical Plant** Division continues to embrace flextime. A flexible

schedule allows departments to retain employees for the long term that would otherwise have to leave the Division to meet outside family commitments. Business Operations will continue family-friendly workplace schedule accommodations to help staff balance personal demands and operational objectives. Human Resources Information Systems will continue to support family-friendly flexible work schedules.

The Physical Plant Diversity Focus Group finalized its diversity awareness agenda for division-wide training and started scheduling classes for the winter of 2002.

**University Housing** continued its employment partnerships with specialized job training programs including: Cristo Rey; Community Mental Health; Beekman Center; Michigan Works; FIA; and, the Ingham Intermediate School District. Presently, approximately 30 individuals are employed through these agencies.

**Housing and Food Services'** Concessions works with 35+ local volunteer organizations including church, civic and youth groups to work concession stands for MSU events. H&FS contributes in excess of -250,000 each year to these groups for their efforts. These groups were recognized with new signage identifying their group at each concession stand location.

The **Department of Police and Public Safety** will continue the Partnership Teams established between officers and minority students.

Police and Public Safety will also continue the departmental mentoring program, established to make new members more comfortable and welcome.

Police and Public Safety recruited and hired various student groups, including international students, to assist the department during football season.

**Intercollegiate Athletics** continues to utilize the Student-Athlete Support Services (SASS) Life Skills program to provide student-athletes with opportunities to educate young people of different gender and racial/ethnic backgrounds about the value of education and involvement with sport. The SASS unit, and the department at large, were nationally recognized as a program of excellence in regard to programming and community outreach.

**Human Resources Information Systems** (HRIS) will continue to provide increased attention to developing HR web services and software applications that better accommodate individuals with disabilities.

In delivering customer service, Human Resource Development and Human Resources' Office of Multicultural Development staff will continue their efforts to understand and respect the differences among people being served.

**Campus Parks and Planning** continues to build parking lots with well-designed accessible parking spaces. With the installation of additional spaces and the construction of heated travel paths from parking spaces to building entrances, barrier-free parking has greatly improved. Accessible parking spaces on campus continue to exceed the number of spaces required by law.

Campus Park and Planning has developed construction details that unobtrusively integrate the needs of persons with disabilities. One example is the development of grade level building

entrances that visually blend unobtrusively into the landscape, rather than ramp abruptly up to a door threshold. Additionally, path ramp slopes are designed to be shallower than maximums allowed by law in order to increase ease of movement for wheelchair users and those with limited mobility. The design also increases the ability to remove snow more effectively and efficiently to improve campus accessibility in the winter months.

MSU **Purchasing** nurtures an atmosphere of diversity and team building among its employees and student employees. Professional development and training are encouraged and sponsored where appropriate. The FISH Philosophy has brought a climate of excitement to the work place that has resulted in strong, diverse and effective teams.

### **Student Academic Support Services**

Staff from the **Undergraduate University Division** participated in all Minority Student Orientations during Welcome Week. UUD also took positive actions to make all its reception areas inviting and comfortable for all students.

The Undergraduate University Division staff actively participated in orientation and Welcome Week activities for domestic and international students. The unit continued to stress the importance of training student employees, support and professional staff and creating a welcoming environment for all students.

There is an assigned adviser for each No-Preference student advised through the Undergraduate University Division. This facilitates not only a quality advising relationship, but also helps non-traditional and minority students feel better connected and supported at Michigan State University.

**Upward Bound** students continued to participate in community service projects, which helped students feel good about themselves by reaching out to others. Many of the students, whose families receive help from various social agencies, found gratification in contributing books, clothes, holiday baskets, and raising funds for domestic assault victims.

The **Office of Supportive Services** Student Advisory Committee continued to function. The Committee, composed of CAAP students who meet monthly with the OSS Director, provides feedback about service delivery in the areas of academic advising, tutoring, ORO Freshman Seminar, Resident Fellows, use of computer lab, McNair/SROP and SUPER programming.

The McNair/SROP Scholars Program continued to implement extracurricular activities, such as a team-building/leadership outing to Camp Highfields and cultural dinners throughout the summer, which focused on appreciating and learning about diversity.

As the **Multicultural Center** continues to experience much success, most noticeable was the presence of more White students and International students at the Center. Some students who attended classes at the Center remained after their class concluded. Several students participating in MAP or other Center sponsored events found the Center a welcoming place.



## **Student Affairs and Services**

**Internationalizing Student Life** continued to support and facilitate the annual Global Festival at the MSU Union. Thirty international clubs provided cultural displays, games, food, 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 through which to communicate to the Vice President their needs regarding access to campus facilities and security costs. The retention of students is supported by their affiliation with one another and the institution. During the Spring of 2001, a review process of the Activities Planning Form and associated process was begun. The Student Life Department hopes to initiate a Student Events Committee that oversees this new process and addresses the security, facilities, and needs of students of color.

**Student Life** staff advances diversity within community by challenging student leaders to respect differences and express appreciation for diverse ideas and common characteristics. AMSU student leaders built into their operating and administrative practice guidelines and criteria to ensure a broad representation and participation in the decision-making process. The activities and functions of student organizations that are diverse in their mission, and their membership, assist in the creation of a campus environment that encourages greater acknowledgement and appreciation of differences.

Student organizations are advised and encouraged to include racial/ethnic, non-traditional, international diversity in their membership, their mission, and their campus activities to acknowledge, support and show appreciation of the differences. Each student organization must include the University's policy of nondiscrimination in its constitution and affirm this through practice. Student Life holds student organizations accountable for the nondiscrimination clause via meetings with student leaders, advisors, and in their educational programs for their organizations. Registration status may be suspended when appropriate.

**Student Governance and Activities** staff advanced diversity within the community by encouraging student leaders to respect differences and express appreciation for diverse ideas and common characteristics.

The responsibility of assuring each participant a safe and supportive environment in which to recreate or work is an important priority for **Intramural Sports and Recreative Services**. To do so, training manuals, handbooks, and sportsmanship rules are written to reinforce the belief that each person is entitled to common respect. Rare incidents of harassment towards other participants are addressed quickly so that the offender may be educated and the victim's concerns are put to rest. Therefore, participants and employees alike are able to recreate and work in peace, knowing the Department is fully committed to protecting the individual's right to a safe and user-friendly environment.

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# Purchasing Supplier Diversity Program

The Purchasing Department's Supplier Diversity Program continued to expand, providing economic growth for local minority and woman owned businesses. The Supplier Diversity Program worked with minority and woman-owned businesses to provide quality products and services at competitive prices to the University community. The objectives of the Supplier Diversity Program are to identify qualified suppliers, to communicate the expectations and business needs of campus departments to these suppliers, and to facilitate business opportunities between MSU and minority and woman-owned businesses.

Qualification into the 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 female (WBE) or is a member of a minority group (MBE), defined as African American, Hispanic American, Native American, Asian-Pacific Islander, and Asian-Indian American.

The internal education and awareness aspects of supplier diversity development includes a variety of programs, information and data that are shared with management and campus departments (i.e. supplier contact names and references for MBE/WBE, diversity status on the supplier database, a pool of qualified MBE/WBE bidders and program involvement with sponsored events by the Michigan Minority Business Development Council, the Michigan Hispanic Chamber of Commerce and the Michigan Economic Development Corporation). The Purchasing Department philosophy is to promote diversity supplier awareness and to be involved with new initiatives for minority and woman-owned business so MBE and WBE purchasing dollars increase each year.

The staff of the Purchasing Department were pleased that their efforts resulted in increased expenditures to minority and woman-owned businesses. The annual report for minority and woman-owned business activity for 2000- 2001 follows.

<u>Department</u>	<u>Tier II Dollars 2000-2001</u>		<u>Total Diversity Activity in -</u>
	<u>Women (WBE)</u>	<u>Minority (MBE)</u>	
Purchasing - Purchase Orders	\$16,911,026.12	\$5,015,762.12	\$21,926,788.24
Purchasing - Personal Services	\$313,372.00	\$32,800.00	\$346,172.00
Purchasing - Procurement Card	\$378,727.75	\$98,531.90	\$477,259.65
Purchasing - Tier II	\$23,492.52	\$7,565.23	\$31,057.75
Construction - Contracts	\$4,339,304.00	\$3,298,691.00	\$7,637,995.00
Food Stores - Purchase Orders		\$147,375.56	\$147,375.56
2000-2001 Totals	\$21,965,922.39	\$8,600,725.81	\$30,566,648.20
1999-2000 Totals	\$8,033,694.58	\$1,912,627.23	\$9,946,321.81

## **New Initiatives**

The Purchasing Department submitted the name and a scholarship application for a Hispanic student who works in the department to the Michigan Hispanic Chamber of Commerce. The student was awarded a one-time \$4,000 scholarship to be used at MSU. In addition, prior to submitting the scholarship application, the student needed to clear a hold-credit on his student account in order to obtain his transcript. The Purchasing staff rallied to his support and collected over \$300 to remove the hold-credit!

The professional services contract document was updated to collect information on gender, race and ethnicity to identify protected classes for reporting purposes. The document is now available on the web for the campus community. Purchasing expects to capture even more MBE/WBE dollars spent for the upcoming year.

The Native American Business Alliance (NABA) has contacted the Purchasing Department to facilitate a training program for its membership using the MSU Executive Development Center. In addition, the Purchasing Department will be joining NABA as a corporate member.

The Michigan Minority Business Development Council started a scholarship fund this year. Five MSU students' names were submitted by MSU's Coordinator for Supplier Diversity to the MMBDC for consideration for the scholarship/internship program.

## **Ongoing Initiatives**

The Purchasing Department along with the other Lansing Area Public Purchasing Group members hosted a two-part series with nationally acclaimed Reginald Williams from Procurement Resources, Inc. at the Hill Academy and Technology Center.

The diversity vendor database was posted on the Purchasing Department web page in 2000. The web site is being accessed approximately 500 times per week. The Supplier Diversity Coordinator has learned that other local agencies (Lansing Community College, Lansing Public Schools, Board of Power and Light, City of Lansing, Ingham County and State of Michigan) have been using the web site to identify potential bidders and diversity suppliers. In addition, suppliers have notified Purchasing via the web site to either update their minority status or requested to become a diversity supplier.

The Coordinator for Supplier Diversity became a new member on the Board of Directors for the Michigan Hispanic Chamber of Commerce, representing Michigan State University for a three-year term. The Manager of Purchasing remains on the Board of Directors for the Michigan Minority Business Development Council.

On February 12, 2001, the Purchasing Department and the Michigan Hispanic Chamber of Commerce hosted the first East



Lansing Match Maker Seminar at the Kellogg Center. Local Hispanic businesses were able to meet one-on-one with local public purchasing entities (Michigan State University, Lansing Community College, Board of Water and Light, etc.)

Purchasing Department staff continued to participate in sponsored events (i.e. golf outings with the Hispanic Chamber of Commerce and Michigan Minority Business Development Council, the Michigan Minority Business Development Council trade show, Lansing Regional Chamber of Commerce Expo, Buyer/Supplier Luncheons, etc.).

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# Appendix A

CIC Diversity Forum 2001  
“Charting a Course”  
April 1-3, 2001  
Compendium of MSU Presentations

**Title:** Michigan State University Police Department: Working to Improve Police-Minority Trust

**Panelist(s):** Bruce Benson, Police Chief  
Department of Police and Public Safety (DPPS)  
  
Kelly Beck, Officer  
Department of Police and Public Safety (DPPS)

**Practice Objective:** To improve Police-Minority Trust.

**Target Group:** Police Officers, Minority Students

**Funding Support:** Current budget items were placed on hold and the money was reallocated to fund the program.

**Practice Summary:** DPPS implemented a twelve-step program to improve the relationship between police and minorities. This program included: Traffic Stop Data Collection, In-Car Video Cameras, Distribution of the Pamphlet entitled "What Should I Do If I Am Stopped By The Police," Police-Student Partnership Program, Spring Public Forum, Statement and Policy of the Michigan State University Police Chief, Website Racial Profiling Information, Michigan State University Police and Student Diversity Training, Michigan State University Police "Ethical Guarantee," Green Coat Recruitment, Supporting Minority Student Social Events, Listing of Existing Accomplishments for Public Information.

**Challenges:** Difficulty scheduling meetings and training. It was a challenge to rely on the officers best guess for the identification of the racial or ethnic group of the driver. Officers were offended and thought that they shouldn't have to 'prove' they were enforcing the traffic laws in an unbiased manner. Some indicated fear that the results would be used to discipline officers. Officers were very uncomfortable with the idea of asking someone to identify their race on a traffic stop. Most students have little to no contact with DPPS; it is therefore difficult to communicate the improvements of the department.

**Potential Replication:** Law Enforcement Agencies

**For Further Info:** Bruce Benson, Police Chief  
517-355-2223 - [bensonb@msu.edu](mailto:bensonb@msu.edu)



<b>Title:</b>	<b>Transforming Climate for Lesbian-Bi-Gay and Transgender Students: Success Stories from Michigan State University</b>
<b>Panelist(s):</b>	Brent Bilodeau Assistant for Lesbian-Bi-Gay and Transgender Concerns Multicultural Development
<b>Practice Objective:</b>	To implement a "climate change" model that assists Michigan State University academic and support units to shift towards becoming more affirming of Lesbian-Bi-Gay and Transgender (LBGT) students.
<b>Target Group:</b>	Students, faculty, and staff who are at a wide range of levels of exposure, awareness, and understanding of the concerns of lesbian-bi-gay and transgender students.
<b>Funding Support:</b>	Partnerships through MSU Multicultural Development: Student Affairs.
<b>Practice Summary:</b>	Since 1998, a seven point model has been applied to units across campus focusing on the design of program initiatives to create a more supportive climate for LBGT students. An ally within the unit champions LBGT issues. The ally plays a collaborative, partnership role in the design of climate change initiatives. S/he has high credibility, is trusted in the unit, and has the ability to negotiate with unit power structures. Multiple strategies for assessing unit climate were used, including written tools, focus groups, and informal discussions. The safety for honesty of participants was assured, and it was important that organizational leaders trust the assessment process. Climate Change initiatives were tied to key institutional agendas such as unit and university mission statements, diversity agendas, human resource training goals, or other special programs. Power structures within the institution legitimized these initiatives. Key constituency groups were involved in all aspects of initiative design and implementation, and the initiatives were implemented in a multicultural context. Finally, multiple strategies for evaluating program initiatives were used.
<b>Challenges:</b>	Delivering a comprehensive approach to climate change is highly time and human resource intensive. Developing more partnerships with academic units is also a priority for the upcoming academic year.
<b>Potential Replication:</b>	Any area/unit that is committed to creating a more affirming, supportive campus environment for LBGT students.
<b>For Further Info:</b>	Brent Bilodeau Assistant for Lesbian-Bi-Gay and Transgender Concerns Multicultural Development 517-355-8286 - <a href="mailto:bilodeau@msu.edu">bilodeau@msu.edu</a>

<b>Title:</b>	<b>Ensuring Access to the Information Environment at Michigan State University</b>
<b>Panelist(s):</b>	John Bryson Eulenberg, Professor Audiology and Speech Sciences
<b>Practice Objective:</b>	The accessibility of the curriculum to all students and the accessibility of the physical facilities and information technology of the University to all members of the Michigan State University community.
<b>Target Group:</b>	Faculty, Staff, Students, Visiting Guests
<b>Funding Support:</b>	Financial support for the activities of the Resource Center for Persons with Disabilities comes from the annual university budget. Additional funding is often obtained from state agencies when individual students or employees are eligible for such support. The Artificial Language Laboratory's work is supported by grants, contracts, and private donations.
<b>Practice Summary:</b>	<p>A number of units are especially involved in implementing accommodating technology. The Michigan State University Libraries maintains a state-of-the-art Assistive Technology Center in the Main Library to provide patrons with various disabilities access to the library and its resources. The Computer Laboratory, through its microlabs throughout the campus, provides software and hardware accommodations where requested, in coordination with the Resource Center for Persons with Disabilities. These include screen-reading packages for persons with visual impairment or learning disabilities and voice-recognition software for persons who cannot access a keyboard or mouse. Broadcasting Services provides captioning services for video movies used in courses and in training programs. The Michigan State University Instructional Media Center, which supplies audiovisual equipment and computer-based classroom facilities, provides technological aids to information access such as personal wireless amplification devices for persons with hearing impairments.</p> <p>Academic departments also play a role in providing pathways to information. The Artificial Language Laboratory (ALL), Department of Audiology and Speech Sciences, for example, pursues a research program aimed at developing assistive technology for persons who experience severe communication handicaps. When Michigan State University students, faculty or staff face challenges that are not addressed by the current state of commercially available assistive technology, the ALL is often enlisted to provide a research-based solution.</p>
<b>Challenges:</b>	Persons everywhere face similar challenges in gaining access to the information environment.
<b>Potential Replication:</b>	Colleges/Universities, Businesses, Public and Private Institutions
<b>For Further Info:</b>	<p>Michael Hudson, Director Resource Center for Persons with Disabilities (RCPD) 517-353-9643 - <a href="mailto:mjh@msu.edu">mjh@msu.edu</a></p> <p>John B. Eulenberg Professor, Audiology and Speech Sciences Director, Artificial Language Laboratory 517-353-6622 - <a href="mailto:artlang@msu.edu">artlang@msu.edu</a></p>

<b>Title:</b>	<b>Michigan State University School of Music and Detroit Public Schools Partnership</b>
<b>Panelist(s):</b>	James Forger, Director School of Music  Dr. Robert Crisp, Director of Fine Arts Detroit Public School System
<b>Practice Objective:</b>	To establish and strengthen connections and credibility between the School of Music at Michigan State University and the public schools of the City of Detroit, provide enhanced educational opportunities for students in the Detroit Public Schools and for Michigan State University music majors, diversify the School of Music student body through the recruitment of minority students from Detroit, broaden and strengthen the School of Music curriculum to more fully and effectively include issues of urban education, produce a greater number of graduates who have the desire and are prepared to teach in urban settings.
<b>Target Group:</b>	Students in the Detroit Public School System from elementary school through high school and music education majors in the Michigan State University School of Music.
<b>Funding Support:</b>	School of Music discretionary developments funds and funds from the City of Detroit School System.
<b>Practice Summary:</b>	<p>Personal connections are made through regular instruction and coaching which is provided in Detroit high schools by various wind, choral and string faculty, jazz faculty, and ethnomusicologists. Performances by university and Detroit school students (some joint and shared) have taken place on campus, in Detroit schools, and in the Detroit community. Elementary school students from Detroit visit campus regularly to participate in orientation/learning experiences on campus. Detroit Fine Arts leaders lecture on campus on issues of education in urban settings and curriculum. They also acquaint college students with the underlying complexities of today's continuing changes and challenges in urban education. All music education majors regularly visit Detroit elementary, middle, and high schools.</p> <p>Issues of climate, race, curriculum, sovereignty, trust, and community are central to this project.</p>
<b>Challenges:</b>	Coordinating the details of multiple events is time-consuming, establishing trust and credibility, evaluating and addressing issues of climate on campus and in the music unit, establishing an effective mentoring system in the music unit that addresses the needs of first year students. Initially, distance between sites was a deterrent to some faculty.
<b>Potential Replication:</b>	Universities/Colleges Music Departments and area School
<b>For Further Info:</b>	James Forger, Director School of Music 517-355-4583 - <a href="mailto:forger@msu.edu">forger@msu.edu</a>

**Title:** Building Community on Campus: The interdependent theory and practice of the Multiracial Unity Living Experience--MRULE

**Panelist(s):** Jeanne Gazel, Consultant  
Urban Affairs Programs

**Practice Objective:** To provide an open forum for students from all backgrounds to come together to create relationships and engage in a variety of academic and social experiences that challenge their racial thinking and subsequent actions. MRULE is designed to inspire and equip students to be social change agents by understanding our multiracial history, contemporary social and racial problems and what part they can play to address them.

**Target Group:** Administrators, Faculty, Staff

**Funding Support:** The MRULE program has been funded by the Michigan State University Office of the Provost with additional support from the Vice President of Student Affairs and the Urban Affairs Programs.

**Practice Summary:** The Multiracial Unity Living Experience (MRULE) is an undergraduate race relations program where students are challenged academically and experientially in the pedagogy of human unity and diversity. MRULE brings together a diverse group of students who meet weekly to engage in open and frank dialogues around controversial racial issues to better understand the historical and contemporary racial landscape and the actions needed individually and collectively to transform it to ensure equity and social justice. The process of gaining knowledge and experience through the building of genuine relationships, study of relevant academic material, engaging in social activities, community service, and social activism allows participants to create and belong to a diverse community committed to making a difference.

**Challenges:** Sustaining student interest and commitment over the long haul. We attract a small and committed group but would like to branch out to reach more of the student body, reaching all diverse populations. We tend to have a heavier concentration of Black and White as our demographics suggest but we continue to reach out to all groups. Penetrating the hostile environment we encounter in classrooms and residence halls where we find a strong adherence to separate but equal thinking and acting on the part of many students.

**Potential Replication:** This is presently being studied with the completion of my dissertation and a corresponding student leader training manual but it is still very much a work in progress.

**For Further Info:** Jeanne Gazel, Consultant  
Urban Affairs Programs  
517-432-5266 - [gazeljea@msu.edu](mailto:gazeljea@msu.edu)

<b>Title:</b>	<b>Ensuring Minority Student Success through Career Intervention</b>
<b>Panelist(s):</b>	Lenroy Jones, Acting Associate Director Career Services and Placement
<b>Practice Objective:</b>	To assist students of color in their career development, preparation, and search.
<b>Target Group:</b>	Ethnic Minority Students: Chicano/Latino, Native American, Asian Pacific Islander, and African American
<b>Funding Support:</b>	University support through departmental funding and registration fees from organizations participating in the Fair portion of the program.
<b>Practice Summary:</b>	Michigan State University has been a leader in providing a vehicle for ethnic minority students to gain access to internships, cooperative education, and employment opportunities. In the 1960's, Career Services created a comprehensive program to assist minority students in their career development, career readiness preparation, and job search. An important component was the career fair. Other programs developed included career readiness workshops for minority students which involved resume writing, career development, interviewing, dressing for success, networking, and career transitions; workshops for employers focusing on the topics of recruiting minorities, retaining minorities, and educating employers on the services provided by the Career Services Department; mentoring opportunities with a Student Lead Supervisor, Volunteer Supervisors, and Student Volunteers; and collaborating with targeted units on campus such as units responsible for specific minority groups, communicating and coordinating the fair information, and sharing employer information with all colleges.
<b>Challenges:</b>	Meeting the students' needs of a diverse selection of employers, getting student participation in the pre-fair programs, addressing the questions & concerns of non-minority students on the reason for having a racially-targeted program, and collaborating and marketing the program on campus.
<b>Potential Replication:</b>	Workshops for students, mentoring for students, career fairs, workshops for employers, and collaboration of cross-campus units.
<b>For Further Info:</b>	Lenroy Jones, Acting Associate Director Career Services and Placement 517-355-9510 - <a href="mailto:jonesle1@msu.edu">jonesle1@msu.edu</a>

**Title:** Meeting Students' Needs By Diversifying Offices, Staffing and Programming

**Panelist(s):** Bonita Pope Curry, Ph.D., Director  
Undergraduate University Division

Lee N. June, Ph.D., Vice President  
Student Affairs and Services

Office of Minority Student Affairs  
Michigan State University

Aurles Wiggins, Ph.D., Director  
College of Engineering

**Practice Objective:** The session will focus on what administrators of support service units need to do in order to insure that there is diversity in staff and service delivery.

**Target group:** Administrators of support service units and those who wish to understand the dynamics of developing and maintaining a diverse staff.

**Funding Support:** Not applicable.

**Practice Summary:** As the student population of colleges and universities become increasingly diverse, systematic attention must be given to whether academic and non-academic support services are equipped to adequately serve student needs. Administrators of such units must make sure that diversity in staffing, professional development activities, and service delivery occur.

**Challenges:** Ensuring that students utilize the services, making students feel welcome and comfortable when utilizing the services, recruiting and maintaining a diverse staff, and implementing professional development activities that address diversity issues.

**Potential Replication:** Support Service units in Institutions of Higher Education

**For Further Info:** Lee N. June, Ph.D., Vice President for Student Affairs and Services  
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<b>Title:</b>	<b>Compliance Training: "Kickin' and Screamin' All the Way"</b>
<b>Panelist(s):</b>	Patricia M. Lowrie, Director Women's Resource Center
<b>Practice Objective:</b>	To provide consistent complex information to large numbers of persons for compliance purposes.
<b>Target Group:</b>	Deans, directors, chairpersons, and all other supervisory personnel as determined by job classification. The number also included the top faculty researchers, who may also perform in a supervisory capacity within the institution.
<b>Funding Support:</b>	Various Vice Presidents of impacted groups
<b>Practice Summary:</b>	<p>It is rare but sometimes necessary to provide mandated information or training to large numbers of university employees for compliance reasons for which attendance is required, particularly in the areas of federally prohibitive harassment. Customarily, those invited are generally not enthusiastic about spending large amounts of time in this endeavor. In this instance, 1300 deans, directors, chairpersons, and all other supervisory personnel as determined by job classification were required to attend sexual harassment training. The training consists of four hours of description of: current law; an explanation of university policy; compliance measures; guidelines for investigating complaints; recommendations for sustaining a climate of respect in the workplace; classrooms and laboratories; small group discussions in response to video vignettes depicting workplace/classroom scenarios; and, appropriate intermittent question and answer segments.</p> <p>Ten sessions were conducted. A panel of eight persons representing the Office of the General Counsel, the Affirmative Action, Compliance and Monitoring Office, the Assistant Vice Presidents of Academic and Staff personnel, the Vice President of Student Affairs, and Women's Resource Center staff. Administrative and staffing oversight was provided by the MSU Women's Resource Center. Persons were scheduled to attend a specific session and attendance was monitored and recorded for reference purposes. All participants received policy and guideline materials and were provided with suggestions of how to inform their units of these policies. Assistance in training unit personnel was also offered. Periodic training as a follow-up for new persons will be provided through Human Resources by some of the panelists in an abbreviated two-hour format. Light refreshments were included in the logistical arrangements.</p>
<b>Challenges:</b>	Consistent prodding of persons to register, the development of an appropriate format for tracking by unit, identifying cost effective venues for programming, identifying appropriate numbers of trained table facilitators and scheduling large blocks of time for those who were panelists.
<b>Potential Replication:</b>	Any area/unit where it is essential that everyone hears and understands the same message.
<b>For Further Info:</b>	Patricia M. Lowrie, Director Women's Resource Center 517-353-1635 - <a href="mailto:lowriep@msu.edu">lowriep@msu.edu</a>

<b>Title:</b>	<b>Outreach and Cultural Sensitivity 1: Developing Multicultural Competence Among Students in Residential Communities</b>
<b>Panelist(s):</b>	M. Kate Murphy, Ph.D., Assistant Director Department of Residence Life
<b>Practice Objective:</b>	To introduce participants to a model of organizational change that involved the infusion of an organizational value around Multicultural Competence.
<b>Target Group:</b>	Students who live in residential university communities who will be entering a multicultural/multinational work force.
<b>Funding Support:</b>	The Vice President of Student Affairs provided funding for a cross unit project focused on defining and assessing Multicultural Competence; the Department of Residence Life committed budget support for the creation of a Senior Mentor (RA) position focusing on Multicultural Competence.
<b>Practice Summary:</b>	<p>The Department of Residence Life recently experienced a major organizational change process including a clarification of Core values. One of the new Core values identified was Multicultural Competence. During the past year, this value has been infused into the Department through staff roles, systems, and expressions.</p> <p>A specific staff role was the creation of a position called a Multicultural Senior Mentor; systems included a programming model and protocol for responding to incidents of harassment; and expressions included specific staff training programs, student programs and bulletin boards, specific interventions to intercultural conflicts and incidents of harassment, connections with Minority Aides and student groups. A cross-unit (Counseling Center, Office of Minority Student Affairs, Internationalizing Student Life, Office of LGBT Student Concerns and Residence Life) group is in the process of describing the dimensions of Multicultural Competence and designing an assessment tool.</p>
<b>Challenges:</b>	The complexity of the task; we learned we were asking a great deal of the undergraduate student staff. Developing effective connections with partners in the process (Office of Minority Student Affairs, Multi-Racial Unity Living Experience-MRULE). Developing a helpful theoretical base.
<b>Potential Replication:</b>	Universities/Colleges Residential Communities
<b>For Further Info:</b>	M. Kate Murphy, Ph.D., Assistant Director Department of Residence Life 517-432-2496 - <a href="mailto:murphym@msu.edu">murphym@msu.edu</a>



<b>Title:</b>	<b>Creating Greater Diversity in the Halls of Ivy</b>
<b>Panelist(s):</b>	Paulette Granberry Russell, J.D. Senior Advisor to the President for Diversity Director, Office of Affirmative Action, Compliance and Monitoring
<b>Practice Objective:</b>	To assist colleges in their efforts to recruit a diverse faculty.
<b>Target Group:</b>	Search committees for academic positions.
<b>Funding Support:</b>	Not applicable.
<b>Practice Summary:</b>	Michigan State University's Office of Affirmative Action, Compliance and Monitoring, has engaged in deliberate efforts to assist colleges in their efforts to recruit a diverse faculty. Such efforts have included: faculty development on creative approaches to recruiting for diversity at the department and search committee level; the development of an academic recruitment resources database that includes listings of over 800 internet resources available to assist academic units, and tailored recruitment assistance based on departmental needs by discipline. Annual unit hiring analyses are produced and presented in a "user friendly" way that trends diversity efforts and increases accountability for such efforts. Greater collaboration with colleges, departments, human resources, constituent groups, and other campus units have led to more aggressive, creative recruitment efforts with positive results.
<b>Challenges:</b>	Addressing the perception that availability of faculty of color is low.
<b>Potential Replication:</b>	Academic Recruitment Resources Database, Support Staff Recruitment Resources Database, Unit Hiring Analyses
<b>For Further Info:</b>	Paulette Granberry Russell, J.D. Senior Advisor to the President for Diversity Director, Office of Affirmative Action, Compliance and Monitoring 517-353-3922 - <a href="mailto:prussell@msu.edu">prussell@msu.edu</a>

**Title:** **Building Smarter, More Productive Work Teams through Diversity Awareness**

**Panelist(s):** D. Venice Smith, Coordinator and Consultant  
Human Resources Multicultural Development

Rodney Patterson, MA, Director  
Office of Minority Student Affairs

**Practice Objective:** Day-to-day impact of diversity on employees.

**Target Group:** Administrators, Staff

**Funding Support:** Varies

**Practice Summary:** The diversity workshops provide staff with a means of measuring their own level of diversity knowledge, acceptance, tolerance, and behavior toward people and situations that differ from their own values and beliefs. Workshops conducted for all areas of support staff are customized to meet the needs of the participating unit. For example, a workshop for intercollegiate athletics would not address the same issues as those addressed in the division of Housing and Food Services.

**Challenges:** Funding, trainers, time and meeting the learning needs of a diverse employee population.

**Potential Replication:** Units/Groups that work with or employ diverse populations.

**For Further Info:** D. Venice Smith  
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