

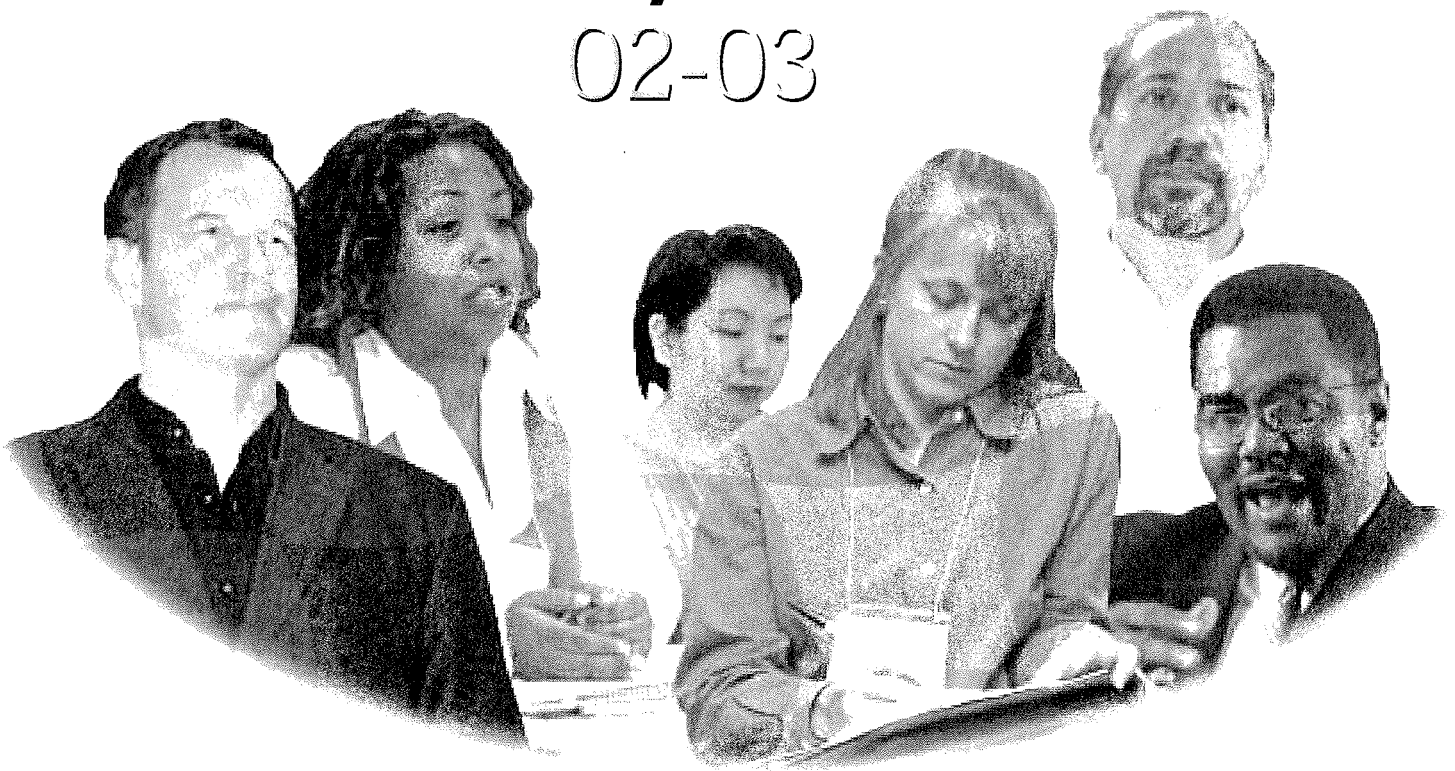


Advancing Knowledge.  
Transforming Lives.

# DIVERSITY

**within community**

02-03



B E S T   P R A C T I C E S   I N   D I V E R S I T Y

2002-2003 Annual Progress Report on  
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. *Diversity within Community 02-03: Best Practices in Diversity* continues to differentiate between initiatives that were newly implemented in 2002-03 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 2002-03, the office experienced a rise in the level of activities in a number of areas.

Diversity support activities increased, with AACM assigned responsibility for coordination of the university's **Dr. Martin Luther King, Jr. Celebration**. The theme for the 2003 celebration was "Chaos or Community: It's Our Choice." The celebration began Saturday night with the First Annual Dr. Martin Luther King, Jr. Endowed Scholarship Banquet held at the East Lansing Marriott at University Place. The scholarship committee met its goal of raising \$30,000 in pledges and contributions to meet the endowment minimum. Sunday evening's "Jazz, Spirituals, Prayer and Protest, Toward Peace" concert featured gospel and jazz music performed by the MSU Jazz Studies Program. Classes were cancelled on Monday, January 20<sup>th</sup>, the official day of the commemorative celebration. Monday activities began with over 300 individuals participating in the "Into the Streets" volunteer service program coordinated by the Service Learning Center. Monday evening, an estimated 300 individuals participated in the Commemorative March for Peace from three designated campus locations (Munn Field, IM East Field, and the International Center) to the Auditorium Building. The Commemorative Convocation featured Rev. James Lawson, regarded as the architect of the nonviolent direct action strategy of the civil rights movement. The 2003 celebration concluded with a new celebratory event, "Faces of America," a one-person multicultural portrayal of Americans, performed in the Pasant Theatre on Tuesday.

The office continued to coordinate the **All-University Excellence in Diversity Recognition and Awards Program**. Individual award recipients for 2003 included Matthew J. Anderson, Rence B. Canady, and Khalida Zaki. A team award was presented to the "Our Daily Work/Our Daily

Lives Program” in the School of Labor and Industrial Relations and the MSU Museum. “Students Making a Difference Through Artistic Expression” included April Liu, Robert Ortega, and Meng-shu You. Unit awards recipients included the King-Chavez-Parks Pre-College Day Program and Summer University Program Excellence Required (SUPER).

AACM was assigned responsibility for administration of the Anti-Discrimination Judicial Board effective Fall 2002. During 2002-03, the office, in consultation with the Office of the General Counsel, was involved in the investigation and resolution of nine Michigan Department of Civil Rights complaints processed at the information stage of the agency’s discrimination complaint process. AACM consulted with various units responsible for the resolution of disputes involving complaints of prohibited discrimination, including harassment. Thirty-five internal complaints were handled by AACM during the past year. Consultation occurred with such units as the Office of the General Counsel, Women’s Resource Center, Ombudsman, Faculty Grievance Office, and Student Judiciary.

The office continued to build on activities in the areas of recruitment and retention of faculty, academic staff, and support staff. AACM continued to emphasize a more proactive approach in assisting units to move beyond traditional efforts to recruit for greater campus diversity. During 2002-03, AACM consulted with over 30 units on recruitment and retention concerns, and was more frequently approached to provide recruitment resources tailored to a particular search.

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 was prepared for support units, with Unit Level Planning discussions taking place with assistant vice presidents reporting to the Vice President for Finance and Operations.

In July 2003, the office began planning a “Best Practices in Diversity Conference” to highlight programs in support of a diverse campus community. The conference, scheduled for October 2003, was intended to engage MSU community members in dialogues and share their best practices in recruiting and retaining a diverse population at MSU.

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-bi-gay-transgender community. The office continued to provide support to the **President’s Advisory Committee on Disability Issues** (PACDI). The committee continued its multi-year effort to assess the accessibility of university programs and facilities and develop recommendations to forward to the President in a project entitled “Accessible U.”

## **Leadership**

The Samaritan Technological Advancements in Reading (STAR) Program, funded by the Samaritan Foundation in Grand Rapids, is helping the MSU **Resource Center for Persons with Disabilities** (RCPD) regain a leadership role in the state and nation in the production of accessible electronic textbooks for students with visual, learning and other print-related disabilities. The funding, combined with assistance from the Teaching-Learning Environment

Fund and RCPD staff efforts, has helped dramatically increase book production capacity, established a secure online book search and retrieval system, and provided training for students with disabilities in technologies used to access electronic textbooks.

The **SUPER Program** (Summer University Program Excellence Required) was recognized nationally in July 2003 as recipient of the Noel-Levitz Retention Excellence Award. This award is a culminating event honoring resilient students who refuse to give up or give in to systematic barriers to their academic success.

In March 2003, a coalition of various student organizations, including student leaders from the Council of Racial/Ethnic Students and Council of Progressive Students (Affirmative Reaction Coalition) brought 16 concerns to President McPherson. The Senior Advisor to the President for Diversity in the Office of Affirmative Action, Compliance and Monitoring, coordinated discussions and resolution of the concerns.

**LBGT (Lesbian Bisexual Gay Transgender) Concerns** collaborated with student organizations and units university-wide to make significant progress on student recommendations of the Vice President for Student Affairs LBGT Advisory Group. Initiatives included: revising plans for improvement of bias-incident reporting; implementing four new quarter-time graduate assistant "multicultural educator" positions in the Department of Residence Life to provide staff training and student education regarding LBGT and diversity concerns; continued discussion of domestic partner benefits for Residence Life and graduate/undergraduate students; conducting additional benchmarking studies of gender identity policy in higher education; implementing five initiatives related to concerns of LBGT students of color and multiple identity students; implementing a "Student-Faculty Colloquium on LBGT Curriculum Infusion" with the Women's Resource Center, and designing a framework for establishing an Office of LBGT Concerns in the Division of Student Affairs based on national benchmarking data.

As a result of the Police/Student Relations Task Force, the **Department of Student Life** collaborated with **Intramural Sports and Recreation Services** and the Vice President for Student Affairs and Services to identify a low-cost, medium-size facility for student organizations to use for their on-campus social events and other activities. Demonstration Hall was identified and came on-line during the Spring 2003 Semester. Dem Hall is conducive to student organization self-regulation and for ticket sales, thus reducing the organizations' need for uniformed police to attend the activities.

## **Recruitment and Retention**

The total **academic personnel workforce** (headcount, not FTE) decreased by three individuals, from 4,484 to 4,481. With the net increase of 30 women during 2002-03, women comprise 40.3% of all academic personnel, increasing from 39.6% in 2001-02. The number of women increased from 1,775 to 1,805, or by 1.7%. With the net gain of 50 minorities during 2002-03, minorities now represent 19.5% of the total academic personnel system, increasing in proportion from 18.3% and increasing in number to 872, or by 6.1%.

During 2002-03 the number of **tenure system faculty** decreased from 1,959 to 1,944. The proportion of women in the tenure system increased to 29.2%; the net gain of 12 women brought the total number of women to 568, an increase of 2.2%. The percentage of minorities in the tenure system increased from 16.0% to 16.9%; the number of minorities increased by a net of 14, to a

total of 328, an increase of 4.5%. Blacks decreased from 93 to 92 or 4.7% of the tenure system; Asian/Pacific Islanders increased from 169 to 180 or 9.3% of the total; Hispanics increased from 37 to 40, or 2.1% of the total; American Indians/Alaskan Natives increased from 15 to 16, or 0.8% of the total. On a non-duplicate basis, 788 individuals, or 40.5% of the tenure system faculty, are members of protected groups; this is an increase from 39.3% in 2001-02.

The retention of minority and women tenure system faculty continues to need special attention 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 Caucasian men. During 2002-03, 37 tenure system faculty members resigned from Michigan State University, including 15 women (40.5%, compared to a general representation in the tenure system of 29.2%) and 7 minorities (18.9%, compared to a general representation in the tenure system of 16.9%).

The **support staff workforce** experienced a decrease of 126 (2.1%) employees, from 6,005 to 5,879 during 2002-03. Women decreased by 101, from 3,956 to 3,855 employees (from 65.9% to 65.6% of the workforce). Minorities decreased by 16 employees, from 912 to 896 (remaining at 15.2%). Minority representation in the support staff workforce decreased for all racial groups except Hispanics. Black representation decreased by 23, from 466 to 443 (7.8% to 7.5% of the workforce). Asian/Pacific Islander representation decreased by 2, from 117 to 115, although the percentage increased from 1.9% to 2.0%. Hispanic representation increased by 13, from 291 to 304 (4.8% to 5.2%). The number of Native American/Alaskan Natives employed as support staff decreased by 4, from 38 to 34 (0.6%) employees.

Total **student enrollment** on the East Lansing campus of Michigan State University in fall semester 2003 decreased to 44,542 from 44,937 in fall semester 2002. The number of international students fall 2003 was 3,277 (7.4% of the student population), up from fall 2002's 3,202 (7.1% of the student population). Total domestic minority student enrollment on campus increased 0.4% from 7,389 in fall semester 2002 to 7,420 in fall semester 2003. Minority students represented 16.7% of the student population in 2003, up from 16.4% in fall semester 2002. In fall semester 2003, undergraduate minority student enrollment increased to 6,119 from 6,115 the previous fall semester, and graduate minority enrollment increased to 1,301 from 1,274 in fall semester 2002. Black students, the largest minority student group on campus, decreased from 3,675 in fall semester 2002 to 3,604 in fall semester 2003. Asian/Pacific Islander student enrollment increased from 2,196 in fall semester 2002 to 2,283 in fall semester 2003. Hispanic/Chicano students increased from 1,220 in fall 2002 to 1,246 in fall semester 2003. American Indian/Alaskan Native students decreased from 298 in fall 2002 to 287 in fall semester 2003.

## **Instruction, Research and Outreach**

In the **College of Arts and Letters**, the Women's Studies Program completed the process to reshape the curricular focus in Women's Studies in collaboration with Women in International Development, which resulted in a recommendation for a name change to Women, Gender and Social Justice. The College will submit the change request to academic governance.

**Explore Africa at MSU** was a summer residential program for high-ability students about to enter tenth or eleventh grade. The program was developed and operated cooperatively by the African Studies Center (under the Office of International Studies and Programs) and the Office of Gifted and Talented (a division of the Honors College). During the week the students were on campus, they were immersed in African Studies, making extensive use of the *Exploring Africa* web-based curriculum developed by the African Studies Center. Students were given instruction in African language(s), participated in seminars led by MSU African graduate students, learned from MSU professors who have worked and studied extensively in Africa, and participated in cultural experiences such as music, dance and cuisine from Africa.

**Campus Park and Planning** worked to improve campus accessibility for persons with disabilities by constructing barrier-free landscape improvements. The primary project in 2002-03 involved making the front entrance of the IM Circle Building accessible.

In June and July of 2003, the **Child and Family Care Resources** office worked with the co-chair of the registered student organization Student Parents on a Mission and the Office of Residence Life to provide free "English as a Second Language" classes to international student spouses with families living in Spartan Village and University Village.

The **Intercollegiate Athletics** staff worked diligently with student-athletes to involve them in the surrounding MSU community and beyond. The student-athlete population (approximately 750 men and women from 25 sport programs) continued to be engaged in the NCAA Life Skills Program, which includes a significant component devoted to community outreach. During the 2002-03 and 2003-04 academic years, the student-athletes have been involved with numerous community initiatives.

The **Department of Student Life** along with the Vice President for Student Affairs and Services sponsored "Faces of America" for new incoming MSU students as a part of the Fall Welcome Program. More than 3,500 students attended the two programs. Based on the evaluation of the program, it appeared that students identified with characters most similar to their own experience, resisted the idea that racism exists in American society, and were able to recognize the truthfulness and accuracy of the characters included in the performance. White students appeared to have somewhat different reactions to the performance than did students of color. Plans to again bring this program for Welcome Week 2004 are underway.

For the first time, the **Department of Student Life** worked with the Office of International Students and Scholars to incorporate new international students into the Fall Welcome Program. In previous years, new international students were oriented apart from the domestic students.

The LGBT Concerns Program coordinated "**Moving Forward: The Tenth Anniversary University-wide Celebration, and Symposium.**" Overall 75 students, faculty, and staff registered to participate in this two-day event held in March 2003. Seven sessions offered participants opportunities to meet with keynote speaker Dr. Susan Rankin to discuss implications of her work, the "National LGBT and Diversity Assessment Project."

## **Climate**

A team of **MSU Extension** staff has undergone extensive training in methods of enhancing awareness of diversity issues. Multicultural awareness workshops have been offered on campus, in the local community and across the state to a wide variety of audiences. Over the next year,

“Train the Trainers” workshops will be conducted to expand the number of people in the **College of Agriculture and Natural Resources** (CANR) who are qualified to deliver these important educational programs.

The Ad Hoc Gender Identity Committee completed its final report under a charge from the Executive Committee of Academic Council. The LGBT Concerns Program and the Office of Affirmative Action, Compliance and Monitoring, provided benchmarking data to that committee on gender identity policy in higher education, educational resources about gender identity, and consultation with committee members as appropriate.

### **Purchasing Supplier Diversity Program**

Although total diversity dollars decreased in 2002-03, it is not unusual to have a dip in WBE/MBE dollars following a banner year such as fiscal year 2001-02. WBE/MBE dollars in general declined in proportion to the decline in total university purchases, largely due to fiscal challenges facing the university. WBE/MBE dollars were particularly hard hit in the construction category.



# Faculty, Staff and Student Profiles

## Academic Human Resources

Academic Administrators Fall 2003							
<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	5	4	2	1	12	131	143
Women	<u>7</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>55</u>	<u>65</u>
Total	12	7	2	1	22	186	208

**Administrative Appointments:** There were 208 individuals in the Academic Manager group, which includes deans, assistant/associate deans, chairpersons and directors, as of October 1, 2003. The representation of women in this group was 31.3% (compared to representation in the tenure system of 29.2%) during 2002-03, with a total number of 65. The percentage of minority academic managers was 10.6% (compared to representation in the tenure system of 16.9%); there were 22 minority academic managers.

Executive Managers Fall 2003							
<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	3	1	2	0	6	37	43
Women	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>21</u>	<u>25</u>
Total	7	1	2	0	10	58	68

The **Executive Management** category includes senior administrators such as the President, Provost, General Counsel, Secretary of the Board, Vice Presidents, and specifically designated directors and other administrators. As of October 1, 2003, there were 104 Executive Management positions, of which 24 were vacant or filled on an acting basis.

Sixty-eight individuals were appointed to Executive Management positions as of October 1, 2003. Of these, 25 (36.8%) were women and 10 (14.7%) were minorities. Of the four minority women, all four (5.9%) were Black; of the six minority men, three (4.4%) were Black, one (1.5%) was

Asian/Pacific Islander, and two (2.9%) were Hispanic. The total number of members of protected classes decreased by two, to a total of 31; the proportion decreased from 46.5% in October 2002 to 45.6% in October 2003. Three new Executive Management appointments (all non-minority women) were made during 2002-03.

Academic Workforce Fall 2003							
<u>Gender</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	125	321	61	13	520	2,156	2,676
Women	<u>126</u>	<u>161</u>	<u>50</u>	<u>15</u>	<u>352</u>	<u>1,453</u>	<u>1,805</u>
Total	251	482	111	28	872	3,609	4,481

From October 1, 2002 to October 1, 2003, the total **academic personnel workforce** (headcount, not FTE) decreased by three individuals, from 4,484 to 4,481. With the net increase of 30 women during 2002-03, women comprised 40.3% of all academic personnel, increasing from 39.6% in 2001-02. The number of women increased from 1,775 to 1,805, or by 1.7%. With the net gain of 50 minorities during 2002-03, minorities represented 19.5% of the total academic personnel system, increasing in proportion from 18.3% and increasing in number to 872, or by 6.1%. The number of Blacks in the academic personnel workforce increased from 247 to 251 (5.6% of the total workforce); Asian/Pacific Islanders increased from 447 to 482 (10.8%); Hispanics increased from 97 to 111 (2.5%); American Indians/Alaskan Natives decreased from 31 to 28, (-0.6%). On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 2,325 in Fall 2003, 51.9% of the total faculty and academic staff, increasing from 50.7% in 2001-02. Despite an overall decrease in the size of the academic personnel workforce, there was an increase in the proportion of women and minorities.

Tenure System Faculty Fall 2003							
<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	57	130	23	10	220	1,156	1,376
Women	<u>35</u>	<u>50</u>	<u>17</u>	<u>6</u>	<u>108</u>	<u>460</u>	<u>568</u>
Total	92	180	40	16	328	1,616	1,944

During 2002-03 the number of **tenure system faculty** decreased from 1,959 to 1,944. The proportion of women in the tenure system increased to 29.2%; the net gain of 12 women brought the total number of women to 568, an increase of 2.2%. The percentage of minorities in the tenure system increased from 16.0% to 16.9%; the number of minorities increased by a net of 14, to a total of 328, an increase of 4.5%. Blacks decreased from 93 to 92 or 4.7% of the tenure system; Asian/Pacific Islanders increased from 169 to 180 or 9.3% of the total; Hispanics increased from 37 to 40, or 2.1% of the total; American Indians/Alaskan Natives increased from 15 to 16, or 0.8% of the total. On a non-duplicate basis, 788 individuals, or 40.5% of the tenure system faculty, are members of protected groups; this is an increase from 39.3% in 2001-02.

The proportion of women in the tenure system at the various ranks changed from October 2002 to October 2003 as follows: assistant professor, decreased slightly from 40.5% to 40.3%; associate professor, increased from 36.6% to 37.6%; full professor, increased from 20.1% to 21.1%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 27.0% to 28.7%; associate professor, increased from 18.2% to 19.2%; full professor, increased from 11.1% to 11.6%.

During 2002-03, there were 86 new individuals appointed in the tenure system, including 29 minorities (33.7%) and 35 women (40.7%). On a non-duplicate basis, 53 individuals, or 61.6%, of the total appointments in the tenure system were members of protected groups. This reflects an increase from 57.5% in 2001-02.

Of colleges with opportunities to hire, the Colleges of Agriculture and Natural Resources, Communication Arts and Sciences, Engineering, Human Ecology, Human Medicine, James Madison, Nursing and Veterinary Medicine were successful in appointing women in the tenure system at or above average availability during 2002-03. Average availability is the average of availability data for individual departments/schools in each college for the 2003-06 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 Arts and Letters, Business, Education, Natural Science and Social Science appointed women at a rate below average availability during 2002-03. The College of Osteopathic Medicine did not appoint any women in the tenure system during 2002-03.

Similarly, the Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Communication Arts and Sciences, Engineering, Human Ecology, Natural Science, Nursing, and Social Science appointed minorities in the tenure system during 2002-03 at or above average availability. The Colleges of Education, Human Medicine, James Madison, Osteopathic Medicine, and Veterinary Medicine did not appoint any minorities in the tenure system during 2002-03.

It should be noted that the Colleges of Agriculture and Natural Resources, Communication Arts and Sciences, Engineering, Human Ecology, and Nursing appointed *both* women and minorities at or above average availability.

As of October 1, 2003, the academic personnel system included 110 self-identified persons with disabilities, including 62 tenure system faculty, 24 continuing academic staff, 13 fixed term academic staff and 11 fixed term faculty.

The retention of minority and women tenure system faculty continues to need special attention 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. Issues of university/community climate and opportunities have been cited as reasons for separation.

During 2002-03, 37 tenure system faculty members resigned from Michigan State University, including 15 women (40.5%, compared to a general representation in the tenure system of 29.2%) and 7 minorities (18.9%, compared to a general representation in the tenure system of 16.9%).

Seventeen exit questionnaires (45.9%) were returned, including responses from six women, two minorities, and two that were not identified. Overall, the general categories of professional function (e.g., assignments in teaching, research, service; recognition; support), institutional/social (e.g., relationship with department chair/colleagues; diversity; reputation of department) and compensation/personnel opportunities/policies were ranked as most important in the decision to leave MSU. The specific factors cited most frequently in the decision to leave MSU were promotion possibilities, teaching load, relationship with department chair/school director, cultural opportunities in the community, and proximity to family. The most important general categories in the decision to accept a new position are professional function, intellectual climate, and compensation/personnel opportunities/policies. The specific factors cited most often in the decision to accept a new position were promotion possibilities, proximity to family, availability of peers who share similar research/scholarly interests, salary level, reputation of department, and cultural opportunities in the community. Factors within the general categories of facilities and services and institutional change were ranked lowest in terms of consideration in the decision to leave MSU and accept a new position.

### Support Human Resources

Support Staff Workforce Fall 2003							
<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	138	43	95	9	285	1,739	2,024
Women	<u>305</u>	<u>72</u>	<u>209</u>	<u>25</u>	<u>611</u>	<u>3,244</u>	<u>3,855</u>
Total	443	115	304	34	896	4,983	5,879

The **support staff workforce** experienced a decrease of 126 (2.1%) employees, from 6,005 to 5,879 during 2002-03. The number of women support staff decreased by 101, from 3,956 to 3,855 employees (from 65.9% to 65.6% of the workforce). The number of minorities employed as support staff decreased by 16 employees, from 912 to 896 (remaining at 15.2%). The number of minority women support staff decreased by 13, from 624 to 611 (remaining at 10.4%) and the number of minority men employed as support staff decreased by 3, from 288 to 285 (remaining at 4.8%).

Minority representation in the support staff decreased for all racial groups except Hispanics. Black representation decreased by 23, from 466 to 443 (7.8% to 7.5% of the workforce). Asian/Pacific Islander representation decreased by 2, from 117 to 115, although the percentage increased from 1.9% to 2.0%. Hispanic representation increased by 13, from 291 to 304 (4.8% to 5.2%). The number of Native American/Alaskan Natives employed as support staff decreased by 4, from 38 to 34 (0.6%) employees.

The number of minority officials and managers increased by 3, from 20 to 23 (10.8% to 12.2% of the category) and professional minority employees increased by 6, from 275 to 281 (11.3% to 11.6%). The number of clerical minority support staff decreased by 14, from 226 to 212 (15.1% to 15.0%) and the number of technical minority staff decreased by 10, from 57 to 47 (12.3% to 10.0%). Minorities employed in the service/maintenance category decreased by 4, from 309 to 305 (26.5% to 27.0%). Skilled trades employees increased by 3 minority employees, from 25 to 28 (9.4% to 10.8%). This was the first increase of minorities in skilled trades since the 1998-99.

Women officials and managers increased by 5, from 86 to 91 (46.5% to 48.4% of the category). Professional women decreased by 8, from 1,446 to 1,438 (59.6% to 59.3%). The most significant change was women in clerical positions, which decreased by 84, from 1,421 to 1,337 (94.9%). This decrease took place primarily in the Secretary II and Office Assistant II classifications. The number of women in technical positions increased by 11, from 342 to 353 (73.5% to 75.3%). The service/maintenance category decreased by 19 women, from 632 to 613 (54.2%) and skilled trades decreased by 6, from 29 to 23 (10.9% to 8.8%) women.

The number of minority women officials and managers increased by 2, from 10 to 12 employees (5.4% to 6.4% of the category). The number of professional minority women increased by 6, from 173 to 179 (7.1% to 7.4%) and the number of clerical minority women decreased by 10, from 212 to 200 (14.2%). The number of minority women in the technical category decreased by 7, from 39 to 32 (8.4% to 6.8%). The number of service and maintenance minority women decreased by 2, from 187 to 185 (16.1% to 16.4%) and the number of skilled trades minority women remained the same with 3 (1.1% to 1.2%).

The number of self-identified employees with a disability decreased from 136 to 119 (2.3% to 2.0% of the workforce). The number of employees with a disability remained at 3 (1.6% of the category) in the officials and manager category, and the number of employees with a disability decreased by 8 in the professional category, from 52 to 44 (2.1% to 1.8%). The number of self-identified employees with a disability in the clerical category decreased by 5, from 37 to 32 (2.5% to 2.3%) and the number of employees with a disability in the technical category decreased by 2, from 9 to 7 (1.9% to 1.5%). The number of employees with a disability in the service/maintenance category decreased by 1, from 31 to 30 (2.7%) and the number of employees with a disability employed in skilled trades decreased by 1, from 4 to 3 (1.5% to 1.1%).

Regular new minority hires increased in 2002-03, despite a decrease of 113 new hires (25.6%) compared to 2001-02. The number of newly hired women decreased by 88, from 307 to 219 (69.5% to 66.6% of the hires) employees. Minority new hires increased by 6, from 77 to 83, an increase on a percentage basis from 17.4% to 25.2%. The number of minority women hires decreased by 1, from 56 to 55, an increase on a percentage basis from 12.7% to 16.7%. Black new hires remained the same with 47, an increase on a percentage basis from 10.6% to 14.3%. Asian/Pacific Islander new hires decreased by 1, from 9 to 8, an increase on a percentage basis from 2.0% to 2.4%. The number of Hispanic new hires increased by 9, from 19 to 28, a percentage increase from 4.3% to 8.5%). There were no Native American/Alaskan Native hires in 2002-03, compared to 2 the previous year.

As the support staff workforce decreases, so do the number of opportunities. The number of promotions decreased by 83 (19.6%) from 423 to 340. Promotions during 2002-03 included 220 (64.7% of the total) women, 56 (16.5%) minorities, and 41 (12.1%) minority women. Blacks accounted for 23 (6.8%) of the promotions, Asian/Pacific Islanders for 6 (1.8%), and Hispanics for 27 (7.9%). No Native American/Alaskan Natives received promotions during 2002-03.

The number of support staff employees who left the University for reasons other than retirement decreased by 41 (11.9%), from 344 to 303. Separations included 215 (71.0% of the total) women, 69 (22.8%) minorities, and 48 (15.8%) minority women. The overall rate of separations decreased from 5.7% to 5.2% of the workforce. The percentage of minority separations increased from 19.8% to 22.8% and the rate of minority women separations increased from 10.5% to 15.8%. The reasons that were most frequently indicated on separation documents are illustrated in the

preceding table. Minorities leaving the area increased from 5.9% to 17.4%. Minority women who left the university for other employment increased from 16.7% to 25.0%, and those who separated to leave the area increased from 8.3% to 14.6%.

<u>Category</u>	<u>Reasons On Separation Documents</u>					
	<u>Voluntary Quit</u>		<u>Other Employment</u>		<u>Leaving Area</u>	
Women	69	32.1%	53	24.7%	35	16.3%
Minorities	19	27.5%	15	21.7%	12	17.4%
Minority Women	14	29.2%	12	25.0%	7	14.6%
Caucasian	77	32.9%	19	8.1%	35	15.0%

Exit questionnaires were returned by 112 (34.4%) separated employees, including 83 (35.8%) women and 14 minorities (20.0%). Reasons indicated for leaving were similar to those described above. Twenty-seven (24.1%) of the returned questionnaires indicated a new employer. Eighteen (66.7%) of the 27 left the area. Eleven (40.7%) work for a private company, 11 (40.7%) for a public company or government agency, and 5 (18.5%) remain in the field of higher education.

Annual placement goals are set at the beginning of the year based on underutilization and anticipated hiring opportunities. The revised Federal affirmative action regulations, published on November 13, 2000, require employers to compare the demographic profile of current employees with the availability figures and set placement goals for hiring women and minorities. When the percentage of women or total minorities in a particular job group is less than would reasonably be expected, the university must establish a percentage annual placement goal equal to the availability figure derived for women and total minorities, as appropriate, for that job group. According to the regulations, placement goals serve as reasonably attainable objectives or targets that are used to measure progress toward achieving equal employment opportunity. During 2002-03, annual placement goals were set in 19 (31.1%) of the 61 support staff job groups and were met or exceeded in 13 (21.3%) job groups.

Ninety-four annual placement goals were established in job groups that were underutilized for women. Women were selected in 88 (93.6%) of the identified positions. The officials and managers job groups had 2 annual goals and 3 (150.0%) women were selected. Professional job groups had 70 annual goals with 66 (94.3%) selections. The clerical job groups were not underutilized for women. The technical job groups set 1 annual goal and it was not achieved. The service/maintenance job groups set 21 annual goals and 19 (90.5%) were accomplished. There were no annual goals set for skilled trades.

Twenty annual placement goals were established in job groups that were underutilized for minorities. These goals were exceeded with 36 (180.0%) minorities being selected for positions. One annual goal was established in the officials and managers job groups and 3 (300.0%) minorities were selected. The professional job groups had 15 annual goals and achieved the hiring of 27 (180.0%). Clerical and technical job groups had no annual goals. Service/maintenance job groups set 4 annual goals with 2 (50.0%) minorities selected. Skilled trades job groups had no annual goals, although 4 minorities were hired.

Census 2000 occupational data and updated promotion pool data were incorporated into the 2003-04 support staff placement goals. The following table compares the utilization before and after implementation of the new data for the occupational areas that were impacted the most.

Support Staff Underutilization 2003-04 Annual Goals						
<u>Occupation Area</u>	<u>Level</u>	<u>Job Group</u>	<u>Prior Availability # Underutilized by</u>		<u>New Availability # Underutilized by</u>	
			<u>Women</u>	<u>Minority</u>	<u>Women</u>	<u>Minority</u>
Health Care	11-16	A2H4	0	0	0	4
Computer and Info. Tech.	11-15	A2J2	14	3	6	13
Housing and Food Service Coord.	09-14	A2K1	20	5	11	5
Agriculture and Animal Care	09-20	1601	6	5	11	8
Agriculture Equip. and Driver	10-21	1611	17	3	13	8
Cook and Food Service	04-18	1622	18	0	24	0
Gardener and Groundskeeper	12-20	1631	6	4	11	8
Custodial and Laundry	04-14	1652	3	0	9	0
Physical Plant	01-15	9501	0	5	5	11

### Students – Admissions

Freshmen Admission Trends 2001-02, 2002-03									
	<u>Applications</u>			<u>Admissions</u>			<u>Enrollments</u>		
	<u>2002</u>	<u>2003</u>	<u>% Change</u>	<u>2002</u>	<u>2003</u>	<u>% Change</u>	<u>2002</u>	<u>2003</u>	<u>% Change</u>
Black	3,084	3,120	1.17%	1,904	1,842	-3.26%	688	626	-9.01%
Asian/Pacific Islander	1,414	1,508	6.65%	1,213	1,227	1.15%	423	389	-8.04%
Hispanic	913	825	-9.64%	700	627	-10.43%	237	210	-11.39%
American Indian	152	140	-7.89%	126	108	-14.29%	57	45	-21.05%
Caucasian	18,652	18,215	-2.34%	12,471	13,227	6.06%	5,317	5,383	1.24%
Other/No Response	247	246	-0.40%	155	164	5.81%	33	48	45.45%
International	<u>748</u>	<u>919</u>	<u>22.86%</u>	<u>408</u>	<u>495</u>	<u>21.32%</u>	<u>131</u>	<u>148</u>	<u>12.98%</u>
Freshmen Total	25,210	24,973	-0.94%	16,977	17,690	4.20%	6,886	6,849	-0.54%

Total enrollment of minority freshmen for Fall 2003 decreased by 135 from the 2002 record high. Minority students composed 18.5% of the freshman class in 2003, compared to 20.4% in 2002. There were similar percentage decreases across all minority groups. Compared to 2002, total applications were up slightly for African American and Asian/Pacific Islander students, and down for Hispanic and Native American. Offers of admission were down for all minority groups, with the exception of Asian/Pacific Islander.

Transfer Admission Trends 2001-02, 2002-03									
	Applications			Admissions			Enrollments		
	<u>2002</u>	<u>2003</u>	<u>% Change</u>	<u>2002</u>	<u>2003</u>	<u>% Change</u>	<u>2002</u>	<u>2003</u>	<u>% Change</u>
Black	320	323	0.94%	94	81	-13.83%	65	58	-10.77%
Asian/Pacific Islander	197	212	7.61%	75	96	28.00%	59	64	8.47%
Hispanic	115	125	8.70%	53	51	-3.77%	38	42	10.53%
American Indian	40	41	2.50%	12	19	58.33%	11	15	36.36%
Caucasian	3,760	3,605	-4.12%	1,820	1,780	-2.20%	1,366	1,356	-0.73%
Other/No Response	54	50	-7.41%	24	25	4.17%	18	13	-27.78%
International	<u>475</u>	<u>481</u>	1.26%	<u>186</u>	<u>229</u>	23.12%	<u>75</u>	<u>97</u>	29.33%
Transfer Total	4,961	4,837	-2.50%	2,264	2,281	0.75%	1,632	1,645	0.80%

Enrollment of new transfer minority students increased 3% compared to 2002, from 173 to 179 students. African American and Hispanic transfer enrollment declined, and Asian/Pacific Islander and Native American transfer enrollment increased. Applications increased for all minority groups. Admissions offers declined for African Americans and Hispanics, and increased for Asian/Pacific Islanders and Native Americans.

Graduate Admission Trends 2001-02, 2002-03									
	Applications			Admissions			Enrollments		
	<u>2002</u>	<u>2003</u>	<u>% Change</u>	<u>2002</u>	<u>2003</u>	<u>% Change</u>	<u>2002</u>	<u>2003</u>	<u>% Change</u>
Black	338	337	-0.30%	148	166	12.16%	103	99	-3.88%
Asian/Pacific Islander	234	256	9.40%	109	95	-12.84%	63	50	-20.63%
Hispanic	127	175	37.80%	57	89	56.14%	39	58	48.72%
American Indian	33	21	-36.36%	15	3	-80.00%	11	3	-72.73%
Caucasian	3,111	3,093	-0.58%	1,638	1,490	-9.04%	1,015	933	-8.08%
Other/No Response	102	154	50.98%	33	74	124.24%	16	39	143.75%
International	<u>7,080</u>	<u>7,490</u>	5.79%	<u>943</u>	<u>864</u>	-8.38%	<u>443</u>	<u>423</u>	-4.51%
Graduate Total	11,025	11,526	4.54%	2,943	2,781	-5.50%	1,690	1,605	-5.03%

Enrollment of new minority graduate students decreased 3% from 2002, with a difference of 6 students. The enrollment of African American, Native American, and Asian/Pacific Islander graduate students decreased, with Hispanic graduate student enrollment increasing by over 48%. Applications decreased for African Americans and Native Americans, and increased for Asian/Pacific Islanders and Hispanics. Offers of admission showed increases for African Americans and Hispanics, and decreases for Asian/Pacific Islanders and Native Americans.

## Student Enrollment

Total student enrollment on the East Lansing campus of Michigan State University in fall semester 2003 decreased to 44,542 from 44,937 in fall semester 2002. The number of international students in fall semester 2003 was 3,277 (7.4% of the student population), up from fall semester 2002's 3,202 (7.1% of the student population).



Race/Ethnicity	Student Enrollment Fall 2003		University Total	% of Univ. Total
	Undergraduate	Graduate		
Black	3,046	558	3,604	8.1%
Asian/Pacific Islander	1,882	401	2,283	5.1%
Hispanic	954	292	1,246	2.8%
American Indian/Alaskan Native	<u>237</u>	<u>50</u>	<u>287</u>	<u>0.6%</u>
Total Minorities	6,119	1,301	7,420	16.7%
Caucasian, Blanks & Other	27,683	6,162	33,845	76.0%
International	<u>1,051</u>	<u>2,226</u>	<u>3,277</u>	7.4%
University Total	34,853	9,689	44,542	

Total domestic minority student enrollment on campus increased 0.4% from 7,389 in fall semester 2002 to 7,420 in fall semester 2003. Minority students represented 16.7% of the student population in 2003, up from 16.4% in fall semester 2002. In fall semester 2003, undergraduate minority student enrollment increased to 6,119 from 6,115 the previous fall semester, and graduate minority enrollment increased to 1,301 from 1,274 in fall semester 2002.

- Black students, the largest minority student group on campus, decreased from 3,675 in fall semester 2002 to 3,604 in fall semester 2003.
- Asian/Pacific Islander student enrollment increased from 2,196 in fall semester 2002 to 2,283 in fall semester 2003.
- Hispanic/Chicano students increased from 1,220 in fall 2002 to 1,246 in fall semester 2003.
- American Indian/Alaskan Native students decreased from 298 in fall 2002 to 287 in fall semester 2003.

Six colleges at Michigan State University experienced an increase in minority enrollments between fall semester 2002 and fall semester 2003.

- College of Human Medicine had the highest proportion of minority students within a college (33.4% of the domestic total enrollment).
- Broad College of Business had the highest number of students 5,928, including 959 minority students (17.9% of the domestic total).
- College of Natural Science was the second largest college overall, with 5,831 students, including 1,003 minority students (19.0% of the domestic total).
- College of Social Science was the third largest college, with 5,777 students, and the highest number of minority students, with 1,207 (21.7% of the domestic total).

The number of women students decreased by 61 from 24,210 in fall semester 2002 to 24,149 in fall semester 2003. Women continued to represent 54% of the student population. Of the 14 colleges, only one had women student enrollment less than 40%, three had women student enrollments of 40-50%, and ten had women student enrollments greater than 50%.

Michigan State University tabulates student race/ethnicity data based upon self-reported information in conformance with the federal Integrated Postsecondary Education Data System (IPEDS) reporting conventions.

### **Graduation Rates**

Michigan State University follows the conventions of the IPEDS Graduate Rate Survey. The fall 2002 graduation rate for the cohort entering in fall 1996 was 69.0%.

The graduation rate for students of color in this cohort were:

- Black students, 53.5%
- Hispanic students, 56.6%
- Asian/Pacific Islander students, 65.1%
- American Indian/Alaskan Native students, 52.5%

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

The theme for the **2003 Dr. Martin Luther King, Jr. Celebration** was “Chaos or Community: It’s Our Choice.” Departments, colleges, support units, and organizations sponsored 36 activities throughout the month of January, including poster presentations, artwork exhibits, photography displays, videos, films, panel discussions, resource fairs, and presentations of themes of race, diversity, and social justice.

The 2003 celebration began Saturday night with the **First Annual Dr. Martin Luther King, Jr. Endowed Scholarship Banquet** held at the East Lansing Marriott at University Place. The evening of elegant dining and dancing included special recognition of Dr. Robert L. Green, long-term civil rights activist and MSU professor of urban studies. The MLK, Jr. Endowed Scholarship was established to support students who exhibit leadership and a strong commitment to community service. The scholarship committee met its goal of raising \$30,000 in pledges and contributions to meet the endowment minimum.

Sunday evening’s “Jazz, Spirituals, Prayer and Protest, Toward Peace” concert featured gospel and jazz music related to the civil rights movement performed by the MSU Jazz Studies Program. Classes were cancelled on Monday, January 20, 2003, the official day of the commemorative celebration. Monday activities began with over 300 individuals participating in the “Into the Streets” volunteer service program coordinated by the Service Learning Center. Monday evening, an estimated 300 individuals participated in the Commemorative March for Peace from three designated campus locations (Munn Field, IM East Field, and the International Center) to the Auditorium Building. The Commemorative Convocation featured Rev. James Lawson, regarded as a mentor of Dr. Martin Luther King, Jr. and described by early civil rights leaders as the architect of the nonviolent direct action strategy of the evolving civil rights movement. The 2003 celebration concluded with a new celebratory event, “Faces of America,” a one-person multicultural portrayal of Americans, performed in the Pasant Theatre on Tuesday, January 21, 2003.

The **College of Communication Arts and Sciences** established a Diversity Working Group in 2002-03. The Working Group meets monthly, plans initiatives and programs with the

support of the dean's office and others throughout the college, and is open to all faculty, staff and students.

The **College of Agriculture and Natural Resources** formed a College-wide Diversity and Pluralism Working Group. The initial charge of this group was to review the February 2002 report of the Dean's Committee on Diversity and Pluralism and begin to develop goals, objectives, implementation and evaluation strategies, and timelines for accomplishing objectives. Care was taken to ensure that the committee itself represents diversity in its broadest sense, with balance across student, faculty and staff lines, race/ethnicity, gender and ability.

In the **Division of Housing and Food Services**, McDonel Hall housed students from Hosei University in Japan. This cooperative effort between the residence hall and the Institute for Public Policy and Social Research is part of a required study abroad experience for students from Hosei University. In the program, domestic students have the experience of rooming with an international student.

Another international program housed in McDonel Hall is the Visiting International Professional Program, which works in collaboration with Dongguk and Kyonggi Universities in Korea. There are 40 students from the two universities living in McDonel. When possible, the hall manager tries to print a newsletter in Korean or Japanese. The hall manager also goes a long way to make students who are far from their homelands feel welcome at MSU. Last year when some of the international students approached him about watching the World Cricket Play-offs, the manager made arrangements for the students to watch the game at the very wee hours of the morning in the McDonel Kiva. This year hall staff will provide foods from native lands to snack on while watching the tournament.

What makes these programs so extraordinary is that the manager and staff initiate contact with academic units to recruit these programs to McDonel Hall. The culture of McDonel Hall is somewhat different from other residence halls, in that it is a hall designated for upper level students, with most residents being in their twenties and thirties. There are a few first-year students living there, however, those that do must recognize the culture of the hall and agree to live by the standards set by the hall manager. Due to the international experience afforded all students who live in McDonel, it is referred to affectionately as McDonel-McGlobe.

Support for diverse student populations is a primary focus for many of the units that report to the Assistant Provost for **Academic Student Services**. In addition to providing programs and services directly for students, these staffs are diverse in their makeup, serve extensively on university committees, and work to mainstream the values of diversity into the fiber of the university.

The **Resource Center for Persons with Disabilities** (RCPD) collaborated with the **Office of Study Abroad** in obtaining a successful Strengthening Ties Grant from the National Clearinghouse for Disability Exchange in 2003. The grant provides for a mutual exchange with home stays for personnel from RCPD and the disability office at University of Surrey, UK, and is intended to establish a friendship agreement between the two disability offices to support students from either campus who study abroad at the other. The grant enhances the ongoing efforts to encourage MSU students with disabilities to participate in study abroad and

to identify a model site as an option for them. In addition, the project provides partial funding for two staff to travel to a national conference to make a presentation on their project.

Another new initiative administered through RCPD, the Samaritan Technological Advancements in Reading (STAR) Program, funded by the Samaritan Foundation in Grand Rapids, is helping MSU regain a leadership role in the state and nation in the production of accessible electronic textbooks for students with visual, learning and other print-related disabilities. The funding, combined with assistance from the Teaching-Learning Environment Fund and RCPD staff efforts, has helped dramatically increase book production capacity, established a secure online book search and retrieval system, and provided training for students with disabilities in technologies used to access electronic textbooks.

RCPD staff wrote and presented the new MSU Service Animal Policy for Students and Employees to all managers in MSU Housing and Food Services. Managers were educated on definitions, guidelines, responsibilities, the verification process regarding disability, university housing areas, and the dispute resolution procedure. Educational materials and Housing contracts were also presented to assist in the education of all MSU students and employees, and to clarify responsibility for this accommodation in the area of University Housing.

The **SUPER** Program (Summer University Program Excellence Required) was recognized nationally in July 2003 as recipient of the Noel-Levitz Retention Excellence Award. This award is a culminating event honoring resilient students who refuse to give up or give in to systematic barriers to their academic success. As a result of receiving this award, the SUPER Coordinator was invited to present at the National Conference on Student Retention to be held in July 2004 in New Orleans. *Black Issues in Higher Education* carried an article highlighting the SUPER Bridge Program's successful retention efforts in August 2003.

**Office of Supportive Services (OSS)** staff members presented at the National Association of Developmental Educators Conference. Other staff members facilitated a workshop on conflict resolution at the LGBT Midwestern Regional Conference in Fall 2002. OSS staff also presented at the Michigan Mid-American Association of Education Opportunity Program Personnel Conference. Staff also participated as a site visitor to the Hospitality Business program in Stavanger, Norway through a grant from Study Abroad.

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 student academic success. Beyond that, staff in the Division intentionally focus programs and initiatives on behalf of students who may be marginalized by their characteristics and require additional support to be successful. In addition to work in individual units, Divisional staff participate in a full range of committees and special initiatives across the campus which promote, serve and honor diversity.

As a result of the Police/Student Relations Task Force, the **Department of Student Life** collaborated with **Intramural Sports and Recreation Services** and the Vice President for Student Affairs and Services to identify a low-cost, medium-size facility for the Council of Racial Ethnic Students (CORES) and other student organizations to use for their on-campus social events and other activities. Demonstration Hall was identified and came on-line during the Spring 2003 Semester. Dem Hall is conducive to student organization self-regulation and for ticket sales, thus reducing the organizations' need for uniformed police to attend the

activities. Since the ballroom opened during Spring Semester 2003, there have been over 30 social events in the ballroom, as well as a substantial increase in building/area reservations from international students in specific sports including men's field hockey, cricket, badminton, and table tennis.

Two new Field Career Consultants were hired in **Career Services and Placement (CSP)**. Both hires were women; one is lesbian and interested in expanding outreach efforts to the LGBT community. The interim Assistant Director for the Placement Services area, an African American woman, was hired as the permanent replacement in June.

During Fall 2002, CSP began meetings with a student leader group, identified as the Minority Career Fair Advisory Committee. Student leaders from several diversity-focused organizations discussed the goals of the career fair, its history and future. The committee concluded that the guiding principle of the fair should be meeting the needs of students and employers. A more inclusive approach was recommended, along with a new name, The Diversity Career Fair, which will be initiated in 2005. The goal of the 2005 Diversity Career Fair will be to connect employers with a diverse group of students, particularly with students. An additional focus will be to prepare students for the workforce of the future. Because employers—as well as the academic community—rank the ability to work in a diverse environment as an essential skill, the new Diversity Career Fair will explicitly address this competency through workshops and discussion forums connected to the traditional fair portion. The positive leadership shown by students on this initiative was impressive and helped them gain increased ownership of the fair.

**LBGT (Lesbian Bisexual Gay Transgender) Concerns** collaborated with student organizations and units university-wide to make significant progress on student recommendations of the Vice President for Student Affairs LBGT Advisory Group. Initiatives included: revising plans for improvement of bias-incident reporting; implementing four new quarter-time graduate assistant “multicultural educator” positions in the Department of Residence Life to provide staff training and student education regarding LBGT and diversity concerns; continued discussion of domestic partner benefits for Residence Life and graduate/undergraduate students; conducting additional benchmarking studies of gender identity policy in higher education; implementing five initiatives related to concerns of LBGT students of color and multiple identity students; implementing a “Student-Faculty Colloquium on LBGT Curriculum Infusion” with the Women’s Resource Center, and designing a framework for establishing an Office of LBGT Concerns in the Division of Student Affairs based on national benchmarking data.

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

The **College of Education** formed a Faculty Advisory Committee for Diversity and Scholarship. Comprised of tenure-system faculty from the four college departments, the committee meets once each semester. Its primary charge is to advise the Office of the Dean regarding undergraduate and graduate program activity that emphasizes diversity and equity in student recruitment, admission and retention.

The **College of Human Medicine** implemented an internal coaching process to develop internal minority candidates for leadership positions.

In **James Madison College (JMC)**, total applications, out-of-state applications and diverse student applications since the year 2000 have increased. The college has developed recruitment programs that target diverse and disadvantaged students. Such programming includes participation in the SUPER Program Dinner in July, Spartan Exploration Days in August, Annual Detroit Urban League in September, a JMC-sponsored panel on living/learning options in higher education, and other special activities during the First Annual King-Chavez-Parks Parents Visit Day. JMC has fully funded and awarded the Cummings Scholarship aimed at enhancing diversity in the College. The College also plans to establish a regular partnership with a high school in the Anacostia section of Washington, D.C.

The **College of Engineering** was one of a small number of engineering schools invited to the National Academy of Engineering LEAP Conference (a conference for institutions with proven success at attracting faculty members from underrepresented groups) this past year. A team of four attended, including the Dean (who was a speaker), an Associate Dean, a department chairperson and a faculty member.

With more than 50 minority graduate students enrolled, MSU College of Engineering has the highest enrollment of minority graduate students in the Big Ten, and one of the highest in the nation. Very few schools graduate more minority M.S. and Ph.D. students in engineering than MSU. The College of Engineering's Guided Learning Center's tutoring services, which were expanded significantly three years ago, were improved again this year and now include nights and weekends. While the Guided Learning Center's service is available to all students, the tutoring office is co-located with the Diversity Programs office and attracts a significant number of students of color.

The **Honors College** worked to identify scholars of color who might be eligible or who could be encouraged to apply for major national and international scholarships. Jared English and Megan Dennis, both Honors College students of color, won the Truman and Goldwater Scholarships respectively this year. An MSU Honors College finalist in the Rhodes Scholarship competition, Jennifer Nichols, is also a woman of color.

The Honors College planned and co-sponsored the first annual Scholars of Color Recognition Reception with the Office of Admissions on March 29, 2003 for students of color who had been invited to the Honors College as part of a plan to recruit more highly qualified minority students who were considering MSU. Honors College also registered for and attended National/Minority College Fairs in urban centers where, in some cases, MSU has not recently had a presence. The Honors College attended NSSFNS fairs for African American students in Detroit, Ann Arbor, and Cleveland in fall 2002. The Honors College also participated in a number of internal and external college fairs on campus for Spartan Exploration and Visitation Days, CAAP (College Achievement Admissions Program) High School Counselor Visit Day, and the Black Student Alliance College Fair. Links with the CAAP program were forged through meetings, recruitment, and assistance with its spring awards presentation. Several CAAP students have applied for Honors College membership based on their outstanding records.

The Office of Gifted and Talented Education (GATE) provided a number of academic enrichment programs for high-achieving pre-college students. The Honors College actively encouraged participation by high-achieving students of color through a cooperative

association with schools in Detroit, Lansing, and Flint. Utilizing University support, support from private foundations, and endowment income, the GATE office provided substantial scholarships to help offset the cost of participation in these programs for students from disadvantaged backgrounds. In collaboration with the African Studies Center, GATE instituted a new program targeted to high-achieving students in 9<sup>th</sup> and 10<sup>th</sup> grades. A Diversity in Community programmatic allocation was provided to assist with scholarship support for the pilot year.

One or both Honors College Admissions staff members attended all of the minority recruitment activities of the Office of Admissions and Scholarships. The Honors College took the lead in contacting the National Hispanic Scholars around the country. The Honors College also met at least twice with the Native Recruitment team. Due to enhanced recruiting efforts, the Honors College welcomed the largest group of freshman students of color in the first year class in Honors College history.

The **College of Social Science** experienced its highest enrollment ever with over 5,600 majors this past academic year. This trend of increased enrollment included a diverse population of students at the undergraduate and graduate level. Most importantly, the number of minority students who have completed their degrees continued to trend upward.

The college strengthened existing relationships with Florida A&M Feeder Program, University of Texas at El Paso, University of Texas at San Antonio, University of Utah, Our Lady of the Lake in San Antonio, South Carolina State University, Claflin University, and the College of Charleston. New recruitment relationships were initiated with Dillard University, Jackson State University, and North Carolina Central. Also, for the first time, while recruiting at historically Black colleges and universities in South Carolina, a recruitment effort was made at Orangeburg Wilkinson High School. Several students made contact with MSU recruiters as they prepared to take the SAT and make decisions about where to pursue their undergraduate degrees.

University Apartments within the **Housing and Food Services Division** purchased a scanning device that immediately translates Korean to Japanese, then to English, and then the reverse. This allows staff to communicate more easily with the MSU international student population in writing when verbal communication is not possible or successful.

Entry-level and rotation internships were offered by Kellogg Hotel and Conference Center, within the **Housing and Food Services Division**, to 53 hospitality business students, 66% of whom were women or members of minority groups. These opportunities allowed students to gain experience in the hospitality industry and fulfill educational requirements.

The **Department of Police and Public Safety (DPPS)** made strong efforts to recruit women and students of color into the "Greencoat" program. All greencoats work in a uniform and are identified as security workers for the department. As of October 1, 2003, 121 students were in the program, including 42 women, 32 African Americans, 7 Latinos, 1 Pacific Islander and 9 students of Middle Eastern decent.

The **Office of Admissions and Scholarships** sponsored an on-campus spring Junior Day attended by over 100 diverse students and their families, with the program highlighting faculty speakers and academic facilities. Eight special Pre-Orientation Programs for students



admitted through the College Achievement Admissions Program were staffed by university officials from a number of offices and held throughout the state. Enhancements to the Detroit Outreach office included new staff and a new location in the New Center One building, home to the central Detroit Public School offices.

A new program, Stern Tutoring and Alternative Techniques for Education (STATE), made possible via support from the Stern family and the local efforts of several **Resource Center for Persons with Disabilities** (RCPD) staff, will consist of a new workshop series providing students with enhanced skills for learning, a network of peer mentors, exposure to assistive computer technology, and course content tutoring for a subgroup of the students. The first year's program will serve as a pilot, during which time adjustments to curriculum and practices will be made for future program years. Admission to this program is limited to 15 RCPD-registered participants with learning disabilities.

**SUPER** (Summer University Program Excellence Required) published the SUPER News for program students, their parents and the MSU community. The newsletter highlights student success and the program in which they participate.

To promote cultural awareness, SUPER XV students and select faculty participated in an educational event in Chicago in Summer 2003. They visited the Shedd's Aquarium, the Art Institute of Chicago, Museum of Science and Industry, and the Navy Pier and dined in China Town. Students were required to write a reflective essay on this experience answering thought-provoking questions posed by their Integrative Studies in Social Science and American Thought and Language professors.

In order to create community among a small group of **CAAP** (College Achievement Admissions Program) students, Resident Fellows (upper-class CAAP students who serve as mentors/tutors in the residence halls) organized voluntary teams among participants from the incoming class of 2003. Teams received points when individual team members attended tutoring, ORO and office visits with the academic advising staff. Additional points could be earned by teams for participation in group activities.

SUPER continued to improve diversity among SUPER cohorts; Summer 2003 had a mix of Caucasian, African American, Asian American, and Chicano/Latino participants. SUPER served diverse students from CAAP, CAMP (College Assistance Migrant Program) and Upward Bound programs. Summer 2003 SUPER also included female student-athletes. In addition to female basketball students, for the first time students from track and field and gymnastics were a part of the program.

The **Office of Supportive Services** (OSS) secured a supplemental grant aid award from the Federal Department of Education for the second year in the amount of \$71,064 to provide financial assistance to low-income students. Sixty-seven students received awards averaging \$1,060. OSS worked closely with the Office of Financial Aid to identify students and disburse the funds.

The population served by the **Upward Bound** program was 52% African American, 18% Latino, 15% Caucasian, 13% Asian, and 2% Native American. Program activities included a field trip to the Detroit College of Law, and career modeling presentations by professionals from the Resource Center for Persons with Disabilities, Counseling Center, Undergraduate

University Division, College of Human Ecology, and the College of Education. Twenty seniors and juniors attended program-sponsored college trips. "College Buddies Day" provided an opportunity for 19 Upward Bound students to shadow an MSU student for one day. Sixty-five students attended a one-week major study trip to Boston, which provided exposure to U.S. history through an assimilated experience and observance of the reenactment of crucial historical events. Additionally, students learned about the significant contributions made by various minorities. Four Upward Bound students, recognized for their outstanding leadership and academic achievement, earned the opportunity to tour Puerto Rico for five days, along with an Upward Bound staff member and a community volunteer.

Upward Bound students participated in paid job shadowing experiences under career role models who had a baccalaureate degree. Study trips acted as an incentive to encourage excellence in academic performance. Most students gained a better appreciation for learning through hands-on learning experiences which included Student Leadership Conferences in Fontana, Wisconsin and Shanty Creek, Michigan; field trips to the Kellogg Cereal Factory, universities (Harvard University, Boston University, Grand Valley State University, Central Michigan University), and government agencies; and performing arts events.

Efforts to recruit more Native American students into the King-Chavez-Parks (K-C-P) program were a priority for **Pre-College Programs** in 2002-03. A jointly funded position between the College of Agriculture and Natural Resources and K-C-P continued to provide programming and recruitment for both middle and high school aged students. This year, the K-C-P program sponsored a two-week experience with particular emphasis on academic and career preparedness. Native American student participation increased to 118 students in 2002-03.

Pre-College Programs sponsored the First Annual Parent Conference during 2002-03. Family inclusion and information is particularly key for students who may not have the tools to access higher education, and this connection between the university and families is needed to assist students in making appropriate educational choices. Students and parents participation in the Rising Star Program increased from 759 in 2001-02 to 1,405 in 2002-03.

The **Department of Residence Life** (DRL) has generally been successful in recruiting and retaining a diverse staff. Creating the new Assistant Director for Staff Development and Diversity position will greatly assist the department in enhancing efforts to recruit and retain a diverse staff. However, challenges still remain. The lack of diversity in the Greater Lansing area is a difficult problem to overcome. Staff members of color often cite this lack of diversity as a reason for leaving the department and MSU. MSU cannot offer the atmosphere, climate, and opportunities available in more diverse metropolitan areas. Another challenge is the difficulty in planning and implementing diversity training programs that encourage honest and emotional explorations of diversity-related topics. The size of the Residence Life staff often discourages these types of discussions; but efforts continue to find ways to establish trust among staff members to facilitate the sharing of thoughts, beliefs, and perceptions regarding diversity.

Nonetheless, Residence Life's commitment to diversity has been particularly evident through staffing and professional development initiatives:

- University Apartments staff met with focus groups comprised of African-American students to develop strategies to address the needs of African-American apartment residents.
- Residence Life staff members were part of a CAAP recruitment team presenting at various sites throughout Michigan.
- All Residence Life full-time staff participated in a 1½ day diversity workshop facilitated by Jonathan Poullard, Associate Vice President for Student Affairs at California State University at San Marcos.
- A professional development program for full-time DRL staff featured the film, “The Way Home,” and a follow-up discussion to increase familiarity with issues concerning racially and ethnically diverse women.
- With the Counseling Center and Office for International Students and Scholars, staff members initiated a work group to design training modules for Residence Life student staff on methods of working in residence halls with a high concentration of international students.

## **Instruction, Research and Outreach**

A pre-college outreach activity in the **College of Veterinary Medicine** was a high school partnership with the Lansing School District to provide on-site tutoring and mentoring and to organize a science career fair, funded by a Diversity Within Community award. Eastern High School was selected, based on the following requirements: racially diverse student enrollment, socioeconomically disadvantaged (more than 50% of students eligible for the free lunch program), and close proximity to the East Lansing campus to permit frequent interactions. In addition, Eastern High School had low numbers of disadvantaged students enrolling in the biological and physical sciences beyond ninth grade. Program activities were intended to create learning opportunities for Vetward Bound and other MSU undergraduate students, enhance classroom test-taking enrichment for both standardized and regular classroom content testing formats, include appropriate community science-related field trips, and enrich health career exploration by facilitating health professions demonstrations at the career fair.

A training program for undergraduate student mentors was conducted prior to beginning the tutoring and mentoring program. Training topics addressed tutoring and mentoring techniques, recordkeeping, developing observational and response skills to assist in determining health or social issues that may be occurring with the students with whom they partnered, and assessing learning styles and test taking techniques.

The program culminated in an assembly for all Eastern High School students that included a dynamic motivational speaker with a message of the importance of a college education and presentations from the MSU Office of Admissions and Scholarships and selected MSU athletes. The science and health careers fair followed. Also participating in the fair were representatives from MSU Colleges of Engineering, Nursing, Agriculture and Natural Resources, Communication Arts and Sciences, Human Medicine and Osteopathic Medicine and the Medical Technology, and Nutrition programs. Community representatives included veterinarians, emergency medical personnel, and a dentist.

The College of Veterinary Medicine received a previous Diversity in Community award to initiate science co-curricular activities at Woodcreek Elementary School – the science magnet school. As a result of the relationships established with these projects, the college was invited to participate in Lansing School District sponsored activities and the college was able to use these relationships to comply with the request for proposal criteria for community partnerships, resulting in the funding of a major federal grant. The Diversity in Community funds were awarded with the expectation that the college would sustain the programs. This external grant award permits sustainability.

A key function of the **College of Agriculture and Natural Resources (CANR)** Office of Diversity and Pluralism is to initiate and house programs and activities that enhance awareness of multicultural issues in the CANR community, on campus and across the state. Partnering with other colleges and units has helped leverage funds when budgets are constrained. Such activities included hosting speakers and workshops on a variety of topics targeted at various audiences (students, staff, faculty, etc.); celebrations associated with various cultural groups (e.g., Native American Heritage Month); and potentially hosting a national conference on diversity in agriculture and natural resources. Cross-cultural programming in which individuals from various racial and ethnic groups interacted and exchanged ideas and deepened their awareness of issues related to diversity and pluralism was also valuable.

In collaboration with the Michigan Agricultural Experiment Station (MAES), and MSU Extension (MSUE), ODP assisted in identifying and supporting research and outreach activities that address issues of interest to and concern for underserved populations across the state. These activities focused on MAES and MSUE strategic program priority theme areas. Special forums were hosted to allow graduate students from diverse backgrounds to share their research results/outreach activities with peers and professionals from CANR and partner colleges.

In the **College of Arts and Letters**, the Women's Studies Program completed the process to reshape the curricular focus in Women's Studies in collaboration with Women in International Development, which resulted in a recommendation for a name change to Women, Gender and Social Justice. The College will submit the change request to academic governance.

The Department of Family and Child Ecology in the **College of Human Ecology** participated in a program to address the inclusion of special needs children in early childhood education. This involved inclusion of special needs children in the Child Development Laboratories through a program with the Michigan School Readiness Program.

Several displays in the **Library** this year featured diversity topics. For example, there was a display of Puerto Ricans in Sports, a Dr. Martin Luther King, Jr. exhibit, a Peregrinos del Norte photographic exhibit (in conjunction with Julian Samora Research Institute and Chicano/Latino Studies) and a poster exhibit of influential women during Women's History month.

**Explore Africa at MSU** was a summer residential program for high-ability students about to enter tenth or eleventh grade. The program was developed and operated cooperatively by the African Studies Center (under the Office of International Studies and Programs) and the Office of Gifted and Talented (a division of the Honors College). During the week the

students were on campus, they were immersed in African Studies, making extensive use of the *Exploring Africa* web-based curriculum developed by the African Studies Center. Students were given instruction in African language(s), participated in seminars led by MSU African graduate students, learned from MSU professors who have worked and studied extensively in Africa, and participated in cultural experiences such as music, dance and cuisine from Africa.

It is hoped that each year Explore Africa at MSU will bring a multi-ethnic cadre of high-ability high school students to the MSU campus for a residential experience. In 2002, the pilot program included some of the recent immigrants to Michigan from the Sudan, providing an additional layer of education for the participants. In 2003, the first six applicants included two Caucasians, two African Americans, one Hispanic and one Native American. Introducing these bright students to Michigan State University at this impressionable age will help them feel welcome and comfortable here, hopefully resulting in a good percentage of them matriculating at MSU. This would enrich the university experience for all Michigan State students.

One measure taken to sustain the program was to open the daily academic and cultural classes to K-12 teachers. Teachers were offered the opportunity to take the course as an Independent Study under John Metzler, or for SB-CEUs for a fee. As teachers become familiar with the web-based curriculum, *Exploring Africa*, they will become more confident and excited about teaching African Studies. In turn, their students will be more likely to be informed of and encouraged to participate in Explore Africa at MSU. This has the additional benefit of providing money for program support through the fees received from those taking the classes for SB-CEUs.

Another issue of sustainability is making sure that financial assistance is available to all students who need it. In 2003, several major school districts were asked to offer scholarships to their qualified students. Detroit Public Schools, Flint Public Schools and the Lansing School District all agreed to do this, using some of their state funding designated for gifted and talented students. Since that state funding is likely to be greatly reduced, if not eliminated in 2003-04, approaches to potential foundations are being made for future sustainability.

**Child and Family Care Resources** collaborated with the **Women's Resource Center** to present a diverse set of outreach programs, including the 25<sup>th</sup> Susan B. Anthony Birthday Celebration: A Conversation with Lynn Sherr, held in conjunction with the Michigan Women's Hall of Fame, A Woman's Legal Guide to Divorce with Lansing Community College, A Candidates' Forum for local judge candidates, and Making Strides Against Breast Cancer Walk in collaboration with the Great Lakes Cancer Society.

In June and July of 2003, the **Child and Family Care Resources** office worked with the co-chair of the registered student organization Student Parents on a Mission and the Office of Residence Life to provide free "English as a Second Language" classes to international student spouses with families living in Spartan Village and University Village.

**Campus Park and Planning** worked to improve campus accessibility for persons with disabilities by constructing barrier-free landscape improvements at a total cost of approximately \$536,000. The primary project in 2002-03 involved making the front entrance of the IM Circle Building accessible.

Campus Park and Planning held outreach events at Hidden Lake Gardens, such as Children's Garden Day and Project Bloom (a program which provides learning opportunities in a garden setting for persons with disabilities). A Master Gardener program was organized and taught at Hidden Lake Gardens.

The **Intercollegiate Athletics** staff worked diligently to involve student-athletes in the surrounding community. The student-athlete population (approximately 750 men and women from 25 sport programs) continued to be engaged in the NCAA Life Skills Program, which includes a significant component devoted to community outreach. Seventy-five student-athletes are Pen Pals with 75 classrooms in the Lansing area. MSU student-athletes also spoke to Detroit youth during their visit to the MSU campus.

Student-athletes worked with the Special Olympics by helping to run an event and hand out awards for three Special Olympics competitions in polyhockey, basketball and swimming.

Three student-athletes were honored nationally with the 2003 Black Issues in Higher Education Arthur Ashe, Jr. Award for their academic, athletic and community service achievements.

In the **Division of Housing and Food Services**, the Bakery donated and coordinated the production of baked goods, which were used by MSU Safe Place for its annual Homecoming fundraiser in October 2002. The MSU Bakery also provided bakery facilities and supervisory oversight to Vocational Industrial Clubs of America in October 2002 for the statewide bakery-skills competition, which included area vocational schools. The MSU Tennis facility donated court time to the Lansing Police Athletic League for use by disadvantaged youth in the Lansing area. MSU Golf worked with Sparrow Health Systems and sponsored an "Adoptive Gold Clinic" for patients recovering from debilitating injuries.

The **Department of Police and Public Safety** began a noontime luncheon program bringing student minority groups to the department for contact with the staff to enhance police-student relations. The program has been successful in building bridges of understanding.

An **Office of Supportive Services** (OSS) staff member participated in the networking forum for Human Service Professionals that brought together members from both the East Lansing and Michigan State University communities to improve service delivery to our common populations. Staff also served on a subcommittee for the 4-H programs to develop a component on Global and Cultural Education.

The **McNair/SROP** (Summer Research Opportunity Program) Coordinator continued to work cooperatively with the College of Education in the summer of 2003. The collaborative effort resulted in the College of Education providing laptops for the McNair/SROP Scholars to use during the ten-week Summer Research Institute.

The McNair/SROP Scholars Program provided students with an active and connective learning environment. Students were 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 enhanced student skills as research scholars and future academicians.

**Upward Bound** students participated in ACT Instruction and Testing with Kaplan, which resulted in a significant shift in students' attitudes toward standardized tests and a reduction in their fear of failure. Eighty-seven percent (87%) of the seniors who took the test achieved a composite score in the range of 19-25 on the Kaplan test. The Kaplan "Achieva" academic skills program was used by each Upward Bound class in the Spring and Summer and achieved the following results:

- Tenth graders averaged 2% growth in reading and 2.5% growth in math
- Eleventh graders averaged 1.5% growth in reading and 2.5% in math
- Twelfth graders averaged 3.5% growth in reading and 2.8% in math

The **Department of Residence Life** initiated an assessment of the mentor position to study how race and ethnicity affects the relationship between mentor and residents. The Multicultural Awareness Committee provided assistance in the planning and development of diversity-related programs for all Residence Life staff members.

The **Department of Student Life** sponsored "Faces of America" for new incoming MSU students as a part of the Fall Welcome Program. More than 3,500 students attended the two programs. Based on the evaluation of the program, it appeared that students identified with characters whose experiences were most similar to their own, resisted the idea that racism exists in American society, and were able to recognize the truthfulness and accuracy of the characters included in the performance. White students appeared to have somewhat different reactions to the performance than did students of color. Plans to bring this program to Welcome Week 2004 are underway.

Student Life staff assisted in advising the Womyn's Council, the Alliance for Lesbian Gay Bisexual and Transgender Students, the Council for Students with Disabilities, and Ebony Productions on contracts and program planning to bring diverse programs to campus.

This year, **Greek Life** had a goal to advance diversity across community. Leaders of the four Greek governing board organizations (NPHC, 4GIC, IFC, and Panhellenic) began meeting regularly and planned to sponsor collaborative programs and to promote each other's events. A Greek section of EAD 315, staffed by the Office of Greek Life, was offered especially for members of the four Councils.

A collaboration between the Office of Racial Ethnic Student Affairs, Student Life, Intramural Sports and Recreation Services, and the Counseling Center launched the **Black Male Initiative** (BMI) focusing on retention and graduation rates of Black students generally, and Black males specifically. The Black Male Initiative sponsored a number of activities during 2002-03, including biweekly forums for discussion of issues that inhibit academic success and strategies for advancing academic skill building and confidence. A summit meeting was held to energize this student populace in advance of final exams, as was an off-campus weekend retreat to help Black male students achieve in the classroom and beyond. This year a Peer Leadership Implementation Team was initiated with seasoned student leaders of BMI.

For the first time, the **Department of Student Life** worked with the Office of International Students and Scholars to incorporate new international students into the Fall Welcome Program. In previous years, new international students received orientation apart from the domestic students.

**Internationalizing Student Life (ISL)** presented two new training sessions for ROSES (Residential Options for Science and Engineering Students) on developing intercultural awareness and knowledge for incoming freshmen students. Two training sessions were also presented to Admissions staff on developing intercultural skills in working with international students. ISL also held two focus groups in the College of Agriculture and Natural Resources with scholars from Rwanda in March 2003 to evaluate impacts of their stay and identify new program needs for the group coming in August 2003. This is the first time that Internationalizing Student Life has had the opportunity to create a program for this project to link the International Agriculture Institute projects and students to the wider campus community.

ISL is completing a new video and training manual based on the work of the Shockwaves project. Two workshops sessions were presented at the annual Michigan Association of International Educators (MAFSA) on building cross-cultural competencies and programming for international students.

**Judicial Affairs** in the Department of Student Life collaborated with the Counseling Center, Residence Life, Department of Police and Public Safety, MSU Safe Place, Olin Health Center, the Ombudsman, and the Office of Affirmative Action, Compliance and Monitoring, on a workshop for faculty entitled, "Dealing with Distressed Students in the Classroom."

Judicial Affairs staff participated in a federal review of the "Violence Against Women" grant from the Department of Justice through Safe Place. Further, Judicial Affairs co-created and chaired the Response Review Initiative Team, a group designed to improve institutional response to incidents of sexual assault, sexual harassment, and domestic violence. This group is working to improve services to students involved, and to review and define institutional protocol.

Career advising services and resources were well utilized by students from minority backgrounds. One-fourth of career advising sessions were with non-majority students. Over 40% of students using career resources in the **Career Development Center (CDC)** during Fall 2003 were from minority backgrounds. These numbers can be attributed to aggressive outreach initiatives and partnerships with multicultural, disability, and LGBT student support programs.

The **Resource Center for Persons with Disabilities (RCPD)** and the **Career Development Center (CDC)** staff collaborated on researching and developing career resources for a website <http://www.csp.msu.edu/cdc/qg/PDWEb.htm> which was launched in 2003. To further support the career development needs of students with disabilities, the CDC partnered with RCPD and the non-profit *Diversability* group to sponsor career development programming, culminating in a successful job shadowing program and a *Disability Resources for Employment and Achievement* (DREAM) workshop in Fall 2003. Eight students were placed in job shadowing opportunities, and over 35 attended the DREAM workshop/dinner.

**Career Services and Placement** staff made presentations to a variety of multicultural student support programs and student organizations on career development issues. The Career Development Center continued its partnership with the Office of Supportive Services in serving first-generation, low-income students by hosting a career development class session for sections of the ORO 500 freshman seminar. The CDC supported four MSU pre-college



programs with career development presentations and programming including Upward Bound, Osteochamps and King-Chavez-Parks College Day Programs.

The **LBGT (Lesbian Bisexual Gay Transgender) Concerns Program** was involved in 46 collaborative initiatives with university-wide partners in academic and student affairs units, as well as campus LBGT organizations. This is, for the second year running, an increase and the largest number of initiatives in the history of the LBGT Concerns program. These efforts focused on creating a more affirming campus climate, LBGT awareness education, and addressing diversity within LBGT communities as well as enhancing academic and student support services for LBGT students.

Two LBGT Concerns Program staff and two interns were recognized with awards for their contributions to LBGT initiatives at MSU. These awards included the Lansing Association for Human Rights Prism and Certificate Awards for Outstanding Contributions to Mid-Michigan LBGT Communities; a Student Life Leadership Award for Outstanding Student Organization Advisor; and an MSU Same Gender Loving Students of Color, Internationals and Allies, "Ally Award."

The LBGT Concerns Program coordinated "Moving Forward: The Tenth Anniversary University-wide Celebration and Symposium." Co-sponsors included all campus LBGT student organizations, GLFSA (the LBGT faculty, staff, and graduate student association) and Affirmative Action, Compliance and Monitoring. Overall 75 students, faculty, and staff registered to participate in this two-day event held in March 2003. Seven sessions offered participants opportunities to meet with keynote speaker Dr. Susan Rankin to discuss implications of her work, the "National LBGT and Diversity Assessment Project." Detailed written summaries were collected on all sessions and will be utilized as a framework for ongoing assessment and evaluation of progress on 1992 Task Force recommendations through the work of the Moving Forward Coordinating Committee, Vice President's Diversity Advisory Group, University LBGT Advisory Committees, and other student-faculty-staff ad hoc groups charged to assist in this work.

The LBGT Concerns Program led and collaborated on five major initiatives addressing "Diversity within Community," multiple oppression issues, and LBGT People of Color. LBGT Concerns also collaborated with the Alliance of LBGT Students, Asian Pacific American Student Organization (APASO) and the Multicultural Center on the Fall 2002 visit of Magdalene Hsu-Li, nationally recognized Chinese American music artist and multicultural educator. Over 150 students participated in two days of workshops emphasizing bi-identities, race issues, and multiple oppression, that culminated in a rock/folk concert.

The LBGT Concerns Program led and collaborated on four LBGT research initiatives:

- LBGT Student Leaders: The Impact of Student Leadership on LBGT Identity Development
- A Case Study of MSU Transgender Student Identities
- Attitudes, Beliefs and Values of Department of Residence Life Mentors about Gender Identity
- Student-Police Relations Survey: Perceptions of LBGT Students, Faculty, Staff

LBGT Concerns staff participated in the Fall 2002 International Student Orientation session titled "Diversity in the United States," as well as coordinating a Fall 2002 training session for

all Office of Racial and Ethnic Student Affairs staff titled, "LGBT Identities and Racial/Ethnic Students." In addition, the LGBT concerns program co-sponsored an evening gathering, "LBT Womyn of Color and Internationals," with the Alliance of LGBT Students and the Women's Resource Center during Fall 2002. Finally, during Spring 2003, the LGBT Concerns Program addressed the theme "Anti-Racism in LGBT Communities" through a two-day weekend seminar, followed by two evening workshops for students.

The Fall 2002 implementation of the LGBT Concerns "Leader-Scholar Program" in collaboration with Higher Adult and Lifelong Education has resulted in an innovative new initiative in which leaders of LGBT Campus organizations may choose to pursue a research project designed to integrate leadership and research inquiry for 1-3 units of academic credit. The Office of LGBT Concerns hosts one student each semester. The first two undergraduate student projects were "A Study of LGBT Internationals" and "Examining Dimensions of Gender Identity through Biography."

The Office of LGBT Concerns was involved in a variety of training and programming initiatives during 2002-03. Staff led and collaborated on LGBT Awareness Training for all summer AOP Resident Assistants and all Department of Residence Life Mentors during Summer and Fall 2002. LGBT staff conducted 7 LGBT classroom presentations: Minorities in Business, Graduate Counseling and Educational Psychology Seminar, Vetward Bound, Family and Child Ecology Seminar, Educational Psychology: Psychology and Helping Professions, and Graduate Studies in Social Work.

The LGBT Concerns program also provided support for the "LGBT Student Panel Discussion" program coordinated by the Alliance of LGBT Students. In addition, 26 panels were offered during 2002-03 for students, faculty, and staff. In support of the leadership of the Alliance of LGBT Students and Women's Council, LGBT Concerns co-sponsored the February 2003 visit of nationally recognized gender identity author, activist, educator and Executive Director of GenderPAC, Riki Anne Wilchins.

The **LGBT Concerns** program collaborated with the **Department of Residence Life** on implementation of the new ¼ time Multicultural Educator graduate assistant positions, which included a special emphasis on LGBT concerns through staff training, residence hall programming, and advising/support of LGBT hall organizations. For the first time, in early fall semester 2002, over 300 Residence Life Mentors and Graduate Assistants participated in LGBT Awareness Training. Multicultural Educators led an LGBT Ally Training during National Coming Out Days in 2002. LGBT Concerns also partnered with the Multicultural Educator Program to implement a Gender Identity Opinion Leader Training. This program targeted Mentors, leaders of CORES/COPS organizations, and Residence Hall Association (RHA) leadership. The session was designed to equip students leaders who-self identified as "having impact on student culture" with an in-depth understanding of transgender issues and concerns.

The LGBT Concerns program collaborated with the Women's Resource Center and the Office of Affirmative Action, Compliance and Monitoring on the "Student-Faculty Colloquium on LGBT Curriculum Infusion." This luncheon session was offered during Spring 2003, with 22 students and faculty participating. Staff co-sponsored, with the Women's Resource Center, the monthly "Transgender Support Group," which meets in the MSU Union and is facilitated by members of Transgender Michigan.

As a member of the Multicultural Development: Student Affairs Unit, LBGT Concerns continued to co-facilitate the six-week Multicultural Awareness Seminar Series, the Super Saturday Series, and the Culture through the Arts Program.

LBGT Concerns supports a climate for student involvement. Over 100 students participated weekly in eight LBGT student organizations. LBGT Concerns collaborated on support for LBGT campus organizations and advisors with Residence Life and Student Life, and continued to provide direct sponsorship and advising for the Alliance of LBGT Students, Same Gender Loving Students of Color Internationals and Allies, and Qnews. In addition, LBGT Concerns coordinated three in-service meetings for all LBGT campus advisors and participated in monthly meetings of leaders of all LBGT organizations.

LBGT Concerns coordinated the GLFSA (MSU LBGT Faculty-Staff Association) Pride Scholarship selection process and statewide publicity of the scholarship. A minimum \$500 is awarded to an incoming first year undergraduate or returning student. LBGT Concerns also coordinated statewide scholarship application outreach to all Michigan high school Gay-Straight Alliance organizations and chapters of GLSEN (Gay, Lesbian, Straight Education Network) and collaborated with GLFSA on two fundraisers for the scholarship.

LBGT Concerns staff had support/referral contacts with 71 individual LBGT students. Major issues addressed included campus/community/national LBGT resources, LBGT educational/literature resources, emotional health concerns, family relationship issues, career development, anti-LBGT bias incidents, academic progress, leadership development, domestic partner benefits concerns, gender identity and multiple oppression issues.

The **Counseling Center** increased its offering of group counseling services to include more topical/thematic time-limited groups as well as an on-going general therapy group with revolving membership. Counseling support groups for older women students and women of color were successfully initiated, with both groups having maximum membership during each semester.

During Summer and Fall semesters the **Multicultural Ethnic Counseling Center Alliance** (MECCA), invested 120 hours of staff time directed specifically toward its target populations of students, faculty and staff. Counseling Center staff involvement in C.O.P.E. activities for students, faculty, and staff during the year resulted in the Counseling Center achieving approximately a 75% to 25% ratio between Caucasian/non-Caucasian students seeking counseling service. International students and students of color are continuing to contact the Counseling Center for service in increased numbers.

Historically, help-seeking in counseling is lower for males than females. The general therapy group's primary membership, however, has been male, a surprising result worthy of further exploration given the notion that males, generally, will not consider group therapy. The Counseling Center's goal is to continue to sustain male membership, learning from the group therapy model currently implemented.

A MECCA staff member initiated a community support group for the spouses of international students, held in Spartan Village Community Center. Another MECCA staff member provided supervision for Latino social work students who desired a learning experience with a

professional of their same ethnicity. Two MECCA staff members initiated an African American women's support group targeting undergraduate women. MECCA started a culturally sensitive training seminar with an evaluation component for the Counseling Center's Professional Psychology Pre-Doctoral Internship Program for the entire academic year. These initiatives by MECCA staff were effective in extending counseling services to a more ethnically diverse student population and reinforcing the perception that the Counseling Center is inclusive in its efforts to offer services to the total student population. MECCA is committed to training future helping professionals to become culturally competent clinicians.

MECCA staff was challenged to maintain its primary commitment of service delivery to its targeted student populations while responding to the needs of all students. Specifically, the Middle-Eastern student community continues to be underserved, requiring more education and intense outreach regarding Counseling Center services. MECCA is challenged to make use of existing technology (e.g., Web and Internet) to increase its effectiveness in reaching targeted student populations and to expand information and services to all students with specific outreach modules addressing the needs of culturally diverse student populations.

MECCA continues its goal of having a presence in the residence halls as a way of increasing visibility and accessibility to students who might be hesitant to use the Counseling Center. Discussions have begun with Residence Life staff to address possible "natural" or "familiar" pathways to counseling assistance available within the residence halls.

The Counseling Center is committed to MECCA's ongoing and active outreach and collaborative programming presence in the MSU community, while also being available to provide the resources needed to respond to counseling service requests generated as an outcome from those initiatives. Additionally, as services shift to address the needs of students with highly acute psychological disorders (as defined through the Coordinated Mental Health Services Committee), the Counseling Center is committed to protecting students by developing multicultural core competency training for all mental health staff. Staff are collaborating with allied units such as Psychiatry and Olin Health Center to develop a program which effectively addresses the needs of students with acute psychological disorders without compromising other valued resources and services.

The Counseling Center's collaborative initiatives, with ongoing and effective planning, are expected to have a reciprocal positive effect on students and staff. MECCA's role in expanding diversity within community is an essential contribution. Thus, further exploration is needed between MECCA staff and student support partners (e.g. Office of Racial Ethnic Student Affairs, Undergraduate University Division, Office of Supportive Services) to identify cross-training opportunities. Specifically, one area the Counseling Center will explore is possible training experiences that will enhance the outreach/consultation experiences of Counseling Center trainees in multicultural training experiences and programming opportunities, while providing added resources available for programming and consultation needs of other units. This sharing can result in extension of the resource availability and preservation of needed services as the impact of revenue reductions continues.

In support of faculty interested in placing students in community settings focused on exploring diversity, the **Center for Service-Learning and Civic Engagement (CSLCE)** worked with faculty and community partners to secure service placements for students in Teacher Education 250 (Human Diversity, Power, and Opportunity in Social Institutions),

American Thought and Language 125 (Writing: The American Ethnic and Racial Experience) and Integrative Studies in Social Science (ISS) 210 (Society and the Individual), 215 (Social Differential and Inequality), 225 (Power, Authority and Exchange), 315 (Global Diversity and Interdependence), 325 (War and Revolution), and 335 (National Diversity and Change in the United States). Dr. Fayyaz Hussain and Karen McKnight Casey, CSLCE Director, presented on the ISS service-learning model at the North Central Sociological Association annual meeting in April 2003.

The MSU **Alternative Spring Break Program (ASB)** sponsored by CSLSE offers students the opportunity to engage in service during traditional semester "breaks." The Alternative Break experience itself promotes diversity as students perform service in communities other than their own. Sites are both national, including work in a Native American school, and international. Sites outside the continental United States include Quebec City, Canada; Merida, Queteraro, Puebla, Amealco and Matamoras, Mexico; El Yungue National Rain Forest, San Juan, Puerto Rico; and Honduras. More than 325 MSU students participated during Spring Break 2003; and 19 MSU faculty and staff served as Site Staff Advisors. Approximately half of the participants were at international locations.

ASB 2003 featured the pilot for an academic service-learning, eco-tourism-based experience in Merida, Mexico, with Dr. Richard Paulsen offering credit through the Department of Parks, Recreation and Tourism Resources. The pilot program, in partnership with the CSLCE and MSU Study Abroad, was deemed a success, and Dr. Paulsen will offer an expanded option Spring 2004 at three of the Mexico ASB service sites.

**Service Learning** collaborated to facilitate service-learning and community service placements in several other existing university programs. During Summer 2002 and 2003, the CSLCE partnered with Upward Bound to identify placements for the secondary school-age participants. In Summer 2003, CSLCE collaborated with the Pre-Health Professions Preparation Institute (PPPI) to provide relevant service-learning opportunities for participants. This program, offered by the College of Human Medicine, is designed to enhance the preparation for successful completion of college level pre-health course work by students from underrepresented and/or disadvantaged backgrounds. The Leaders Achieving Notable Education (LANE) program, also in Human Medicine, also partners with CSLCE to provide service-learning experiences for its students and also shares student staff and office space in the Center.

## **Climate**

The College of Osteopathic Medicine (OM) received funding from "Creating a More Diverse and Connected Community" for its proposal to enhance diversity education among students, faculty, and staff. The proposal included the following components:

- Six presentations by experts in the following diversity areas: African-American issues of peace and justice; Hispanic culture (with the support of the Colleges of Human Medicine and Veterinary Medicine); patients in poverty; Islam and dealing with Muslim patients; homosexuals and lesbians; and gender issues. These topics were selected based upon interest surveys administered to first- and second-year students

and faculty and staff. All presentations were held during the noon hours, were publicized in campus media, and were attended by students, faculty and staff from both within and outside of MSUCOM. Lunch menus reflected the culture represented by the speaker. In addition, exhibits of artifacts which were relevant to each topic were displayed throughout the month in which the presentation occurred. These programs were all videotaped and are available to be borrowed or shown at alternate times.

- An instrument to assess knowledge and attitudes about diversity among students and to be used in planning the following year's diversity education program and identifying changes in the college culture. The Assistant Director of MSU Residence Life, who has significant expertise and experience in assessing cultural competence among students, developed this instrument for the college, and pilot-tested it among a small group of the osteopathic students. It can be administered in 20 minutes and will be made available to other units which might be interested. Because the target population changes each year and because attitudes and knowledge are affected enormously by current events, personal experiences, pop culture and other variables, this assessment cannot be used to identify *causality* of change or to evaluate the effectiveness of the diversity education program. It is an annual snapshot for use as a planning tool only.
- Using class notes developed by scribes in all but one of MSUCOM's first- and second-year courses, the OM Office of Academic Programs is compiling and analyzing references to diversity in the curriculum. This forms the baseline of information about what is currently conveyed about diversity in the OM curriculum and allows the College to identify strengths and weakness in content, and plan remedies accordingly.
- Written compilation and analysis of best practices in diversity education, particularly among medical schools, will be used to set diversity education goals, plan programs based on what has worked elsewhere, spark creativity and provide an eclectic set of tools to use in diversity planning. The information will be published, along with a compilation of useful Web links, on the college's diversity site.
- A brief study of relevant demographics (race, sex, religion, education, socioeconomic status, workforce, etc.) relevant to health in the State of Michigan, where OM students will take their clinical education and where two-thirds of OM alumni practice, were collected. These demographics will assist in understanding the relative usefulness of potential content and identify content needs in planning.

The lessons learned in the planning and implementation of the project processes, particularly those that encouraged synergy and multiple impacts, included:

- There was a significant difference in both the awareness of and sophistication about diversity issues between the first- and second-year students surveyed. One strong example was that second-year students were highly sensitized to and interested in learning more about the culture of poverty, an issue that was not even mentioned among members of the entering class. The instrument did not allow the college to

explore the cause of these differences, though it was suspected that the education occurring in the Doctor/Patient Relationships courses should be explored.

- Analysis of diversity content in the curriculum is painstakingly difficult, and enhancing diversity in the curriculum will involve sensitizing course coordinators and faculty struggling to implement courses that are already challenged by the volume of content. One solution may be, once general areas are covered, to provide extracurricular content that parallels the curriculum (e.g., cultural aspects of gynecological care for Muslim women).
- There are excellent resources available on the web for diversity education, but an eclectic approach to them yields the best results.
- Diversity content is extremely interesting. Numerous spontaneous conversations about issues raised in the presentations occurred in informal and formal settings shortly after the presentations.

A team of **MSU Extension** staff has undergone extensive training in methods of enhancing awareness of diversity issues. Multicultural awareness workshops have been offered on campus, in the local community and across the state to a wide variety of audiences. Over the next year, "Train the Trainers" workshops will be conducted to expand the number of people in the **College of Agriculture and Natural Resources (CANR)** who are qualified to deliver these important educational programs. On-campus faculty in CANR units and departments will be invited and supported to participate in multicultural awareness programs, and a subset of interested individuals may be selected to train as workshop leaders. In addition to multicultural awareness, workshops on diversity in hiring and on creating a hospitable learning and working environment will be held in the upcoming year.

The ODP will begin exploring the possibility of conducting an assessment of the climate/environment for diverse individuals in CANR units. The initial assessment will focus on the climate for employees (staff, faculty, graduate students), and in future will address classroom climate for diverse students. The assessment process will be developed with the assistance of and in collaboration with other units at the university which have engaged in similar assessments of climate.

The units of the **College of Social Science** strive to be sensitive to the issues addressed in the "Faculty Work-Environment Improvement Report." Chairs and Directors are sensitive to what it means to be a minority member of a faculty and take steps to ensure that faculty members are treated equitably and fairly and that they are welcomed into their respective academic communities. Workload assignments, including teaching and committee assignments, are monitored for fairness and appropriateness. Productivity is continually assessed and proactive measures are taken, if needed, to address concerns. These efforts have led to an increase in tenure system faculty women and minorities hired. Efforts are being made to improve in this area as the college moves forward with its Strategic Agenda.

The "My Community" project was funded by a *Creating a More Diverse and Connected Community* allocation. The program offers students from diverse backgrounds opportunities to develop academic and leadership skills through involvement in empowering supportive activities and participation in collaborative learning opportunities. In addition, it creates an

environment where students are able to learn about, and to prepare for, graduate education. The success of the first year of the *My Community* effort could be attributed to the three major components that drives the program:

1. *My Community* Sunday Night Study Tables and Directed Study Groups offer opportunities to learn the basic language of social science and to acquire learning skills necessary for academic success. In this first year, 14 tutors offered Direct Study Groups for all sections of Psychology 101 and section 3 of Sociology 100. Over 200 students participated in the voluntary program. Notably, two-thirds were students of color.
2. Student leaders were selected by a competitive process in which applicants were asked to submit a written statement about diversity. In January 2003, students were hired to concentrate on the remaining two *My Community* prongs—supporting and educating students about issues relating to diversity. The leaders brought an array of academic major interests, skills, diversity knowledge and cultural experiences that have created an infrastructure focused on recruitment, retention, academic success and community life. Their success is evident by the following outlined foundation projects:
  - *My Community* web page (unveiled August 2003).
  - Creating Summer 2003 focus groups to determine student needs.
  - Social Science Sunday Nights Study Tables in the Multicultural Center.
  - Currently reworking a collaborative SHOCKWAVE program, with Student Life and Residence Life, based on case studies.
  - Successfully partnered with Admissions in a Students of Color Phonathon.
  - Increased undergraduate College of Social Science participation in college and university sponsored diversity events by emailing students.
3. Educate Social Science students about diversity matters specifically as it relates to identity pride, academic achievement, and community and career development. The Student Community Leaders were trained to be spokespersons for fellow students and to identify specific learning needs of students during the first year. During the second year, the *My Community* leaders will lead and facilitate on-line discussions and live problem-based case studies.

*My Community* has been identifying and promoting useful student programs and services offered by academic units, the college and the university. The college worked with the Office of Racial Ethnic Student Affairs and other campus resources to promote and support a culturally diverse learning community in the college.

The **College of Communication Arts and Sciences** delivered several programs with a diversity focus which were videotaped and subsequently made available on the college website. Bonnie Bucqueroux moderated a one-hour program on Dealing with Diversity on Campus offered in March 2003. The college MLK Day program featured Larry Redd (moderator) and a panel of students who asked questions of speakers Robert L. Green and Dean James Spaniolo. The annual Zabrusky Lecture in Public Relations in April 2003 was devoted to the communications strategy employed by the University of Michigan in its admissions cases reviewed by the U.S. Supreme Court. Lisa Rudgers, Vice President for



Communications at the University of Michigan, was the featured speaker whose lecture was entitled "Informed Voices in Defense of Affirmative Action."

The **Women's Resource Center** coordinated the university-wide "Take Your Child to Work" Day events (formerly Take Your Daughter to Work). Extending the program to boys and girls in 2003 enhanced programming opportunities. Many academic and support units across the campus provided a meaningful experience for children ages 8-14 who visited the campus.

Continued collaboration with the MSU Multicultural Development Office and LGBT Coordinator yielded a set of programs addressing intersection between sexuality and the university's academic mission.

**Resource Center for Persons with Disabilities (RCPD)** staff worked with members of the Office of Planning and Budgets, Campus Park and Planning, and Physical Plant to finalize the installation of automated door openers and magnets to further enhance access to academic buildings on campus. In 2002, conversations between RCPD staff, members of the Council of Students with Disabilities, and the Office of Planning and Budgets resulted in a plan for the addition of a combination of powered entrance doors, and interior fire door hold-open devices to provide easier passage for wheelchair users and others with physical disabilities in the Biophysical Sciences Building, Wells Hall, Chemistry Building, and Anthony Hall. In 2003, RCPD staff participated in meetings to begin planning for similar access projects for additional buildings, including South Kedzie Hall, Psychology Building, Computer Center, and Landscape Architecture Building.

The **McNair/SROP (Summer Research Opportunity Program) Scholars Program** continued to implement co-curricular activities throughout the 10-month program, such as community service with Habitat for Humanity and cultural activities throughout the summer which focused on appreciating and learning about diversity.

The most apparent impact of an increasingly diverse student employee workforce in **Intramural Sports and Recreative Services** is that students and staff from very diverse backgrounds learn how to communicate effectively and work together despite obvious differences. Efforts to attract a more diverse population have resulted in new and different sports program offerings, thus opening the eyes of students to different types of activities from around the world.

The climate in the residence halls has both positive and negative aspects. In all residence halls, diversity-related student groups are a strong and influential presence that plan and implement programs, partner with **Residence Life** staff to make students welcome, and want to play an active role in addressing incidents and concerns. Various surveys conducted by Residence Life indicate that diverse students generally feel welcome and are valued members of the residence hall community. However, the fact that most residence halls are overwhelmingly Caucasian can lead to feelings of isolation for students of color. Incidents of bias/harassment, especially those based on race, ethnicity, or sexual orientation, can sometimes serve to reinforce the belief that the residence halls, and by extension MSU, may not be truly supportive of diversity.

Residence Life sponsored several efforts to provide education and reduce harassment. In cooperation with several other campus units, Safe Place written materials concerning

relationship violence and sexual assault were translated into ten languages: Arabic, Chinese, French, Japanese, Korean, Russian, Spanish, Thai, Urdu, and Vietnamese. A brochure, "Your Educational Role in Difficult Conversations," was developed and distributed to Mentors and Racial Ethnic Student Aides to provide guidance in leading discussions concerning many of the difficult issues that arose this past year (e.g., racial incidents, Iraq war, University of Michigan Supreme Court cases). All professional staff members, Mentors and Office of Racial Ethnic Student Affairs staff members participated in Prohibited Harassment Training.

The **Department of Student Life** staff developed and broadly disseminated a new brochure entitled "Student Activism at Michigan State University." This brochure was designed to inform students about the policies that they needed to adhere to as they were reacting to controversial issues or demonstrating political dissent. Issues that garnered such a reaction this year included the University of Michigan Supreme Court cases and the war in Iraq

Staff members from the department planned, negotiated, and implemented a methodology by which Chinese scholars and spouses could serve in an advisory capacity to student members of the Chinese Students and Scholars Association, a registered student organization, within established University regulations. Significant conflict within the group created the need for the department to mediate a solution.

Student Life collaborated with a number of university departments, facility managers, service providers and student leaders to review and revise the major student event policies and procedures. This action was in response to concerns and issues resulting from the Student/Police Relations Task Force from the previous year.

In Fall 2003, **Career Services and Placement** hosted an office-wide workshop on LGBT (Lesbian Bisexual Gay Transgender) issues as part of an ongoing staff professional development series. The Director of LGBT Concerns led the workshop, which gave an overview of the LGBT community and addressed language, myths about gender identity and sexuality, and discrimination in society and the workplace. The workshop included self-reflection and interactive exercises that were effective in opening the dialog. The workshop sparked good discussion and created much more awareness about the need to support diverse backgrounds.

The Ad Hoc Gender Identity Committee completed its final report under a charge from the Executive Committee of Academic Council. The **LGBT Concerns Program** and the Office of Affirmative Action, Compliance and Monitoring provided benchmarking data to that committee on gender identity policy in higher education, educational resources about gender identity, and consultation with committee members as appropriate.

At the staff level, differences in benefits offered to married spouses of Hall Directors and Graduate Assistant Hall Directors and the same gender domestic partners of staff became among the most significant LGBT issues of the year. These concerns became highly public, were discussed with derision at national conventions of higher education organizations (the American College Personnel Association and the National Association of Student Personnel Administrators), and were a major focus of MSU LGBT student, faculty, and staff activism.

# Programs:

## Ongoing Initiatives

### Leadership

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 87 fellows who have participated in the CIC/ALP Program since its inception as an MSU IDEA initiative in 1989-90, there have been 47 women, of whom 12 are Black, two are Asian/Pacific Islander, one is Hispanic, and one is American Indian/Alaskan Native. There have been 40 men, of whom nine are Black, three are Hispanic, two are American Indian/Alaskan Native, three are Asian/Pacific Islander, and two are openly gay. Among the 81 fellows through 2002-03, those who have advanced to administrative positions with new titles include 10 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.

MSU also participates in the CIC Department Executive Officer (DEO) Program. Each year, four MSU department chairs/school directors attend a three-day seminar that focuses on topics involving departmental leadership skills and academic administrative issues.

To encourage the involvement of administrators and faculty in the academic community, including the full integration of minority group members, the following programs were presented during 2002-03:

- 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 2003 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 faculty recruitment strategies; university outreach; planning and budgeting; faculty performance review and merit pay; academic leadership issues, challenges and future directions; leadership in creating a diverse and hospitable departmental environment; balancing personal and professional responsibilities; leadership in a unionized environment; leadership in promoting sustained creativity and innovation; and research culture and support environment.
- A required Workshop for New Chairpersons and Directors was conducted in August 2003. 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, development/fund raising, legal environment, academic human resources: hiring, promotion, tenure and performance review, support staff, working with faculty: raising the quality of teaching and learning, research, outreach, process skills and knowledge.

The **IDEA Coordinators** committee (representatives of each of the academic units who play a significant role in fostering diversity within their units) continued their collaboration to escalate synchronous programming and 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. It was envisioned that students and faculty from diverse segments of the campus would engage in critical thinking and learning about social justice issues. Speakers in 2002-03 included Lori Alvord (health disparity), Milton Little, Jr. (social justice), and Claude Steele (education stereotypes and performance). Each speaker engaged in small group discussions with students, appropriate university identity groups and research or working groups studying problems or issues related to the visitor's expertise. The visits generally occurred during a two- to two-and-a-half-day period, and attracted a broad range of interested individuals. Clearly this model will continue to be supported by the units represented by the IDEA Coordinators. Funding for this project was awarded through *IDEA/Creating a More Diverse and Connected Community* funds.

Annually, a team of persons representing the Office of the Provost reviews **college level planning** in support of diversity. The units reviewed in 2003 were the College of Arts and Letters, Honors College, MSU Libraries, College of Osteopathic Medicine, Eli Broad College of Business, College of Communication Arts and Sciences, the College of Engineering, the College of Human Ecology, International Studies and Programs, and James Madison College. An interim review was also conducted with the dean's administrative diversity team in the College of Agriculture and Natural Resources. Each college provided a written summary of the year's progress toward achieving diversity in students, personnel, curriculum, co-curricular programming and resources. In addition, during each visit the dean and college staff discussed accomplishments and issues of concern. The team consists of the Assistant

Vice President and Assistant Provost for Academic Human Resources, the Senior Advisor to the President for Diversity and Director of Affirmative Action, Compliance and Monitoring, the Vice President for Student Affairs and Services and Assistant Provost for Academic Student Services and Multicultural Issues, and the Director of the Women's Resource Center. The team is staffed by the Women's Resource Center.

Two groups in the **College of Human Medicine** provided leadership for diversity activities in the College: the Physicians of Color Advisory Committee to the Dean and the Diversity Committee. Each group advised the Dean on internal and external issues regarding faculty, students and the overall academic mission of the college.

The **College of Osteopathic Medicine (COM)** Committee on Diversity continued to monitor and ensure compliance with university policies and procedures and advise the dean and the college committees in the development and update of the college diversity plan to achieve an environment marked by respect for differences and understanding of values to promote and strengthen the college. The committee systematically reviewed outcomes of the diversity plan, worked actively to advance recruitment and retention of faculty, staff and students from diverse backgrounds and provided resources to ensure a supportive climate for all who work and study at the college.

The 2002-03 academic year proved to be an exciting time for the **College of Social Science**. Much of this excitement stemmed from the progress in moving from the planning stage of the Strategic Agenda to actively implementing strategies to achieve goals. One example is the College of Social Science Diversity Task Force, whose primary function is to assess the current state of affairs with respect to faculty, staff, student and programmatic diversity within the college. The group was designed to have representation from the Dean's office, faculty, academic staff and students. The Task Force will disband within a year, following recommendations for the creation of a standing College of Social Science Diversity Council.

The Women's Advisory Committee to the Dean of the **College of Engineering** assisted in identifying benchmarks and goal-based strategies to address important issues relative to the roles and participation of women in the academic arena of the college.

The **Honors College** Executive Council, which monitors diversity, had a student diversity group that provided counsel and direction for programmatic diversity activity. The Honors College supported and advised the student organization.

The standing Committee on Diversity and Affirmative Action in the **College of Veterinary Medicine** promoted programs that encourage an appreciation for diversity and pluralism throughout the college.

The **College of Natural Science** continued to provide leadership for the Women in Science Math Engineering and Technology (SMET) partnership with Iowa State University. The team of faculty involved has been developing a website to assist faculty in navigating work/life challenges and professional development opportunities at MSU. The Charles Drew Laboratory reported another year of academic success for students who participate in that program.

The **MSU Libraries** Diversity Advisory Committee continued to advise the Director, particularly on issues related to staff. The committee is diverse in its membership with one Asian American, two African American, and two Hispanics; three women and two men.

**Child and Family Care Resources (CFCR)** is a cross-vice-presidential initiative designed to assist staff, faculty and students to balance their work, educational and family responsibilities. The family resources and support services help to improve the climate and remove barriers to advance diversity. The diversity needs range from single student parents struggling to pay for child care, nontraditional couples looking for legal help, and mothers returning to work needing help with breastfeeding, to those who struggle caring for an aging parent. These programs create incentives for families to choose MSU over other institutions. As the labor market tightens and the number of nontraditional students increases, the services continue to positively impact recruitment and retention.

The Third Annual Supervisor Recognition Award, sponsored by CFCR, recognized supervisors for their advocacy of staff and faculty who are responsible for dependent children, elders, partners and other family members. During 2003, 34 supervisors from various departments were nominated, with six awards presented on National Bosses Day on October 16, 2003. This award will continue to recognize managers whose supervisory styles have a positive impact on recruitment and retention.

As the “Work/Life” office of MSU, the CFCR program consulted with staff, faculty and students, and provided them with family support services and resources. Sick Child Care and Emergency Back-up Child Care services continued to enable parents to go to work and class when they had unexpected situations with their children. The office recruited diverse groups of MSU students across campus to provide care for the children of staff, faculty and student parents who need babysitters in their homes.

CFCR continued to provide the Breast Feeding Support Program for staff, faculty and student mothers. CFCR and Healthy U co-sponsored a series of breastfeeding classes during Fall 2002 and Spring 2003. These free brownbag sessions were taught by a campus-based Certified Lactation Consultant/R.N. to assist mothers in negotiation of breastfeeding upon returning to work. Campus buildings were surveyed to identify space that is appropriate for mothers to breastfeed and express milk in private. The list of available and potential rooms is shared with mothers who inquire about space near their work-site and classrooms.

For the fourth and final 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. MSU received \$120,000 in 2002-03, which was used to contract with local licensed childcare providers to provide affordable care for students. The service was available to the enrolled 560 children aged 6 weeks to 12 years, 24 hours per day, seven days per week. Of the 393 MSU parents enrolled in the “SpartanKids” program, 37% were Caucasian, 20% African American, 6% Hispanic, and 20% Asian. The SpartanKids grant expired in August 2003 and is not renewable. However, the contract with a minority childcare provider has been retained to provide emergency back-up childcare for staff, faculty and student parents.

In the **Division of Housing and Food Services**, the Residence Hall Manager of McDonel Hall worked collaboratively with the Department of Spanish and Portuguese to further

advance the development of LaCasa. LaCasa, which was created during the 2001-02 school year, is a floor within the residence hall where students agree to speak only Spanish. Student participation increased 100% from 2001-02. Many activities take place on the floor during the school year, such as an informal Monday night gathering in the lounge where students can just hang out and speak Spanish. A movie night is also offered a few times during the year where students can watch a movie in Spanish. All activities are designed to enhance conversational skills in the Spanish language.

The **Resource Center for Persons with Disabilities** (RCPD) is an advocate for the inclusion of individuals with disabilities into the total MSU experience. The RCPD mission is to lead MSU in maximizing ability and opportunity for full participation by persons with disabilities. RCPD functions include efforts to provide disability-related information and referrals; identify the population, document disability, and conduct needs assessments; facilitate reasonable accommodations; and provide disability-related technical assistance, auxiliary aids/services, advocacy and training. During 2002-03, the staff of RCPD maintained a high level of visibility locally, statewide and nationally and remained involved in many organizations and committees on a variety of disability-related topics. Staff also maintained an active part in campus presentations related to disability accommodation and strategies for inclusion of persons with disabilities in a diverse range of programs.

The annual RCPD awards and appreciation event recognized and celebrated achievements of persons with disabilities and those who made significant contributions to more fully include persons with disabilities in university structures. Awardees received public recognition via this event for their efforts.

RCPD continued to collaborate with a regional donor to operate the Samaritan Scholarship, which recognizes the achievements and potential of five undergraduate students with disabilities. This scholarship will be awarded for at least five years, with each recipient receiving \$2,500 to aid in either tuition or other costs directly related to personal needs in overcoming aspects of a disability. This scholarship complements the long-standing Friendship Memorial Scholarship for graduate students with disabilities, and represents a new broad base of support for students with disabilities from the full range of degree candidates with disabilities.

The RCPD continued to do more work in connecting students with entities that can enhance their understanding of the career development process. The employment of a Career Services Consultant continued this year to better connect students with disabilities to the services of Career Services and Placement, Vocational Rehabilitation, and other sources of relevant information and assistance. A detailed web page, "Career and Job Search Information for People with Disabilities," was constructed and attached to the Career Development Center's web site at <http://www.csp.msu.edu/cdc/qg/PDWEb.htm>. The web page provides tips for successful resume writing and interviewing, and includes links to web sites that cover these topics in detail, as well as other topics of interest to people with disabilities, such as job networking, information on obtaining appropriate job accommodations, legislation pertaining to people with disabilities, information on many occupations. Other links provide information on additional topics of interest to people with disabilities who are looking for a job or trying to choose a career. In addition to the web content, several students have taken advantage of the career services consultant to discuss aspects of career readiness from a disability perspective. RCPD continued the collaboration with Career Services and Placement and the Federal

Workforce Recruitment Program to involve several students in an interview process which led to many of them receiving summer internship opportunities in Washington, D.C.

RCPD was a co-sponsor of the Great Lakes Festival (formerly the National Folk Festival), facilitated recognition of the role persons with disabilities play in the community, and contributed program agendas and descriptions in alternative formats for attendees with disabilities.

The **Office of Supportive Services** serves College Achievement Admissions Programs (CAAP) students who are first generation students of color. The majority of CAAP students come from Michigan's inner cities, Detroit, Grand Rapids, Flint, Saginaw, Ypsilanti and Kalamazoo. A smaller number come from rural areas, including Michigan's Upper Peninsula. A substantial proportion of the racial/ethnic student population at MSU is made up of CAAP students. CAAP students need appropriate services to enhance their chance of successfully navigating the institutional landscape following admission. These services begin with support at the admissions stage, including assistance with the various application and orientation fees, financial aid and, subsequently, the necessary course work for the under-prepared student. It is vital that CAAP students receive skilled academic guidance support, including academic advising in relevant course work and appropriate choices for a major field of study. It is paramount that tutoring, mentoring, peer support, cultural enhancement, and study skills instruction also be a part of their support. Without this crucial support, students may become part of a revolving door of entrance and departure, which is costly both to the institution and to the individual student and her/his family.

OSS staff members continued to work closely with the Math Department Co-Coordinator and the Math Enrichment Advisory Committee to provide the Math Enrichment Program. OSS is an integral part of the Enrichment Advisory Committee, which meets regularly to evaluate and redefine the program.

The **McNair/SROP** (Summer Research Opportunity Program) Coordinator continued collaborative program efforts with the other four McNair Programs in the State of Michigan. In support of this collaboration, the McNair/SROP Coordinator planned the monthly McNair Administrator Meetings with the other McNair Directors and Coordinators in the State.

**Upward Bound** staff members remained affiliated with TRIO organizations such as Council For Opportunity in Education (COE), Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), and Michigan Chapter of MAEOPP, all of which focus on low-income and potential first-generation college students, many of whom are minority students. Conferences and workshops sponsored by these groups created a forum for addressing the needs of low-income/potential first-generation college students, minority students, and students with disabilities. To increase the quality of services to 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.

The **Undergraduate University Division** (UUD) Multicultural Outreach Committee participated in cross training of Office of Study Abroad staff to look for ways to encourage more minority students to participate in a study abroad experience. UUD also invited staff from Study Abroad and the Office of Financial Aid to attend the annual FEAR (False Expectations Appearing Real) Conference. UUD staff actively participated in area



conferences and university committees including the Minority Equity Conference, Office of Admissions Advisory Committee, statewide Hispanic Symposium, and many racial-ethnic staff and alumni associations. UUD staff also continued to help implement the residential academic support program for Native American students, participated in a mentoring program for Asian American students, and made a presentation to international teaching assistants on adjusting to academic expectations.

Staff in the **Division of Student Affairs and Services** continued to be among the most diverse in the university. Staff diversity increases the likelihood of sensitivity to issues of all populations, and keeps in the forefront the division's commitment to increase accessibility and support for the success of all students. As an example, racial-ethnic minorities and/or women make up over 69% of professional staff in Intramural Sports and Recreative Services, where student staff is 46% female and 37% racial/ethnic minority (an increase of 12% from last year).

Multicultural competence continued to be one of the four priority areas of the **Department of Residence Life**, and staff members provided student programming in, and support for, diversity, multiculturalism and intercultural competence. The expected multicultural competence outcomes are detailed in the following table.

Expected Multicultural Outcomes	
<u>Awareness/Knowledge-Based Outcomes</u>	
•	Understand that everyone has a unique history, background and culture which influences who he/she is
•	Develop an awareness that social and political systems influence one's personal history, background, and culture
•	Recognize how every person's power and privilege is determined by social and political systems
•	Increase understanding and appreciation for other backgrounds, lifestyles and cultures
•	Gain an understanding that the development of multicultural competence is a lifelong learning process
•	Learn how stereotypes, prejudices and ignorance contribute to the maintenance of an unjust society;
•	Gain an awareness of his/her own stereotypes and prejudices
•	Recognize situations that discriminate against others
•	Become increasingly aware of how personal actions can contribute to the creation of a just society
•	
<u>Skill-Based Outcomes</u>	
•	Act respectfully towards others
•	Broaden the diversity of his/her social group
•	Become more skilled and confident in responding to situations that are insensitive, discriminatory, and/or demeaning
•	Appreciate, value, welcome and celebrate the richness that differences bring to a community

The **Department of Student Life's** Assistant Director for Judicial Affairs became the advisor to the National Pan Hellenic Council (NPHC), the larger umbrella organization to MSU's eight historical African American Greek letter organizations. NPHC builds community, promotes scholarship and retention, and sponsors activities and lectures for both African American Greek and non-Greek communities.

In response to the need for further education after the tragic events of September 11, 2001, the Department of Student Life continued the Noontime Conversations Series to bring faculty, staff, and students together to learn, discuss and explore the culture, history, and issues surrounding the events.

The Department of Student Life holds the Student Life Leadership Awards Program each April. The purpose of the Awards Program is to promote and highlight outstanding student organizations and the quality and breadth of the programs students created for the campus community, and to recognize the talent and contributions of MSU student leaders. Faculty, staff, and students from across the University are asked to participate in the nomination, selection, and presentation of awards.

**Judicial Affairs**, within the Department of Student Life, worked to attract more diverse students for judicial boards and succeeded in doing so. The student judicial system serves as a mechanism for addressing behaviors that marginalize members of the University community due to race, gender, sexual orientation, national origin, etc.

**Internationalizing Student Life** and the **Office of International Students and Scholars** coordinated the Fifth Intercultural Communication Institute held at the Kellogg Biological Station in October. Six workshop sessions and several large group activities were presented to the student participants over the weekend.

The **Shockwaves** program continued during 2002-03. Staff from Student Life, Study Abroad, and Residence Life recruited, hired and trained MSU students to become cross-cultural trainers and facilitators by engaging student learning through role-plays, simulations and in-depth discussions about cultural differences. Data collection and evaluation of the program continues.

This year, **Student Life** and LGBT Affairs again co-sponsored a get-acquainted opportunity for new incoming students during Fall Welcome. This program occurred separately from the traditional LGBT Resource Fair that is scheduled for the first week of classes.

Department of Student Life staff members continued to serve in an advisory capacity to the ASMSU Funding Board and Programming Board, as well as being the advisor of record to the Council for Students with Disabilities and Black Graduate Student Association.

The department's Internationalizing Student Life staff member served as part of the planning team for the new "Freshman Seminar Abroad." The Department of Student Life collaborated with the Office of International Students and Scholars, the International Associations Council, and the Global Festival Committee for the Global Festival Program held in the MSU Union each year.

Service-learning and civic engagement intrinsically address the MSU Promise that "MSU will be a more diverse and connected community," particularly as it applies to connections with communities. During the 2002-03 academic year, 7,073 student service-learning placements were facilitated and registered through the **Service-Learning Center**. It is estimated that a total of 11,000 MSU students engaged in some form of community service or service-learning activity during the year.

## Recruitment, Retention, and Development

Individuals supported with funds from the **Visiting Faculty Program** during 2002-03, included three Black women, four Black men, one American Indian/Alaskan Native woman, one Hispanic woman, one Hispanic man, and one Asian/Pacific Islander woman. Additionally, funding was provided to support activities sponsored by the Department of Audiology and Speech Sciences, College of Osteopathic Medicine and Black History celebration. The main objectives of this program are to provide an expanded minority presence on this university's campus and in its classrooms, develop contacts and resource persons who might be of assistance in future recruitment of other minority faculty or students, and to provide opportunities for these visitors to have additional professional experience.

Waivers of the posting and search procedure may be used to facilitate the recruitment of a diverse faculty and academic staff. During 2002-03, waivers of the normal hiring procedures were used in 17 of the 86 tenure system appointments (19.8% compared to 15.0% in 2001-02). Waivers were used for 11 cases involving special/unique qualifications, for spousal appointments in four cases, and for transfers from another appointment category in two cases.

The **College of Nursing** continued to support the Scholarship of Diversity Initiative funded by MSU IDEA for the past three years. Faculty preparation for threading cultural competence throughout the curriculum, with special focus on the B.S.N. curriculum, also continued.

The **College of Arts and Letters** continued to hold an annual workshop on diversity hiring for chairpersons and affirmative action advocates on search committees. No one in the college may be designated as affirmative action advocate unless he/she has attended the workshop.

In the **Honors College**, MOSAIC (Minorities Offering Students an Interactive Community) was crucial to the College's recruitment efforts this past year. In the fall, they hosted the Second Annual Honors College Scholars of Color Welcome Dinner for all entering students of color. They also telephoned all of the high achieving prospective students who had not applied by November 1 and all of those students who had already been invited to the Honors College. MOSAIC planned trips to cultural events, held movie nights, participated in community service, and sponsored a now annual cultural dinner. In addition, MOSAIC collaborated on events with H-STAR (Honors Students Actively Recruiting) and the Honors College Programming Board, two other Honors College student organizations.

Years ago, the **Partnership of Learning Environments** (Lyman Briggs School, James Madison College and the Honors College) collaborated to create a new set of programs called Minority Scholars and Family Exploration Nights. A Power Point presentation was created to address the interests of high achieving and college-bound students of color in particular geographic areas. Following the presentation, parents and students are invited to ask questions about college and in particular, admission to special programs at MSU. Efforts to build upon connections with Urban Leagues and other cultural centers have increased due to the success of the programs. This year, the units invited Dr. Clarence Underwood to be the guest speaker for a standing room only crowd at the Detroit Urban League.

The **College of Education** initiated a comprehensive recruitment and retention program that spans the pre-college, college and graduate levels. The Assistant to the Dean for Special Projects has led program efforts to identify and encourage students of color, early in their formal education, to consider a career in teaching.

The **College of Agriculture and Natural Resources** (CANR) Office of Diversity and Pluralism (ODP) continued working with other units to coordinate and implement activities to recruit undergraduates, graduate students, faculty and staff. The Director of the ODP served as ex-officio member of all search committees, making them aware and keeping them informed of university policies and procedures, and being a resource person for departments engaged in the hiring process. Informational meetings were offered on affirmative action guidelines for CANR departments, particularly aimed at those departments filling positions. CANR faculty are encouraged to develop collaborative research or other academic opportunities with ALANA and women faculty post-docs. Faculty exchanges or scholars-in-residence may provide similar opportunities. Other efforts include a "Grow Your Own" effort to retain doctoral candidates, and support for current MSU faculty/staff women and persons of color working in positions outside the tenure system.

The **College of Engineering** continued to participate in MentorNet, a national program that targets undergraduate women engineering students. The program pairs women students electronically with women professional engineers who mentor them and provide career advice.

The Detroit Area Pre College Engineering Program (DAPCEP), a science and math exposure summer program for high-achieving students, serves approximately 25 students each summer. They live on campus for three weeks and have instruction in math, computing and engineering, and have an opportunity to learn about the range of majors in the College of Engineering. The seriousness and quality of the experience of these students continued to be outstanding.

**Intercollegiate Athletics** staff members were encouraged and supported in the pursuit of diversity-related professional development opportunities both on and off campus. Staff members used their educational assistance to pursue opportunities through the NCAA (National Collegiate Athletics Association), Black Coaches Association, and National Association of Collegiate Women Athletics Administrators (NACWAA), sport-specific conventions/conferences and other development initiatives and programming to foster their professional growth. The department's operational budget and an endowment fund are accessible for staff to utilize to attend these programming opportunities.

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 diverse groups of academically achieving graduate students. Representatives of the Graduate School staff meet annually with the Graduate Program Directors, Department Chairs and Graduate Secretaries groups for an informational, orientation program on graduate education initiatives in order to communicate with all of the academic departments and colleges on campus.

The Graduate School Student Affairs Office serves all graduate students, including ALANA (African-American, Latino(a)/Chicano(a), Asian/Pacific American, and Native American), international and majority students. The Graduate School continues to sponsor initiatives to enhance recruitment and retention of a diverse pool of graduate students. Approved activities of graduate student organizations and MSU departments and colleges which focus on the recruitment. The Graduate School assists in the academic support of diverse graduate students through the University Distinguished Fellowships, dissertation incentive awards, research enhancement, research conference travel and presentation fellowships. The faculty travel cost-share recruitment initiatives, recruitment fairs, and workshops such as research methods, thesis/dissertation writing, research ethics and conflict resolution workshops aid in ongoing recruitment and retention efforts for all students.

In addition, the Graduate School provides services to MSU and other undergraduate and graduate students, faculty, staff, and administrators through a variety of recruitment programs which disseminate graduate education information, through graduate fairs, pamphlets, workshops on succeeding and surviving in graduate school, graduate school funding publications, and CIC and Project 1000 free application procedures. The Graduate School has recently gone to an on-line application process instead of paper applications, but did provide a few paper copies for the transition year of 2003-04. This may help some diverse domestic and international graduate students who may not have full access to download the admission application.

The Graduate School Dean, Associate Deans and staff maintain communication among MSU constituents (graduate students, faculty and administrators in departments and colleges), the Committee on Institutional Cooperation (CIC) Office, minority-serving institutions, CIC and other major institutions around the country. The Graduate School serves as an institutional leadership structure for managing and coordinating graduate education and an informational resource. Through these efforts, it facilitates recruitment, retention, and graduation for a diverse pool of outstanding graduate students.

The Graduate School seeks to assist and strengthen graduate programs and colleges by providing funding support through Graduate Office Fellowship monies and oversight for graduate education through program reviews, feedback and workshop structures.

During the 2002-03 academic year the Graduate School Student Affairs Office supported faculty travel cost-shared recruitment trips by MSU college faculty/administrators for the recruitment of graduate students. College administrators, faculty and staff requested funding to participate in these efforts to recruit their own outstanding graduate students. Each college submitted a request to the Student Affairs Office, which typically awards a 50% match to colleges and departments to cover the costs of attending graduate recruitment fairs, other universities, and selected conferences to recruit future MSU students. There is faculty accountability for these recruitment funds, and faculty are required to make a written recruitment report upon their return noting the student and faculty contacts made when they return to campus and/or provide completed contact cards filled out by each potential graduate student desiring admission to MSU. Follow-up student information collected from these cards or recruitment reports is distributed to all MSU graduate programs at periodic intervals to provide recruitment information and student data to various colleges and departments.

Each year faculty and staff travel on behalf of the Graduate School to recruit for all MSU departments and colleges. During 2002-03, the Graduate School used retired and current faculty and staff as recruiters. Ten MSU colleges participated in the Faculty Travel Cost-Share Program. One faculty traveled with the CIC Caravans that visited colleges and universities in the Southern, Midwestern, and Western states and Puerto Rico. The Associate Dean for Student Affairs traveled to Florida A&M University for the FAMU Feeders Scholars Conference to speak and recruit students. Other faculty and staff traveled to selected conferences and recruitment fairs designed to reach large numbers of outstanding African American, Latino/Chicano, Asian American, Native American and Caucasian domestic students in their academic discipline areas.

The King-Chavez-Parks (K-C-P) Future Faculty Fellowship is funded through the King-Chavez-Parks Initiative of the State of Michigan. This fellowship at MSU supports outstanding Ph.D. graduate students who are motivated to become future university faculty. This initiative is focused on increasing the diverse pool of Ph.D. recipients who are available to be university and college professors. Selected graduate students for this award will become future faculty upon graduation and continue to contribute to the educational benefits of diversity among the faculty in academe.

During the Spring 2003 semester, the Graduate School awarded **Summer Acceleration Fellowships** (SAF) to a diverse pool of competitive graduate students who were ranked and nominated by their colleges for making excellent academic progress during the year. Students with other Graduate School Fellowships were not eligible to accept the SAF. A priority goal of the SAF 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 nonacademic related financial support activities. Therefore, it serves to help retain outstanding graduate students and facilitate their steady progress toward the degree and graduation in a timely manner.

**Discretionary Fellowships** were awarded in various amounts to graduate students based on emergency health and living expenses, and research travel needs. Formal applications with endorsements by the student's mentor/advisor, department chairperson and associate/assistant dean of the college are required for all discretionary fellowships, and when possible, cost-sharing by the department/college are requested to complete the process. Fifty five percent of the Discretionary awards were requested for emergency needs, and forty five percent were for research, conference attendance and presentation travel.

The Graduate School increased its support for the **McNair/Summer Research Opportunity Program** (SROP) during 2002-03. The McNair/SROP Program fulfills the Graduate School's mission to prepare a diverse pool of outstanding undergraduate students for graduate school who have not traditionally been represented in graduate education. It is more cost-effective to help support an existing program that has a full-time paid coordinator than to operate a similar, yet separate initiative within the Graduate School. The SROP program provides a mentoring research experience for undergraduates who aspire to become future graduate students.

The **Enhance Your Future** (EYF) Conference was redesigned to focus more specifically on the recruitment of graduate students who are in the application/admission process at MSU colleges and departments. During 2001-02 the Graduate School discontinued the university-

wide conference for undergraduate juniors and seniors that yielded only 20-30% of the students being admitted to MSU. The Graduate School now supports mini-EYF Conferences for each college admitting new graduate students.

Michigan State University is committed to increasing the enrollment of competitive, diverse graduate students, which includes diversity based on gender, race and socioeconomic status and providing each student with a quality education. Adequate financial support is crucial to the success of this commitment, because it is often a major determining factor in the recruitment of diverse competitive students as well as in their retention and degree completion. The main categories of graduate financial support are department/college teaching and research assistantships, Graduate School fellowships, and Graduate Education Opportunity Program (GEOP) Fellowships and graduate assistantships. To be considered for financial support under the GEOP Program, all recipients must be able to prove U.S. citizenship or permanent residency.

**Academic Achievement Graduate Assistantships (AAGA)** are funded by the Graduate School the first year of the student's enrollment and must be funded by colleges/departments in succeeding years until the student graduates (as long as they are making satisfactory progress to degree).

The **Office of Admissions and Scholarships** sponsored a number of on-campus programs for students, giving prospective and admitted students the opportunity to see firsthand what the campus has to offer. Two Spartan Exploration Programs for high school seniors occurred during the summer, and two Spartan Visitation Programs took place in the fall. These programs together hosted over 1,000 prospects. Three Family Day programs were held in the spring for incoming freshmen and their families. These combined programs hosted over 500 students.

On-site admissions programs were held at over 40 urban high schools throughout the state. Financial aid workshops and pre-orientation programs were also held in urban communities for new students and their families. Special trips were made both in and out of state targeting Native American and Hispanic recruitment. Dr. Clarence Underwood continued with his special outreach to school superintendents, church and other community leaders in urban areas. Office staff also participated in five major college fairs in the Midwest targeted toward minority students.

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, **Resource Center for Persons with Disabilities (RCPD)** staff members maintained meaningful connections 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 resources as needed. Staff conducted regular in-service trainings both on an "as-requested" basis and on a "self-invited" basis when concerns about disability access became apparent.

RCPD hosted the new student orientation event, Welcome Orientation Workshops (WOW), where new students with disabilities learned about campus resources and networking related to excelling at MSU despite their disability. Staff members maintained a peer-mentoring

program for students with learning disabilities and attention deficit disorder to provide a bridge for newly-enrolled students for a successful adjustment to college.

**Pre-College Program** activities for 2002-03 continued to focus on providing much-needed services to pre-college students, 6-12<sup>th</sup> grades. The King-Chavez-Parks College Day Program served school districts within a 90-mile radius and exposed diverse students to sponsoring colleges on campus, career/decision-making seminars, and admissions presentations. Students in this program are considered “at risk” and are disproportionately less likely to seek post-secondary educational opportunities. The outreach portion of the program prepares students for the on-campus visitation phase. While on campus, students met with representatives from many of the colleges, career services staff, admissions representatives, and current undergraduate students. The third phase of the program is the Rising Star program, for students needing more intense services. This program includes study skills, communication, and college preparatory skills development, MEAP and ACT/SAT preparation, values clarification and cultural awareness workshops.

The culminating phase of the Pre-College Program is the weeklong Summer Residency for students who participated in at least six Rising Star workshops. It is designed to give students a comprehensive on-campus experience and expose them to various academic areas that promote leadership, team building and communication skills. A total of 4,549 people (3,888 students, 437 parents and 224 teachers) were served in the King-Chavez-Parks College Day programs during 2002-03. Of the students participating, 75% were African American, 11% Latino/Hispanic, 5% multiracial, 4% Caucasian, 3% Native American, and 2% unspecified. Fifty-five percent were female and 45% male.

The purpose of the **Talent Search Program** is to provide 6-12<sup>th</sup> grade students with academic and psychological support to assist them in succeeding in a post-secondary educational environment. The program works with 600 low-income and first generation students from the Lansing and Jackson areas. Students receive tutoring services in language arts and mathematics, and are also given an opportunity to participate in the King-Chavez-Parks College Day Programs Saturday seminars. Additionally, students are given the opportunity to participate in a summer program experience, which provides academic skills such as critical thinking, study skills, and math techniques. A total of 619 students participated in Talent Search in 2002-03.

The **McNair/SROP** Coordinator continued outreach efforts to maintain diversity within the program. Presentations were made at PsychFEST, and to the Psychology Scholars Association, Asian Pacific American Student Organization, Culturas de las Razas Unidas (CRU), Black Student Alliance, Racial Ethnic Student Aides, WEB Dubois Society, and Honors College students.

The **Office of Supportive Services (OSS)** continued to recruit diverse student associates to work as receptionists and office assistants in the front reception area. Outreach to diverse communities greatly enhanced the atmosphere of the OSS office. This year a more comprehensive student employee recruitment process allowed for a strong pool of College Achievement Admissions Program (CAAP) students who are prospective student associates. Student associate training incorporated a strengthened awareness and interaction of diverse cultures. As a result, student associates are learning about each other’s cultural backgrounds, languages, and interacting more with each other on both professional and personal levels.



This also allows student associates to help the general student population and to be more comfortable in assisting these students.

Resident fellows are comprised of a diverse group of upper-class CAAP students who serve as academic and leadership role models to incoming CAAP students. The 2002-03 resident fellows staff is comprised of six African Americans, two Asian Americans, one Caucasian, and five Hispanic students.

**CAMP (College Admissions Migrant Program)** established an Advisory Board, with representation from a variety of academic support units. This board reviews the needs, the successes and the future of the program.

**Upward Bound** students shared their experiences with prospective applicants in school classrooms, recruitment meetings, and in open house events on campus. Career role models continued to be invited to share their experiences and futuristic vision with students. Professionals and college students assisted 22 students in the Upward Bound mentoring program. Mentors tutored students, attended program activities, provided career and academic advising, and invited them to cultural events on campus.

All activities of the **Undergraduate University Division (UUD)** Student Academic Affairs and **Learning Resources Center (LRC)** have as a primary focus the successful retention of undergraduate students. All events sponsored by UUD are attended by and benefit a wide array of minority students. Of the contacts made by UUD academic advisers during the 2002-03 academic year, 17% were with Black students; 3% with Chicano/Latino students; 1.2% with Native American students, and 7% with Asian/Pacific Islander students. International students comprised less than 1% of the students seen. Of the individual tutoring contacts made by the professional staff in the LRC, 23% were with Black students; 4.7% with Chicano/Latino students; less than 1% with Native American students; and 7.5% with Asian American students. International students made up nearly 5% of the students seen.

UUD staff also provided extensive academic information and workshops across campus including evening advising available in cafeterias, the Multicultural Center and the Smith Academic Support Center; special workshops with College Assistance Migrant Program and Upward Bound students; academic expectations information to summer MAGIC students; materials and presentations to international students during Welcome Week; workshops for the King-Chavez-Parks and Upward Bound pre-college programs; workshops for high school students in the MSU Summer Math-Science Program; and advising and support for the Aanii program.

The **Learning Resources Center (LRC)** established academic support groups for international students to assist in their adaptation to MSU's academic requirements and expectations. The Learning Resource Center continued to offer workshops, seminars, and individual sessions on various learning strategies. The LRC Learning Lab was also extensively used and software increased and updated. In addition to three residence hall-based tutorial programs, a daytime tutoring program is provided to increase tutorial service to students. This service is utilized by a diverse group of students.

The Multi-Cultural Outreach Committee in UUD continued to provide academic interventions for minority and international students. Communication is sent to each minority No-

Preference student introducing the staff at UUD. Students are periodically contacted to remind them of academic deadlines and enrollment issues, and are urged to utilize academic advising resources.

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

The Marathon of Majors was sponsored each semester to assist students in choosing appropriate majors. This event draws broadly from diverse student populations. The Learning Resources Center collaborates with American Thought and Language (ATL) and the English Language Center to help international students with reading and learning in ATL and Integrative Studies in Arts and Humanities (IAH) courses.

In an effort to increase the diversity of the candidate pool for full-time and graduate student positions, the **Department of Residence Life** advertised vacant positions in *Black Issues in Higher Education*, *Hispanic Outlook*, and *Tribal College*. The department continued to recruit candidates for undergraduate and graduate student positions through attendance at group meetings of the CORES and COPS groups, and attended the MSU Minority Career Fair to recruit candidates for summer conference positions, graduate assistantship positions, and full-time positions.

As one of the institutional founders, the MSU Residence Life staff continued to co-sponsor the Minority and Friends Social at the Oshkosh Placement Exchange. Materials identifying campus faculty/staff associations for diverse populations were included in all candidate recruitment information.

Multicultural Educators, an additional quarter-time assignment for four selected Assistant Hall Directors (half-time graduate assistantships), continued to develop training programs for Residence Life staff members. Multicultural Development, LBGT Concerns, and the Department of Residence Life supported this function.

During the 2002-03 academic year, student, graduate and professional staff participated in training sessions on various topics related to diversity. MRULE (Multi-Racial Unity Living Experience) student leaders facilitated a staff training session for all residence life staff during pre-opening training in August 2003.

As a result of a series that was put together on college student development theory in Fall 2001, the **Department of Student Life** (DSL) collaborated with the HALE (Higher Adult and Lifelong Education) Program and a staff member from the Multicultural Center to produce an ongoing staff development program on Multiple Identity Theory and its many applications to the Department of Student Life. Through training programs, dialogue, and reflection, the DSL staff is gaining in theoretical and practical knowledge of race, gender, sexual orientation, class, and religious difference. The staff has been very engaged both personally and professionally with colleagues from the Office of Racial Ethnic Student Affairs, the Office of International Students and Scholars, the Multicultural Center, and the Higher Education and

Learning program. A study of this staff development program and its outcomes will be initiated in Fall 2003, with a publication to follow.

**LBGT Concerns** staff continued to provide consultation to faculty and staff members on LBGT student issues. Major consultation issues addressed included campus/community/national LBGT resources, training on LBGT issues, employment concerns, anti-LBGT bias incidents, gender identity, LBGT student academic progress, LBGT student emotional health concerns, and domestic partner benefits issues.

## **Instruction, Research and Outreach**

The Department of Family and Child Ecology (FCE) in the **College of Human Ecology** continued coordinated instruction, research and outreach programs that incorporate the strengths of several faculty in the department. Faculty research areas include transforming urban public schools, recreation for children and adults with disabilities, Latino youth, and migrant workers and children. FCE faculty also coordinated the African American Family initiative and study abroad programs in Ghana and Hawaii.

Faculty in Family and Child Ecology continued an ongoing program of research and evaluation concerning the Detroit Public Schools and ethnic minority families in Detroit. This program is part of a project commissioned by New Detroit and the Skillman Foundation to restructure and reform the Detroit public schools.

The **College of Osteopathic Medicine (COM)** had another successful year for "OsteoCHAMPS" (Osteopathic Careers in Health and Medical Professions), a partnership with Michigan high schools to encourage capable young diverse students who might not know 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.

Individual COM faculty are continuing enhancement of the curriculum to aid osteopathic medical students in understanding and working with diversity in medical practice.

Events sponsored by the **Library**, including the Friday Night Film series, the Writers Series and Colloquium Series, continued to meet with success. Attendance is growing, the discussions are lively, and potential presenters now call wanting to suggest films and wanting to participate. Diversity is a key factor in the selection of films and writers. Several events this year featured Native American issues.

The Libraries continued to purchase materials related to diversity. With funds such as Racial and Ethnic Studies, Gender Studies, Diversity, Jewish Studies, Chavez Collection, Gay and Lesbian Studies, and some Teaching and Learning Environment funding, the Libraries spent over \$225,000 for materials. Some key purchases this year included Black Drama (an electronic collection of over 1,200 plays, many unpublished by Black writers), the Gerritsen Collection, Women's History Online (a collection tracing the feminist movement around the world from 1543-1945), items in Special Collections augmenting the African American cookbook collection, and over 2,000 gay newspapers and periodicals from a local center.

Monographs, electronic resources, videos, and journals were also added. Additional funds purchased diversity-related materials in literature, sociology, history and medicine.

The **National Superconducting Cyclotron Laboratory** summer program for high school teachers and students, PAN (Physics of Atomic Nuclei), continued as in previous years. Over the eight years the PAN program has been conducted, 92 teachers and 221 students have participated. The approach of the PAN program continues to be to expose a cadre of pre-College teachers to nuclear physics, including modern and innovative teaching methods, during the first week of the summer program. During the second week, the teachers have an opportunity to work directly with the high school students and teach the same material they covered in the previous week.

The Department of Residence Life, Division of Housing and Food Services, Child and Family Care Resources, and the Department of Public Safety collaborated to sponsor the second annual **Children's Safety Day** event held on April 5, 2003 to increase awareness of safety issues for apartment families. Families were taught about fire, bicycle, water, and car seat safety and children of new international students were welcomed with fun activities

Two International Family Programs were held in November 2002 and February 2003 to support approximately 90 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 among International Students and Scholars, Community Volunteers for International Programs, MSU Safe Place, MSU Police and Public Safety, Counseling Center, Residence Life, Haslett English as a Second Language, and Child and Family Care Resources.

The **Resource Center for Persons with Disabilities** (RCPD) remained an active participant in many curricular activities and participated in countless class presentations ranging from freshman to Ph.D. levels in nearly all academic areas. Topics included discussions of the abilities and reasonable accommodations used by persons with disabilities. Staff members served as the instructor for CEP 441, and as presenters in Human Resource Development and electrical engineering, ECD 482.

Two RCPD staff members continued participation in the second phase of the *DO-IT* (Disabilities, Opportunities, Internetworking and Technology) *Prof* Project housed at the University of Washington. The goal of the *DO-IT* project is to improve the knowledge and skills of postsecondary faculty and administrators to make them better prepared to fully include students with disabilities in academic programs on campuses. This new phase focuses on admissions, libraries, tutoring, career services and other student services units on postsecondary campuses nationwide.

An RCPD Specialist holds membership on the State of Michigan Interpreter Quality Assurance evaluation team. This group evaluates all the educational interpreters in the state and awards QA rating levels.

**Office of Supportive Services** (OSS) staff continued to work with a variety of programs for racially and ethnically diverse students. One staff member was actively involved in the American Indian recruitment and retention program (Aanii) through participation in a retreat, providing workshops, assisting in the coordination of the monthly supper club, and advising

student participants. Another staff member worked closely with the College Assistance Migrant Program (CAMP) in tailoring services that are unique to this cohort.

OSS continued to meet with probationary students during the first two days of classes in group probation conferences to assure that students are seen early in the semester in order to develop course schedules that would be best suited to their retention.

OSS, the Undergraduate University Division, Intercollegiate Athletics and the Registrars Office continued to collaborate on streamlining the process for the Early Warning System. The electronic process, which now follows a specified timeline, has greatly improved the ability of advisors to intervene with students who are experiencing academic difficulty in a timely manner. The advising staff continued its liaison relationship with the colleges to provide the most effective coordinated advising strategy for CAAP (College Achievement Admission Program) students. The staff also continued to work cooperatively with the Career Development Center and the Office of Financial Aid in providing orientation seminar instruction.

OSS staff utilized a peer modeling approach in the ORO freshman seminar and had several students tell their story of academic difficulty and triumph in narrative form. Topics included overcoming hurdles and preparing for finals.

**Upward Bound** staff members participated on committees and in community agencies that develop strategies and resources to support women, minorities, and groups with special needs, including involvement with the Lansing Community College Support Services/Special Needs Advisory Committee, the Black Child and Family Institute, the Lansing School District Mentoring Program, Advent House Tutoring Program, U.S. Salvation Army, and the Pre-College Advisory Committee.

Upward Bound staff were required to implement activities to encourage students to develop an appreciation for differences in others. The staff accomplished this objective through class discussions (videos, small group projects) in the Contemporary Issues class, which covered topics of race, sexual orientation, gender, mental health, violence, underage drinking, responsibility, and the role of the father. Community role models were invited to share their expertise on these topics.

Upward Bound students with learning disabilities were easily mainstreamed at each class level because of the required structure for each class. The following were integral elements of each class: instruction through technology; one staff to seven students ratio; study skills and vocabulary development; use of resources that considered different learning modes (auditory, visual, kinesthetic); frequent assessment; one-to-one assistance as needed; self esteem building activities such as portfolios that explored self-identity; and community through literacy.

**Undergraduate University Division** (UUD) continued to provide expertise and support to a variety of campus units, including training for peer assistants in the Undergraduate Research Opportunity Program; workshops on learning styles and math skills for students in the Drew and CAAP programs; ongoing seminars on math skills and math study groups; consulting on the academic needs of students with disabilities; research to determine success strategies for a diverse student population; offering diverse instructors and guest lecturers for UUD's

Freshmen Seminar Pro 100; presentations to international students at Academic Orientation Programs; and programs for the Multicultural Business Program. Learning Resources Center staff trained Office of Supportive Services staff on teaching and study strategies for the SUPER Program and ORO Seminars, and have provided workshops for academic units, residence hall staff, student organizations and individual faculty members.

Each year during the early weeks of fall semester, staff in the **Division of Student Affairs and Services** both sponsor and participate in large measure in a full range of welcoming activities for incoming and returning students. Many of these activities focus on special populations and include new student receptions for Asian American, African American, Native American, Hispanic/Latino, LGBT students and students with disabilities. Additionally, staff participate in the Graduate Resource Fair, Black Graduate Student Association event, the African American Studies Department, and College Assistance Migrant Program open houses.

**Intramural Sports and Recreative Services (IM)** 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, and Cristo Rey Community Center are but a sampling of the groups which utilize IM facilities and expertise. In addition, several pre-college programs offered throughout the summer on campus take advantage of IM resources, including Upward Bound, King-Chavez-Parks program, Mathematics-Science-Technology, Gifted and Talented, and Multicultural Business Programs.

The Department of Intramural Sports and Recreative Services continued to provide a “connected” community through the use of IM facilities by a wide range of individuals from diverse backgrounds. From the retirees that utilize the facilities on a daily basis, to the participants in summer programs, this recreational site provides a meeting ground for diverse populations. The positive communication and socialization of participants within the walls of the IM buildings on campus is an important part of the MSU Promise of “MSU being a more diverse and connected community.”

The large volume of diversity programming occurring in the residence halls is an important focus of the **Department of Residence Life**. Staff strive to provide opportunities for students to broaden their horizons, question long-held beliefs, and learn to function in a diverse society. The main difficulty faced by staff in the halls is that all too often staff “preach to the choir.” It seems that the majority of students who attend diversity programs are those well versed in this topic. Those not interested in or opposed to diversity generally are far less likely to participate. Engaging *all* students is still the greatest problem residence hall staff are working to overcome.

Residence Life staff provided over 1,500 different residence hall activities that focused on many aspects of diversity. These included all-hall programs, community service activities, and floor programs. Diversity programs were planned and implemented in every residence hall on campus. The Shockwaves program was presented to 18 different student audiences. Shockwaves is an interactive program including topics such as ethnic and racial profiling, stereotypes, prejudice, sexual orientation, and gender roles. Several new simulations and role-plays were developed and implemented in 2002-03. One particularly effective role-play was ‘Singled Out,’ which dealt with GLBT and gender identity issues.

**Internationalizing Student Life (ISL)** staff conducted training sessions for new international teaching assistants on intercultural differences in the classroom in August 2002, and for International Student Orientation. ISL continued to recruit and train RAISE volunteers to do programs and classroom presentations in support of increasing knowledge and intercultural competencies for domestic students.

The ISL unit coordinator continued to serve 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.

Internationalizing Student Life continued to utilize the Intercultural Development Inventory instrument by the Intercultural Communication Institute in Portland, Oregon. This instrument measures intercultural competencies and awareness levels for both individuals and groups.

Cultural programs presented by Internationalizing Student Life staff during 2002-03 included Chinese New Year celebration, Chinese Lantern Festival, Black Diaspora celebrations, International Lesbian and Gay issues, and Divali celebrations.

**Student Activities** staff continued to represent the university in an outreach capacity on the MSU Black Alumni National Board of Directors, the Capital City African American Cultural Association, and the El-Hajj Malik El-Shabazz Public School Academy's Board of Director.

**Student Life** staff members were involved in training programs and/or as facilitators for Residence Life's peer mentors, judicial board members, ORESA's aides, CAMP, Study Abroad, Magic Program participants, Admissions Office, Intercollegiate Athletics, Sexual Assault Victim Advocates, International Orientation, and UGAD.

The **Multi-Ethnic Counseling Center Alliance (MECCA)** provided ongoing consultation services to students of color organizations, as well as staff of other support units. MECCA also continued its support of graduate students in Counseling Psychology by providing a practicum site. MECCA provided workshops on cultural awareness and sensitivity for programs sponsored by the Office of International Students and Scholars; and consulted with the College Assistance Migrant Program to create an effective way to provide early access and culturally sensitive counseling services to Chicano(a)/Latino(a) students.

**Center for Service Learning and Civic Engagement (CSLCE)** staff are beginning to explore methods to better connect with students who tend not to seek the center out on their own. The work with College Assistance Migrant Program, Upward Bound, and the College of Human Medicine PPPI and LANE programs typify efforts to this end. To further expand efforts, the director will meet with Office of Racial Ethnic Student Affairs (ORESAs) staff to provide information on opportunities available for students and faculty through the CSLCE, and garner input as to ways to best reach out to populations served by ORESA who may not be being served through specialized college programs.

Further budget reductions will challenge the ability of the CSLCE to continue its labor-intensive connections with community agencies and organizations. The CSLCE intends to apply to the Michigan Campus Compact for a VISTA volunteer for the 2004-05 year to support school-based and mentoring placements that are significantly utilized by students

enrolled in Teacher Education, Integrative Studies in Social Science, and Writing, Rhetoric and Culture courses.

Very few of the urban Lansing community service sites are readily accessible by CATA bus. While CATA is most generous in providing free bus tokens to the Service Learning Center for students who perform service, the travel time to and from Lansing sites often prohibits many students from choosing optimal placements. Schools and agencies that are within a 30-40 minute one-way commute via CATA quickly become "overloaded." Other sites 60-90 minutes and up to three bus transfers away, have unmet placement requests. Negotiations with CATA, the Lansing School District and the Black Child and Family Institute (BCFI), to supplement existing CATA routes have proven unsuccessful. For Fall Semester 2003, BCFI secured corporate funding for MSU student transportation to the center for its after-school tutoring. However, funding was a "one-time" only grant.

The number of students allowed to participate in the service-learning option in Integrative Studies in Social Science (ISS) classes has declined, in part due to the amount of faculty time required for placement and funding cuts. Participating faculty and CSLCE staff are challenged to engage in new initiatives while maintaining the quality, quantity and intensity of the placement experiences.

EAD 315, Student Leadership Training, continued as a collaborative initiative between **Student Affairs and Services** and the Department of Educational Administration. Eleven sections of the course (275 students) were offered in 2002-03, which were staffed exclusively by Student Affairs staff and graduate students in Higher Adult and Lifelong Education. This highly interactive course focuses extensively on individual difference, especially gender, race/ethnicity, ability, and the impact of difference on leadership perspective, style and effectiveness.

## Climate

The Visiting Faculty series, "From Slavery to Freedom: An American Odyssey," was again coordinated by the **College of Osteopathic Medicine**. Featured presenters for 2003 included Dr. William G. Anderson (founder of the Albany Movement and compatriot of Martin Luther King, Jr.), Bernice Johnson (organizer of the Freedom Singers), Tom Hayden (one of the original Freedom Riders and co-founder of Students for a Democratic Society), and Rev. Dr. W. Franklyn Richardson (proponent of faith-based community development). The series was videotaped, and sets were made available at the MSU, East Lansing and Lansing libraries, the Kobiljak Centers at MSUCOM, the MSU Multicultural Center, the MSU Student Services office, the MSU President's office, and through State Representative Michael Murphy.

Teaching, always a high priority for this series, has been intensified and is more effective and multidisciplinary, with several units involved, including Charles Drew Science Enrichment Laboratory, Music, Honors College, English, and Residence Life. In addition, the series has enhanced relationships both with the community and with government leaders; legislators have been actively participating, particularly in the breakfast and small-group sessions.



Paper evaluations were conducted following each major presentation, and the responses were superlative. In addition, there has been consistent formative evaluation by the planning committee to increase both the quality and participation in these programs. Feedback from persons attending the presentations demonstrates that they have emerged with a new appreciation of the importance of the Civil Rights Movement, greater knowledge about diversity, and an enhanced historical perspective.

Community interest has grown to such an extent that the time and venue of the programs will be reconsidered to accommodate people who work and live off-campus. Reconsideration will be balanced with the high priority of serving and educating MSU students, faculty and staff with the programs. The program seems to increase in importance as many of these Civil Rights giants, most of whom are elderly, are beginning to suffer severe illnesses and/or are dying – making their wisdom unavailable to all. It is imperative that MSU continue to capture their experience and knowledge.

The **Child and Family Care Resources** office advised and supported the members of the registered student organization Student Parents on a Mission (SPOM). The group had access to resource information and support via its email listserv. The members were invited to attend monthly meetings, where they heard educational speakers and had opportunities to network with one another. Family fun events were also held. Free childcare was offered as an incentive to bring parents together.

- Of SPOM members, 47% are Caucasian, 19% Asian/Pacific Islander, 17% African American, 5% Hispanic, and 10% international students.
- The Child and Family Care Resources office provided Free Pre-Finals Child Care to give students the chance to study the week prior to exams. During Fall 2002 and Spring 2003 semesters 147 children were cared for at Spartan Child Development Center.
- On April 12, 2003 the Annual Spring Banquet for Student Parents was held to celebrate and recognize graduating seniors. Of the seven graduating student parents, six were minorities or international students. Eighty percent of the student parents attending the banquet were minorities or international students.

The successful collaboration between the **Women's Resource Center** (WRC) and the Office of Child and Family Care Resources continued. This year's programs included Adults Need Immunizations Too, Home Instead Senior Care, Caregivers Support Issues: Connecting, Caregivers' Support Group Gathering, Caregiving for Alzheimer's, Women Are NOT Small Men, Elder Caregivers Support Group: Connecting, Understanding Medicare and Medicaid, Understanding Continuum of Care Facilities, and Long-Term Care Insurance: Is It Right for You.

In partnership with the Women's Advisory Committee to the Provost, the WRC supported the WACP Mentoring Program. A variety of sessions were geared toward the advancement of academic women. The programs focused on identifying effective success strategies, balancing work and life interests and providing a forum for examining experiences and concerns shared by academic women at MSU. This year's program agenda included such topics as: "Strategies for Success with Provost Lou Anna Simon"; "Work / Life Balance"; "No! I Have to Work on My Book!"; and "Gender Issues Facing Academic Women".

Continuing the "Women, Race and Privilege" dialogue sessions, group members dealt with issues of class and systemic oppression. Several two-day sessions were held throughout the year. One major component dealt with "Building Authentic Relationships Across Race." The group will continue to persist in its work toward understanding how difference and privilege can influence becoming effective institutional change agents.

The Women's Resource Center provided coordination for the MSU IDEA Coordinators Social Justice Series. The speakers this year included Claude Steele, PhD, Professor of Psychology at Stanford University; Lori Alvord, MD, author of "The Scalpel and the Silver Bear"; and Milton J. Little, Jr., Executive Vice President of the National Urban League.

A long-standing collaboration between the MSU Federal Credit Union and the WRC is one that informs the MSU community on managing personal financial matters. This year's offerings included programs such as: "Who Gets Grandma's Yellow Pie Plate?: A Guide to Passing on Personal Possessions"; "How to Compare Long-term Care Insurance Policies"; "Preparing for Financial Survival in Divorce"; "Women's Financial Forum I"; "What's New with Your IRA?"; "Organizing Yourself for Income Tax Preparation"; "Women's Financial Forum II"; "Women and Investing"; and "Money and Time-saving Tips for Travel".

The Academic Women of Color Sepia Bag Lunch Series and Workshops continued to support retention among graduate student women and women in the academic personnel systems. The lunch programs allow faculty and graduate students to share academic and research interests. Two notable workshops were "Reconnecting Through Multicultural Perspectives" and "Health, Beauty and Fitness From the Inside Out." The African American Women Let's Talk group, women appointed in support staff positions, also met throughout the year to talk about common issues or perspectives about work life at MSU.

Student staff women in the WRC developed and hosted additional special programs for Breast Cancer Awareness Month, Martin Luther King, Jr. Day, and Women's History Month.

Other sustaining areas of responsibilities for WRC included:

- Staff support for the IDEA Coordinators Group, women's chairpersons group and the Vice Presidents Diversity Administrative Group (VP-DAG)
- 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. Planning was initiated for the Status of Women Project, which is expected to collect both qualitative and quantitative data on the experience of women faculty, staff and students at MSU. The project will include examination of policies and impact on women as well as a historical perspective.
- Membership in the CIC Women's Advocacy Network, whose membership is composed of women's centers directors of CIC institutions

Approximately 4,700 persons participated in programs associated with the Center. In addition to day-to-day activities and publishing the newsletter, *Wisdom, Words, and Women*, the Center continues to be a place for support in gender discrimination or sexual harassment concerns, education, and/or complaints.

The ongoing challenge and opportunity for the **Child and Family Care Resources** office continues to be the need to advocate for families throughout campus. The issues of greatest impact in 2002-03 were the lack of childcare spaces on campus, the high cost of childcare, and the lack of financial support for low-income student parents and international students and their families.

The overall climate on campus regarding family support varied depending on the individual departments and the management staff. In some 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. That was less true of other units. Continued advocacy for family-sensitive work/life policies such as flextime will help produce balanced support throughout campus.

The **Resource Center for Persons with Disabilities** remains a primary source of disability-related knowledge, services and referrals serving both persons with disabilities and those wishing to work and communicate with people with disabilities. RCPD was again listed as a sponsor for the National Folk Festival through its production of alternative format programs.

The **Office of Supportive Services** staff is actively involved in liaison relationships with a variety of ethnic and religious organizations on campus. One staff member meets regularly with American Indian students. Staff are present at nearly every minority-sponsored activity on campus.

McNair/SROP Scholars participated in an inaugural two-day Scholar Retreat at Shanty Creek in Bellaire, Michigan. This event allowed the students to begin forming collegial bonds as a community of scholars in the program. It created a greater awareness and appreciation of each other's culture and post-baccalaureate plans.

Community service projects helped **Upward Bound** students feel good about themselves by reaching out to others. Many of these students, whose families receive help from various social agencies, found gratification in contributing books, clothes, and holiday baskets to, and in raising funds for, domestic assault victims. During Summer 2003, students learned how service learning differs from volunteerism and community service. The instructor facilitated discussion and activities to provide an understanding of community and ways in which they, as students, could provide valuable service that would meet the needs of the community.

The **Undergraduate University Division (UUD)** continued to emphasize the importance of making all contacts with students as welcoming and service-oriented as possible. All five UUD office units have a representation of minority staff as well as student workers and tutors; the UUD staff is 48% persons of color and 66% female. Three staff members have self-identified as persons with a disability. Staff have both formal and informal contact with students on a consistent basis. Each No-Preference student has an assigned adviser to facilitate a quality advising relationship and to help nontraditional and minority students feel better connected and supported at Michigan State University.

The responsibility of assuring each participant a safe and supportive environment in which to recreate or work is an important priority for the **Intramural Sports** Department. 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 harasser may be educated and the victim's concerns are put to rest.

Bulletin boards addressing diversity topics were displayed in highly visible areas in all residence halls. **Residence Life** staff responded to various incidents of harassment or discrimination by providing support to resident victims, holding students accountable (when respondents could be identified), and using incidents as community educational opportunities (if appropriate).

**Greek Life** staff and students engaged in significant dialogues concerning social justice and harassment issues in response to incidents of inappropriate behavior.

**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.

The **Department of Student Life** initiated a forum in 2001 in which students of color, as organizational representatives, communicated 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 within the institution. This committee continued its work into the 2002-03 academic year.

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

The MSU LeaderShape Institute convened for the second year at the Kellogg Biological Station at Gull Lake for a week long program devoted to the theme, "Leading with Integrity." Student leaders were encouraged to apply for this highly intense leadership training opportunity. A diverse learning community was targeted and achieved for this effort.

**Greek Life** collaborated with the Office of Racial and Ethnic Student Affairs to provide specific diversity training for Greek leaders. Greek Life also collaborated with the Coordinator of LGBT Affairs in response to incidents that occurred within the Greek system that were related to issues of sexual orientation.

**Department of Student Life** staff regularly provide direct supervision for on-campus major social events sponsored by organizations of students of color. This activity focuses on monitoring the degree to which registered student organizations are self-regulating and ensuring that Student/Police Relations guidelines are being implemented.

# Purchasing Supplier Diversity Program

The Purchasing Department works with minority-owned and women-owned businesses to facilitate their participation in the supply chain process at MSU. It is important to assure that the university has a diverse supplier base from which to procure goods and services and to do so knowing that the university is receiving the best quality products at the best prices. One of the main objectives of the Supplier Diversity Program is to identify qualified suppliers and to advise them of potential business opportunities on campus.

Suppliers who can verify that their companies are at least 51% owned, operated and controlled by a U.S. citizen who is a woman (WBE) or is a member of a recognized minority group (MBE), meaning African American, Hispanic American, Native American, Asian/Pacific Islander or Asian/Indian American, can participate in the Supplier Diversity Program. The Purchasing Department is continually seeking out such suppliers for participation in the program. Many times the department will find them, many times, they find the department. Whichever the case, it is the initial contact that begins the important process of identifying potential WBE/MBE suppliers for MSU.

Once identified, the purchasing policies and procedures are explained to the supplier. Next, suppliers are informed of potential campus customers and/or bid opportunities. Suppliers are also invited to attend networking events where they are exposed to potential business opportunities both on and off campus.

Supplier Diversity Program, 2002-03			
<u>Department</u>	<u>Women (WBE)</u>	<u>Minority (MBE)</u>	<u>Total Diversity Dollars</u>
Purchasing - Purchase Orders	\$8,391,663.88	\$1,983,241.80	\$10,374,905.68
Purchasing - Professional Services	\$1,116,938.00	\$81,725.00	\$1,198,663.00
Purchasing - Tier II	\$20,970.21	\$11,818.70	\$32,788.91
Purchasing Card	\$704,422.09	\$141,319.23	\$845,741.32
Construction -Contracts	\$859,825.00	\$10,300.00	\$870,125.00
MSU Union Contracts		\$255,293.00	\$255,293.00
Food Stores - Purchase Orders	<u>\$8,233.95</u>	<u>\$22,489.05</u>	<u>\$30,723.00</u>
2002-2003 Totals	\$11,102,053.13	\$2,506,186.78	\$13,608,239.91
2001-02 Totals	\$35,332,683.66	\$5,268,598.62	\$40,601,282.28
2000-01 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

Although total diversity dollars decreased in 2002-03, it is not unusual to have a dip in WBE/MBE dollars following a banner year such as fiscal year 2001-02. WBE/MBE dollars in general declined in proportion to the decline in total university purchases, largely due to fiscal challenges facing the university. WBE/MBE dollars were particularly hard hit in the construction category.

### **New Initiatives**

To identify, promote and enrich the diversity supply base, the Purchasing Department participates in many trade shows and professional organizations as well as holding Board of Director positions on both the Michigan Hispanic Chamber of Commerce (MHCC) and the Michigan Minority Business Development Council (MMBDC). Outreach efforts also include partnerships with other local public sector buying groups and local chambers of commerce to promote WBE/MBE vendor identification and opportunity.

New initiative program achievements for 2002-03 were as follows:

- MSU Purchasing co-hosted the Lansing Diversity Matchmaker event where corporate purchasing agents were brought together with diversity suppliers representing many different industries in order to facilitate networking opportunities through structured working sessions. Sessions topics included access to capital, establishing business partners, government and corporate contracting, mentorship, marketing and media relations. The guest speaker was Mr. Louis Green, Supplier Diversity Manager at the University of Michigan, who noted that minority entrepreneurs are a fast-growing segment of the American economy.
- MSU Purchasing participated along with several other departments to place a full-page advertisement on the back cover of the 2003 Lansing Regional Area Diversity Business Directory. Purchasing also advertised in The New Citizen Press (a minority woman-owned newspaper) and the 14<sup>th</sup> Annual Michigan Hispanic Chamber of Commerce Fiesta Hispana Gala brochure.
- Pam George served on the Supplier Diversity /Minority Supplier Development Panel for the National Conference for Community and Justice/Detroit Regional Chamber of Commerce Conference.
- Purchasing staff and invited MBE guests attended the MMBDC Annual Buyer/Supplier Luncheon and Corporate One Awards "Performance Through Partnership". University Services staff participated in both the MMBDC and MHCC Golf Tournaments.
- Desiree Quinney, the MSU Supplier Diversity Coordinator, received an award in appreciation of her outstanding leadership and dedicated commitment to the membership of the Michigan Hispanic Chamber of Commerce at the Chamber's Annual Corporate Recognition Reception at the New Detroit Science Center.
- Purchasing staff attended the Michigan Public Purchasing Officers Association panel discussion "Vendor Protest" in Frankenmuth, Michigan.

- Desiree Quinney attended the Mayor's Initiative on Race and Diversity sponsored by the City of Lansing Human Resources and Community Services Department. Pam George and Desiree Quinney attended the Michigan Minority Development Council (MMBDC) Lansing/Jackson Regional Roundtable Information and Networking Meeting hosted by Lansing Community College. Desiree Quinney attended the Capitol Area Cesar E. Chavez Commission Eighth Annual Commemorative Dinner, "Excellence in Diversity Recognition and Awards Participation".
- MSU Purchasing staff participated as attendee and booth sponsor in the 22<sup>nd</sup> Annual Michigan Minority Procurement Conference and Trade Fair in Detroit, Michigan.
- MSU Purchasing was nominated for the 2003 Michigan Minority Business Development Council Corporation of the Year, Educational Sector, by the Waterston's Corporation.
- Desiree Quinney volunteered as a judge for the 49<sup>th</sup> Annual Midwest Regional Teen Leadership Conference held at MSU, "A Strong Village Develops Great Leaders".

### **Ongoing Initiatives**

Supplier selection and "fit" is an important part of day-to-day purchasing activity. The Purchasing Department keeps campus aware of supplier options while ensuring that pricing is fair and reasonable. The following is a list of ongoing Purchasing Department diversity related activities.

- A vendor diversity database is maintained by the Purchasing Department which continues to be a useful sourcing tool for the university and other local agencies, including Lansing Community College, Lansing Public Schools, Lansing Board of Water and Light, City of Lansing, Ingham County and the State of Michigan. This year woman-owned businesses were added to the website search engine. The database is available at: <http://purchasing.msu.edu/MBEWBEIndexList.htm>.
- The Supplier Diversity Coordinator maintained memberships in the following organizations: Michigan Minority Business Development Council (MMBDC), Michigan Hispanic Chamber of Commerce (MHCC), Michigan Public Purchasing Officers Association (MPPOA), and Women's Advisory Committee for Finance, Personnel and Operations (WACFPO), Lansing Regional Chamber of Commerce (LRCC) – Diversity Task Force. The Purchasing Department staff continued to participate in sponsored events (golf outings, trade shows, buyer/supplier luncheons, etc.) that are geared toward diversity vendor program development and expansion.
- The Purchasing Department continued to provide support and guidance to MBE and WBE suppliers who have not yet been properly certified by the Michigan Minority Business Development Council (MMBDC) or the Small Business Administration. Recently a non-certified staffing vendor was invited to attend the MMBDC Buyer/Supplier luncheon in order to learn more about the organization and the importance of certification.