

# 2006- 2007

## Diversity and Inclusion at MSU Annual Progress Report



### EXECUTIVE SUMMARY

Each year, a two-part narrative and data report is published to describe initiatives that support diversity and inclusion at Michigan State University. This executive summary highlights a small sample of programs from a vast pool of initiatives that occurred October 2006 through October 2007. These initiatives reflect the core values of quality, inclusiveness and connectivity. The full report can be viewed at the Office for Inclusion and Intercultural Initiatives web site at [www.inclusion.msu.edu](http://www.inclusion.msu.edu).

## FIRST TIME FALL ENROLLMENT

MSU saw a slight decline in 2007 minority undergraduate admissions for freshman and graduate students compared to 2006. Admissions for undergraduate minority transfer students increased during the same period. The total first time fall enrollment of minority freshman for fall 2007 was 1,227, a decrease of 106 compared to 2006. Minority freshman composed 16.8% of the freshman class. Total enrollment of minority undergraduate transfer students for fall 2007 was 146, a normal fluctuation of 21 less than 2006. Total enrollment of minority graduate students for fall 2007 was 180 compared to 197 for Fall 2006.

First Time Fall Enrollment	Freshman		Transfer		Graduate	
	Fall 2007	Fall 2006	Fall 2007	Fall 2006	Fall 2007	Fall 2006
Black/African American	605	630	54	45	82	98
Asian/Pacific Islander	345	431	48	53	53	49
Hispanic/Latino	227	223	30	55	42	42
American Indian / Alaskan Native	50	46	14	14	3	8
<b>Total Minority</b>	<b>1,227</b>	<b>1,330</b>	<b>146</b>	<b>167</b>	<b>180</b>	<b>197</b>
Caucasian	5,584	5,525	1,100	1,166	957	921
Other/No Response	140	92	30	22	56	29
<b>Domestic Total</b>	<b>6,951</b>	<b>6,947</b>	<b>1,276</b>	<b>1,188</b>	<b>1,193</b>	<b>1,147</b>
International	367	258	130	121	441	503
<b>University Total</b>	<b>7,318</b>	<b>7,205</b>	<b>1,406</b>	<b>1,476</b>	<b>1,634</b>	<b>1,650</b>
Men	2,438	3,116	561	730	411	746
Women	3,146	4,089	539	746	546	904

## ENROLLMENT

There was a slight decline in total minority student enrollments in fall 2007 and an even smaller decline in enrollment of women as compared to one year ago. Minority students represented 17.6 percent of the domestic student enrollment in fall 2007, and 54.0 percent of total students enrolled were women. International students represented 8.4 percent of total student enrollments.

Total Enrollment	Fall 2007		Fall 2006	
	Number	Percent	Number	Percent
Black/African American	3,408	8.1	3,523	8.4
Asian/Pacific Islander	2,368	5.6	2,388	5.7
Hispanic/Latino	1,309	3.1	1,360	3.2
American Indian / Alaskan Native	329	0.8	310	0.7
<b>Total Minority</b>	<b>7,414</b>	<b>17.6</b>	<b>7,581</b>	<b>18.1</b>
Caucasian & Other	34,762	82.4	34,412	81.9
<b>Domestic Total</b>	<b>42,176</b>	<b>100.0</b>	<b>41,993</b>	<b>100.0</b>
International	<b>3,869</b>		<b>3,527</b>	
<b>University Total</b>	<b>46,045</b>		<b>45,520</b>	
Men	21,189	46.0	20,695	45.5
Women	<b>24,856</b>	<b>54.0</b>	<b>24,825</b>	<b>54.5</b>

Undergraduate Enrollment	Fall 2007		Fall 2006	
	Number	Percent	Number	Percent
Black/African American	2,899	8.4	2,994	8.7
Asian/Pacific Islander	1,858	5.4	1,934	5.6
Hispanic/Latino	1,038	3.0	1,059	3.1
American Indian / Alaskan Native	256	0.7	255	0.7
Total Minority	<b>6,051</b>	<b>17.5</b>	<b>6,242</b>	<b>18.1</b>
Caucasian & Other	28,392	82.4	28,246	81.9
Domestic Total	34,443	100.0	34,488	100.0
International	1,629		1,333	
University Total	<b>36,072</b>		<b>35,821</b>	
Men	16,867	46.8	16,604	46.4
Women	<b>19,205</b>	<b>53.2</b>	<b>19,217</b>	<b>53.6</b>

Graduate Enrollment	Fall 2007		Fall 2006	
	Number	Percent	Number	Percent
Black/African American	509	6.6	529	7.0
Asian/Pacific Islander	510	6.6	454	6.0
Hispanic/Latino	271	3.5	301	4.0
American Indian / Alaskan Native	73	0.9	55	0.7
Total Minority	<b>1,363</b>	<b>17.6</b>	<b>1,339</b>	<b>17.8</b>
Caucasian & Other	6,370	82.4	6,166	82.2
Domestic Total	7,733	100.0	7,505	100.0
International	2,240		2,194	
University Total	<b>9,973</b>		<b>9,699</b>	
Men	4,322	43.3	4,138	42.7
Women	<b>5,651</b>	<b>56.7</b>	<b>5,561</b>	<b>57.3</b>

## RETENTION AND GRADUATION

The first year persistence rates for undergraduate students overall and for students of color for the cohort of 2006 showed slight **increases** over the prior year (**90.9%** up from 89.9% overall; and **87.0%** up from 86.0% for students of color). Individually, American Indians and African Americans showed increases while the other student of color groups showed some slight declines over the prior year. The rate for Caucasians also showed a slight increase.

The six year graduation rates for undergraduate students overall (cohort of 2001) showed a very slight increase from the prior year (74.1% compared 73.9%), while for students of color, as a group; there was an **increase** (from 59.9% to 61.8%). The 74.1% overall graduation rate represent an all time high for the last 10 years. The **61.8%** graduation rate for students of color as a group also represents an all time high for the last 10 years and is the first time over that period that the rate exceeded 60%. Individually, Asian Pacific Islanders, African Americans and Chicanos showed increases while American Indians and Hispanics showed some declines over the prior year. The rate for Caucasians showed a slight decrease.

## EQUAL EMPLOYMENT OPPORTUNITY POLICIES AND PRACTICES

The U.S. Department of Labor's Office of Federal Contract Compliance Programs conducted a review of the university's equal employment opportunity policies and practices and determined not to proceed further with the compliance evaluation.

### ACADEMIC HUMAN RESOURCES

As in previous years, many university academic units made diligent efforts to recruit, hire and retain a diverse workforce. From October 2006 to October 2007, the total academic workforce increased by 146 individuals, with a net increase of 98 women and 78 minorities. The academic workforce includes 106 self-identified individuals with disabilities, including 55 tenure system faculty, 21 continuing academic staff, 13 fixed term academic staff and 17 fixed term faculty.

During 2006-07, 114 new individuals were appointed in the tenure system, including 32 minorities (28.1%) and 36 women (31.6%). Overall, the number of tenure system faculty increased from 1,961 to 1,975, with a net gain of three women and 12 minorities.

The retention of minority and women tenure system faculty continues to need special attention by the University given the relatively limited opportunity to hire and the experience over the past several years in which gains in recruitment have been offset by a higher rate of resignation for women and minorities than for majority men. For 2006-07, the proportion of both women and minorities who resigned was higher than their overall representation in the tenure system.

Academic Workforce	Fall 2007		Fall 2006	
	Number	Percent	Number	Percent
Black/African American	298	6.0	284	5.9
Asian/Pacific Islander	612	12.4	547	11.4
Hispanic/Latino	140	2.8	141	2.9
American Indian / Alaskan Native	31	0.6	31	0.6
Total Minority	1,081	21.9	1,003	21.0
Caucasian	3,850	78.1	3,782	79.0
Total	4,931		4,785	
Men	2,796	56.7	2,748	57.4
Women	2,135	43.3	2,037	42.6

Tenure System Faculty	Fall 2007		Fall 2006	
	Number	Percent	Number	Percent
Black/African American	99	5.0	105	5.4
Asian/Pacific Islander	214	10.8	197	10.0
Hispanic/Latino	56	2.8	56	2.9
American Indian / Alaskan Native	17	0.9	16	0.8
Total Minority	386	19.5	374	19.1
Caucasian	1,589	80.5	1,587	80.9
Total	1,975		1,961	
Men	1,356	68.7	1,345	68.6
Women	619	31.3	616	31.4

## SUPPORT HUMAN RESOURCES

During 2006-07 the university experienced a substantial increase in support staff as a whole, with a corresponding increase in women and minority employees. Regular new hires increased by 46 (8.2%). The support staff workforce included 124 self-identified employees with a disability.

Support Workforce	Fall 2007		Fall 2006	
	Number	Percent	Number	Percent
Black/African American	436	7.3	437	7.4
Asian/Pacific Islander	140	2.3	128	2.2
Hispanic/Latino	315	5.2	308	5.2
American Indian / Alaskan Native	41	0.7	43	0.7
Total Minority	932	15.5	916	15.5
Caucasian	4,978	82.8	4,978	82.8
Total	6,011		5,894	
Men	2,121	35.3	2,049	34.8
Women	3,890	64.7	3,845	65.2

## DIVERSITY AND INCLUSION INITIATIVES DURING 2006-07

The following 2006-07 information highlights a small sample of activities engaged in throughout the university community that supports diversity and inclusion at MSU and they are organized using the five strategic imperatives identified in the ***Boldness by Design*** initiative.

***Enhance the student experience by continually improving the quality of academic programs and the value of a MSU degree for undergraduate and graduate students.***

**Eli Broad College of Business** implemented the *Cultural Intelligence Project* to train Aides from the Office of Cultural and Academic Transitions to assist undergraduate students adjust socially and academically to MSU.

The **College of Education** developed, collaborated on and implemented a significant range of initiatives. Several are highlighted below:

- *Educating Culturally Responsive Teachers for Diverse Learners*, a project designed by faculty and graduate students in the Department of Teacher Education to study and increase an understanding of the effects of integrated diversity issues in teacher preparation courses.
- Collaborations with 1) GLBT Safe Schools Group, *The Good, the Bad, and the Ugly: GLBTQ Literature for Young Adults* and 2) Partnership to Prepare Global & International Educators, *Teaching About Immigrants and Refugees: The Global and the Local*.
- The Broad Partnership between MSU College of Education and Detroit Public Schools (DPS) offered three distinct program opportunities:
  - *Broad Summer High School Scholars Program*—pre-college preparation for 11<sup>th</sup> and 12<sup>th</sup> grade students
  - *Broad Future Teacher Scholarship Recipients*—loan-forgiveness program for DPS graduates who pursue a bachelor's degree and teacher certification at MSU
  - *Broad Summer Teaching Fellows*—summer fellowship opportunity available to junior and senior standing teacher candidates and sophomore and junior standing students in relevant majors at MSU.

- Future Teachers for Social Justice aims to increase academic readiness and commitment of Detroit Public School students to pursue a career in teaching in urban schools. Specific program activities include research and advocacy workshop, parental outreach, mentoring and sustained support for high school senior.
- *Confucius Institute of MSU* offered online Chinese courses for high school and middle school students, and develops Chinese language and culture appreciation materials for middle and elementary school students.
- **Urban Education Cohort Program (UECP)** was launched in fall 2006 for students that intend to become urban educators at the elementary and secondary education levels, to enhance their understanding of issues related to social class, diversity, and economic conditions in urban settings.

The **College of Engineering** collaborated with the **Resource Center for Persons with Disabilities** through the senior capstone course for students majoring in Electrical and Computer Engineering, providing them the opportunity to gain insight and develop skills in project design as engineers through interactive learning and experience with people who have disabilities.

The **College of Osteopathic Medicine** implemented the following sample of diversity and inclusion initiatives:

- Web-based tool to prepare osteopathic students to provide culturally sensitive healthcare for Muslim patients.
- An elective course, “Multicultural Medical Skills and Health Disparities”

The **Office of Supportive Services** continued to enable students who lacked opportunities to prepare for a college education and to develop skills for success.

**University Services** partnered with the **Eli Broad Department of Marketing and Supply Chain Management** to provide students with internship opportunities, work experience, and class tours of operations.

**Campus Planning and Administration and Facilities Planning and Space Management** with the support of the **Resource Center for Persons with Disabilities** enhanced exterior way-finding to direct persons with mobility impairments to power assisted doors located at campus facilities.

*Enrich community, economic and family life through research, outreach, engagement, entrepreneurship, innovation and diversity.*

The **College of Agricultural and Natural Resources**, collaborated with the **Colleges of Natural Science, Arts and Letters, Education, Engineering, Communication Arts and Sciences, Social Science, Honors College and MSU Extension, with support from the MSU Alumni Association and School of Packaging Alumni Association**, to sponsor “*Grandparents University*”, a summer camp for grandparents and grandchildren to engage in a variety of academic activities while providing an intergenerational learning experience.

The **Department of Crop and Soil Science in the College of Natural Science** collaborated with the Northwest Detroit Neighborhood Development, Inc., MSU Extension, Greening of Detroit, and *Project GREEN* to establish community garden plots and urban farming sites in the Brightmoor area of Detroit.

The **MSU College of Nursing** collaborated with the **Chief Nurse Executive, Lansing Community College** and the **Michigan Center for Nursing** to host a statewide *Nursing Diversity Summit* to identify issues and develop strategies to increase recruitment and improve retention of a diverse student population in Michigan’s nursing education programs.

The **College of Social Science** engaged in the following notable diversity efforts:

- Conducted aggressive recruitment efforts to increase the diversity among students studying abroad, encouraging program participation in Africa and Asia and witnessed a record number of students applying to study in numerous locations beyond European programs.



- Collaborated with the Gender in Global Context Center (GenCen) to form linkages to the college's diverse faculty engaged in gender research.

**Student Affairs and Services** continued to engage in a variety of efforts that enhanced and supported diversity and inclusion:

- **MSU High School Equivalency Program (HEP)** students participated in a volunteer program at local homeless shelters, soup kitchens, and nursing homes; **MSU College Assistance Migrant Program (CAMP)** recruits eligible migrant students from Michigan, Texas, and Florida by developing partnerships with various service agencies and high schools. The MSU CAMP students included Mexican-American, Haitian and Native American populations.
- The Lesbian, Bisexual, Gay and Transgender (LBGT) Resource Center collaborated with executive offices and the Academic Council which led to the Board of Trustees approval to include gender identity to the MSU Anti-Discrimination Policy.

**Intercollegiate Athletics** through the Todd Martin Development Fund and its "First Tee" program provided opportunities to Lansing youth to learn about and develop skills in tennis and golf to expand their knowledge about these sports and to serve as healthy alternatives.

*Expand international reach through academic, research, and economic develop initiatives and global, national, and local strategic alliances.*

The Eli Broad College of Business MSU Center for International Business Education and Research (MSU-CIBER), MSU African Studies and the University of Memphis CIBER collaborate to raise awareness of the importance of international and interdisciplinary business education at Historical Black Colleges and Universities through a project entitled, "Globalizing Business Schools Program."

**International Studies and Programs** continued to apply "Creating a More Diverse and Connected Community" Grant funding to implement and collaborate on a variety of program initiatives:

- **Crossing Borders, Bridging Gaps: The Asian Pacific American Experience Across Countries, Communities and Families**—was designed to provide greater recognition of the racial, ethnic and other issues faced by Asian Pacific Americans and foster greater understanding of this multifaceted group.
- Collaboration with the **Resource Center for Persons with Disabilities** toward greater integration of persons with disabilities into study abroad programs. A new study abroad program, "Disability In A Diverse Society" was operated in Dublin, Ireland during summer session 2007.
- **The Asian Studies Center, Center for Latin American and Caribbean Studies and Women and International Development** received a joint grant to sponsor: "Exploring Asia's Cultural Diversity," "The Multicultural and Economic Ties that Link the Americas: New Opportunities and Understandings," and "Job Skill Building, the Chilly Climate, and Glass Ceilings: Workshops Connecting International and U.S. Women."
- **Intercollegiate Athletics: 1)** collaborated with the Nike Corporation to review working conditions in Vietnam and Hong Kong, China; and 2) established a Study Abroad partnership in Australia for student-athletes.
- As part of the **Moscow Humanities University, Department of Intercultural Community, and the State of Michigan** through a nonprofit organization (CMP, Inc.) that facilitates intercultural educational exchanges between Michigan and Eastern Europe, Russian students visited the **Office of Cultural and Academic Transitions** and members of the **Council on Racial/Ethnic Students** to engage in cultural conversations and diversity education.
- The President's Advisory Committee for Disability Issues and Study Abroad collaborated to offer several workshops for academic advisors on disabilities and Study Abroad.

*Increase research opportunities by significantly expanding research funding and involvement of graduate and undergraduate students in research and scholarship.*

The College of Agriculture and Natural Resources – The Institute of Agricultural Technology, in conjunction with three Michigan high schools and the Michigan Turfgrass Foundation developed an integrated curriculum that utilized turfgrass science to teach

higher level math and science in a mixture of urban, suburban and rural schools: Golightly Career and Technical Center-Agriscience Program in Detroit; Ross Beatty High School in Cassopolis and Roosevelt High School in Wyandotte.

The **Graduate School** demonstrated support of diversity and inclusion by engaging in the following sample of activities:

- Collaborated with the **MSU Center for the Integration of Research Teaching and Learning** to sponsor **FAST Fellows** to provide opportunities for a diverse group of graduate students to have mentored teaching experiences.
- The Alliances for Graduate Education and the Professoriate (AGEP): 1) developed and implemented innovative models for recruiting, mentoring, and retaining a diverse population of students in STEM and SBE doctoral programs, and 2) developed effective strategies to identify and support students from diverse racial and cultural backgrounds that want to pursue academic careers. A Michigan AGEP Alliance, consisting of four public research universities in the state was formed to achieve AGEP goals and objectives.
- The Graduate School continued to provide support of the McNair/SROP Scholars Program. The major activity of SROP was a research experience with students working one-on-one with faculty mentors.

The **Research Experience for Undergraduates (REU)** program in the **National Superconducting Cyclotron Laboratory** engaged in innovative recruitment efforts that led to increased diversity among graduate student participants.

***Strengthen stewardship by appreciating and nurturing the University's financial assets, campus infrastructure, and people for optimal effectiveness for today and tomorrow.***

- The new MSU **Work Life** website (<http://worklife.msu.edu/>) was a collaborative project between Academic Human Resources, Human Resources/Employment and the Office for Inclusion and Intercultural Initiatives. The site was designed to reflect MSU's commitment to a work environment that supports its employees' work and personal life. MSU's commitment extends to all who work at MSU and embraces individuals, their spouses, partners, immediate, blended, and extended families.
- **MSU Telecommunication Systems** has designed an accessibility feature package for the campus Avaya telephone system that will initially be used in the Resource Center for Persons with Disabilities and eventually expanded campus-wide, to allow sight-impaired users to gain access to several phone features and display information using the keyboard.
- **The Family Resource Center** listed 98 MSU students on their website as "Family Helpers", to provide babysitting, petsitting, house sitting, tutoring, and elder-care support services.

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**A short sample of other notable program initiatives implemented throughout the university:**

- **Communication Arts and Sciences** hosted a variety of international film festivals and speaker series to improve dialogue and understanding of diverse cultures. The assortment of films include:
  - "Last Angel of History"
  - "China"
  - "The Slaveship Injustice"
  - "Iraq, Lebanon, Palestine: Patterns of War and Peace in the Middle East"
- **MSU Libraries** hosted the Michigan Writers Series, Film Series and Colloquia Series that were facilitated by faculty from different colleges. Following are sample titles:
  - "Writing a Jewish Life"
  - "Blue Eyes of Yonta"
  - "From Swastika to Jim Crow"
  - "Salt of the Earth"