

Michigan State University

2008-09

# 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 activities from a vast pool that occurred between October 2008 and October 2009. 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).

## INTRODUCTION

A **narrative report** is published each year to reflect progress made through program initiatives engaged in by colleges, academic units and support units that support inclusion and diversity at Michigan State University. A **data report** is also published each year that includes student and workforce trend data organized by race/ethnicity and gender categories. This executive summary highlights a sample of data and programs that took place in **2008-2009** from information provided by various MSU units. Program information in the narrative section is categorized according to the five strategic imperatives found in the “*Boldness by Design*” initiative. In fall 2009, President Lou Anna K. Simon delivered a message to the MSU community in response to the fiscal realities Michigan State is experiencing—and projecting for the future—which will require immediate action and long-term adaptations, while MSU holds constant to its core values of quality, connectivity, and inclusiveness.

### Shaping the Future

“Difficult times require us to think differently, indeed boldly.” In her message to the University community in 2009, President Simon stated that:

Today’s increasingly severe economic circumstances and current fiscal realities demand our continued attention. We must build a new model that will change the way we work, but not the quality of the work we do for our students and in communities close to home and around the world.

This kind of transformational change is complex but necessary to preserve the quality of our academic programs over the long term. It is not top down. It is work that we will—and must—do together guided by overarching design principles and time-tested university governance and administrative processes.

Thanks to thoughtful past planning, hard work, decision making, and collaboration, Michigan State University is positioned to pursue greater efficiency and effectiveness in ways that do not compromise our values or our vision. Even as we make changes, we will continue to be guided by *Boldness by Design* and to maintain our commitment to being of the best research universities in the world.

### Boldness by Design

The “*Boldness by Design*” strategic positioning initiative serves as the university’s plan that guides Michigan State University as it transforms to become the model land-grant university for the 21<sup>st</sup> Century. This initiative reaffirms MSU’s core value of inclusion which is woven throughout the mission of the institution:

*Built on the foundation of our tradition, our land-grant values, and Michigan State’s historic and existing strengths, Boldness by Design is not a change of direction but a call to focus on five imperatives:*

1. *Enhancing the student experience*
2. *Enriching community, economic, and family life*
3. *Expanding international reach*
4. *Increasing research opportunities*
5. *Strengthening stewardship*

#### Founders Day Address, President Lou Anna Kimsey Simon, February 9, 2006

*At MSU we take great pride in our diversity. Valuing inclusion means providing all who live, learn and work at the university the opportunity to actively participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives....*

*Valuing inclusion benefits MSU scholars who advance knowledge by exploring the vast range of questions that result from our differences....*

*Our commitment to inclusion means we embrace access to success for all and treat all members of the extended MSU community with fairness and dignity.*

Taken from **President’s Statement on Diversity and Inclusion**

This report was compiled and edited by the Office for Inclusion and Intercultural Initiatives. Special thanks is extended to the following offices for their contributions to the report: Office of the Provost, Planning and Budgets, Associate Provost and Assistant Vice President for Academic Human Resources, Assistant Vice President for Human Resources, Vice President for Student Affairs and Services, and Admissions and Scholarships. The full report can be viewed at the Office for Inclusion and Intercultural Initiatives' web site – [www.inclusion.msu.edu](http://www.inclusion.msu.edu).

## **Changes in Diversity and Inclusion Related Policies, Procedures, and Resources**

### **Race and ethnicity reporting of data changes**

New federal guidelines for collecting and reporting of data on race and ethnicity will become effective for federal data reporting for the 2010-11 academic year. The current "Asian/Pacific Islander" category will be separated into two new categories—"Asian" and "Native Hawaiian or Other Pacific Islander." For the first time, individuals will have the opportunity to identify themselves as being of or belonging to more than one race.

An implementation team has made changes in the Student Information System and Human Resource system to accommodate the entry and storage of the new categories and multiple racial/ethnic codes. All current MSU faculty, staff and students will be able to self-identify using the new racial and ethnic categories. Current faculty and staff were resurveyed in fall 2009, and current students are tentatively scheduled to be resurveyed in August 2010.

### **Web Accessibility Policy**

The university adopted a Web Accessibility Policy which sets minimum guidelines for accessibility of Web sites used to conduct core university business. The Policy was announced in July 2008, and became effective for all new and redesigned Web sites on May 15, 2009. Information on the policy is available at [www.webaccess.msu.edu](http://www.webaccess.msu.edu).

As part of the implementation process, units were required to complete an accessibility review of existing Web sites prior to May 15, 2009 and develop plans to correct any deficiencies. As of September 2009, the **Office of Inclusion and Intercultural Initiatives** had received 535 Web Accessibility Review forms. Of the total:

- 182 met requirements of web accessibility policy
- 36 were not used to conduct core business
- 483 have developed remediation plans, with completion dates ranging from March 2009 to May 2011
- 85 requested an exception to the policy. The most frequent reasons for requesting an exception included plans to launch a new website, use of third party vendor application/software, and application scheduled for replacement (i.e., EBSP).

## Launch of Michigan State University's Web Site on Diversity and Inclusion

In collaboration with the Division of **University Relations** and the **Office for Inclusion and Intercultural Initiatives** MSU's new diversity and inclusion Web site was designed and launched in fall 2009. The site is unique in that it includes personal stories of a diverse group of faculty, students and staff members who give reasons why they believe MSU is a great place to work and attend school. President Simon's personal story and message on the site's home page, further inspires visitors to value the diversity that exists at MSU:

At MSU, we are more than the sum of our parts. Our diverse community challenges us to share our own ideas while considering other points of view. Here, differences are assets. They make us better learners, teachers, scholars, employees, and community members.

MSU's roots as a land-grant university have created a culture that encourages all people to contribute their special talents and reach their full potential. This inclusive culture extends far beyond the perimeter of campus. In our global research and outreach efforts, we focus our vast capabilities on society's most pressing challenges and enhance quality of life for individuals and communities worldwide.

We invite you to learn about MSU's rich heritage and to read and listen to stories from students, faculty, and staff who are part of the Michigan State University community.

Message by President Simon  
Homepage of MSU's Diversity and Inclusion Web site  
<http://inclusivity.msu.edu/index.php>

## FIRST TIME FALL ENROLLMENT

The university's total first time fall enrollment of freshman for fall 2009 was 7,209, with a first time fall 2009 enrollment of minority freshman of 1,267, an increase of 83 compared to 2008. Minority freshman composed 17.5 percent of the freshman class. In other categories, total enrollment of minority undergraduate transfer student for fall 2009 was 180, a decrease of nine compared to 2008. Total enrollment of minority graduate students for fall 2009 was 187, a slight decrease as compared to 206 for fall 2008.

First Time Fall Enrollment	Freshman		Transfer		Graduate	
	2009	2008	2009	2008	2009	2008
Black/African American	605	568	69	57	79	89
Asian/Pacific Islander	401	370	62	72	48	54
Hispanic/Latino	213	207	34	41	48	49
American Indian/Alaska Native	48	39	15	19	12	14
<b>TOTAL MINORITY</b>	<b>1,267</b>	<b>1,184</b>	<b>180</b>	<b>189</b>	<b>187</b>	<b>206</b>
White	5,131	5,553 <sup>1</sup>	1,112	1,124	1,017	1,023
Other/No Response	140		35		73	
<b>DOMESTIC TOTAL</b>	<b>6,538</b>	<b>6,737</b>	<b>1,327</b>	<b>1,313</b>	<b>1,277</b>	<b>1,229</b>
International	671	600	219	160	524	508
<b>UNIVERSITY TOTAL</b>	<b>7,209</b>	<b>7,337</b>	<b>1,546</b>	<b>1,473</b>	<b>1,801</b>	<b>1,737</b>
Men	3,347	3,220	832	776	813	734
Women	3,862	4,117	714	697	988	998 <sup>2</sup>

The decrease in the first time freshman gender data for women and the increase in the first time freshman gender data for men enrolled in 2008 and 2009 is a result of a further diversification of the geographic mix within the freshman cohort, inclusive of out-of-state domestic and international students where MSU saw increases in enrollment in fall 2009 over fall 2008. In-state males also saw a slight increase from the year before. The international student population grew overall, but increases among international male students grew at a rate greater than women. Women still constitute the majority of first time fall enrollment freshmen in fall 2009 at 53.6 percent.

<sup>1</sup> The total number includes those who chose to designate their racial/ethnic category as "White" or "other". In 2008 this category and combined data was reflected in the Diversity and Inclusion report as "White/Other".

<sup>2</sup> The total number of women Fall New Graduate students for 2008 were incorrectly reported in the "2007-08 Annual Diversity Progress Report" to be 1003. Correction is made in the 2008-09 to reflect 998.

## TOTAL ENROLLMENT

There was a slight increase in overall minority and women student enrollment in fall 2009. Minority students represented 17.8 percent of domestic student enrollment in fall 2009, and 53.3 percent of total students enrolled were women, a slight decrease in percentage of representation compared to one year ago (53.9 percent). International students represented 5,056 or 10.7 percent of total students enrolled in fall 2009, an increase from 4,509 or 9.6 percent of total student enrollment in 2008.

Total Enrollment	Fall 2009		Fall 2008	
	Number	Percent	Number	Percent
Black/African American	3,435	8.1	3,392	8.0
Asian/Pacific Islander	2,407	5.7	2,361	5.6
Hispanic/Latino	1,357	3.2	1,337	3.1
American Indian/Alaska Native	324	0.8	325	0.7
<b>TOTAL MINORITY</b>	<b>7,523</b>	<b>17.8</b>	<b>7,415</b>	<b>17.6</b>
White	33,647	79.7	33,809	80.2
Other/No Response	1,052	2.5	915	2.2
<b>DOMESTIC TOTAL</b>	<b>42,222</b>	<b>100.0</b>	<b>42,139</b>	<b>100.0</b>
International	5,056		4,509	
<b>UNIVERSITY TOTAL</b>	<b>47,278</b>		<b>46,648</b>	
Men	22,077	46.7	21,519	46.1
Women	25,201	53.3	25,129	53.9

Undergraduate Enrollment	Fall 2009		Fall 2008	
	Number	Percent	Number	Percent
Black/African American	2,930	8.7	2,909	8.0
Asian/Pacific Islander	1,867	5.5	1,843	5.0
Hispanic/Latino	1,044	3.1	1,041	2.8
American Indian/Alaska Native	246	0.7	261	0.7
<b>TOTAL MINORITY</b>	<b>6,087</b>	<b>18.0</b>	<b>6,054</b>	<b>17.7</b>
White	27,075	80.0	27,491	80.5
Other/No Response	691	2.0	594	1.7
<b>DOMESTIC TOTAL</b>	<b>33,853</b>	<b>100.0</b>	<b>34,139</b>	<b>100.0</b>
International	2,636		2,198	
<b>UNIVERSITY TOTAL</b>	<b>36,489</b>		<b>36,337</b>	
Men	17,393	47.7	17,073	46.9
Women	19,096	52.3	19,264	53.0

Graduate Enrollment	Fall 2009		Fall 2008	
	Number	Percent	Number	Percent
Black/African American	505	6.0	483	6.0
Asian/Pacific Islander	540	6.5	518	6.4
Hispanic/Latino	313	3.7	296	3.7
American Indian/Alaska Native	78	0.9	64	0.8
<b>TOTAL MINORITY</b>	<b>1,436</b>	<b>17.2</b>	<b>1,361</b>	<b>17.0</b>
White	6,572	78.5	6,318	79.0
Other/No Response	361	4.3	321	4.0
<b>DOMESTIC TOTAL</b>	<b>8,369</b>	<b>100.0</b>	<b>8,000</b>	<b>100.0</b>
International	2,420		2,311	
<b>UNIVERSITY TOTAL</b>	<b>10,789</b>		<b>10,311</b>	
Men	4,684	43.4	4,446	43.1
Women	6,105	56.6	5,865	56.9

### RETENTION and GRADUATION<sup>3</sup>

The overall first year persistence rates for undergraduate students (cohort of 2008 who returned to Michigan State University for fall semester 2009) showed a slight increase from the prior year (from 90.8% to 91.2%, while the rate for students of color (Minority), as a combined group, showed a slight decrease (from 89.6% to 88.9%). Individually, the rates for students of color (Minority) decreased, except for Hispanics, while the rates for Caucasian showed a slight increase. The 88.9% overall rate for students of color (Minority), while a decrease from last year, is still the second highest rate since 1994.

The overall six year graduation rates for undergraduate students (cohort of 2003) showed an increase from the prior year (from 75.3% to 76.7%). The same was true for students of color as a group (from 61.4% to 62.5%). The 76.7 % graduation rate for all students represents an all time high. The 62.5 % rate for students of color (Minority), as a combined group, also represents an all time high and is the fourth year that this rate has exceeded 60%. Individually, African Americans and Chicano students showed increases while American Indian and Hispanics showed decreases. The rate for Asian Pacific Islanders remained essentially the same. The rate for Caucasians showed an increase.

Michigan State University's persistence and graduation rates (overall and by groups) continue to be higher than the national rates at Division 1 NCAA colleges and universities while they continue to fall within the mid-range for Big 10 universities.

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<sup>3</sup> In reading this report, please note that the rates are dynamic, which means that the numbers can change from year to year.

## ACADEMIC HUMAN RESOURCES

From October 2008 to October 2009, the total **academic human resources workforce**, i.e., headcount, not FTE's, decreased by 67 individuals, with a net decrease of 66 women representing 42.7 percent of all academic human resources, and a net loss of four minorities—representing 23.4 percent of the total academic human resources workforce. The academic human resources workforce includes 98 self-identified **individuals with disabilities**, including 47 tenure system faculty, 20 continuing academic staff, 12 fixed term academic staff and 19 fixed term faculty.

<b>Academic Workforce</b>	<b>Fall 2009</b>		<b>Fall 2008</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Black/African American	297	6.0	306	6.1
Asian/Pacific Islander	680	13.6	683	13.5
Hispanic/Latino	156	3.1	149	2.9
American Indian/Alaska Native	32	0.6	31	0.6
<b>TOTAL MINORITY</b>	<b>1,165</b>	<b>23.4</b>	<b>1,169</b>	<b>23.1</b>
White	3,820	76.6	3,883	76.9
<b>ALL TOTAL</b>	<b>4,985</b>		<b>5,052</b>	
Men	2,857	57.3	2,858	56.6
Women	2,128	42.7	2,194	43.4

During 2008-09, there were 96 **new individuals appointed in the tenure system**, including 28 minorities (29.2 percent) and 35 women (36.5 percent). On a non-duplicate basis, 50 individuals, or 52.1 percent of the total appointments in the tenure system were members of protected groups. This reflects a decrease from 68.4 percent in 2007-08. Overall, the number of tenure system faculty increased from 2,010 to 2,033, a net gain of 13 minorities and 14 women.

<b>Tenure System Faculty</b>	<b>Fall 2009</b>		<b>Fall 2008</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Black/African American	96	4.7	97	4.8
Asian/Pacific Islander	250	12.3	242	12.0
Hispanic/Latino	66	3.2	59	2.9
American Indian/Alaska Native	16	0.8	17	0.8
<b>TOTAL MINORITY</b>	<b>428</b>	<b>21.1</b>	<b>415</b>	<b>20.6</b>
White	1,605	78.9	1,595	79.3
<b>ALL TOTAL</b>	<b>2,033</b>		<b>2,010</b>	
Men	1,375	67.6	1,366	67.9
Women	658	32.4	644	32.0



The retention of minority and women tenure system faculty requires continued attention by the university given the relatively limited opportunity to hire and the experience over the past several years in which gains have been offset by a higher rate of separation for women and minorities than for White men. For 2008-09, the proportion of minorities who resigned was higher than their overall representation in the tenure system; while the proportion of women who resigned was lower than their overall representation in the tenure system. The Office of the Associate Provost for Academic Human Resources and the Office for Inclusion and Intercultural Initiatives continue to review the data and have completed testing of an online faculty exit survey that will assist in identifying reasons beyond normal attrition through retirement that impact retention for women and minority faculty.

The NSF funded ADVANCE Grant: **MSU Advancing Diversity through the Alignment of Policies and Practices** (ADAPP) initiatives to increase diversity in science, technology, engineering and mathematics disciplines is in its second year and has completed conducting a faculty work environment survey, and inventories of the promotion and tenure process, and recruitment and hiring process for three colleges associated with the grant. Areas of emphasis include leadership development of women in the STEM disciplines, support and resources for the formalization of mentoring practices within academic units/departments, and support of and adherence to best practices for recruiting and hiring a diverse faculty in STEM positions consistent with the goals outlined in the NSF ADVANCE grant.

## SUPPORT HUMAN RESOURCES

During 2008-09 the university experienced increases in the support staff workforce by 169 employees, including an increase of 62 women employees (63.5 percent of the workforce). The racial composition of the total support staff workforce increased during 2008-09 including the number of minority support staff that increased by 38, representing 15.1 percent of the total support staff population. Regular new hires decreased by 78 (13.0 percent) from 598 to 520. The number of self-identified employees with a disability decreased by 6 from 121 to 115 (1.8 percent) of the workforce. The support staff veteran data reflects self-identification in one or more categories: 125 (2.0 percent) U.S. veterans, 95 (1.5 percent) Vietnam era veterans, 51 (0.8 percent) other eligible veterans, 51 (0.8 percent) armed forces service medal veterans, 9 (0.1 percent) disabled veterans and 2 (0.03 percent) recently separated veterans.

Support Staff Workforce	Fall 2009		Fall 2008	
	Number	Percent	Number	Percent
Black/African American	433	6.8	421	6.8
Asian/Pacific Islander	164	2.6	154	2.5
Hispanic/Latino	333	5.3	319	5.2
American Indian/Alaska Native	40	0.6	38	0.6
<b>TOTAL MINORITY</b>	<b>970</b>	<b>15.3</b>	<b>932</b>	<b>15.1</b>
White	5,365	84.7	5,234	84.8
<b>ALL TOTAL</b>	<b>6,335</b>		<b>6,166</b>	
Men	2,311	36.5	2,204	35.7
Women	4,024	63.5	3,962	64.3

## DIVERSITY and INCLUSION INITIATIVES

The following are examples of 2008-2009 activities engaged in throughout the university community that support diversity and promote inclusion at MSU. Information is organized according to 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 an MSU degree for undergraduate and graduate students.

- **“Women in Science: Why the Leaky Pipeline”** (NEU 922) is a graduate seminar that focuses on why female PhDs disproportionately leak from the academic pipeline in the STEM disciplines. The seminar was prompted by the observation that female graduate students in Neuroscience and Psychology (Behavioral Neuroscience), representing a majority of students in these classes, are less confident than their male counterparts (despite their exemplary credentials) and seem burdened by the concern of successfully balancing family and career. Despite the diverse backgrounds, women in class clearly shared a common interest and desire to explore questions centered on life/work integration and self-advocacy.
- *Student Speak: Asian/Asian Pacific American Students at MSU* – complexities and diversity of Asian students was examined and discussion focused on personal experiences, told through stories by a panel of undergraduate and graduate Asian international and domestic students at MSU. The program co-sponsored by the **Office of Inclusion and Intercultural Initiatives**, **Office of Cultural and Academic Transitions**, and the **Office of Faculty and Organizational Development**.
- **MSU Human Resources** redesigned the student insurance plan that eliminated a pre-existing condition clause from the insurance coverage that significantly benefited international students, and human medicine and veterinary medicine students.
- **Campus Planning and Administration** presented to a Landscape Architecture 400 class on Design Study. Campus planning principles including contextual design, historic preservation/adaptive reuse, campus history and design standards were taught.
- Outreach, Visitation, the Saturday Academy and Summer Residency are part of the **GEAR UP/CD Programs**. They form a system that serves to increase the number of and provide support to low-income students who enter post-secondary education.
- Cultural Competency Series: *Developing Multicultural Competencies from the Inside Out: Skills for Lifelong Learning (MSU Extension)*. This five-module program that is open to Extension employees and other MSU faculty and staff was launched in September 2009.
- **“Tools of Engagement”** is a web-based curriculum modules developed by the **Center for Service Learning and Civic Engagement**. These modules encourage students to engage in community service activities and to become community partners in ways that appreciate, respect and benefit the citizens within the various communities.
- Representatives from **Residence Life**, **the Office for International Students and Scholars**, **the Office for Cultural Academic Transitions (OCAT)**, **the Counseling Center**, **the Office of Study Abroad** and **the College of Social Science**, formed a team to develop and implement more than 20 sessions on

intercultural competencies at the Summer Institute for Intercultural Communications. These sessions were offered to more than 400 Residence Life and OCAT student staff members.

- The *Office of International Studies in Education*, (**College of Education**) provided support services to international students that requested assistance with writing, presentations, locating opportunities to learn English through conversations with American students.
- The Arabic Flagship (**College of Arts and Letters**) funded by a multi-year grant from the National Security Education Program was created to improve Arabic language teaching and learning and to produce superior-level students who are able to use Arabic in a professional context.
- The **Family Resource Center** adds value to the academic achievement of students with children. Low income student parents report that the child care scholarships facilitate their persistence towards graduation because the funding eases their financial stress, and provides a safe environment for their children while they attend classes.

**ENRICH COMMUNITY, ECONOMIC AND FAMILY LIFE** through research, outreach, engagement, entrepreneurship, innovation and diversity.

- The **Center for Service-Learning and Civic Engagement** registered 15,221 MSU students during 2008-09. Students served over 370 community non-profit agencies, neighborhood organizations, pre-K through 12<sup>th</sup> grade schools, hospitals, health care and senior facilities, and youth mentoring programs.
- Spring 2008 *Meet Michigan Traveling Seminar* (**Office of Faculty and Organizational Development**) was designed for participants whose work focuses on and supports the theme of “Birth to Five: Families, Health, and Education.” Seminar presentations focused on families, health and nutrition, education, diversity, public policy, research, collaborations, networks, and funding.
- The *Tollgate Education Center* (**Land Management**) maintained a Demonstration Enabling Garden that has an accessible design using containers to accommodate guests with limited strength or mobility enhancing their quality of life.
- The *Visiting International Professional Program* (**International Studies Program**) continued to design and offer cultural events to international students that included traditional American cultural activities.
- In addition to a number of different programs, the *Office of Diversity Programming* (**James Madison College**) provided “welcome baskets” at the start of fall semester 2008-09 for international students filled with supplies to assist them in their transition to the college.
- The *Testing Center* (**Counseling Center**) installed a Spanish phone line for non-English speaking GED students, put a Spanish language GED in an Hispanic publication serving the tri-county area and hired/trained an oral evaluator for the Michigan English Language Assessment Battery, resulting in double the number of MELAB takers.

**EXPAND INTERNATIONAL REACH** through academic, research, and economic development initiatives and global, national, and local strategic alliances.

- The **College of Education** continued to increase their emphasis on globalization initiatives as a way to support students and educators to help them understand the challenges and importance of inclusive education. An MSU working group reported on Internationalizing the Student Experience indicating that

internationalization involves *global education* to address human rights, environmental changes, food security, peace and conflict, citizenship and governance as well as *multicultural education* for the study of relationships among ethnic and racial groups in order to increase understanding and social justice. The working group advocated for competencies such as: developing the judgment to understand one's place in the world relative to historical geopolitical and intellectual trends, including socio-cultural influences; perceiving the world as an interdependent system, recognizing the effects of the system on all our lives; learning about the influence of cultural norms, customs and traditions on communication and making use of this knowledge to enhance interactions among diverse members of society; using conflict management, dialogue and active listening to understand and engage productively with diverse people; understanding the influence of history, geography, religion, gender, race, ethnicity and other factors that impact a person's identity; and questioning explicit and implicit forms of power, privilege, inequality and inequity.

- **Lyman Briggs College** provided scholarship opportunities to five of its students to participate in a one-week study abroad program: *Rainforests and Reality in Nicaragua*. The program was a success and two of the students intend to conduct a research internship with a Lyman Briggs faculty member in Nicaragua during summer 2010.
- **Career Services, Career Employment Research Institute and the Office of Study Abroad** presented "*Unpacking International Experiences*" at the National Association of Foreign Student Advisors Annual Conference and Expo in Los Angeles, California. The team was also invited by the McCombs School of Business at the University of Texas to create an online curriculum for enhancing student learning on study abroad programs, followed by an on-site workshop for 70 McComb administrators, faculty and advisors.
- **Center for Gender in Global Context (GenCen)**, an interdisciplinary center in International Studies and Programs that focuses on gender, feminist and women's studies engaged in numerous GenCen research and initiatives related to the goals of inclusion and diversity. Among them was the *Africa-US Higher Education Planning Grant*, "*Ecosystem Services: Linking Science to Action in Malawi and the Region*" – submitted to USAID/HED and NASULGC by MSU faculty from the College of Agriculture and Natural Resources, College of Social Science, Lincoln University and the University of Malawi.
- **W. J. Beal Botanical Garden** led a tour for officials of the Philippine Justice Department that focused on forensic botany techniques and plants that illustrated certain points that could be utilized during a criminal investigation. The outreach increased international awareness of MSU's leadership role in plant biology.
- **International Student Child Care Committee** was initiated by an international graduate student to discuss the concerns of international families, particularly the issue of funding child care expenses as international students do not qualify for university scholarships. (**Family Resource Center**)
- **International Literacy Programming for Children** is a collaborative effort that includes the **Family Resource Center, East Lansing Public Library, Office of International Students and Scholars, Residence Life** and **Red Cedar Elementary School**. The purpose of this initiative was to bring a renowned children's author to an event for children of many cultures. Each child received a free book and the opportunity to interact with the author.
- **The Office for Faculty and Organizational Development** and a faculty representative from **Educational Administration (College of Education)** participated in an international delegation to a conference on "*Theory, Practice and Implications: Professional and Organizational Development for Chinese Higher*

*Education in the Global Context,” in China on how faculty development can assist China to reach its goals for higher education. A paper was presented entitled, *Faculty Career Stages and Implications for Professional Development Practice* (July 2009).*

- MSU was one of four public universities in the nation that rank in the top 10 for both study abroad participation and international student enrollment, according to **Open Doors 2008**, the annual report on international education released by the **Institute of International Education**.
- The **Confucius Institute at MSU** was named a Confucius Institute of the Year among peers worldwide in 2007–08 by Chinese Language Council International, also known as Hanban, for providing exemplary opportunities to learn Chinese language and culture.

**STRENGTHEN STEWARDSHIP** by appreciating and nurturing the university’s financial assets, campus infrastructure, and people for optimal effectiveness today and tomorrow.

- *Leadership in Medicine for the Underserved/Vulnerable* (**College of Human Medicine**) is a program crafted to function within the required clinical curriculum and available to clinical students who are in the Saginaw community. Its purpose is to provide experiences to medical students to help them care for underserved/vulnerable populations with sensitivity and expertise, while helping communities address public health needs affecting the level of wellness of individuals and groups and to guide students to develop an appreciation of the impact of direct care delivery, epidemiologic research and health education on health status as well as health policy implications.
- Through the *America Reads/America Counts* federal work-study initiative, the **Center for Service-Learning and Civil Engagement** employed 11 College Assistance Migrant Program (CAMP) students as tutors for the High School Equivalence Program (HEP), at no cost to CAMP, allowing CAMP students to fulfill their service requirement while earning necessary wages.
- The **Office for Inclusion and Intercultural Initiatives** provided 24 educational and development programs to faculty, staff and students at MSU. The Office worked in collaboration with Human Resources Development, the College of Veterinary Medicine, College of Education and the Division of Residential and Hospitality Services to provide workshops on diversity and inclusion to employees and students in these areas.
- The **College of Music** established a curricular community service requirement for all students enrolled in chamber music to make two presentations in the community that include performances and commentary tailored to the specific audience, i.e., retirement homes, public schools, and the Michigan Historical Museum children’s concert series.
- The **Tollgate Education Center** maintained a volunteer run *Plant a Row* for the Hungry Garden which grows produce for Detroit area food banks. During 2008-09, Tollgate produced over 4000 pounds of produce that was distributed by the *Forgotten Harvest* organization to food distributors through Southeast Michigan. Many people are eating better because of the efforts of volunteers at MSU Tollgate. As a result of this project, MSU is recognized on *Forgotten Harvest’s* website for its work against hunger in Southeast Michigan.
- *Transportation Services* (**Division of Physical Plant**) added 30 Ford Fusion Hybrid vehicles to its fleet. These vehicles reduce fuel consumption and greenhouse gas emissions which lowers annual fuel costs.