

## Diversity and Inclusion at MSU Annual Progress Report for 2005-06

### Executive Summary

Each year, a two-part narrative and data report is published to describe the programmatic initiatives that support diversity and inclusion at Michigan State University and reflect their progress. This executive summary highlights some programs from the vast pool of initiatives occurring on campus and beyond from October 2005 through October 2006 that reflect MSU's 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).

### *Diversity and Inclusion at MSU*

*In fulfilling our mission as a land-grant institution, MSU has historically served a diverse population and will continue to do so. Michigan State University remains committed to our values, foremost among which are quality, connectivity and inclusiveness. These values will continue to guide our work as we advance knowledge and transform lives, building a better region, state, nation and world.*

*Fostering an inclusive community, which requires bringing to campus students, faculty and staff with diverse backgrounds, experiences and viewpoints, is critical to our mission. As a world-class university, we must, by definition, tap and develop the talents of diverse people and energize those talents for the betterment of society and the relevant, 21st-century education of our students.*

*President's Statement on Diversity and Inclusion, November 2006*

## ADMISSIONS

Student admissions data for 2006 show slight declines in minority undergraduate admissions for freshmen, transfer, and graduate students compared to 2005. Total enrollment of first-time minority freshmen for Fall 2006 was 1,330, a normal fluctuation of 30 less than 2005. Minority freshman composed 18.5% of the freshman class. Total enrollment of minority undergraduate transfer students for Fall 2006 was 167, a normal fluctuation of 27 less than 2005. Total enrollment of newly-admitted minority graduate students for Fall 2006 was 197, compared to 234 for Fall 2005.

Admissions Enrollment	Freshman		Transfer		Graduate	
	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
Black/African American	630	676	45	85	98	102
Asian/Pacific Islander	431	409	53	54	49	60
Hispanic/Latino	223	223	55	38	42	59
American Indian/Alaskan Native	46	52	14	17	8	13
Total Minority	1,330	1,360	167	194	197	234
Caucasian & Other	5,571	5,710	1,188	1,243	950	961
Domestic Total	6,947	7,070	1,355	1,437	1,147	1,195
International	258	196	121	74	503	428
<b>University Total</b>	<b>7,205</b>	<b>7,266</b>	<b>1,476</b>	<b>1,511</b>	<b>1,650</b>	<b>1,623</b>
Men	3,116	3,112	730	739	746	707
Women	4,089	4,154	746	772	904	916

## ENROLLMENT

Fall 2006 did not see any sharp fluctuations in total minority student enrollments at MSU. Minority student enrollments remained approximately the same as one year ago, as did enrollment of women. Minority students represented 18.1 percent of the domestic student enrollment in fall 2006, and 54.5 percent of total students enrolled were women. International students represented approximately 7.7 percent of total student enrollments.

Undergraduate Enrollment	Fall 2006		Fall 2005	
	Number	Percent	Number	Percent
Black/African American	2,994	8.7	3,065	8.9
Asian/Pacific Islander	1,934	5.6	1,949	5.7
Hispanic/Latino	1,059	3.1	1,014	2.9
American Indian/Alaskan Native	255	0.7	270	0.8
Total Minority	6,242	18.1	6,298	18.3
Caucasian & Other	28,246	81.9	28,168	81.7
Domestic Total	34,488	100.0	34,466	100.0
International	1,333		1,212	
<b>University Total</b>	<b>35,821</b>		<b>35,678</b>	
Men	16,604	46.4	16,560	46.4
Women	19,217	53.6	19,118	53.6

Graduate Enrollment	Fall 2006		Fall 2005	
	Number	Percent	Number	Percent
Black/African American	529	7.0	487	6.6
Asian/Pacific Islander	454	6.0	443	6.0
Hispanic/Latino	301	4.0	303	4.1
American Indian/Alaskan Native	55	0.7	71	1.0
Total Minority	1,339	17.8	1,304	17.6
Caucasian & Other	6,166	82.2	6,101	82.4
Domestic Total	7,505	100.0	7,405	100.0
International	2,194		2,083	
<b>University Total</b>	<b>9,699</b>		<b>9,488</b>	
Men	4,138	42.7	4,017	42.3
Women	5,561	57.3	5,471	57.7

Total Enrollment	Fall 2006		Fall 2005	
	Number	Percent	Number	Percent
Black/African American	3,523	8.4	3,552	8.5
Asian/Pacific Islander	2,388	5.7	2,392	5.7
Hispanic/Latino	1,360	3.2	1,317	3.1
American Indian/Alaskan Native	310	0.7	341	0.8
Total Minority	7,581	18.1	7,602	18.2
Caucasian & Other	34,412	81.9	34,269	81.8
Domestic Total	41,993	100.0	41,871	100.0
International	3,527		3,295	
<b>University Total</b>	<b>45,520</b>		<b>45,166</b>	
Men	20,695	45.5	20,577	45.6
Women	24,825	54.5	24,589	54.4

## RETENTION AND GRADUATION

The first year persistence rates for undergraduate students overall and for students of color for the cohort of 2005 showed slight declines over the prior year (89.9% down from 90.1% overall; and 86.1% down from 87.2% for students of color). Individually, however, all students of color groups, except Blacks, showed increases over the prior year (cohort of 2004). The rate for Caucasians remained the same.

The six year graduation rates for undergraduate students overall (cohort of 2000) showed a very slight increase from the prior year (73.8% compared to 73.7%), while for students of color as a group; there was a very slight decline (from 59.7% to 59.6). Individually, American Indians, Asian Pacific Islanders, and Hispanics showed increases while Blacks and Chicanos showed some declines over the prior year. The rate for Caucasians also showed a slight increase.

In spite of some slight declines, our 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 fall within the mid-range for Big 10 schools.

## ACADEMIC HUMAN RESOURCES

Many university units made diligent efforts to recruit, hire and retain a diverse workforce. From October 2005 to October 2006, the total academic workforce increased by 186 individuals, with a net increase of 113 women and 71 minorities. The academic workforce includes 117 self-identified individuals with disabilities, including 60 tenure system faculty, 21 continuing academic staff, 16 fixed term academic staff, and 20 fixed term faculty.

During 2005-06, 140 new individuals were appointed in the tenure system, including 31 minorities (22.1%) and 57 women (40.7%). Overall, the number of tenure system faculty increased from 1,913 to 1,951, with a net gain of 34 women and 25 minorities.

The retention of minority and women tenure system faculty continues to need special attention by the university given the limited opportunity to hire and the 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 2005-06, however, the proportion of both women and minorities who resigned was lower than their overall representation in the tenure system.

Academic Workforce	Fall 2006		Fall 2005	
	Number	Percent	Number	Percent
Black/African American	284	5.9	279	6.1
Asian/Pacific Islander	547	11.4	494	10.7
Hispanic/Latino	141	2.9	127	2.8
American Indian/Alaskan Native	31	0.6	32	0.7
Total Minority	1,003	21.0	932	20.3
Caucasian	3,782	79.0	3,667	79.7
Total	4,785		4,599	
Men	2,748	57.4	2,675	58.2
Women	2,037	42.6	1,924	41.8

Tenure System Faculty	Fall 2006		Fall 2005	
	Number	Percent	Number	Percent
Black/African American	105	5.4	102	5.3
Asian/Pacific Islander	197	10.0	183	9.6
Hispanic/Latino	56	2.9	49	2.6
American Indian/Alaskan Native	16	0.8	15	0.8
Total Minority	374	19.1	349	18.2
Caucasian	1,587	80.9	1,564	81.8
Total	1,961		1,913	
Men	1,345	68.6	1,331	69.6
Women	616	31.4	582	30.4

## SUPPORT HUMAN RESOURCES

During 2005-06, the university experienced an increase in support staff as a whole, with a corresponding increase in women and minority employees. Regular new hires increased by 108 (23.4%), the largest percentage of new hires since 2000-01. The support staff workforce included 134 self-identified employees with a disability.

The following table provides a small sample of the full range of active engagements that occurred throughout the university community in 2005-06 to support diversity and inclusion at MSU. Examples are organized using the five strategic imperatives identified in the Boldness by Design initiative.

Support Workforce	Fall 2006		Fall 2005	
	Number	Percent	Number	Percent
Black/African American	437	7.4	439	7.6
Asian/Pacific Islander	128	2.2	123	2.1
Hispanic/Latino	308	5.2	311	5.4
American Indian/ Alaskan Native	43	0.7	40	0.7
Total Minority	916	15.5	913	15.7
Caucasian	4,978	84.5	4,885	84.3
Total	5,894		5,798	
Men	2,049	34.8	2,011	34.7
Women	3,845	65.2	3,787	65.3

## BOLDNESS BY DESIGN: FIVE STRATEGIC IMPERATIVES

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

- A community of teacher educators came together to think about how to develop attention to diversity and social contexts throughout the Teacher Education program. The initiative examined ways to better prepare pre-service teachers to work with the many children of diverse backgrounds they will encounter in field placements, the year-long internship, and in their future teaching career. The College of Education developed eight focus projects to support the mission of diversity preparation for future educators.
- MSU became a partner in the Michigan-Louis Stokes Alliance for Minority Participation funded by the National Science Foundation, a comprehensive initiative designed to substantially increase the quantity and quality of underrepresented students pursuing baccalaureate degrees and careers in science, technology, engineering and mathematics.
- In August 2006, MSU was recognized as one of the “100 best campuses for LGBT students” in the new book, *The Advocate College Guide for LGBT Students*. After receiving nominations from over 680 campuses and conducting more than 5,500 online interviews, 100 campuses were selected for the book based on institutional policies, commitment and support, academic life, housing, student life, counseling and health services, campus safety, and recruitment and retention efforts.
- The Office of Faculty and Organizational Development sponsored a Faculty Learning Community (FLC) titled “Creating an Inclusive Learning Environment”. The FLC began after a group of faculty, staff, and graduate student participants at a 2005 Spring Institute on College Teaching and Learning Program on diversity decided to continue meeting during the academic year in order to “grow” their valuable conversations and connections on inclusive learning. In this FLC, each meeting focuses on a different but related topic on inclusiveness and/or diversity. Discussions may focus on differences in class, gender, gender identity, race/ethnicity, age, religion, and abilities.
- The “Islam and Gender: Change and Diversity in Muslim Communities” project in the College of Social Science brought prominent scholars to campus to launch discussions on Islam, social change and gender issues.
- The Advantage Program was launched in 2005-06 to address the academic and personal needs of first-year CAAP students through peer-to-peer support, staff mentorship, students’ self-examination, reflection and academic skills enrichment. Participants formed “family groups” that focused on student responsibility for their learning, peer-to-peer discussions on character and leadership, and personal goal setting and achievement.
- Residence Life staff planned and implemented over 2,500 programs dealing with multicultural/diversity issues. These programs assisted residents in broadening their horizons and developed their ability to work in an increasingly diverse and global society.

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

- The Center for Service Learning and Civic Engagement partnered with Associate Professor Joyce Grant in Teacher Education and the Office of the Provost to sponsor the MSU New Orleans Summer Project. Over 35 MSU students, faculty and staff served with 4 New Orleans and New Orleans-area school districts for one month in Summer 2006 to provide tutoring and recreational programs for children and youth who had recently returned to the area.
- A year-long initiative emphasizing spirituality and learning through service was facilitated and planned for 2006-07 by the Office of the Vice President for Student Affairs and Services in partnership with Service Learning and Civic Engagement and the Student Life Department. These initiatives were projected to include a fall conference with the Bailey Scholars; a reunion of former MSU students who for five years worked at Rust College in Mississippi in conjunction with the Dr. Martin Luther King Jr. Student Leadership Conference, and a focus on spirituality in higher education for the Raines Colloquium sponsored by the Student Affairs Administration preparation program.
- A new program direction for the LANE Scholars in the College of Human Medicine was the use of service learning for students who want to broaden their understanding of public health and nutrition. This activity examines a range of special populations highlighting the differences in nutritional needs and exploring how these can best be met in a clinical practice setting.
- Resource Center for Persons with Disabilities staff were invited to and participated in a systematic evaluation of accessible voting technology for the State of Michigan. Feedback aided state decision making on the purchase and deployment of accessible voting equipment for August 2006. The new technology enables people with disabilities throughout the state to independently cast votes in general elections for the first time.
- The Midwest Campus Compact Citizen Scholar Fellowship Program, sponsored jointly by the Center for Service Learning and Civic Engagement and the McNair/SROP Scholars Program, was a new initiative in 2005-06. Participants incorporated community service into their research during the 2005 McNair/SROP Program, and were required to complete 300 service hours by January 2007, at which time they received a \$1,000 grant from Midwest Campus Compact.
- The College of Osteopathic Medicine launched a project to create an interactive, web-based tool to prepare osteopathic students to provide more culturally sensitive health care. During 2005-06, the program was planned to begin with a module on medical care of Muslim patients.
- The Center for Service Learning and Civic Engagement (CSLCE) worked with 351 human and social service agencies, neighborhood organizations, health care and rehabilitation providers and hospitals, schools and educational institutions, senior citizen programs, pre-school and daycare centers, community revitalization efforts, recreation facilities, environmental programs, museums and other cultural facilities, government and legislative offices, and on-campus service-based programs and initiatives. From Summer 2005 through Spring 2006, 11,235 student applications for service were received and acted upon by CSLCE staff.

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

- The Resource Center for Persons with Disabilities and the Office of Study Abroad continued to collaborate toward greater integration of persons with disabilities into study abroad programs. MSU received a grant from the International Fellowship for Study Abroad Foundation to fund scholarships and accommodations costs for five students with disabilities to study abroad in a newly-established MSU study abroad program focusing on disability issues.
- A diversity grant enabled three International Studies and Programs centers to offer additional programming to promote international understanding and appreciation for diversity. "Exploring Asia's Cultural Diversity" focused on Korean, Filipino, Thai and Vietnamese cultures. "The Multicultural and Economic Ties That Link the Americas" New Opportunities and Understandings" highlighted the history and culture of Latin Americans. "Job Skill Building, the Chilly Climate, and Glass Ceilings: Workshops Connecting International and U.S. Women" provided cross-cultural workshops on leadership skills and overcoming constraints to women's professional development.
- In Spring 2006, the Office of Faculty and Organizational Development introduced a pilot program of consultation services for MSU faculty non-native speakers of English. These one-on-one, confidential consultations are designed to assist faculty non-native speakers of English in our academic community to develop and refine the pronunciation, fluency, and accuracy of their speaking skills and provides support to tenure-system faculty who are non-native speakers of English.
- Student Life, along with several other university departments, worked collaboratively with key campus fundraising activities on behalf of international students whose families were devastated by the Tsunamis, mud slides, and other natural disasters during the year. Registered student organizations played key leadership roles in these fundraising efforts.
- The College Assistance Migrant Program (CAMP) adapted to an international student life model in conjunction with the College of Agriculture and Natural Resources to create a two-credit international experience course with Study Abroad for all MSU CAMP students. The student abroad experience took place in Puebla and Merida, Mexico during Spring Break 2006.
- In collaboration with Internationalizing Student Life and Golden Key International, the Office of LGBT Concerns assisted with the development of the Spring 2006 "Internationalizing Dinner". Held at the Kellogg Center, this event brought together approximately 150 students from a broad range of racial/ethnic, international, and LGBT organizations to discuss and shape the future of MSU's internationalizing efforts.

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

- The College of Engineering energized its efforts toward defining and implementing a Research Pod activity that integrates all aspects of engineering, includes faculty, staff and students, and incorporates diversity through current and projected research activities and grant possibilities.
- MSU College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP) provided opportunities for MSU graduate students to conduct research on migrant farmworker families.
- The McNair/Summer Research Opportunity Program (SROP) established and implemented a code of conduct for scholars, mentors, staff and instructors and re-engineered the recruitment system for the 2006 program to promote greater collaboration between the programs and colleges. These changes resulted in a net increase of seven MSU Scholars.
- In Summer 2006, Dr. Phil Gardner, Director of the Collegiate Employment Research Institute, and Dr. Georgia Chao, Associate Professor of Management in the Eli Broad College of Business, completed a major study of young adults entering the workforce. The survey, conducted in partnership with Monster.com, investigated the attitudes of young people toward work and career issues. The survey received over 9,000 respondents, and several significant findings related to racial/ethnic background and gender. Results of the studies are available on the CERI website at [www.ceri.msu.edu](http://www.ceri.msu.edu).

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

- Gender identity emerged as a significant student advocacy issue and an educational priority for the Office of LGBT Concerns during 2005-06. The addition of "gender identity" to the non-discrimination provisions of the Anti-Discrimination Policy was approved by the MSU Board of Trustees on April 13, 2007.
- In 2005-06, MSU participated in the Collaborative on Academic Careers in Higher Education (COACHE) project led by researchers at Harvard University Graduate School of Education. COACHE is a national study of pre-tenure faculty to study attitudes of early career faculty toward features of tenure and promotion, the nature of work, policies and practices, and culture, climate and collegiality at participating institutions. Participation in COACHE enabled MSU to receive a campus profile, comparative aggregate data from participating institutions, and aggregate data from five peer institutions of our choice. COACHE results have helped prompt consideration of how we socialize, mentor and support junior faculty, particularly junior women and junior faculty of color.
- The Family Resource Center was awarded a four-year grant, Child Care Access Means Parents in School, funded by the U.S. Department of Education to provide child care subsidies for low-income students who are eligible for Pell Grants.
- Approximately 800 temporary and regular employees of the Physical Plant Division participated in a department-wide training program designed to "Recognize and Prevent Sexual Harassment" presented by the Office for Inclusion and Intercultural Initiatives and Women's Resource Center.
- The Women's Commission comprised of the Women's Advisory Committees to the Provost, the Vice President for Student Affairs and the Vice President for Finance, Personnel and Operations devoted substantial time to the final stages of developing a set of recommendations based on an electronic survey on the Status of Women at MSU. The study included focus groups and an electronic survey of 1,713 women faculty, staff and students to better understand the issues of MSU women and celebrate the successes of progress. Generally, this component revealed that the climate at MSU supports positive experiences for women. Individual experiences, taken collectively, reveal the need for improvements.