



MichiganTech
Create the Future

Diversity Facts 2006

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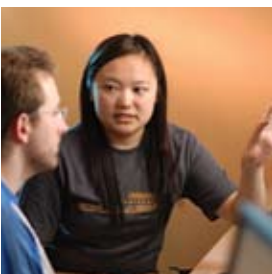
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Enrollment

Michigan Tech actively recruits students through our extensive residential summer academic youth programs that have a minority participant rate of more than 40 percent and female participation rate of more than 50 percent. Over 1,200 precollege students participate in these one-, two-, or four-week academic programs each year. A 2004–2005 recruitment and marketing plan supports an aggressive focus on attracting female and minority students. The addition of Native American and Hispanic/Latino outreach coordinators and the ExSEL programs director in the Educational Opportunity Department, together with the precollege program success, will significantly improve our ability to reach out to a broader group of students and retain and educate those who choose to attend Michigan Tech.

Enrollment History by Ethnic Groups—1995–2006

| Year | Int'l | % of Total | African American | % of Total | Native American | % of Total | Asian American | % of Total | Hispanic | % of Total | White | % of Total | Multi racial | % of Total | Undeclared | % of Total | Total Female | % of Total | Total Male | % of Total | Grand Total |
|------|-------|------------|------------------|------------|-----------------|------------|----------------|------------|----------|------------|-------|------------|--------------|------------|------------|------------|--------------|------------|------------|------------|-------------|
| 1995 | 500 | 7.8 | 92 | 1.4 | 48 | 0.8 | 90 | 1.4 | 35 | 0.5 | 5448 | 85.3 | | | 177 | 2.8 | 1663 | 26.0 | 4727 | 74.0 | 6390 |
| 1996 | 510 | 8.2 | 89 | 1.4 | 46 | 0.7 | 80 | 1.3 | 48 | 0.8 | 5373 | 86.7 | 2 | 0 | 47 | 0.8 | 1619 | 26.1 | 4576 | 73.9 | 6195 |
| 1997 | 547 | 8.7 | 101 | 1.6 | 55 | 0.9 | 80 | 1.3 | 46 | 0.7 | 5393 | 85.6 | 7 | 0.1 | 73 | 1.2 | 1664 | 26.4 | 4638 | 73.6 | 6302 |
| 1998 | 513 | 8.2 | 124 | 2.0 | 53 | 0.8 | 80 | 1.3 | 39 | 0.6 | 5337 | 85.3 | 16 | 0.3 | 95 | 1.5 | 1729 | 27.6 | 4528 | 72.4 | 6257 |
| 1999 | 532 | 8.4 | 126 | 2.0 | 57 | 0.9 | 62 | 1.0 | 48 | 0.8 | 5361 | 84.8 | 14 | 0.2 | 121 | 1.9 | 1728 | 27.3 | 4593 | 72.7 | 6321 |
| 2000 | 570 | 9.0 | 129 | 2.0 | 50 | 0.8 | 73 | 1.2 | 49 | 0.8 | 5328 | 84.1 | 21 | 0.3 | 116 | 1.8 | 1660 | 26.2 | 4676 | 73.8 | 6336 |
| 2001 | 657 | 9.9 | 149 | 2.3 | 44 | 0.7 | 85 | 1.3 | 58 | 0.9 | 5361 | 81.1 | 33 | 0.5 | 223 | 3.4 | 1705 | 25.8 | 4905 | 74.2 | 6610 |
| 2002 | 668 | 10.1 | 150 | 2.3 | 44 | 0.7 | 76 | 1.1 | 64 | 1.0 | 5353 | 80.8 | 37 | 0.6 | 233 | 3.5 | 1653 | 25.0 | 4972 | 75.0 | 6625 |
| 2003 | 693 | 10.6 | 133 | 2.0 | 55 | 0.8 | 83 | 1.3 | 74 | 1.1 | 5268 | 80.2 | 37 | 0.6 | 222 | 3.4 | 1638 | 25.0 | 4927 | 75.0 | 6565 |
| 2004 | 608 | 9.3 | 128 | 2.0 | 58 | 0.9 | 74 | 1.1 | 86 | 1.3 | 5329 | 81.5 | 33 | 0.5 | 224 | 3.4 | 1557 | 23.8 | 4983 | 76.2 | 6540 |
| 2005 | 605 | 9.3 | 118 | 1.8 | 52 | 0.8 | 73 | 1.1 | 97 | 1.5 | 5297 | 81.4 | 43 | 0.7 | 224 | 3.4 | 1523 | 23.4 | 4985 | 76.6 | 6508 |
| 2006 | 580 | 8.9 | 125 | 1.9 | 58 | 0.9 | 78 | 1.2 | 88 | 1.3 | 5318 | 81.3 | 43 | 0.7 | 254 | 3.9 | 1575 | 24.1 | 4969 | 75.9 | 6544 |

Source—MTU Office of Institutional Analysis Note: Includes online learning Note: Fall 2006 data preliminary

Undergraduate Enrollment by Major—Fall 2006

Engineering Majors

| | Biomedical | Chemical | Civil | Environmental | Electrical | Computer | Mechanical | Materials | *Other Eng | Total |
|------------------|------------|----------|-------|---------------|------------|----------|------------|-----------|------------|-------|
| Native American | 2 | 3 | 8 | 0 | 3 | 3 | 6 | 1 | 2 | 28 |
| African American | 6 | 5 | 4 | 1 | 6 | 5 | 14 | 1 | 5 | 47 |
| Hispanic/Latino | 2 | 1 | 4 | 0 | 3 | 3 | 16 | 0 | 3 | 32 |
| Asian American | 2 | 1 | 1 | 1 | 7 | 7 | 10 | 1 | 6 | 36 |
| Multicultural | 0 | 2 | 1 | 0 | 1 | 4 | 5 | 1 | 1 | 15 |
| All women | 92 | 68 | 71 | 47 | 33 | 20 | 110 | 22 | 56 | 519 |
| All men | 115 | 195 | 362 | 58 | 351 | 219 | 1068 | 66 | 232 | 2666 |
| Total Population | 207 | 263 | 433 | 105 | 384 | 239 | 1178 | 88 | 288 | 3185 |

*Other Engineering Note: Includes online learning Note: Fall 2006 data preliminary

Undergraduate Enrollment by Major—Fall 2006

Non-Engineering Majors

| | Business | Forestry | Technology | STC* | CS** | Biology | Chemistry | Physics | Other | Total |
|------------------|----------|----------|------------|------|------|---------|-----------|---------|-------|-------|
| Native American | 2 | 3 | 4 | 0 | 2 | 5 | 0 | 0 | 10 | 26 |
| African American | 22 | 1 | 11 | 3 | 3 | 2 | 1 | 1 | 18 | 62 |
| Hispanic/Latino | 6 | 1 | 12 | 0 | 3 | 5 | 2 | 1 | 6 | 36 |
| Asian American | 2 | 0 | 7 | 1 | 3 | 2 | 0 | 1 | 10 | 26 |
| Multicultural | 3 | 0 | 4 | 0 | 4 | 1 | 0 | 0 | 11 | 23 |
| All women | 170 | 51 | 22 | 32 | 13 | 179 | 39 | 14 | 236 | 756 |
| All men | 253 | 101 | 514 | 34 | 306 | 90 | 28 | 59 | 303 | 1688 |
| Total Population | 423 | 152 | 536 | 66 | 319 | 269 | 67 | 73 | 539 | 2444 |

*Scientific and Technical Communication **Computer Science Note: Includes online learning Note: Fall 2006 data preliminary

Undergraduate and Graduate Enrollment by Class—Fall 2006

Engineering Majors

| | Freshmen | Sophomore | Junior | Senior | Master | PhD | Total |
|------------------|----------|-----------|--------|--------|--------|-----|-------|
| Native American | 8 | 7 | 6 | 7 | 0 | 0 | 28 |
| African American | 17 | 5 | 10 | 15 | 6 | 2 | 55 |
| Hispanic/Latino | 5 | 17 | 3 | 7 | 4 | 6 | 42 |
| Asian American | 11 | 8 | 9 | 8 | 4 | 2 | 42 |
| Multicultural | 4 | 3 | 3 | 5 | 1 | 1 | 17 |
| All women | 146 | 105 | 108 | 160 | 65 | 54 | 638 |
| All men | 708 | 608 | 585 | 765 | 205 | 157 | 3028 |
| Total Population | 854 | 713 | 693 | 925 | 270 | 211 | 3666 |

Note: Includes online learning Note: Fall 2006 data preliminary

Graduate Enrollment by Major—Fall 2006

Engineering Majors

| | Biomedical | Chemical | Civil | Environmental | Electrical | Computer | Mechanical | Materials | *Other Eng | Total |
|------------------|------------|----------|-------|---------------|------------|----------|------------|-----------|------------|-------|
| Native American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| African American | 0 | 1 | 1 | 0 | 2 | 0 | 3 | 0 | 1 | 8 |
| Hispanic/Latino | 0 | 0 | 1 | 1 | 0 | 0 | 6 | 0 | 2 | 10 |
| Asian American | 0 | 0 | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 6 |
| Multicultural | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| All women | 3 | 7 | 10 | 32 | 18 | 0 | 21 | 4 | 24 | 119 |
| All men | 2 | 17 | 27 | 30 | 77 | 0 | 162 | 19 | 28 | 362 |
| Total Population | 5 | 24 | 37 | 62 | 95 | 0 | 183 | 23 | 52 | 481 |

*Other Engineering Note: Includes online learning Note: Fall 2006 data preliminary

Graduate Enrollment by Major—Fall 2006

Non-Engineering Majors

| | Business | Forestry | Technology | *S.T.C. | **C.S. | Biology | Chemistry | Physics | Other | Total |
|------------------|----------|----------|------------|---------|--------|---------|-----------|---------|-------|-------|
| Native American | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 4 |
| African American | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 8 |
| Hispanic/Latino | 1 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 10 |
| Asian American | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 6 | 10 |
| Multicultural | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 3 |
| All women | 17 | 40 | 0 | 36 | 6 | 9 | 11 | 9 | 54 | 182 |
| All men | 30 | 36 | 0 | 22 | 31 | 15 | 18 | 32 | 69 | 253 |
| Total Population | 47 | 76 | 0 | 58 | 37 | 24 | 29 | 41 | 123 | 435 |

*Scientific and Technical Communication **Computer Science Note: Includes online learning Note: Fall 2006 data preliminary

Enrollment History of Women—1994–2006

Women Undergraduate Enrollment

| Year | Number Enrolled | Percent Enrolled | Number Enrolled in Engineering | Percent Enrolled in Engineering |
|------|-----------------|------------------|--------------------------------|---------------------------------|
| 1994 | 1,447 | 25 | 754 | 20 |
| 1995 | 1,468 | 26 | 760 | 21 |
| 1996 | 1,404 | 25 | 717 | 20 |
| 1997 | 1,471 | 26 | 763 | 21 |
| 1998 | 1,516 | 27 | 774 | 22 |
| 1999 | 1,518 | 27 | 741 | 22 |
| 2000 | 1,452 | 26 | 698 | 21 |
| 2001 | 1,488 | 25 | 707 | 22 |
| 2002 | 1,418 | 24 | 669 | 21 |
| 2003 | 1,372 | 24 | 615 | 19 |
| 2004 | 1,284 | 24 | 559 | 17 |
| 2005 | 1,228 | 22 | 505 | 15 |
| 2006 | 1,275 | 23 | 519 | 16 |

Note: Fall 2006 data preliminary Note: Includes online learning

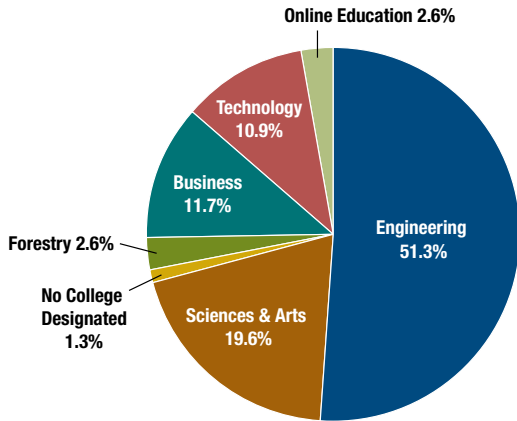
Women Graduate Enrollment

| Year | Forestry | Science & Arts | Business | Engineering |
|------|----------|----------------|----------|-------------|
| 1994 | 15 | 86 | 8 | 62 |
| 1995 | 22 | 87 | 10 | 76 |
| 1996 | 30 | 91 | 4 | 90 |
| 1997 | 25 | 89 | 1 | 78 |
| 1998 | 29 | 102 | 2 | 80 |
| 1999 | 36 | 97 | 0 | 77 |
| 2000 | 42 | 95 | 0 | 71 |
| 2001 | 36 | 97 | 1 | 83 |
| 2002 | 40 | 105 | 5 | 85 |
| 2003 | 36 | 117 | 5 | 108 |
| 2004 | 40 | 107 | 15 | 108 |
| 2005 | 46 | 119 | 19 | 107 |
| 2006 | 40 | 114 | 17 | 119 |

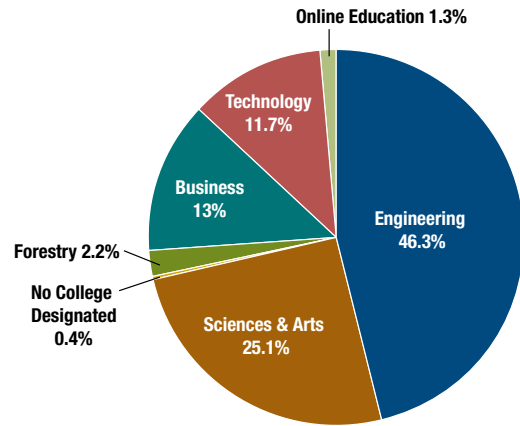
Note: Fall 2006 data preliminary Note: Includes online learning

Distribution of Minorities by College/School at Michigan Tech Fall 2005 & 2006

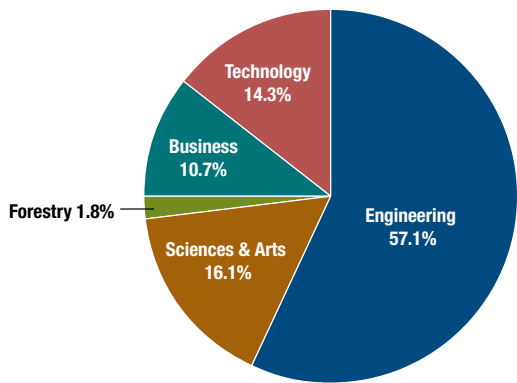
Fall 2005 Undergraduate Minorities



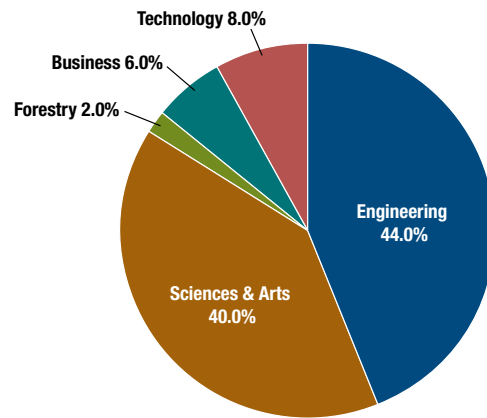
Fall 2006 Undergraduate Minorities



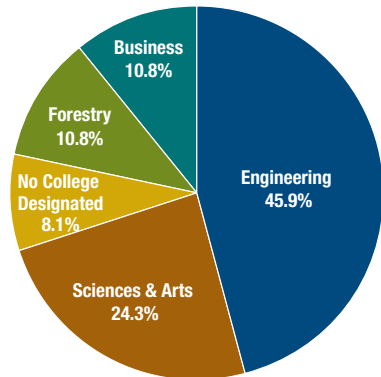
Fall 2005 Freshman Minorities



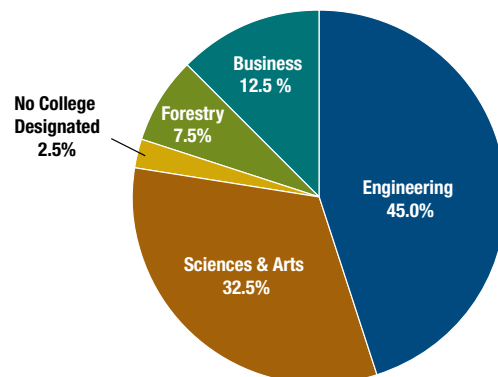
Fall 2006 Freshman Minorities



Fall 2005 Graduate Minorities



Fall 2006 Graduate Minorities



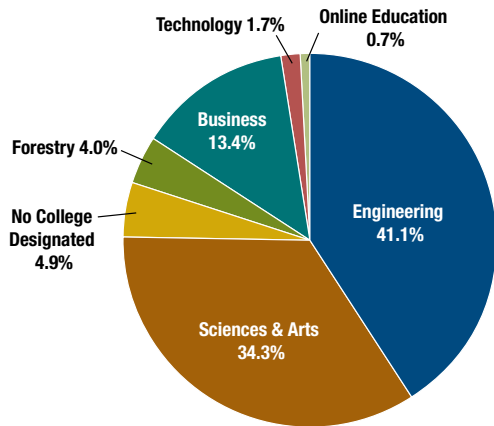
Note: Minorities Include Native American, African American, and Hispanic American

Note: Includes Online learning

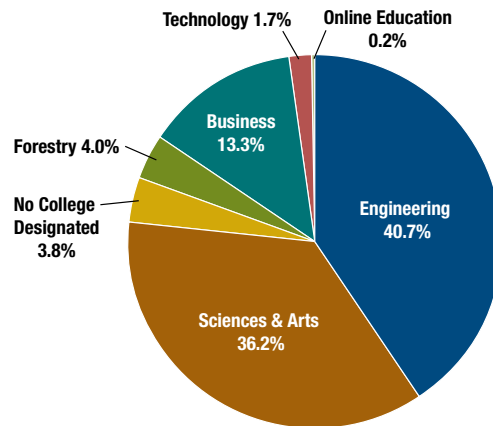
Note: Fall 2006 data preliminary

Distribution of Women by College/School at Michigan Tech Fall 2005 & 2006

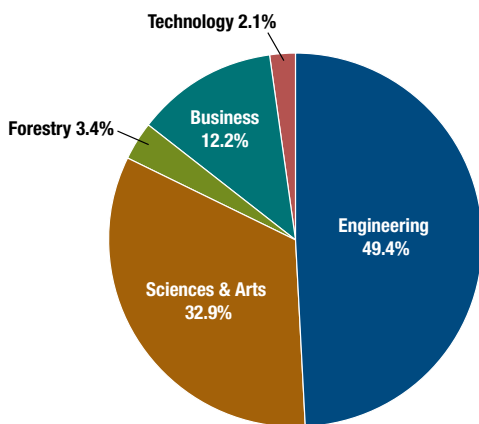
Fall 2005 Undergraduate Women



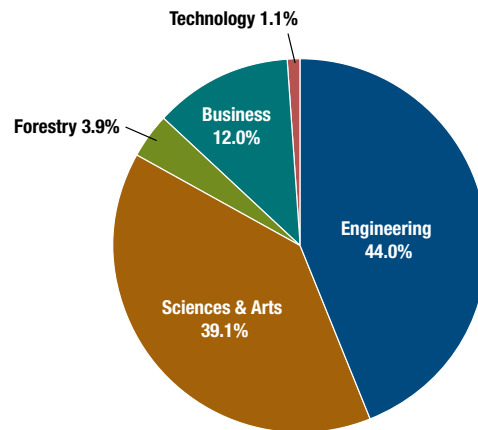
Fall 2006 Undergraduate Women



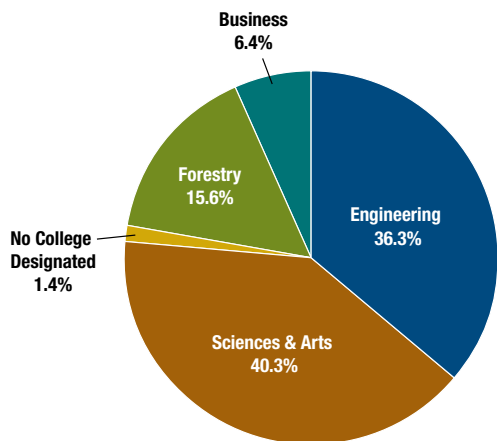
Fall 2005 Freshman Women



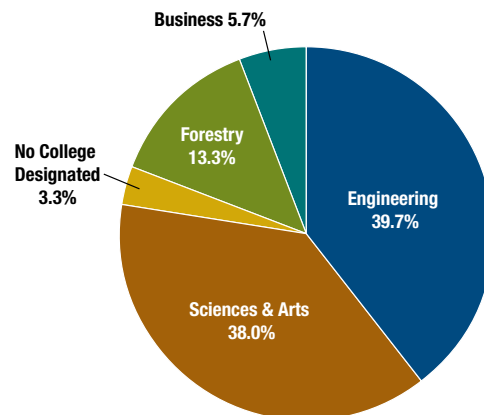
Fall 2006 Freshman Women



Fall 2005 Graduate Women



Fall 2006 Graduate Women



Note: Includes online learning
Note: Fall 2006 data preliminary

Retention Information—Fall 2006

The Center for Institutional Data Exchange and Analysis: 2005-06 STEM Retention Report shows that at selective universities approximately 74 percent of underrepresented minority (URM) students in STEM* disciplines persist after one year, and 62 percent after two. Undergraduate percentages by all majors are 74 percent and 63 percent, respectively. At Michigan Tech, over the past six years, one-year retention rates for URM students have been 71.7 percent after one year and 62.8 percent after two years in STEM disciplines. Using all majors, the percentages are 73.2 percent for one-year retention and 62 percent for two-year retention.

At selective universities 80.4 percent of female students in STEM disciplines persist after one year, and 70.0 percent after two. Female undergraduate percentages by all majors are 79.9 percent and 69.3 percent, respectively. Michigan Tech's retention of full-time female FTIAC (First Time In Any College) students entering in fall 2004 was 84 percent after one year and 78 percent after two years. This compares favorably with fall 2004 national averages of 80.8 percent after one year and 70.7 percent after two years.

In on-campus surveys, as well as in a national survey (1999 Engineering Information Foundation Student Engineering Experience Survey), which was sponsored by Women in Engineering Programs Advocates Network (WEPAN), women student respondents at Michigan Tech indicate a high satisfaction with their educational experiences at the University. On the same survey, 75 percent of Michigan Tech's female respondents said they were confident that engineering was the right career for them. More than 35 percent had participated in Michigan Tech precollege programs.

Student Support

Michigan Tech's Department of Educational Opportunity and other department programs for female students provide outreach, access, mentoring, encouragement, and ongoing professional development. The programs use the strengths of our University and participants—precollege students, University students, alumnae, corporate partners—to provide a network of activities that help attract, recruit and retain students. Programs that focus on Michigan Tech's female students enhance the learning environment and often offer personal and professional growth experiences for all students.

The ExSEL program is a partnership between Michigan Tech's Department of Educational Opportunity, all five Schools and Colleges, and the State of Michigan's King-Chavez-Parks Initiative. The program, founded with the College of Engineering, expanded at the beginning of the 2006-07 academic year to include all of Michigan Tech's Schools and Colleges. In the past, the ExSEL program has led to improved retention rates for all first-year engineering students, a success it plans on expanding campus-wide.

ExSEL combines courses, peer mentoring, grade monitoring, and other support services to encourage the success of incoming and current underrepresented and under-prepared students. ExSEL promotes the use of in-place campus resources including Learning Centers, academic advisors, OME Outreach Coordinators, and the Michigan Technological University Office of First Year Programs.

*STEM—Science, Technology, Engineering, and Mathematics

Graduation Rates and Degrees Granted to Underrepresented Minority Students

Nationally, 41.2 percent of underrepresented minority students in all majors graduate after six years, 40.3 percent in STEM* disciplines. At Michigan Tech, the average six-year graduation rate for all majors is 28.8 percent, 31 percent in STEM majors. Michigan Tech remains committed to enrolling and graduating greater percentages of underrepresented minorities and females and improving the graduation rates of all our students. Our improved first- and second-year retention rates indicate that six-year graduation rates will continue to increase. During 2005-06, Michigan Tech awarded 46 (63 in 2004-05) bachelor's degrees, 6 (7 in 2004-05) masters, and 4 (2 in 2004-05) PhDs to underrepresented minority students. Most of the degrees were in engineering and science.

Six-Year Graduation Rate Cohorts

| | 1998-99 | | 1998-99 | |
|--------------|------------------|------------|----------------|----------|
| | Nat'l All Majors | Nat'l STEM | MTU All Majors | MTU STEM |
| All Students | 54.0 | 54.9 | 62.4 | 64.5 |
| Male | 50.2 | 52.7 | 61.2 | 63.2 |
| Female | 57.3 | 58.4 | 65.4 | 68.3 |
| Minority* | 41.2 | 42.3 | 41.7 | 40.9 |
| African Am | 44.6 | 45.3 | 41.2 | 37.5 |
| Hispanic Am | 45.3 | 44.0 | N/A** | N/A** |
| Native Am | 33.7 | 31.6 | 75.0 | 75.0 |
| Asian Am | 55.8 | 56.1 | 66.7 | 66.7 |
| Caucasian | 56.2 | 57.1 | 64.2 | 66.5 |

*African American, Hispanic American, Native American

**Small cohort size

Statistics taken from the Center for Institutional Data Exchange and Analysis 2005-2006 CSRDE Report (May 2006) and Michigan Tech's Office of Institutional Analysis.

Graduation Rates and Degrees Granted to Women

The University's six-year graduation rate for female students is 67.0 percent. This compares favorably to the national average of 57.3 percent for women as reported by the Center for Institutional Data Exchange and Analysis: 2005-06 STEM Retention Report. Nationally, in STEM programs the 6-year graduation rate for 1998-99 was 58.4 percent, and in comparison, 68.3 percent for 1998-99 at Michigan Tech.

During 2005-06 Michigan Tech awarded 251 bachelors, 65 masters, and 9 PhDs to women students compared to 2004-2005 when Michigan Tech awarded 293 bachelors, 63 masters, and 13 PhDs to women students.

*STEM—Science, Technology, Engineering, Mathematics

Faculty and Staff by Ethnicity and Year

Fall 2001 through Fall 2006

| Year | Ethnicity | Faculty | | | Staff | Total |
|------|------------------------|---------|--------------|-------------|-------|-------|
| | | Tenured | Tenure Track | Non-Tenured | | |
| 2001 | Total | 34 | 7 | 6 | 38 | 85 |
| | Native American | 1 | - | 2 | 12 | 15 |
| | African American | 3 | - | 1 | 7 | 11 |
| | Asian/Pacific Islander | 28 | 5 | 2 | 12 | 47 |
| | Hispanic | 2 | 2 | 1 | 7 | 12 |
| | Multiracial | - | - | - | - | - |
| 2002 | Total | 33 | 9 | 4 | 45 | 91 |
| | Native American | - | - | 1 | 17 | 18 |
| | African American | 2 | - | 1 | 7 | 10 |
| | Asian/Pacific Islander | 28 | 8 | 1 | 11 | 48 |
| | Hispanic | 3 | 1 | 1 | 10 | 15 |
| | Multiracial | - | - | - | - | - |
| 2003 | Total | 32 | 10 | 4 | 42 | 88 |
| | Native American | - | - | 1 | 15 | 16 |
| | African American | 2 | - | - | 7 | 9 |
| | Asian/Pacific Islander | 26 | 10 | 2 | 11 | 49 |
| | Hispanic | 4 | - | 1 | 9 | 14 |
| | Multiracial | - | - | - | - | - |
| 2004 | Total | 35 | 4 | 7 | 36 | 82 |
| | Native American | - | - | 2 | 14 | 16 |
| | African American | 2 | - | - | 4 | 6 |
| | Asian/Pacific Islander | 29 | 4 | 4 | 10 | 47 |
| | Hispanic | 4 | - | 1 | 8 | 13 |
| | Multiracial | - | - | - | - | - |
| 2005 | Total | 35 | 4 | 3 | 44 | 86 |
| | Native American | - | 1 | 1 | 17 | 19 |
| | African American | 2 | - | 1 | 6 | 9 |
| | Asian/Pacific Islander | 29 | 3 | - | 15 | 47 |
| | Hispanic | 4 | - | 1 | 6 | 11 |
| | Multiracial | - | - | - | - | - |
| 2006 | Total | 32 | 2 | 7 | 46 | 87 |
| | Native American | - | - | - | 18 | 18 |
| | African American | 1 | - | 1 | 6 | 8 |
| | Asian/Pacific Islander | 27 | 2 | 3 | 14 | 46 |
| | Hispanic | 4 | - | 3 | 8 | 15 |
| | Multiracial | - | - | - | - | - |

Note: Includes U.S. citizens and permanent residents. Non- U.S. residents are excluded.

Note: Fall 2006 data preliminary

Faculty and Staff by Gender and Year

Fall 2001 through Fall 2006

| Year | Gender | Faculty | | | Staff | Total |
|------|--------|---------|--------------|-------------|-------|-------|
| | | Tenured | Tenure Track | Non-Tenured | | |
| 2001 | Total | 238 | 75 | 84 | 1,045 | 1,442 |
| | Male | 193 | 53 | 51 | 534 | 831 |
| | Female | 45 | 22 | 33 | 511 | 611 |
| 2002 | Total | 237 | 84 | 82 | 1,079 | 1,482 |
| | Male | 191 | 63 | 52 | 550 | 856 |
| | Female | 46 | 21 | 30 | 529 | 626 |
| 2003 | Total | 233 | 76 | 81 | 1,083 | 1,473 |
| | Male | 185 | 58 | 51 | 549 | 843 |
| | Female | 48 | 18 | 30 | 534 | 630 |
| 2004 | Total | 239 | 76 | 93 | 1,036 | 1,444 |
| | Male | 190 | 61 | 51 | 533 | 835 |
| | Female | 49 | 15 | 42 | 503 | 609 |
| 2005 | Total | 230 | 76 | 101 | 1,093 | 1,500 |
| | Male | 183 | 58 | 60 | 547 | 848 |
| | Female | 47 | 18 | 41 | 546 | 652 |
| 2006 | Total | 229 | 71 | 118 | 1,189 | 1,607 |
| | Male | 181 | 54 | 70 | 599 | 904 |
| | Female | 48 | 17 | 48 | 590 | 703 |

Note: Fall 2006 data preliminary

Department of Educational Opportunity Outreach & MultiEthnic Programs

www.edopp.mtu.edu

The Outreach & MultiEthnic Programs Division (OME) is part of the Educational Opportunity Department and reports to the Executive Director and Special Assistant to the President for Institutional Diversity. OME's mission states: The Division of Outreach & MultiEthnic Programs promotes diversity through academic, professional, personal, and cultural experiences that foster a shared sense of community for all students.

Outreach

OME staff collaborate with parents, schools, community college partners, and alumni to identify potential students and nurture their relationships with the University. The staff interact regularly with precollege program participants and visiting teachers.

The OME staff coordinate the Michigan College/University Partnership (MICUP), Wade McCree Scholars Incentive and COMPACT programs for Detroit-area students, and support the Detroit Area Pre-College Engineering Program (DAPCEP), Grand Rapids Area Pre-College engineering Program (GRAPCEP), National Society of Black Engineers Pre-College Initiative (NSBE-PCI), and other student campus visits.

Graduate Student Services

The OME coordinators, work with faculty to develop and maintain relationships with Historically Black Colleges and Universities (HBCU) and other higher education institutions in order to assist in recruitment of graduate students for Michigan Tech's master's and PhD programs.

The OME division administers the Michigan King-Chávez-Parks Initiative Future Faculty Fellowship awards, and the Graduate Education for Minorities (GEM) Fellowships.

Retention

OME staff provide professional and personal advising for students. The staff

- mentor students with regard to their academic and personal needs.
- introduce students to academic, personal, and professional resources both on and off campus.
- interact with parents and teachers to determine students' needs.
- advise and assist several student organizations.
- work closely with student chapters of NSBE, SHPE, and AISES to help assure that they meet their goals, and to support their activities.
- celebrate the graduation of minority students at the annual HAANA banquet honoring Hispanic, African American, and Native American graduates.
- work closely with the ExSEL Programs staff to ensure student success.

Programming

OME coordinators develop, implement, and direct cultural and cross-cultural programs. The programs are designed to promote awareness and understanding of diversity on campus and in the local community.

Resource

OME staff assist students in identifying sources of financial aid and personal development opportunities such as undergraduate research, internship, and co-op positions.

OME is a resource for academic departments and individual faculty, providing statistics and expertise in the areas of diversity and outreach. Related websites on retention are maintained by OME staff. In addition, the KCP Visiting Women/Minority Lecturer/Scholar Series is coordinated here.

Corporate Partnerships

The Department of Educational Opportunity works closely with corporate partners to help build a diverse pool of Michigan Tech graduates. Corporations offer a number of resources through the department that help prepare students for future careers or graduate studies—role models, co-ops, internships, and scholarships, as well as financial support for precollege, undergraduate, and graduate programs.

Thank You

With support from Michigan Tech's corporate, state, and federal partners, the University continues to work to attract and graduate an increasingly diverse student body, especially in disciplines where African American, Native American, Hispanic/Latino(a) students and females remain underrepresented. Your contributions significantly impact our success.

Institutional Support for Diversity

Alumnae—Presidential Council of Alumnae (PCA)

Institutional Support

Being at Michigan Tech—Cool Women! Cool Careers! Brochure
Educational Opportunity Corporate Diversity Advisory Board
Making Our Mark @ MTU Website
Special Assistant to the President for Institutional Diversity
University Diversity Framework/Strategic Plan

Precollege Outreach

American Indian Workshop (AIW)
College Access Program
Explorations in Engineering (EIE)
Get WISE Day

IBM/MTU Women in Computer Science (WCS)
Summer Youth Programs (SYP)
Women in Engineering (WIE)

Undergraduate, Graduate, Faculty, and Staff Groups

African Student Organization (ASO)
American Indian Science and Engineering Society (AISES)
National Society of Black Engineers (NSBE)
Presidential Commission for Women (PCW)
Society of African-American Men (SAAM)
Society of Hispanic Professional Engineers (SHPE)
Society of Intellectual Sisters (SIS)
Society of Women Engineers (SWE)
Women in Science and Engineering (WISE)
Women of Promise

University Programs

Detroit Compact Program
ExSEL Programs
MentorNet
Michigan College/University Partnership Program (MICUP)
NACME Program
PCA Brown Bag Luncheons
Summer Undergraduate Research Fellowships (SURF)
SWE Dine With Industry
Technobabe Times
Visiting Women/Minority Lecturer/Scholar Series
Wade McCree Program
Women's History Week Celebrations