The Graduate School

Annual Report on Diversity and Inclusion

(October 01, 2008 – September 30, 2009)

The Graduate School continued activities and began new initiatives to encourage graduate programs in all colleges to recruit graduate students more broadly and more inclusively. Special efforts have continued to encourage inclusive recruitment of domestic students in all areas of scholarship, and especially in the natural and social sciences, mathematics and engineering. All workshops for career preparation and development, for orientation of new faculty and administrators, and for training or support of training and retention of graduate students contain a core emphasis upon inclusion. The Graduate School continued to provide and contribute to fellowships and awards that support recruiting, retaining, and graduating a rich diversity of domestic graduate students.

Specific examples highlight the continued efforts of The Graduate School to promote inclusion and diversity in the mainstream of training for masters and doctoral degrees.

Graduate Fellowships, Assistantships, and Awards

**University Distinguished Fellowships & University Enrichment Fellowships.** The Graduate School offers fellowship programs that provide financial support for outstanding students who plan to enroll in a doctoral or master of fine arts program. We are particularly aware of the special role that graduate education plays in training the next generation of leaders in academia, government and the private sector. In assisting MSU to achieve its educational mission, our goal is to foster an intellectually vital and diverse educational community that will prepare graduate students to assume their career roles in a diverse society. The Graduate School's recruitment fellowships support departments and programs in their goal of attracting a cohort of students who: (1) have demonstrated academic excellence; articulate their commitment to research goals well matched to department or program doctoral emphasis areas; (2) show evidence of leadership potential or of the capacity to make a distinctive professional or scholarly contribution; (3) contribute to a diverse educational community, as evidenced in personal history and experience, research goals, or the promotion of understanding among persons of different backgrounds and ideas; and (4) have diverse racial, ethnic, gender, socioeconomic, geographic, and disciplinary backgrounds.

**Academic Achievement Graduate Assistantships.** Most graduate programs at MSU must compete aggressively with graduate programs at other universities for students whose participation fosters the varied educational experience that helps all students learn and prepares them for an increasingly diverse society. The Graduate School offers a graduate assistantship program that provides financial support for students who are accepted into a master's or a doctoral degree program and whose enrollment will enhance the educational diversity of the student body of the program into which they are admitted, as evidenced in personal history and experience, research goals, or the
promotion of understanding among persons of different background and ideas, or have
demonstrated significant academic achievement by overcoming barriers such as
economic, social, or educational disadvantage. In particular, the Graduate School's
AAGA recruitment program is designed to assist academic units in attracting a cohort of
diverse students who have traditionally not participated in graduate programs in their
units. This may include applicants from bilingual households, McNair program
participants, or those who have attended an undergraduate institution such as a small
liberal arts college or a HBCU or HSI. Applicants with evidence of experience or
leadership potential are especially sought.

King-Chavez-Parks Future Faculty Fellowships. The program was created by the
Michigan State Legislature in 1986 as part of the larger King•Chávez•Parks Initiative
designed to stem the downward spiral of college graduation rates for students
underrepresented in postsecondary education. Future Faculty Fellows are eligible to
pursue a master’s or doctoral degree at the public universities in Michigan. Future
Faculty Fellowship graduates are obligated, by signed agreement, to remain in
postsecondary faculty teaching or administration in a public or private, 2- or 4-year, in-
state or out-of-state postsecondary institution for a minimum of three (3) years full-time
equivalents. This fellowship award at MSU is made possible through a combination of
funding from the State of Michigan funds and The Graduate School to support graduate
students who will contribute to the development of faculty diversity in colleges and
universities in the State of Michigan. The Graduate School encourages applications from
historically important U.S. minorities, women, people with disabilities, and individuals
from cultural, linguistic, geographic, and socio-economic backgrounds who would
otherwise not adequately be represented in the graduate student and faculty populations in
the State of Michigan.

Emergency Fellowship Funding. The Graduate School provides funding for graduate
students for unusual or unforeseen emergency expenses. This is available for graduate
students pursuing a degree program. The intent of these funds is to assist students on a
“one time only” basis.

Dissertation Completion Fellowships. More than 150 $6,000 fellowships are available
annually to allow doctoral students to devote full time to writing the dissertation. The
goal is degree completion within two semesters. This award can be obtained while
maintaining up to a one-half time assistantship or the equivalent.

Travel Fellowships (to support research). Graduate students pursuing a degree
program are eligible to apply for funds to travel to present their research at professional
conferences.

Research Enhancement Fellowships. Funds are available to support activities that
enhance graduate students’ research projects.

Education Opportunity Fellowships. The purpose of EOF fellowships is to provide
financial assistance to MSU graduate and professional students who meet certain
eligibility requirements that include financial status with respect to student loan indebtedness.

**Alliances for Graduate Education & the Professoriate (AGEP)**

**The National Science Foundation (NSF) Program.** The Alliance for Graduate Education and the Professoriate (AGEP) at MSU is an NSF program that supports recruitment, retention, and graduation of domestic students in master’s and doctoral programs of the sciences, technology, engineering and mathematics (STEM); and the social, behavioral, and economic (SBE) sciences. The focus of AGEP at MSU places special emphasis on a fully inclusive recruitment and development of domestic students in groups historically underrepresented in the STEM and SBE disciplines. A goal of AGEP is to promote changes that transform U. S. universities to embrace the responsibility of substantially increasing the number of underrepresented domestic students who will enter the professoriate in STEM and SBE disciplines. Specific AGEP program objectives are: (1) to develop and implement innovative models for recruiting, mentoring, and retaining underrepresented domestic students in STEM and SBE doctoral programs, and (2) to develop effective strategies to identify and support underrepresented domestic students who want to pursue academic careers.

**Michigan AGEP Alliance (MAA).** The four public research universities in the State of Michigan, i.e. MSU, University of Michigan (UM), Wayne State University (WSU), and Western Michigan University (WMU), form the MAA. The purpose of the MAA is to collaborate to achieve the objectives and the common goals of the NSF program by sharing human and material resources, building networks of student interactions, and experimenting to find what works to catalyze transformation of these academies. The MAA participants gather each Spring and Fall for MAA Conferences, hosted by one of the campuses, to build student networks and provide supportive activities, workshops, and other sessions for each stage of career planning and development.

**AGEP at MSU.** AGEP at MSU applies funds from the NSF and The Graduate School to provide substantial support for student recruitment, career development, and to foster the emergence of a diverse community of scholars among graduate students in STEM and SBE disciplines. The Graduate School leverages AGEP funding to support direct faculty involvement in student recruitment, and to establish educational collaborations with faculty at colleges and universities that have substantial enrollments of population groups that are a focus of the NSF program goals. These are activities aimed to build trust between faculties of MSU and focal institutions for recruitment, with the goal to establish a steady stream of students into successful graduate studies at MSU. Graduate students and faculty who participate in building the AGEP Learning Community at MSU will provide a key to changing the culture of U. S. colleges and universities to embrace building world-class STEM and SBE faculties who fully reflect the diversity in race, gender, culture and intellectual talent of the U. S population.

**MSU AGEP Learning Community.** Through AGEP, MSU fosters a multidisciplinary learning community of graduate students and faculty members. Monthly meeting allow
AGEP participants to create dialogues across disciplines through informal oral presentations about current research. The learning community also provides opportunities to share key information regarding graduate school success and experience a camaraderie that extends beyond the academic setting. Graduate students, faculty and administrators from the College of Agriculture and Natural Resources, the College of Natural Sciences and the College of Social Sciences play an active role in facilitating this learning community. On average, 30 graduate students, faculty and administrators attended these monthly meetings. Program areas represented were: Electrical and Computer Engineering; Mechanical Engineering; Computer Science and Engineering; Food Science and Human Nutrition; Cell and Molecular Biology; Psychology, Communications, Family and Child Ecology, Economics, Neuroscience, African American and African Studies; Microbiology and Molecular Genetics; Chemistry; Crop and Soil Sciences; Agricultural, Food and Resource Economics; Sociology; Anthropology; and Advertising. Other program areas represented are: College of Agriculture and Natural Resources Office of Diversity and Pluralism; Associate Dean, College of Social Sciences; Associate Dean, College of Agriculture and Natural Resources The Graduate School Office for Student Affairs; and the Harriett B. Rigas Graduate Engineering Program.

**AGEP Scholar Award.** The AGEP Scholar award is an annual fellowship that supports research and professional travel and provides access to faculty career and professional development programs and activities sponsored by The Graduate School at MSU. This award gave $2,000 in financial support to 19 graduate students across multiple disciplines including: (1) Anthropology, (3) African/African and American Studies, (1) Electrical and Computer Engineering, (5) Electrical Engineering, (1) Chemical Engineering and Material Sciences, (2) Computer Science Engineering, (1) Mechanical Engineering, (1) Economics, (1) Genetics, (1) Community Psychology, (1) Agricultural, Food and Resource Economics, and (1) Advertising, Public Relations

**2008 AGEP Alliance (MAA) Fall Conference.** The Michigan AGEP Alliance Fall Conference, “Pathways to the Ph.D.,” was held at the Kellogg Center of Michigan State University on November 13, 2008. Participants included students, faculty, staff, and MAA Steering Committee members from Michigan State University, University of Michigan, Wayne State University, and Western Michigan University. Dr. James H. Wyche from National Science Foundation was a special guest. Representatives from the State of Michigan’s King, Chavez, Parks Initiative also attended.

The conference began with introductions and a dinner with an invited speaker. Then, it continued with concurrent breakout sessions covering six distinct paths. This was an expansion from the four paths offered last year at Michigan State University. The dinner speaker was Kerry Ann Rockquemore, Ph.D., Associate Professor of African American Studies and Sociology at University of Illinois at Chicago. She spoke on “Playing to Win: How to Create the Support, Structure, and Company You Need to Thrive in the Academy.” The six paths served as the titles for the breakout sessions and were as follows: Path 1: Graduate School Entry; Path 2: Navigating the Ph. D. Process (new in 2008); Path 3: Passing Qualifying Exams and Comprehensives; Path 4: Successful
Dissertation Writing; Path 5: Successful Ph.D. Job Search; and, Path 6: Successful Mentoring: Giving and Getting Guidance (new faculty session introduced in 2008).

Conference registrants included students, faculty, MAA Steering Committee members, as well as support staff. 111 students, faculty, and staff registered online for the conference (50 from Michigan State University, 26 from University of Michigan, 32 from Wayne State University, and 3 from Western Michigan University). 33 of the online registrants did not show. Additionally, nearly 20 participants registered on site. In sum, approximately 100 participants attended this conference.

Overall, the evaluation found that the students and faculty enjoyed the conference as well as found the information both meaningful and relevant to the challenges faced in graduate school. A great majority, 91.6%, agreed or strongly agreed with the statement “In thinking about your own educational goals, the dinner speaker, Kerry Ann Rockquemore, Ph.D., was helpful.”

Additionally, a majority of participants in each breakout session responded positively to statements designed to evaluate the effectiveness and usefulness of the sessions. The statements and exact percentages of the responses are reported in detail in the appendices of this report that gives specific analyses for each path.

**AGEP Mini-EYF Alliance.** The emphasis of this Alliance is to support inclusive recruitment and retention of domestic students for master’s and doctoral programs in the disciplines of social and behavioral sciences, economics, science, technology, engineering and mathematics here at MSU, with the goal to prepare graduate students for academic careers. We seek to build relationships between MSU faculty, and faculty who advise and mentor students at focal colleges and universities. Two strategies guide the relation-building: 1) Annual MSU faculty visits to each campus for a research seminar and a separate recruitment session; and 2) Annual AGEP-EYF supported visit to MSU by faculty and students identified by faculty from each campus of participating institutions. This EYF activity differs from others in that it promotes development of faculty-to-faculty interactions to form educational collaborations between MSU faculty and those at colleges and universities with potential graduate students for MSU. This activity invites faculty to identify potential graduate students at their institutions and to travel to MSU along with the students for a visit to establish and sustain relationships.

**2008 AGEP Mini-EYF Conference.** The 2008 Mini-EYF program took place on October 8-10, 2008 at the MSU Kellogg Hotel and Conference Center. The program hosted 26 students and faculty from 6 Historically Black Colleges and Universities. These institutions were invited to join and participate in similar activities and interactions to build and sustain educational partnerships that support and transition students from these institutions into graduate studies at MSU. Students and faculty in STEM and SBE disciplines from Bennett College for Women (1 faculty, 2 students), Jackson State University (3 faculty, 2 students), Florida A & M University (5 faculty, 6 students), Hampton University (1 faculty, 2 students), Spelman College (1 faculty, 1 student), and Clark Atlanta University (1 faculty, 1 student) attended the two-day
conference. Two of the attendees from Bennett College, 4 from Jackson State University, 4 from FAMU, and 3 from Hampton University represented the Biological Sciences. One attendee from Bennett College, 1 from Jackson State University and 2 from Clark Atlanta University represented Chemistry. The 2 attendees from Spelman College represented Computer Science. Of the remaining 7 attendees from FAMU, 6 were Psychology and 1 was Environmental Science. (This activity suspended for 2008-09).

The conference generated excitement and interest among faculty and students at MSU. At the opening program on October 9, the guests were greeted by CNS, CANR, College of Social Sciences and MSU administrators. Multiple faculty and graduate students across multiple program areas participated in two roundtable discussions. These roundtable discussions and question-and-answer sessions were designed to bring out any concerns on the visitors behalf about the MSU graduate application process and also discuss challenges related to building a successful and sustainable partnership with the visiting universities. The natural science visitors spent the afternoon at the Kellogg Biological Station viewing the facilities and exploring research opportunities. The Psychology visitors went to a departmental visit. The visitors also had an opportunity to interact socially with MSU faculty and graduate students at a networking reception held on the same evening. On the morning of October 10th, a program recruitment and networking event was hosted by the College of Natural Science.

**Advance To Adventure (ATA).**

The Graduate School continues its commitment to support well-established and successful methods applied to recruit an inclusive, diverse pool of domestic students into graduate programs at MSU. The Graduate School also encourages trials of new approaches that may lead to successful recruiting.

The ATA activity aims to continue to reward success and encourage experiments to do better at recruitment, enrollment, and graduation of domestic students at the master’s and doctoral level to enrich the inclusive diversity of the U.S. post-baccalaureate workforce. Components of ATA include cost-sharing for: i.) ATA Prospective Student Visits to MSU; and ii.) ATA Faculty Travel.

**ATA Prospective Student Visits.** The goal of ATA Prospective Student Visits is to provide an opportunity for an inclusive group of domestic applicants to visit MSU and be sold on committing to graduate study at MSU. The Graduate School invites proposals to co-fund multi-program and College-wide recruiting activities that aim to enroll inclusive cohorts of domestic students who will contribute substantially to the intellectual, geographical, and population diversity of graduate students at MSU. Proposals should show plans for a group of prospective students to visit MSU, meet faculty and current graduate students in a welcoming environment, and to develop a sufficient sense of comfort with the MSU community to commit to enroll. Ideally, the prospective students will already have been admitted by the time of their visit to MSU.
**ATA Faculty Travel.** The goal of ATA Faculty Travel is to establish and sustain faculty-to-faculty relationships aimed to create a flow of new domestic students into MSU graduate programs. The Graduate School invites proposals at the College level or graduate program level to support MSU faculty travel to colleges and universities with substantial numbers of domestic undergraduate students who are historically underrepresented in graduate programs at MSU. A few high-impact “recruitment” conferences may be positively considered for faculty travel co-funding, but disciplinary conferences will not.

**Committee on Institutional Cooperation (CIC)**

The Graduate School continues to be the principal link for MSU to the Committee on Institutional Cooperation (CIC). The CIC is a consortium of 12 research universities, including the 11 members of the Big Ten Conference and the University of Chicago. With campuses in 8 states, CIC universities enroll more than 300,000 undergraduates and 76,000 graduate students, and employ some 33,000 full-time faculty and 139,000 full-time staff. The CIC is guided by the Provosts of the member universities. The mission of the CIC is to advance academic excellence by sharing resources and promoting and coordinating collaborative activities across the member universities. CIC work focuses on three areas of dynamic, evolving collaboration: (1) national leadership for higher education; (2) combining, leveraging and expanding resources of member universities; and (3) expanding learning opportunities by sharing unique courses and programs. While all of the activities of the CIC continues to enhance collaborative and educational opportunities for MSU students and faculty, the CIC continues special commitments to promoting inclusion of historically excluded U.S. minorities in career paths toward academic careers. An example of this is support for the Summer Research Opportunities Program (SROP).

**2009 MSU Summer Research Opportunities Program**

The 2009 MSU Summer Research Opportunities Program commenced from June 3, 2009 to July 29, 2009. Eleven students participated in the inaugural year of the program for The Graduate School. The program mentors were:

1. Cindy Jordan, Psychology; Marc Breedlove, Psychology
2. Edward Walker, Microbiology and Molecular Genetics
3. Anne Bogat, Psychology
4. Sharleen Sakai, Psychology; Kay Holekamp, Zoology
5. Frederick Leong, Psychology
6. Sainan Wei, Genetics
7. Julius Jackson, Microbiology and Molecular Genetics; Mark Meerschaert, Statistics
8. Christina Chan, Chemical Engineering
9. Hiram Fitzgerald, Psychology
10. Darrin Karcher, Animal Science
11. Dave Weatherspoon, Agricultural, Food and Resource Economics
The majors of 2009 MSU SROP students were in the following areas: four (4) in biology, three (3) in psychology/sociology, agricultural economics, chemistry, mathematics and political science. The race/ethnicity of students that participated in the 2009 MSU SROP was: six (6) African American, one (1) Asian American, two (2) Caucasian, and two (2) Latino/Hispanics. The gender distribution of the students that participated in the 2009 MSU SROP program consisted of seven (7) females and four (4) males. The 2009 MSU SROP students were from the following undergraduate institutions: Florida International University, Howard University, Morgan State University, Oakwood University, The Ohio State University, University of Arkansas – Pine Bluff, University of Illinois-Chicago, University of Oklahoma, University of Puerto Rico – Rio Piedras, North Carolina State University and Southern University and A&M College.

The 2009 MSU SROP students expressed interest in the following areas of research:

1. agricultural economics;
2. animal science;
3. applied mathematics/microbiology;
4. biochemical, biomedical engineering;
5. clinical counseling psychology, cross-cultural research, research for minority and underrepresented groups, etc.;
6. clinical/research, domestic violence, social psychology;
7. entomology;
8. genetics;
9. human development, community psychology, outreach and engagement;
10. neuroscience, animal behavior; and
11. sexuality and animal behavior.

Workshops and Career Development Activities

The activities listed here are just a few of the many career development and support activities conducted and sponsored by The Graduate School. Though all activities benefit and are important to historically excluded and underrepresented domestic students and faculty, only a sampling appears here to illustrate programs with particularly high impact or potentially high impact on retention and career preparation.

**Conflict Resolutions Workshops.** An increasing national recognition of the serious nature of interpersonal conflicts between graduate students and faculty led to a pioneering development of workshops to address this problem. This program is one activity to assist graduate students and faculty members to set and meet explicit expectations and resolve conflicts, thus, eventually reducing attrition rates while also improving the graduate experience. This Graduate School workshop has several versions and is in such high demand that the GS staff cannot schedule enough to meet the requests. This high demand stimulated development of a series of workshops to Train The Trainers (TTT) as a way to expand the opportunities to reach more people. The on-campus TTT activity developed new trainers who have since conducted workshops both on and off the MSU campus.
This conflict resolution activity is aimed, inclusively, at all graduate students and at any other target audience, e.g. faculty. This is a prime example of inclusiveness in the design of training activities that may improve retention among all students in all programs. This workshop remains available for faculty in general, specific faculty groups, and graduate students. (Activity planned every other year.)

**Planning, Resilience, Engagement, and Professionalism (PREP).** PREP focuses on four professional skills that are key to career and professional development: (1) Planning throughout the graduate career to identify and successfully achieve career goals; (2) developing Resilience and tenacity to thrive through personal and professional stages; (3) practicing active Engagement in making important life decisions and in acquiring the skills necessary to attain career goals; and (4) attaining high standards of Professionalism in research and teaching.

This is what may be described as a complete training system or a comprehensive systems approach to training graduate students. The PREP system opens up a large variety of support and training activities and provides a guide for graduate students in all stages of career planning and development. This system is especially of use to provide the exposure of diverse populations of graduate students to key strategies for career development and planning. One might even describe this as a mentoring system that continues to prove invaluable to those aware of its existence. The Graduate School mounted a new website for access to this extraordinary resource for all of the people (http://www.grad.msu.edu/prep/).

**FAST Fellows.** The Graduate School at Michigan State University (MSU) and the MSU Center for the Integration of Research Teaching and Learning (CIRTL) Steering Committee sponsor a training opportunity for graduate students interested in academic careers--the **FAST** Fellowship Program (Future Academic Scholars in Teaching). The primary goals of the FAST Fellowship Program are to provide opportunities for a diverse group of graduate students to have mentored teaching experiences and to gain familiarity with materials on teaching and assessment techniques. The FAST program is for doctoral students with interests in teaching, learning, and assessment in higher education who are enrolled in programs associated with the Colleges of Natural Science, Agriculture and Natural Resources, Engineering, and Veterinary Medicine and whose college or department has an approved Certification in College Teaching Program. This program was developed in response to the national need to prepare future faculty for the changing needs and expectations in higher education. FAST also complements the efforts of the CIRTL project (an NSF funded project initiated by MSU, the Univ. of Wisconsin, and The Pennsylvania State Univ.; now including the Univ. of Colorado-Boulder, Texas A & M Univ., Howard Univ., and Vanderbilt Univ.). Participation is open to all graduate students and the appeal to diverse students has begun to increase. The involvement of FAST Fellows in the AGEP learning community promises to make FAST much more diverse and inclusive because the information spreads more rapidly than previously.
**External Fellowships Promoting Diversity**

The Graduate School continues to support providing the information and promoting application by graduate students to compete for fellowships that promote diversity and inclusion in graduate education. Examples include Ford Foundation Diversity Fellowships and the Paul and Daisy Soros Fellowships for New Americans.

**Summary Data**

We continue to pull data together to gather and analyze demographic information to see who utilizes the professional development and support systems provided by the Graduate School. We are building baseline data that will enable assessment of various strategies for recruitment, retention, and graduation of master’s and doctoral degree recipients. Though these data presented are incomplete, we will continue analyses to provide useful information that can guide our planning. Our goal is to have all of our students fully participate in opportunities that support their graduate study and prepare them for future career success.
## 2008-09 Inclusion Numbers

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<th>Program</th>
<th># of Participants</th>
<th>PhD</th>
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<th>Hisp/Latino</th>
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