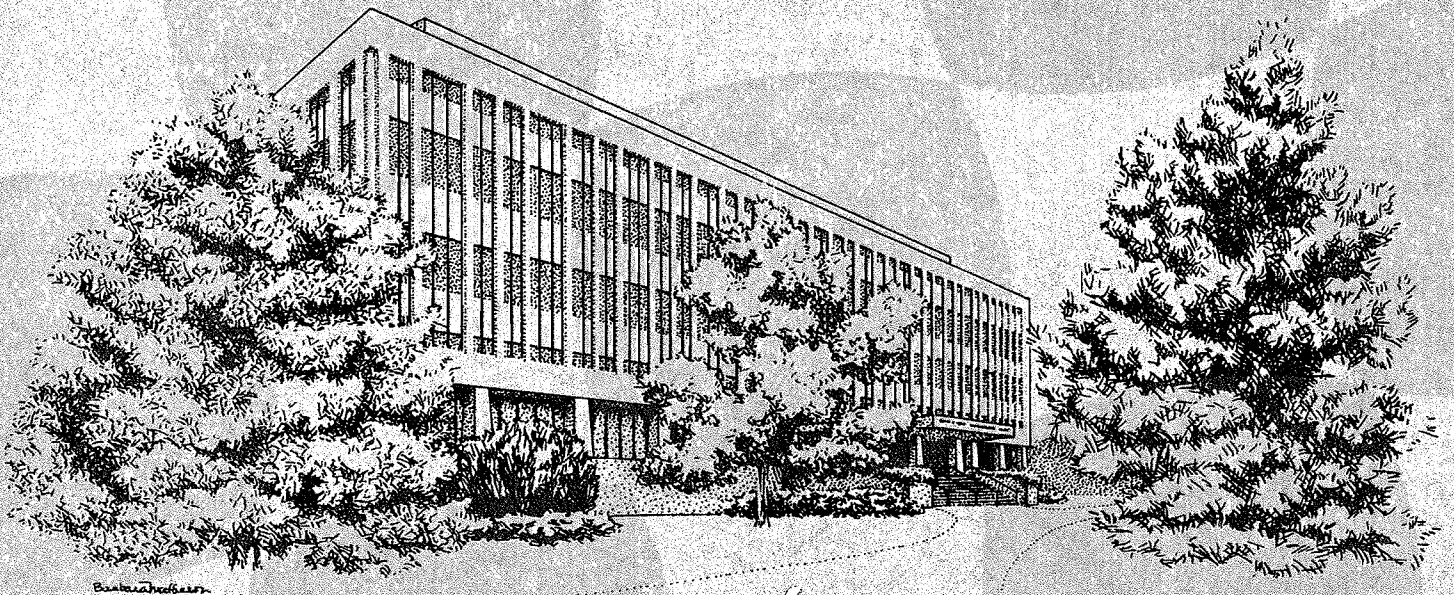


Michigan State University  
1989-90

Annual Report on

Affirmative  
Action  
Descriptive Report



*ANNUAL REPORT ON AFFIRMATIVE ACTION*

for the Period

*October 1, 1989 to September 30, 1990*

*DESCRIPTIVE REPORT*

Prepared for

*MICHIGAN STATE UNIVERSITY*

*BOARD OF TRUSTEES*

Compiled By:

The Department of Human Relations

Ralph W. Bonner, Ph.D

Director

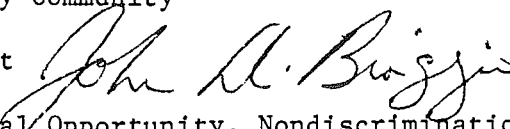
*APRIL 1991*

# MICHIGAN STATE UNIVERSITY

OFFICE OF THE PRESIDENT  
450 ADMINISTRATION BUILDING

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## MEMORANDUM

DATE: February 28, 1991  
TO: Members of the University Community  
FROM: John DiBiaggio, President   
SUBJECT: University Policy on Equal Opportunity, Nondiscrimination  
and Affirmative Action

Michigan State University claims a long-standing and firm commitment to the principles of equal opportunity, nondiscrimination and affirmative action. By charter, Board policy, and mission, Michigan State University is pledged to eliminate all inequity based on such considerations as race, sex, age, national origin, sexual orientation, political persuasion and handicap.

As I have stated in the past, rhetoric and written proclamations from the President and the administration are not sufficient tools in the battle to eradicate all vestiges of discrimination. We should strive to make diversity an integral part of our everyday operations at Michigan State. Every classroom and every workplace must become models of integration and diversity. It is important that students and staff assist in making the University an accessible place where all persons and groups can study and work in comfort.

Only if we are able to achieve diversity, both in philosophy and spirit, can we truly prepare our students for a multi-cultural and pluralistic society and world. Our success in creating this kind of environment at MSU will be validated by how our students who leave MSU express themselves as leaders in the United States and throughout the world.

We must remain committed to the ideals of affirmative action and diversity. I trust that every student and employee sincerely believes that these goals for equality will be accomplished. I challenge and encourage every member of our community to continue working together in a cooperative spirit on this very important endeavor.

## DESCRIPTIVE REPORT

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Michigan State University  
1989-90 Affirmative Action  
Report to the Board of Trustees

INTRODUCTION

This marks the first year in which the Annual Report on Affirmative Action to the MSU Board of Trustees is divided into three documents: Descriptive Report, Data Report, and Diversity Enhancement Report. In addition, the Board will receive under separate cover, a progress report on the MSU IDEA, the University's comprehensive diversity and pluralism plan, published in April, 1989.

The Descriptive Report explains progress that has been made and problems that continue to exist in the areas of affirmative action and equal opportunity. The Data Report, utilizing charts, graphs, and tables, illustrates changes in areas for faculty, staff and students as they relate to women, racial minorities, and handicappers. A Diversity Enhancement Report, to be published later, will include a compilation of, and commentary upon, special affirmative action activities in University support units. A progress report on the MSU IDEA, the University's comprehensive plan to advance diversity and pluralism, will also be distributed separately. Suggestions and recommendations contained in the Diversity Enhancement Report will be considered for inclusion in a revision of the MSU IDEA that is currently underway across vice-presidential areas.

The implementation of the University's Affirmative Action Program rests with line administrators. Their evaluations include an assessment of their performance in fulfilling affirmative action responsibilities. However, every individual connected with the University has an obligation to support and assist in efforts directed towards achieving this goal.

The Department of Human Relations serves as the principal support unit for enhancing the ability of the University to meet its commitment to affirmative action, equal opportunity, non-discrimination and diversity. A major responsibility of the department involves continuous assessment of policies, practices, and procedures covering the areas of employment, enrollment, publications, and compliance with legal requirements. In addition, the unit evaluates and monitors progress made in achieving the goals of equal opportunity, non-discrimination and diversity in all facets of university life.

The validation of the quality and effectiveness of the University's affirmative action compliance programs is accomplished through review by external agencies as well as by the internal monitoring processes.

Various constituent groups regularly evaluate the internal monitoring process to ensure non-discrimination, equal opportunity and affirmative action. This process of review has put into place recommendations for new and creative solutions to problems encountered in the employment areas.

The Asian Pacific American Faculty and Staff Association, the Black Faculty and Administrators Association, Faculty Professional Women's Association, the Hispanic and Native American Faculty and Staff Association, the Minority Advisory Council, The President's Handicapper Advisory Committee, The Women's Advisory Committees to the Provost and to the Vice President for Finance and Operations, and the four minority student associations, represent some of the groups that work with the University to ensure the success of its Affirmative Action Program. All of these volunteer groups provide vital assistance to the University to assure that the rights of minorities, women, and handicappers, faculty, staff, and students are protected.

Major contributions to this report were made by the Office of Planning and Budgets, the Assistant Provost and Assistant Vice President for Academic Human Resources, the Assistant Vice President of Human Resources, the Vice President for Student Affairs and Services, Admissions and Scholarships, and the Purchasing Department.

A synopsis of the Affirmative Action Report appears as an Executive Summary immediately prefacing this report. More detailed information on any specific section of the report or regarding the University's 1989-90 Affirmative Action Program is on file in the Department of Human Relations and is available for review.



Ralph W. Bonner, Ph.D.  
Director  
Department of Human Relations





## I. EXECUTIVE SUMMARY

### Introduction

The Executive Summary represents a brief synopsis of the 1989-90 Affirmative Action Descriptive Report. Documentation on the academic and support areas of employment is presented in abbreviated fashion along with general information relating to students and the climate of the University.

### Academic Human Resources/Executive Management

During the 1989-90 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, increased by 42 individuals, from 4,101 to 4,143 (1.0%). With the net gain of 56 women during 1989-90, women comprise 31.3% of all academic personnel; their representation increased to 1,298 or by 4.5%. Similarly, with the net gain of 55 minorities during 1989-90, minorities now represent 13.0% of the total academic personnel system, increasing in number to 538, or by 11.4%. The number of Blacks in the academic personnel workforce increased from 183 to 206, which is 5.0% of the total; Asian Pacific Islanders increased from 240 to 259, which is 6.3% of the total; Hispanics increased from 48 to 59, which is 1.4% of the total; American Indian/Alaskan Natives increased from 12 to 14, which is 0.3% of the total. Overall, on a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,657, 40.0% of the total faculty and academic staff, an increase of 6.3%.

### Executive Management

There are 67 individuals serving in Executive Management positions as of October 1, 1990. Of these, 12 (17.9%) are non-minority women and 12 (17.9%) are minorities. One (1.5%) minority woman is Black; of the 11 minority men, eight (11.9%) are Black, one (1.5%) is Asian Pacific Islander, and two (3.0%) are Hispanic. The total representation of protected class members remained at 24 (35.8%).

There were six new Executive Management appointments during 1989-90, including one minority man and five non-minority men.

### Support Staff

During the 1989-90 affirmative action year, the regular support staff workforce increased by 28 (0.5%) employees from 5,296 to 5,324. The majority of the increase is attributed to minority representation which increased by 25 (3.7%) employees, from 684 to 709. The number of minority women increased by eight (1.6%) from 499 to 507, and the number of minority men increased by 17 (9.2%) from 185 to 202. Total women in the workforce declined by two (0.1%) from 3,538 to 3,536.



Women and minorities now comprise 3,536 (66.4%) and 709 (13.3%) respectively of the total support staff workforce. Minority women account for 507 (14.3%) of all women, and 9.5% of the support staff. Minority men represent 202 (11.3%) of all men and 3.8% of the support staff.

#### Handicapper and Veteran Employment

The academic personnel system includes 74 self-identified handicappers, including 45 tenure system faculty, 17 continuing staff, 3 temporary faculty and 9 temporary staff. During 1989-90, there were two requests for accommodations that were centrally reported: One request is pending and one request was withdrawn.

During the 1989-90 affirmative action year, a self-identification handicapper and veteran survey was sent to 850 new support staff employees. An additional three handicappers and one veteran self-identified. There are currently 125 (2.3%) self-identified support staff handicappers and 179 (3.4%) support staff Vietnam Era veterans.

Of the 9,870 internal and external applicants for 1989-90, 41 (0.4%) were self-identified as handicappers. Of the 981 selections for regular positions, 11 (1.1%) were self-identified handicappers. There were an additional three handicappers hired for on-call positions, and three hired for temporary positions.

#### Enrollment

Enrollment data for Fall term 1990 indicates a significant increase in the enrollment of minority students on the East Lansing campus. Minority student enrollment of 4,810 represents 11.9% of the on-campus affirmative action total enrollment of 40,460.\* These enrollment increases represent new levels of attainment for all minority groups. Women students represent 51.1% of the university total enrollment of 42,785 during the Fall term of the 1990-91 academic year.

Minority enrollment increased numerically and in percentage from 4,544 (11.2%) of the affirmative action total in Fall 1989 to 4,810 (11.9%) in Fall 1990. The undergraduate minority student enrollment increased from 3,862 (11.2%) in Fall 1989 to 4,077 (11.9%) in Fall 1990. At the postbaccalaureate level, enrollment increased from 682 (11.0%) to 733 (11.7%). All graduate levels experienced increases.

\*In order to provide a more adequate portrayal of enrollment patterns of domestic women and minority students, nonresident alien students have been excluded from the "affirmative action totals," but included in the "University totals".

Women students represent 51.1% of the total student enrollment at Michigan State University. However, the number slightly declined from 21,895 (51.1%) in Fall 1989 to 21,865 (51.1%) in Fall 1990. Minority women increased in number; there are currently 2,798, comprising 12.8% of the total number of women enrolled at the University. At the graduate level, enrollment of women rose slightly from 3,091 in Fall 1989 to 3,324 in Fall 1990.

### Persistence Rates

Recruitment and retention efforts at Michigan State University continue to produce benefits as the retention of undergraduate students continues to improve at Michigan State University and, as a result, graduate rates are on the increase. The 1988 entering freshman class exhibited a one year retention rate of 88.5%, two and one-half percent greater than the ten year average for all first time freshmen at the completion of their first year (86.0%).

Graduation rates for undergraduate students also increased at Michigan State University, a direct result of increased retention. Over 64% of entering freshmen have graduated from Michigan State University within a ten year period after entry.

### Campus Life for Students

Quality of campus life is a significant factor in student satisfaction, retention and success. Student Affairs and Services continued during the past year with programming directed at accommodation and better representation in all aspects of campus life, the interests and the needs of the university's diverse population. Programming during the past year expanded beyond race, ethnic origin and gender to include homophobia and anti-semitism.

Staffing in Student Services continues to be well represented by women and minorities. Over 25% of professional staff, graduate assistants, and resident assistants are racial and ethnic minorities. Women constitute 59% of professional staff, over 57% of the graduate assistants, and 53% of the undergraduate assistants, including minority aides.

In addition to hiring a diverse staff, the training and development of Student Affairs and Services staff in the varied areas of diversity and at all levels continues as a high priority. Participation in divisional sponsored programs on diversity, handicapper and women issues are required of all residence life staff and professional staff as well. The restructured and expanded Office of Minority Student Affairs has provided increased support, encouragement and opportunity for minority students. Other programs such as the Minority Career Fair, The College Achievement Admission Program and the Counseling Center are examples of the types of services which the University

provides to increase opportunity and support for minorities, women, handicappers and other underrepresented groups.

For handicappers, the University's transition plan for barrier removal is advancing the University toward greater program accessibility for all students. The Office of Programs for Handicapper Students continues to provide invaluable services that enable students to attend and be academically successful at MSU.

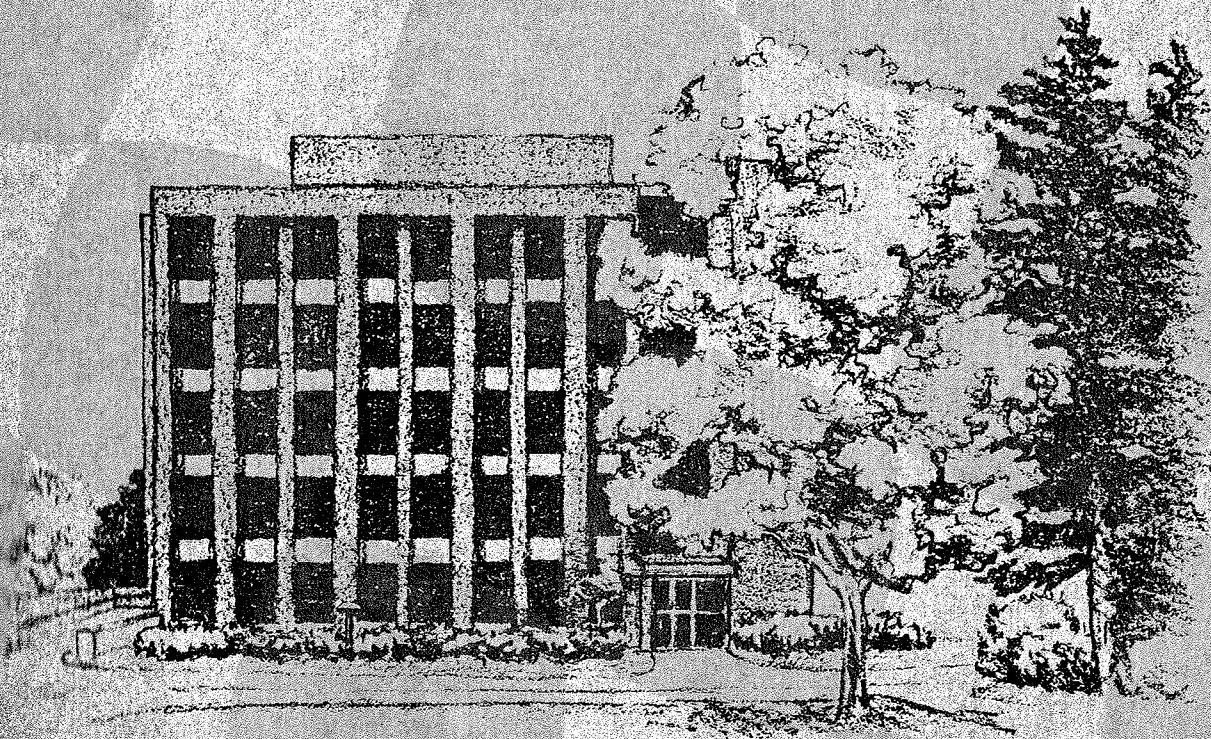
#### Affirmative Action in Procurement

Through its Affirmative Action Procurement Program, Michigan State University demonstrates a commitment to equal opportunity in all facets of its operations. Departmental Issues and Procedures, Satellite Buying Areas, Supplier Development, and Outreach Initiatives have been successful in maximizing the participation of equal opportunity groups.

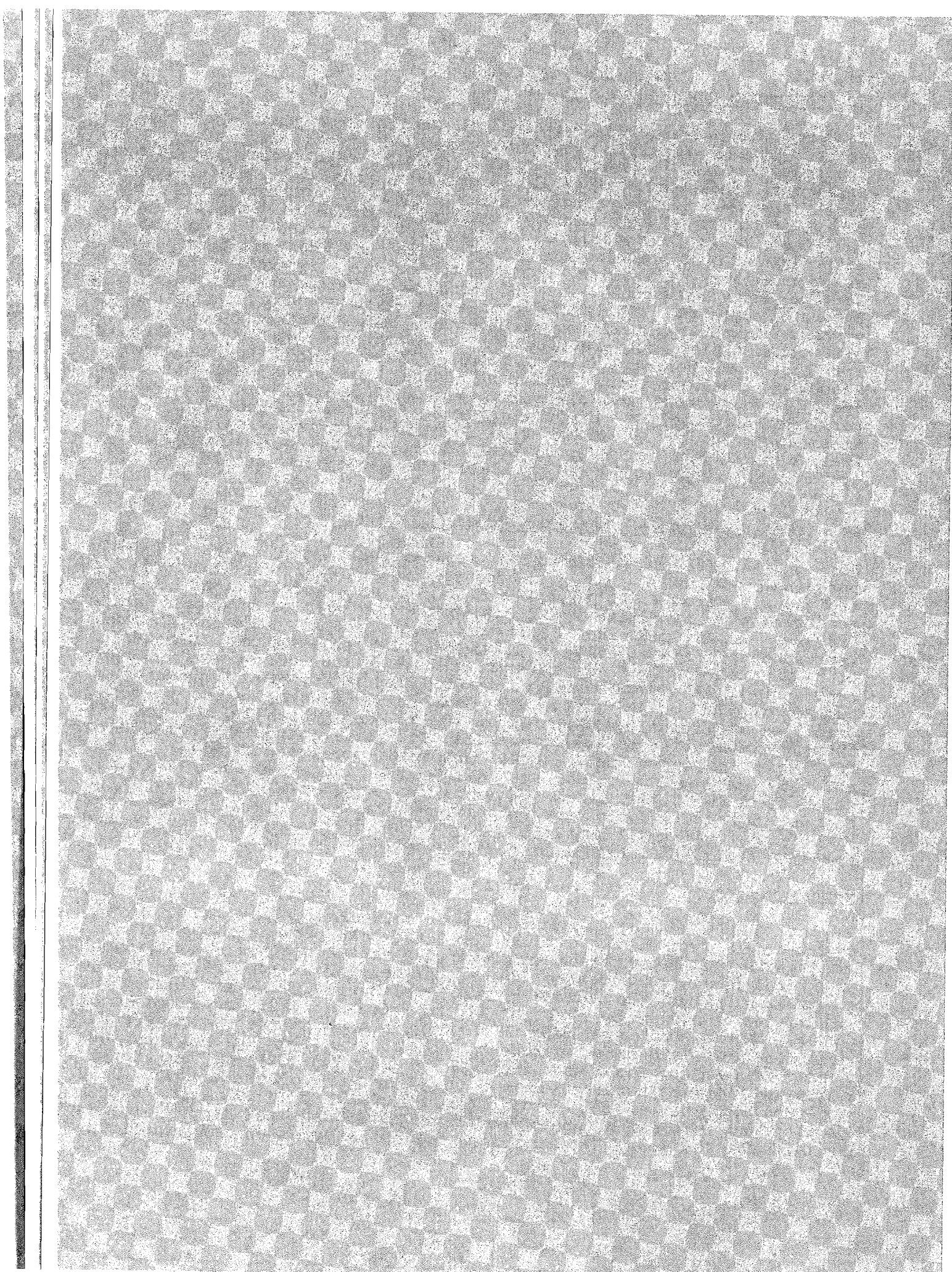
For its outstanding commitment to affirmative action, the Purchasing Department was a recipient of an Excellence in Diversity Award at the First Annual Diversity and Excellence Conference held in April of 1990.

# Academic Human Resources and Executive Management

EXECUTIVE  
MANAGEMENT  
AND  
ACADEMIC  
HUMAN  
RESOURCES







## II. ACADEMIC HUMAN RESOURCES

The reporting categories within the academic personnel system are tenure system faculty, temporary faculty, continuing staff, and temporary staff. Tenure system faculty includes instructors, assistant professors, associate professors, and full professors in probationary or tenured appointments. Temporary faculty hold the same ranks as tenure system faculty but are appointed on a part-time or full-time basis for specified periods of time without assurance of reappointment. Continuing staff members include individuals appointed as specialists, librarians, field staff of the Cooperative Extension Service and individuals in the National Superconducting Cyclotron Laboratory in the applicable continuing (job security) appointment system. Temporary staff members hold the same types of appointments, plus other titles, but are appointed on a part-time or full-time basis for specified periods of time without assurance of reappointment. Academic administrators, including deans, assistant and associate deans, chairpersons and directors, are included within the academic personnel system. Executive administrators (President, Vice President/Provost, Associate Vice President/Provost, Assistant Vice President/Provost, etc.) are processed through the academic personnel system and are included in the Executive Management section of this report.

### Appointment Profile -- Academic Personnel System

During the 1989-90 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, increased by 42 individuals, from 4,101 to 4,143 (1.0%)--a gain largely attributed to an increase in temporary staff. With the net gain of 56 women during 1989-90, women comprise 31.3% of all academic personnel; their representation increased from 1,242 to 1,298 or by 4.5%. Similarly, with the net gain of 55 minorities during 1989-90, minorities now represent 13.0% of the total academic personnel system, increasing in number to 538, or by 11.4%. The number of Blacks in the academic personnel workforce increased from 183 to 206, which is 5.0% of the current total workforce; Asian/Pacific Islanders increased from 240 to 259, which is 6.3% of the total; Hispanics increased from 48 to 59, which is 1.4% of the total; American Indians increased from 12 to 14, which is 0.3% of the total. Overall, on a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,657 in Fall 1990, 40.0% of the total faculty and academic staff, an increase of 6.3%.

### Tenure System

During 1989-90, the tenure system decreased by a net of 13 individuals, from 2,112 to 2,099, or 0.6%. The proportion of women in the tenure system increased to 20.2%; the net gain of 13 women brought the total number of women to 425, an increase of 3.2%. The percentage of minorities in the tenure system rose to 10.6%; the number of minorities increased by a net of 22, to a total of 223, an increase of 10.9%. Blacks increased from 79 to 85, or 4.0% of the tenure system; Asian/Pacific Islanders increased from 101 to 108, or 5.1% of the total; Hispanics increased from 18 to 26, or 1.2% of the total; American Indians increased from 3 to 4, or 0.2% of the total. On a non-duplicate basis, 587 individuals, or 28.0% of the tenure system faculty, are members of protected groups; this is a net increase of 24 individuals, or 4.3%. While percentage gains by women and minorities

are small, in great part due to the low number of new appointments in relation to the size of the total tenure system which is still dominated by non-minority men, the gains were made in the context of a decreasing workforce.

Within the academic ranks of the tenure system, the proportion of women at the various ranks changed from October 1989 to October 1990 as follows: assistant professor, increased from 38.4% to 40.5%; associate professor, increased from 25.4% to 26.5%; full professor, increased from 11.3% to 11.6%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 12.6% to 16.6%; associate professor, increased from 12.3% to 13.1%; full professor, increased from 7.3% to 7.7%.

#### New Appointments in the Tenure System

During 1989-90, there were 108 individuals appointed in the tenure system, including 32 minorities (29.6%) and 35 women (32.4%). On a non-duplicate basis, 54 individuals, or 50.0%, of the total appointments in the tenure system were members of protected groups.

Looking at new tenure system appointments from a broader perspective, i.e., for the three-year period which ended September 30, 1990, the goal for adding women to the tenure system was exceeded by 15.4% (goal of 74.5 positions; 86 women added); the goal for minorities was exceeded by 83.9% (goal of 31 positions; 57 minorities added).

While college recruitment records vary year by year, the Colleges listed below were successful in appointing women in the tenure system at or above average availability during 1989-90. Average availability is the average of availability data for individual departments/schools in each college for the 1989-92 goal-setting period. It should be noted that such data are a rough approximation for actual availability information, which is determined individually for each department or school.

Agriculture & Natural Resources	Human Medicine
Communication Arts and Sciences	Natural Science
Education	Social Science
Engineering	

The Colleges of Arts and Letters, Business and Human Ecology appointed women at a rate below average availability during 1989-90. James Madison College and the Colleges of Osteopathic Medicine and Veterinary Medicine did not appoint any women in the tenure system during 1989-90.

Similarly, the Colleges listed below appointed minorities in the tenure system during 1989-90 at or above average availability.

Agriculture & Natural Resources	Human Ecology
Arts and Letters	Human Medicine
Business	James Madison
Communication Arts & Sciences	Natural Science
Education	Social Science
Engineering	Veterinary Medicine

All colleges appointed minorities at a rate above average availability

with the exception of Osteopathic Medicine, which did not appoint any minorities in the tenure system during 1989-90.

It should be noted that the Colleges of Agriculture and Natural Resources, Communication Arts and Sciences, Education, Engineering, Human Medicine, Natural Science, and Social Science appointed both women and minorities at or above average availability.

### Salary/Promotion Review

A continuing activity in the University's Affirmative Action Program is the review of both overall salary levels and annual salary increases of women and minority tenure system faculty members in comparison with salary levels and increases of non-minority male colleagues. Patterns of promotions also are reviewed annually to assess the status of minorities and women compared with non-minority male faculty members. With respect to annual salary increases, the data show no evidence of disparate treatment of women or minorities. With respect to promotion, the data indicate that women and minorities are promoted at a rate which is less than their representation in the pool.

### Executive Management

Executive Management position titles are approved by the Board of Trustees and include senior administrators such as: President, Vice President/Provost, General Counsel, Secretary of the Board, etc., and specifically designated director and other administrative titles. Currently there are 83 Executive Management positions, of which 16 are vacant or filled on an acting basis.

There are 67 individuals appointed in Executive Management positions as of October 1, 1990. Of these, 12 (17.9%) are non-minority women and 12 (17.9%) are minorities. One (1.5%) minority woman is Black; of the 11 minority men, 8 (11.9%) are Black, 1 (1.5%) is Asian/Pacific Islander, and 2 (3.0%) are Hispanic. The total representation of protected classes members remained at 24 (35.8%).

There were 6 new Executive Management appointments during 1989-90, including 1 minority man and 5 non-minority men.

### Administrative Appointments

During 1989-90, the total number of individuals in the Academic Manager group (deans, assistant/associate deans, chairpersons and directors) increased by 16 individuals, from 243 to 259 (6.6%). The representation of women among this group has increased from 18.5% to 19.3% (compared to representation in the tenure system of 20.2%) during 1989-90 with the net gain of 5 women, bringing the total number of women to 50, an increase of 11.1%. The percentage of minority academic managers increased from 11.5% to 12.7% (compared to representation in the tenure system of 10.6%) and increased by 5 (33).

During 1989-90, the Office of the Provost provided funding support for one individual (non-minority woman) to participate in the ACE Fellows Program in Academic Administration. The Fellow is released from regular faculty duties for a full academic or calendar year in order to observe and actively participate in institutional administration.



Also during 1989-90, the Office of the Provost provided funding support and arranged a series of mentoring seminars for five MSU faculty members to participate in the CIC (Committee on Institutional Cooperation, which includes the Big Ten schools and the University of Chicago) Academic Leadership Program. This program provides an opportunity for faculty members, including women and minorities, to explore their interest in academic administration.

### Faculty Retention

The retention of minority and women faculty needs special attention by the University given that the moderate success achieved in recent years in hiring women and minorities as tenure system faculty is offset by a higher rate of resignation than for majority men due, in part, to the intense national competition for protected class individuals.

#### 1. Exit Interview Program

During 1989-90, 47 tenure system faculty members resigned from Michigan State University, including 17 women (36.2%, compared to a general representation in the tenure system of 20.2%) and 7 minorities (14.9%, compared to a general representation in the tenure system of 10.6%).

Twenty-four (50.0%) of 48 exit questionnaires were returned; the rate of return from non-minority women was 17.6% (3 out of 17), and the rate of return for minorities was 28.6% (2 out of 7).

The general category of institutional/social factors was ranked as most important in the decision to leave MSU. The specific factors most frequently cited within this general category are prestige of university, channels of communication within department/school, and relationship with department chairperson or school director. The general category of community/family was rated as most important in the decision to accept a new position. The specific factors most frequently cited within this general category are cultural opportunities in the community and climate of area. Factors within the general category of institutional change were ranked lowest in terms of considerations in the decision to leave MSU and accept a new position.

#### 2. Unit Administrator and Faculty Workshops

The full integration of women and minorities into the academic community requires a close look at the campus climate. Environmental issues such as isolation due to small numbers, access to research groups, opportunities for mentoring, etc., are important concerns that must be addressed in order to improve the professional climate for women and minorities. As noted from results of the exit survey, the department/school environmental context also figures importantly in the decisions of women and minority faculty to leave Michigan State University. To address these concerns, the following workshop programs have been developed.

An annual workshop on faculty performance review targets department chairpersons and school directors in their role of advancing the career development of faculty.

The annual workshop "How to Survive and Thrive in the Michigan State University Academic Personnel System" provides information on "how to make it" in the University's tenure system and included a new session on mentoring this year.

The Fall 1990 New Faculty Orientation program included a session on "Advancing Diversity and Excellence at MSU: Challenges and Opportunities." This session included a film and open discussion of diversity issues. The program also included speeches by the President and Provost which focused on diversity issues.

### Faculty Recruitment

Special recruitment activities undertaken during the 1989-90 affirmative action plan year are discussed below; many are ongoing activities.

#### 1. Target of Opportunity Appointments

Efforts to facilitate the recruitment of women and minority faculty members through target of opportunity appointments continue to be permitted in instances in which women and minorities are underrepresented in the tenure system. During the 1989-90 affirmative action plan year, waivers of the normal hiring procedures were used in 23 of the 108 (21.3% compared to 11.8% in 1988-89) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in 15 cases and for spousal appointments in 4 cases.

#### 2. Visiting Minority Faculty Program; Martin Luther King, Jr.-Cesar Chavez-Rosa Parks Visiting Professor Program

Minority individuals from other colleges or universities, business, industry and government are recruited for visiting appointments at Michigan State. Funding for these two programs is provided by the Office of the Provost, participating departments, schools and colleges, and the State of Michigan. Twenty-five individuals were supported with funds from these programs during 1989-90, including 8 Black men, 2 Black women, 7 Hispanic men; 7 Hispanic women, and 1 Asian/Pacific Islander woman. Additionally, funding was provided to support a faculty exchange program between MSU's College of Veterinary Medicine and Tuskegee Institute.

The main objectives of these programs are to provide an expanded minority presence on this University's campus and in its classrooms, develop contacts and resource persons who might be of assistance in future recruitment of other minority faculty or students, and to provide opportunities for these visitors to have additional professional experience.

#### 3. Affirmative Action Postdoctoral Fellowship Program

This program is specifically directed to the Natural Sciences and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized fields. The twelve participants during 1989-90 included 5 Black men, 4 Black women, 2 Asian/Pacific Islander men and 1 Hispanic man.

4. Hispanic Expert Resources Data Base

During 1989-90, Michigan State University continued to participate in a consortium of universities (Arizona State University, Eastern Michigan University, Michigan State University, University of Michigan, and Educational Testing Service) that are collaborating on the development of an Hispanic Expert Resources Data Base. The data base will provide consortium members and other academic institutions and organizations with specific data on Hispanic faculty, academic and administrative staff.

5. Handbook for Faculty Searches with Special Reference to Affirmative Action

The Search Handbook outlines affirmative action guidelines and search and selection procedures and strategies. It is updated annually and is available to all search committee members.

Handicappers and the Academic Personnel System

The academic personnel system includes 74 self-identified handicappers, including 45 tenure system faculty, 17 continuing staff, 3 temporary faculty and 9 temporary staff. During 1989-90, there were two requests for accommodations that were centrally reported: one request is pending and one request was withdrawn.

Summary

In conclusion, it is useful to highlight the following points:

- In 1989-90, the total academic personnel workforce increased by 42 individuals to 4,143; there was a net gain of 56 women and a net gain of 55 minorities.
- Since 1981, the academic workforce has increased in size from 3,686 to 4,143 (12.4%), with a steady growth in the number and proportion of women and minorities. Women have increased from 941 in 1981 to 1,298 in 1990, or by 37.9%; similarly, minorities have increased from 328 to 538, or by 64.0%.
- In 1989-90, the tenure system decreased by 13 individuals to 2,099; there was a net gain of 13 women and 22 minorities.
- Since 1981, there has been a cyclical pattern of decline and growth in the size of the tenure system, with periods of decline in the early and late 1980s. Over this ten-year period, the tenure system has decreased in size from 2,189 to 2,099 (4.1%). Despite the decline in size, however, the number and proportion of women and minorities in the tenure system has steadily increased. Women in the tenure system have increased from 323 in 1981 to 425 in 1990, or by 31.6%; similarly, minorities have increased from 166 to 223, or by 34.3%.
- There are 74 self-identified handicappers in the academic personnel system, including 45 tenure system faculty and 17 continuing staff.

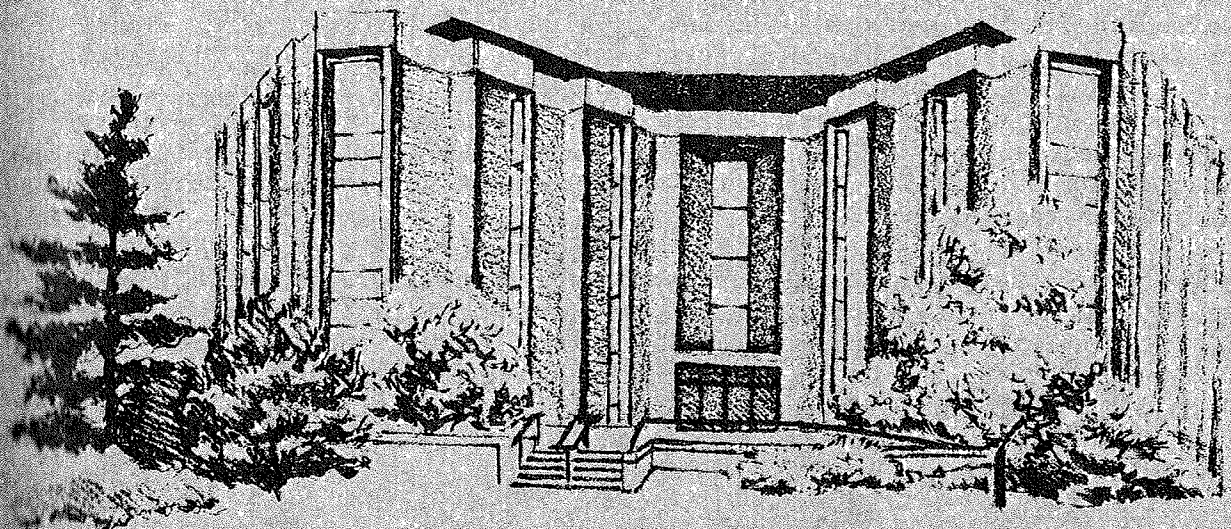






# Support Staff

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### III. SUPPORT STAFF

The University's support staff job classifications are aggregated into 80 job groups and six reporting categories which are comprised of administrative-professional (APA, APSA), clerical-technical (CTU-MSU), public safety (FOP), service maintenance (1585), skilled trades (Locals 274, 547, 999) and cooperative extension.

The "12-Step Planning and Vacancy Filling Procedure for University Support Staff" is used to assure consideration of affirmative action opportunities for applicants and to facilitate monitoring by the Department of Human Relations and the Office of Human Resources (formerly known as Personnel & Employee Relations).

In addition, three measures are utilized to assess the effectiveness of good faith efforts in implementing the University's affirmative action commitment: (1) workforce composition, (2) hiring rates, and (3) achievement of goals established pursuant to the regulations of the United States Department of Labor, Office of Federal Contract Compliance.

#### Workforce Composition

During the 1989-90 affirmative action year, the regular support staff workforce increased by 28 (0.5%) employees from 5,296 to 5,324. The majority of the increase is attributed to minority representation which increased by 25 (3.7%) employees, from 684 to 709. The number of minority women increased by 8 (1.6%) from 499 to 507, and the number of minority men increased by 17 (9.2%) from 185 to 202. Total women in the workforce declined by 2 (0.1%) from 3,538 to 3,536.

Women and minorities comprise 3,536 (66.4%) and 709 (13.3%) respectively of the total support staff workforce. Minority women account for 507 (14.3%) of all women, and 9.5% of the support staff. Minority men represent 202 (11.3%) of all men and 3.8% of the support staff.

#### Minority Representation

Minority representation increased by 25 employees, 89.3% of the total increase to the workforce. Minority representation of 13.3% is the highest experienced in Michigan State University's support staff history. These increases were reported in administrative-professional by 7 (4.2%) from 165 to 172, clerical-technical by 5 (2.1%) from 241 to 246, and service maintenance by 16 (8.0%) from 201 to 217. The category of cooperative extension decreased by 2 (3.8%) from 55 to 53 and skilled trades declined by 1 (6.3%) from 17 to 16. There were no changes in the category of public safety which remains at 5.

Black representation in the support staff workforce increased by 8 (2.1%) from 380 to 388 employees. Increases were reported in the categories of administrative-professional by 5 (5.8%) from 86 to 91, public safety by 1 (50.0%) from 2 to 3, and in the service maintenance category by 8 (7.0%) from 114 to 122. Employment decreases occurred in cooperative extension by 3 (7.3%) from 44 to 41 employees, clerical-technical by 2 (1.6%) from 127 to 125, and skilled trades by 1 (16.7%) from 7 to 6.

The Asian/Pacific Islander representation increased by 4 (4.9%) from 82 to 86 employees. Workforce increases were reported in the category of administrative-professional by 2 (5.1%) from 39 to 41, clerical-technical by 1 (3.4%) from 29 to 30, and service maintenance by 2 (18.2%) from 11 to 13 employees. Cooperative extension was reduced from 1 to 0 employees. Public safety and skilled trades remained at 1 employee each.

Hispanic representation increased in the workforce by 12 (6.7%) from 179 to 191 employees. Employment increases were reported in the categories of administrative-professional by 1 (3.6%) from 28 to 29, clerical-technical by 4 (6.1%) from 66 to 70, cooperative extension by 2 (33.3%) from 6 to 8, and service maintenance by 6 (8.2%) from 73 to 79. A decrease occurred in public safety by 1 (50.0%) from 2 to 1. The workforce in the category of skilled trades remained unchanged at 4 employees.

American Indian/Alaskan Native representation increased by 1 (2.3%) from 43 to 44 employees. Increases were reported in clerical-technical by 2 (10.5%) from 19 to 21. Employment declines were reported in the category of administrative-professional by 1 (9.1%) from 12 to 11. The remaining categories experienced no change with 4 employees in cooperative extension, 0 in public safety, 3 in service maintenance, and 5 in skilled trades.

#### Representation of Women

Representation of women in the workforce declined by 2 (0.1%) from 3,538 to 3,536. Increases occurred in the categories of administrative-professional by 27 (2.6%) from 1,019 to 1,046, public safety by 1 (7.7%) from 13 to 14, and in service maintenance by 4 (1.1%) from 375 to 379. Workforce decreases occurred in the categories of clerical-technical by 25 (1.3%) from 1,982 to 1,957, in cooperative extension by 4 (3.2%) from 130 to 126, and in skilled trades by 5 (35.7%) from 19 to 14.

The workforce representation of minority women increased by 8 (1.6%) from 499 to 507. Employment increases occurred in the categories of administrative-professional by 4 (4.0%) from 101 to 105, clerical-technical by 1 (0.5%) from 216 to 217, public safety by 1 (100.0%) from 1 to 2, and in service maintenance by 4 (3.2%) from 125 to 129. Decreases were reported in cooperative extension by 1 (1.9%) from 54 to 53 and in skilled trades by 1 (50.0%) from 2 to 1.

Non-minority women decreased by 10 (0.3%) from 3,039 to 3,029. The category of administrative-professional increased by 23 (2.5%) from 918 to 941. Clerical-technical decreased by 26 (1.5%) from 1,766 to 1,740, cooperative extension decreased by 3 (4.1%) from 76 to 73, and skilled trades by 4 (30.8%) from 17 to 13. Public safety remained the same at 12, and service maintenance at 250.

#### Representation of Men

Representation of minority men in the workforce increased by 17 (9.2%) from 185 to 202. Employment increases were reported in the category of administrative-professional by 3 (4.7%) from 64 to 67, clerical-technical by 4 (16.0%) from 25 to 29, and service maintenance by 12 (15.8%) from 76 to 88. Cooperative extension decreased by 1 (100.0%) from 1 to 0, and public safety

by 1 (33.3%) from 4 to 3. There were no changes in skilled trades which remained at 15 employees.

Non-minority men increased in the workforce by 13 (0.8%) from 1,573 to 1,586. An increase was reported in the category of administrative-professional by 13 (1.8%) from 738 to 751, public safety by 1 (5.3%) from 19 to 20, service maintenance by 2 (0.5%) from 399 to 401, and skilled trades by 5 (2.1%) from 236 to 241. Decreases occurred in the category of clerical-technical by 8 (4.7%) from 180 to 172. Cooperative extension remained unchanged with 1 employee.

### Hiring Rates

Comparing 1988-89 and 1989-90, temporary hires decreased by 43 (9.0%) from 523 to 480, regular hires decreased by 146 (24.6%) from 739 to 593, and on-call hires decreased by 18 (2.3%) from 806 to 788. However, total minority new hires increased by 11 (3.4%) from 327 to 338. Total new hire women decreased by 121 (11.1%) from 1,214 to 1,093. Minority hires accounted for 18.2% and women for 58.7% of the total new hires for 1989-90. Of the total minority hires, Blacks accounted for 197 (58.3%), Asian/Pacific Islanders for 54 (16.0%), Hispanics for 72 (21.3%), and American Indian/Alaskan Natives for 15 (4.4%). The overall representation of minority hires increased by 11 (5.9%) from 186 to 197 for Blacks, and by 9 (14.3%) from 63 to 72 for Hispanics. Overall hires were down by 2 (3.7%) from 56 to 54 for Asian/Pacific Islanders, and 7 (46.7%) from 22 to 15 for American Indian/Alaskan Natives.

### Agency Referral Hires

Positions open to outside applicants as well as positions underutilized for minorities and women, are listed weekly with 57 community organizations. Applicants are counseled concerning completing effective applications, interviewing and job seeking skills.

During the 1989-90 fiscal year, individuals were referred from 9 community agencies with a total of 24 hires, 7 more than the previous year. There were 19 hired as regular employees and 6 as temporary employees. Of the 24 agency referral hires, 17 (70.8%) continue to be employed by Michigan State University.

### Promotion Review

There were 383 support staff promotions during the 1989-90 affirmative action year. Women represented 279 (72.8%) promotions and minorities represented 47 (12.3%) promotions. Blacks accounted for 21 (44.7%), Asian/Pacific Islanders for 7 (14.9%), Hispanics for 14 (29.8%), and American Indian/Alaskan Natives for 5 (10.6%) of the total minority promotions.

The reporting category of administrative-professional accounted for 129 (33.7%) promotions, clerical-technical for 169 (44.1%), cooperative extension for 2 (0.5%), public safety for 1 (0.3%), service maintenance for 58 (15.1%), and the skilled trades area for 24 (6.3%).



## Goal Achievement

Goal achievement is another measure of the University's good faith affirmative action efforts.

### **Women**

Of the 85 affirmative action annual hiring goals established for women, 82 (96.5%) were achieved. Of the 6 reporting categories, 5 included underutilized job groups. Annual goals were met or exceeded in 2, partially met in 2, and 1 category with a goal of 1 had no hires.

In the administrative-professional category, 34 goals were established with 33 (97.1%) achieved, the clerical-technical category had a goal of 8 hires which was exceeded with 11 hires (137.5%), public safety achieved the 1 (100.0%) goal established, the service maintenance category established 41 goals with 37 (90.2%) achieved, and skilled trades had 1 goal established with no achievements. No annual hiring goals were established in cooperative extension.

Of the 33 individual job groups which were underutilized for women, 17 had no annual goal established due to low or no projected opportunities. Annual hiring goals were met or exceeded in 9 job groups, partially met in 2 job groups, and goals failed to be met by 1 in 5 job groups.

### **Minorities**

For minorities, the annual hiring goal was established at 17, and there were 33 (194.1%) hires. Of the 6 reporting categories, 5 included underutilized job groups. Annual goals were exceeded in 4 categories and 1 category had no goals or hires.

In the administrative-professional category, the 10 goals established were exceeded with 15 (150.0%) hires, and clerical-technical exceeded the 7 goals established with 16 (128.6%) hires. Although no goals were established in public safety and skilled trades, one minority was hired in each area. No goals were established in the cooperative extension and service maintenance categories.

Of the 29 individual job groups which were underutilized for minorities, 20 had no annual goals established due to low or no projected opportunities. However, in 2 of these job groups, minority representation showed an increase. Goals were met or exceeded in 7 job groups and 2 job groups failed to meet the goal by 1.

## Handicapper and Vietnam Era Veteran Employment

During the 1989-90 affirmative action year, a self-identification handicapper and veteran survey was sent to 850 new support staff employees. An additional 3 handicappers and 1 veteran self-identified. There are currently 125 (2.3%) self-identified support staff handicappers and 179 (3.4%) support staff Vietnam Era veterans.

Of the 9,870 internal and external applicants for 1989-90, 41 (0.4%) were self-identified as handicappers. Of the 981 selections for regular positions, 11 (1.1%) were self-identified handicappers. There were an additional 3 handicappers hired for on-call positions, and 3 hired for temporary positions.

## Problem Areas

### Recruitment of Protected Class Groups

Protected group members with requisite skills and experience are not always available for underutilized positions. Outreach agencies are mailed weekly vacancy notices and asked for help in recruiting. Departments often initiate special advertising to attract protected classes.

In spite of budgetary constraints, the University has achieved full utilization in many job groups, including in the past year, both clerical and data technicians. The Employment Office now has a computerized system for identifying external applicants that offers a direct match of the applicants' education, experience and skills with the specific needs of vacancies as listed by departments. It is a major step forward in assuring equal opportunity. This automated process also provides up to date information on the pool of applicants showing areas of recruiting needs.

### Targeted Areas of Underutilization

Specific job groups within the workforce have experienced a history of underutilization. The job groups and categories targeted as problems for the 1990-91 affirmative action year are listed below.

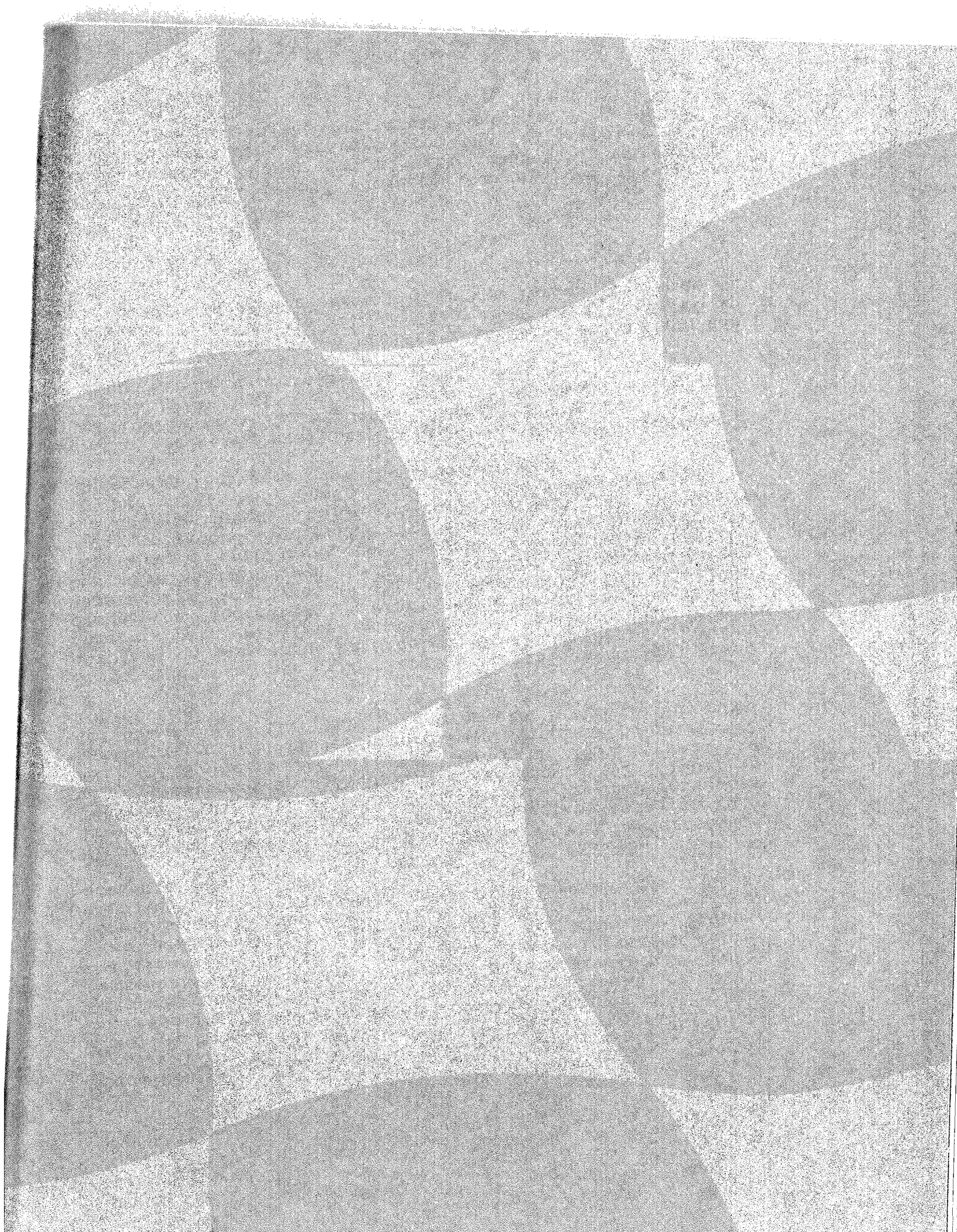
<u>General Area</u>	<u>Job Groups</u>	<u>Targeted For</u>
1. Upper Level Administrators	AlB3,	1 M
	AlB4,	1 W
	AlE5	1 W 1 M
2. High Level Technicians	A2C3, A2E4	4 W
	A2E3	1 M
3. Computer Programmer/Analysts	A2J2	7 W 2 M
4. Public Safety	F610	1 W
5. Service/Maintenance	1632, 1652, 1653	15 W
6. Upper Level Operating Engineers	5620	0 W
7. Skilled Trades	9570, 9580	2 W
		*31 W *5 M

\*Annual goals established for 1990-91 targeted job groups

For the 18 job groups targeted as underutilized for women in 1989-90, 7 met or exceeded the established goals, 3 partially met the goals, and 8 of the job groups had no annual goals established. The established goals were met by 97.2 percent for the job groups targeted as underutilized for women.

For the 6 job groups targeted as underutilized for minorities in 1989-90, 3 exceeded the established goals, and 3 had no goals established but 1 minority was hired. The established goals were EXCEEDED by 127.27 percent for the job groups targeted as underutilized for minorities.

Efforts will continue to recruit women and minority applicants and identify internal candidates for vacancies. The Department of Human Relations and Office of Human Resources will continue to report and monitor results and seek methods of protecting accomplishments in the current workforce while working toward attainment of goals.



#### IV. STUDENTS

##### A. Enrollment

Enrollment data for Fall term 1990 indicates a significant increase in the enrollment of minority students on the East Lansing campus. Minority student enrollment of 4,810 represents 11.9% of the on-campus affirmative action total enrollment of 40,460.\* These enrollment increases represent new levels of attainment for all minority groups. Women students represent 51.1% of the University total enrollment of 42,785 during the Fall term of the 1990-91 academic year.

Minority enrollment increased numerically and in percentage from 4,544 (11.2%) of the affirmative action total in Fall 1989 to 4,810 (11.9%) in Fall 1990. The undergraduate minority student enrollment increased from 3,862 (11.2%) in Fall 1989 to 4,077 (11.9%) in Fall 1990. At the postbaccalaureate level, enrollment increased from 682 (11.0%) to 733 (11.7%). All graduate levels experienced increases.

Black students are the largest racial minority group enrolled on the campus of Michigan State University. Black undergraduate enrollment continues to show both numeric and percentage increases. Black enrollment has increased numerically from 2,865 (7.1%) to 2,944 (7.3%) in Fall 1990. The persistent growth in Black student enrollment makes this year's enrollment the largest since the University began to record figures by race and ethnicity in 1970. At the college level, all of the colleges, with the exception of Business, and Human Ecology showed numeric and/or percentage increases over the previous year.

At the graduate level, Black student enrollment increased numerically from 323 students in Fall 1989 to 345 students in Fall 1990. Increases were shown at the masters, doctoral, and graduate-professional levels.

In the past decade Asian Pacific Islanders' enrollment has increased from 364 (0.8%) in Fall 1980 to 970 (2.4%) in Fall 1990. This represents by far the largest increase of

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\*In order to provide a more adequate portrayal of enrollment patterns of domestic women and minority students, nonresident alien students have been excluded from the "affirmative action totals," but included in the "University totals."



any minority group on campus. Almost all of the colleges exhibited one year numeric and/or percentage increases in Asian Pacific Islanders' enrollment with the exception of the College of Human Ecology. Enrollment of Asian Pacific Islanders increased at the graduate level from 176 students in 1989 to 194 students in 1990.

A sustained growth of Hispanic students from 661 (1.6%) to 700 (1.7%) for Fall 1990 resulted in an increase of 39 (6.0%) students above the previous year. The largest increases were in the Colleges of Agriculture and Natural Resources, Arts and Letters, Communication Arts and Sciences, Education, Human Ecology, Social Science, Veterinary Medicine, and James Madison College. Enrollment declined in the Colleges of Business, Engineering, Human Medicine, Natural Science, Nursing, and Osteopathic Medicine. At the graduate level, Hispanic enrollment experienced growth from 154 in Fall 1989 to 162 in Fall 1990. With both undergraduate and graduate enrollments combined, Hispanic students represent 1.7% of the affirmative action total student enrollment.

The total number of American Indian/Alaskan Native students enrolled at the University increased numerically from 160 (.39%) in Fall 1989 to 196 (.48%) in Fall 1990. Notable increases occurred in the Colleges of Agriculture and Natural Resources, Communication Arts and Sciences, Education, Human Medicine, and Natural Science. American Indian/Alaskan Native enrollment declined in the Colleges of Human Ecology, Osteopathic Medicine, Social Science, and James Madison College; while the College of Nursing experienced no change.

Women students represent 51.1% of the total student enrollment at Michigan State University. The number slightly declined from 21,895 (51.1%) in Fall 1989 to 21,865 (51.1%) in Fall 1990. Minority women, however, continued to increase in number; there are currently 2,798, comprising 12.8% of the total number of women enrolled at the University. Numerical increases for minority women occurred in all racial and ethnic groups led by American Indian/Alaskan Native women with an increase of 24.4% over the previous year, followed by Asian women with an 18.3% increase. The College of Agriculture and Natural Resources, Arts and Letters, Engineering, Human Medicine, Natural Science, Nursing, Osteopathic Medicine, Social Science, Veterinary Medicine, and James Madison College all displayed numeric increases for women. At the graduate level, enrollment of women rose slightly from 3,091 in Fall 1989 to 3,324 in Fall 1990.

## Persistence Rates

Recruitment and retention efforts at Michigan State University continue to produce benefits as the retention of undergraduate students continues to improve at Michigan State University and, as a result, graduation rates are on the increase. The 1988 entering freshman class exhibited a one year retention rate of 88.5%, two and one-half percent greater than the ten year average for all first time freshmen at the completion of their first year (86.0%).

Graduation rates for undergraduate students are also increasing at Michigan State University, a direct result of increased retention. Over 64% of entering freshmen have graduated from Michigan State University within a ten year period after entry. The four year graduation rate continues to decline as more and more students defer their graduation into the fifth year. Correspondingly, the fifth year graduation rate continues to increase, such that 90% of all anticipated graduations will occur by the end of the fifth year. About 31% of the entering class, or 48% of those who eventually graduate, do so in four years.

Undergraduate female students tend to graduate sooner than male students through the fifth year. However, beyond the fifth year a greater percentage of male students will eventually graduate. Male graduation rates after a ten year period approximate 66-67% compared with the female graduation rate of 62-64%.

Eventual graduation rates for Black students continue in the 45-53% range. Eventual graduation rates for other minority groups tend to fluctuate from class to class resulting in varying ten year averages. However, it appears that graduation rates for Chicano students are in the 35-62% range; Other Hispanics 55-67%; American Indian/Alaskan Natives 30-47%; and Asian American/Pacific Islanders 50-71%.

Because of the relatively small size of some entering groups caution must be exercised in interpreting persistence and graduation rates of subpopulations.

## B. Recruitment

In the Fall of 1990, Michigan State University reported a record minority enrollment. This was the second year for such an announcement. That development is the product of a cumulative string of years in which significant gains have been made in minority recruitment and enrollment, and is the product of a wide variety of activities, all underscoring the University's commitment to affirmative action. While the general outcome is extremely positive, there has

always been, and likely always will be, some unevenness to the strength as one looks at specific categories of students. This report has, in previous years, contained enumerations of a variety of initiatives undertaken by the University in the student recruitment area. This year, we would wish to highlight particular initiatives that are either new or have proven to be especially forceful in our affirmative action recruitment efforts. Notable highlights include:

- ° The provision for the second year of an Open House program directed at admitted minority freshmen;
- ° Significant expansion of our successful initiatives in on-the-spot admissions activities in high schools having significant minority populations;
- ° Experimental program to expand the admission to the College Achievement Admissions Program of Hispanic students;
- ° The creation of a new application process for the Distinguished Minority Freshman Scholarships;
- ° Increased telephone activity to admitted undergraduates;
- ° The expansion of the SUPER program;
- ° An expansion of minority visitation days in the Fall;
- ° Significant increase with good effect of the awarding of Spartan Scholarships to outstanding minority students;
- ° A revision of the application fee and Academic Enrollment Deposit fee waiver policies and the inclusion of institutional aid to need out-of-state students in selected geographic areas.

Many of these efforts are currently under review for enhancement or modification, but initial views are that many of the above mentioned initiatives have had a significant impact on the recruitment of freshmen minority students in particular.

Restrictions of enrollment in certain majors at Michigan State University and the limited number of students in transfer programs at community colleges restrict the recruitment opportunities of minority transfer students.

The significant effort put forward by the Graduate School in relation to the Office of Admissions and Scholarships have brought about good effect in terms of minority graduate student recruitment. In particular, the University participated in the

minority GRE Locator Service for the 1990 recruitment cycle. This activity and many others continue in the 1991 recruitment cycle.

## C. Campus Life for Students

### Introduction

It is increasingly recognized that the quality of campus life is a significant factor in student satisfaction and success, and thus retention. Ernest Boyer, in College, The Undergraduate Experience in America, stated: "We conclude that the effectiveness of undergraduate experience relates to the quality of Campus Life. It is directly linked to the time students spend on campus and the quality of their involvement in activities."

Renewed attention is being given to better understanding those factors which contribute to, or detract from, a campus environment that is conducive to teaching and learning for all students. Such an environment requires that the University better represent, not just accommodate, the interests and needs of a diverse population. Our challenge is to recruit and retain a student population that reflects the changing demographics of our nation and demonstrates our commitment to developing multiculturally competent individuals to assume leadership roles within a changing society.

To improve the quality of life for all students requires attention to many different dimensions of campus life. Reducing discrimination/harassment, valuing diversity, enhancing cultural identity, expanding educational opportunity, and promoting community are the five areas that provide the framework for this discussion of the activities and approaches undertaken.

### Reducing Discrimination and Harassment

Concerted action against invidious discrimination and harassment is essential to improve the campus climate for all students. While the University's position on discrimination is clear, reports of discrimination based on race, ethnic origin and gender persist. In addition to increased efforts to address racism and sexism, incidents this past year have called for new efforts to address homophobia and anti-semitism. A clear message must continually be sent that the harassment of any individual protected under the University's anti-discrimination policy has no place in this community.



The current anti-discrimination policy and procedures have been reviewed and revisions are currently under consideration within the academic governance system. Additionally, recommendations have been forwarded for a revised policy on sexual harassment. Through the review and revision of these policies the University's position on discrimination and harassment should be reinforced and the processes through which problems will be addressed better defined.

A system of staff reporting and follow-up on alleged discriminatory behaviors against students was implemented by Student Affairs and Services in order to better understand the nature and number of such actions and to intervene if patterns of discrimination appear to be emerging. All forms of discrimination prohibited by the University are included within the reporting system. Because of the lack of comparative data, it is not possible to determine if discrimination or harassing acts against individuals have increased or decreased; however, discriminatory and harassing behaviors directed against different constituent groups do appear more prevalent. Such behaviors create tensions between groups and set the stage for confrontation and individual abuse. They are insidious and difficult to address because specific perpetrators and victims are less apparent.

Where conflict and confrontations have developed between individuals and groups of differing racial backgrounds, new strategies have been employed to help reduce tensions and promote understanding. For example, a bi-racial Counseling Center team, sensitive to the issues and highly skilled in intervention strategies, has promoted understanding and reduced tensions when conflicts appeared to be escalating. Assisting students to challenge stereotypes and to better understand what may, or may not, constitute racism was central to the team's efforts. Additional attention is also being given to mediation as an alternative to judicial action in order to address problems and minimize confrontations. Such an alternative does not, however, diminish the importance of the judicial system (as provided for under Academic Freedom for Students at MSU) protecting the rights of all students and holding those who violate University expectations accountable for their behavior.

### Valuing Diversity

Coupled with the need to respond to discrimination and harassment is the overriding responsibility to promote better understanding and greater appreciation among individuals of differing backgrounds, interests, and beliefs. Failure to do so is a disservice to both students and the University. It has been increasingly evident this past

year that, as an institution, we need to promote the debate and discussion of issues that may divide us in order to promote a greater understanding and appreciation of difference. For example, the range of responses and reactions to the appearance of Louis Farrakhan on campus made it abundantly clear that open inquiry, freedom of expression, and the critical analysis and testing of ideas is central to the academy.

Special attention must be directed toward the need for civility, as well as clarity of expression, if a climate of reasoned discourse is to prevail. The recent special report by the Carnegie Foundation for the Advancement of Teaching, Campus Life - In Search of Community, states: "... incivility is a problem and all too frequently words are used not as the key to understanding but as weapons of assault." As we remain diligent in our efforts to protect and encourage the expression of ideas we must also encourage civility in the expression of those ideas. Through better understanding of differences and recognition of values and interests held in common, respect for individuals can be enhanced, conflict and confrontation minimized, and discriminatory behaviors reduced. Only then will we begin to become a truly multicultural community.

An important first step in assisting students to become more multiculturally competent is the selection and training of staff who interact directly with students in many different settings across campus. The Division of Student Affairs and Services has consistently emphasized the importance of having a diverse staff at all levels of the organization--from undergraduate assistants to executive managers. The results of these efforts are reflected in the following brief profile of Student Affairs and Services staff for Fall Term 1990.

Of all professional staff (145.5), graduate assistants (80) and resident assistants (321), over 25% (143 of 546.5) are racial and ethnic minorities. All minority groups are represented. Additionally, there are fifty minority aides. Women constitute 59% (86) of professional staff, over 57% (46) of the graduate assistants, and 53% (198 of 371) of the undergraduate assistants including minority aides. The representation of women in the higher level positions, however, is an area needing further attention. While the number of handicappers on staff is not necessarily known, two graduate assistants with mobility-limiting characteristics are currently on staff and continued efforts will be made to further handicapper representation.

Attention to diversity through numbers alone, however, does not capture the value of diversity. The personal commitment of individuals to developing a multicultural community

and their ability to communicate across cultures is essential to further understanding and appreciation.

In addition to hiring a diverse staff, the training and development of Student Affairs and Services staff at all levels is a high priority. Divisionally sponsored programs are open to all staff and their participation is encouraged. "Freedom of Expression versus Protection from Harassment," "The Story of Sojourner Truth," and "Dispelling Affirmative Action Myths" are examples of such programs. In addition, teleconferences on "Men of Color," "Beyond the Dream," and "Choices--Minority Women's Perspective on Equity" were sponsored. At the departmental level, human awareness and diversity training is further encouraged and/or required. For Residence Life staff, such training is not only required, but staff in turn are required to present programs in this area for students. New training and development materials are being acquired or developed to assist in this effort. Increased collaboration between University Housing Programs staff and the Office of Minority Student Affairs in staff selection and development has strengthened understanding and appreciation.

Within the Department of Student Life, particular attention has been given to working with student organizations and student governing groups to diversify their membership and promote cross-cultural understanding among members. Leadership training opportunities have been expanded with particular attention given to women and minorities. Orientation programs for new students and parents have placed increased emphasis on the value of diversity and the University's expectation that students become better prepared to live and work in a pluralistic society.

### Enhancing Identity

In conjunction with the emphasis on promoting understanding among individuals of differing backgrounds is the need to provide opportunities for students to enhance their own sense of identity and heritage. Because of the great diversity within the population, this requires sensitivity not only to differences between minority and majority students, but among and within minority groups themselves.

During fall orientation, receptions are held for each of the racial/ethnic groups and handicappers. Cultural/heritage rooms are maintained within residence halls and minority groups, as well as women and handicappers, have special councils under the ASMSU Programming Board to support their groups' interests and needs. Particular attention has also been given to working with students to promote campus and community events that

further opportunities to celebrate and share their cultures. Celebrations of Black history and Chicano history, the Native American Pow Wow, Cinco de Mayo festivities, and the Asian American weekend conference are all examples of such programs. The important role student leaders play in the planning and implementation of co-curricular programs must not only be recognized, but promoted and supported as well. To enable and empower students to engage fully in the life of the University is critical if they are to benefit most from what the University has to offer.

In response to minority student interests and to promote interaction among groups, "Unity" dances have been sponsored by Student Affairs and Services. Similar activities will be supported to expand options for minority student participation in campus social and cultural events.

The restructured and expanded Office of Minority Student Affairs has provided increased support, encouragement and opportunity for minority students. The office has been more visible and responsive, thus more effective in working with both individual minority students and minority student organizations.

Beyond campus efforts there is increasing emphasis on developing outreach programs with public schools and community groups. The "Black Male" conference sponsored by the Office of Minority Student Affairs and Multi-Ethnic Counseling Center Alliance is an example of such programs, as are many initiatives sponsored by the Office of Supportive Services. Campus and community collaboration can often be important for minority students in furthering their sense of personal identity.

### Expanding Educational Opportunities

Concern for access and opportunity must be demonstrated beyond the admissions process. A variety of support services and programs are often needed to help insure that students can successfully pursue their interests and utilize their potential.

For handicappers, the University's transition plan for barrier removal is advancing the University toward greater program accessibility for all students. The Office of Programs for Handicapper Students continues to provide invaluable services that enable students to attend and to be academically successful at Michigan State. Greater attention is also being given to the reasonable accommodations needed to extend opportunities for handicapper students to engage more fully in co-curricular educational programs.



Through the College Achievement Admission Program and other programs within the Office of Supportive Services many minority students have had educational opportunities extended. "Workshops for Excellence" continue to be sponsored each term by the Office of Minority Student Affairs to challenge and encourage minority students to further develop their potential and pursue their dreams. Extended collaboration with academic units on support programs such as the minority tutorial program in Physics, Minority Engineering Programs, and the protege program in Natural Science has also been a high priority of the Office of Minority Student Affairs.

The annual Minority Career Fair has provided an important opportunity for minority students to pursue job opportunities with prospective employers. This past year the fair attracted more students and employers than at any other time in its 25-year history. Fairs focussing on minorities in specific disciplines are also expanding.

Through special interest workshops and groups offered by Counseling Center staff, women and minority students can often find needed support and can develop new skills that enable them to utilize their potential.

Important to the success of all such programs is the ability to attract those students who can receive the greatest benefit. In addition to effective communication of information, the encouragement and support students receive from their peers, as well as from faculty and staff, is key to student participation. The importance of peer influence cannot be underestimated in the planning and marketing of programs.

While enrichment programs can expand educational opportunity, basic support services must continue as a priority. For example, academic support services for the educationally disadvantaged and financial aid for those economically disadvantaged may, in fact, determine whether a student can even continue at the University. The University's commitment to retain students must continue to be reflected in the basic, essential services it provides.

### Promoting Community

Coupled with increased attention to the need for respect, appreciation and celebration of differences, comes renewed attention to those common interests and shared values that provide the infrastructure of a community. Greater emphasis on cross-cultural communication and expanded interaction among individuals and groups of different backgrounds are essential to the development of community within the University.

The principles set forth within the Special Report of the Carnegie Foundation for the Advancement of Teaching, Campus Life, In Search of Community, call for an open, just, disciplined, purposeful, celebrative and caring community. To promote diversity and to move toward becoming a truly multicultural community requires that we continue to examine our policies and practices to insure that there are not barriers that arbitrarily divide students from each other or devalue their worth as individuals. A "new" community must value differences and the diverse contributions of its members. It cannot support the assimilation of underrepresented groups into a dominant majority culture; rather, the organizational culture itself must change.

While we value differences, we must build on shared values and pursue common goals. This requires that we promote dialogue and debate, protect dissent, and minimize disruption. We will continue to pursue, in concert, opportunities for individual student development and the development of an academic community that both respects and reflects the diversity of its members.

#### D. Support Services

Michigan State University sustains a variety of enrichment programs which assist members of protected classes to achieve success in their academic programs. Funding for these programs emanates from University, State, and federal sources. These programs are administratively housed in several colleges and various central locations. Brief profiles of selected programs available on campus are described below.

##### Office of Supportive Services

The Office of Supportive Services (OSS) is a major contributor to the academic success of at risk students at MSU and a key element in its affirmative action efforts for students. The OSS has provided educational opportunities at Michigan State University since the 1960's. OSS serves primarily minority/disadvantaged students who are admitted to the university under special admissions programs. The unit provides intensive personal and academic guidance, tutorial instruction, freshman orientation seminars, skill enrichment workshops, personal and peer counseling, and career assistance. OSS also administers a summer early entrance program (SUPER); the Summer Research Opportunity Program (SROP), jointly sponsored by MSU and the Committee on Institutional Cooperation; the Michigan College and University Partnership (MICUP), sponsored by the Office of Minority Equity; the McNair Program, sponsored by MSU and a

grant from the U.S. Department of Education; and a graduate placement program.

In the past year, contacts increased to 1400 from 1200 in the previous year. Women comprise a majority of the CAAP program, thus there are more contacts for women than for men. Black students make more use of OSS facilities than do members of other racial/ethnic groups. For the past three years, students majoring in the colleges of Business, Engineering, and Social Science made greater use of OSS than did students from other majors.

OSS administered 1703 tutorial assignments during the year, the majority of which were in mathematics and writing. Tutors were also assigned to students who needed help in economics, natural science, computer science, accounting, physics, Spanish, statistics, and biology. During the summer, SUPER program tutors attend classes with their tutees, a model which OSS would like to implement during the academic year, but does not have the resources for. Tutoring is successful for this student population. Sixty-seven percent of those who continued their tutoring sessions to the end of the term received a 2.0 or above in the course tutored. Over the last three years there has been a steady increase in the number and percent of program students achieving an MSU GPA above 2.0 (1009, 74% in 1989-90).

#### Upward Bound Program

Upward Bound is a federally-funded, pre-college program designed to serve low-income, potential first generation college students from Lansing area high schools. Upward Bound's mission is to motivate disadvantaged young people who have academic potential and to assist them in developing skills necessary to succeed in higher education. Staff members recruit high school students, provide tutoring services and personal and academic counseling, design enrichment experiences, and work with students in an intensive summer program and a long term follow-up program. Staff members help the students and their families to understand and secure financial assistance.

In the 1989 summer program, Upward bound served 66 students, 36 women and 30 men. Eighty-five percent of the students were from minority groups. Parents were required to attend the new student orientation; this requirement is based in our belief that the whole family must support the college bound student's goals.

During the past academic year, 72 students participated in a program of basic skills instruction; tutoring; personal, academic and career counseling; career exploration;

cultural activities; special programs; and activities designed to expose students to careers underrepresented by the disadvantaged population. Of the 16 high school seniors who completed the college preparatory activities, all were accepted at a post-secondary institution.

Upward Bound is making special efforts to increase the number of minority male applicants in the college going pool. This past year recruiting efforts included talks by a number of male faculty and administrators. As a result of this initiative the number of minority males in the summer program increased to 30 from 19 from the previous summer. A Big Brother-Big Sister program, has helped new students adjust to the MSU environment along with being beneficial for supervising students.

Through its Bridge Program, Upward Bound supports students who attend MSU by maintaining contact, assessing the student's progress, and providing advice and counsel.

#### Office of Minority Student Retention

Since 1989, the Undergraduate University Division has supported a program for minority students not served directly by other units. The program, focuses on high risk minority populations and intervenes actively to help them succeed at MSU. Also, through its Student Academic Affairs division, it provides Black, Caucasian, American Indian/Alaskan Native, Asian Pacific Islander, and Hispanic advisers within the advising staff for No-Preference students.

#### Office of Programs for Handicapper Students

The Office of Programs for Handicapper Students (OPHS) facilitates Michigan State University efforts to develop an environment which is physically, programmatically, and attitudinally conducive to equal educational opportunities for student handicappers. Activities included extensive consultation and direct assistance to various elements of MSU, as their programs and planning affect handicappers mainstreaming throughout University life. OPHS also provides direct services not available through other units to enable handicapper participation in academic programs and activities.

A principal focus of the Office of Programs for Handicapper Students (OPHS) is to provide enabling services and promote accommodations which facilitate handicapper integration into the many activities and opportunities of the university. During the 1989-90 academic year, OPHS provided a wide range of services to 445 students self-identified as program users, a significant increase from 366 in 1988-89.



The largest group of handicapper students represented at MSU remains students with persistent and/or temporary mobility characteristics (216), followed by those with learning (106), visual (41), hearing (29), and other (53) characteristics. During 1989-90 OPHS provided 29,113 rides for 144 students. OPHS continues to receive many requests for transport beyond on-campus student capacity. OPHS recommends that these unmet needs be addressed by appropriate units, including the purchase of accommodating vehicles by the Department of Public Safety, Olin Health Center, and the MSU Motor Pool.

There were 2,950 hours of classroom interpreter services provided to deaf students during the year. Over 110 completed texts (34,019 pages) of classroom materials were recorded into an alternative format usable by visual, learning, or other handicappers. This was done with help from Tower Guard and other volunteers at a saving of more than \$57,564.

OPHS urges that MSU's commitment to handicapper students be translated into resources sufficient to go beyond services and accommodations necessary to ensure recruitment and retention of handicapper academic achievers.

#### Martin Luther King/Caesar Chavez/Rosa Parks Program

The King-Chavez-Parks Program (KCP) is a state funded and MSU supported program designed to assist in changing attitudes of minority disadvantaged youngsters, who have traditionally not considered college as a viable career option. KCP programs are based in the belief that intervention must occur earlier than the junior or senior years of high school. Its programs include activities which take MSU staff to area schools or bring young students to the MSU campus.

During the past year, 2,051 students from 25 public schools participated in College Day Programs. Additionally, 548 students participated in the "Soy Numero Uno" program and 607 students participated in the "Rising Stars" Program.

College Day Programs bring middle school students to the campus for tours, information sessions, and opportunities to talk with MSU students. One of our key efforts this year has been to involve parents in this program.

A special College Day Outreach program also sponsored by KCP provides middle school and post-secondary students, career based information and tutorial assistance and orients them for campus visits. Seventh and eighth grade students participate in this outreach program.

Volunteer tutors from MSU's Mortar Board Society worked with middle school students.

Seven MSU colleges, Human Medicine, Social Science, Veterinary Medicine, Nursing, Agriculture and Natural Resources, Communication Arts and Sciences, Natural Science, and the MSU Museum, participated in a pilot test of the Adopt-A-School project with middle schools in Lansing, Detroit, Jackson and Flint. Participating middle schools visited the College of Veterinary Medicine's Open House and were involved in 4-H activities at a middle school sponsored by the College of Agriculture and Natural Resources.

A new six-day summer residency program gives students a chance to investigate career options and to see what people really do who work in various careers.

#### Other Support Programs

Several colleges maintain academic support programs for minorities. These programs provide a variety of services which help minority students make successful academic and social adjustments. Some of the services include direct academic advising/counseling, peer student assistant program, tutorial assistance, and orientation activities. Four of these academic programs are described following.

The College of Engineering provides college-level support functions, advisement of student organizations and precollege activities through an Engineering Equal Opportunity Program. A major goal of the program is to increase the number of minority students enrolled, and to help them successfully complete a curriculum in engineering.

Veterinary Medicine administers three minority oriented programs. The Vetward Bound Program serves as an umbrella project with several programs which facilitate student interest and academic success as they progress from one academic level to another. All minority students newly admitted to the University who select the pre-veterinary undergraduate curriculum are invited to participate in the Summer Early Enrollment Program (SEEP). Minority and economically disadvantaged high school students are provided an opportunity to visit the MSU college and the Veterinary Clinical Center through a special program known as The Vita-Vista/Outreach Project. Students from target metropolitan areas (Detroit, Flint, and Lansing) are invited to participate in this program.

The Minority Education Program in the College of Business provides educational development opportunities to minority students enrolled in business and pre-business curricula. Educational support activities include career exploration and planning, leadership opportunities, internships the

cooperative program, and the academic skill development. Through contacts in the business community, the program secures scholarships for deserving minority students.

High school students interested in careers in agriculture are brought to campus through a special Minority Apprenticeship Program located in the College of Agriculture. Participants in the program spend seven weeks in a special residential summer experience program. This program is supported by such nationally known companies as Continental Grain and Ralston-Purina.

#### E. Affirmative Action Graduate Financial Assistance Program

In 1981, Michigan State University institutionalized its support for underrepresented groups by establishing the Affirmative Action Graduate Financial Assistance Program Office (AAGFAP) with a full-time director and staff to administer financial assistance to minorities and women graduate students.

The affirmative action plan for graduate and graduate professional students at Michigan State University has been based on a commitment to increase enrollment of minorities and women at the graduate level and to provide them with quality education. Adequate financial support is crucial to the success of this commitment since it is often a determining factor in the recruitment of underrepresented students, as well as in their retention and degree completion. Three main categories of graduate financial support are covered under the graduate affirmative action plan: 1) departmental/school teaching and research assistantships, 2) fellowships and scholarships, and 3) funds administered by the Affirmative Action Graduate Financial Assistance Program specifically targeted for women and minorities.

Targeted funds for this commitment include the Equal Opportunity Program (EOP) Fellowships, the Minority Competitive Doctoral Fellowships (MCDF), Programmatic Funding (PF), the Affirmative Action Graduate Assistantships (AAGA), and the Patricia Roberts Harris Graduate and Professional Study Fellowships. To be considered for financial support under the AAGFAP program, all recipients must be U.S. citizens or permanent residents. A brief description of each of the AAGFAP administered programs follow.

##### Equal Opportunity Program Fellowships (EOP)

Equal Opportunity Graduate Fellowships for Disadvantaged and Minority Students were initiated in 1970-71. This program provides fellowship awards based on a needs analysis done by the Office of Financial Aids, with the exact award varying (not to exceed \$1,200, plus \$200 for each

dependent, per term) for each student, depending on financial need. Policies and procedures for the selection of EOP Fellows are determined by the Affirmative Action Graduate Financial Assistance Policy Committee. EOP recipients must be either racial/ethnic minorities or women receiving public assistance.

#### Minority Competitive Doctoral Fellowships (MCDF)

The Minority Competitive Doctoral Fellowship Program was initiated in 1979-80. New racial/ethnic minority doctoral candidates are nominated by participating colleges and brought to campus to participate in an expense-paid visit. Fellows are guaranteed three years of support. They are provided \$12,000 plus compensation for out-of-state tuition charges the first year, and the difference between \$12,000 and the income from a half-time assistantship for the second and third years.

#### Programmatic Fund (PF)

Programmatic Funding was developed in 1979-80 to encourage academic units to seek external funds for supporting minority graduate students. Programmatic funds are available to departments/schools/colleges on a matching basis, so as to increase the total available financial resources targeted for minority graduate students. Currently, the participating units include the School of Labor and Industrial Relations, the Department Marketing and Transportation Administration, and the College of Veterinary Medicine.

#### Affirmative Action Graduate Assistantships

Affirmative Action Graduate Assistantships are used to fund graduate study in areas where women and/or racial/ethnic minorities are underrepresented. Eligible units are those units having a percentage of women and/or minority enrollments below the University's total enrollment percentage of women and/or minorities. This program was initiated in 1976-77. To encourage recruitment and enrollment, the first-year assistantship is supported by AAGFAP's graduate assistantship fund, with the department agreeing to continue funding thereafter in accordance with unit procedures for evaluating graduate students. Eligible underrepresented graduate students receive quarter-time or half-time assistantships.

#### Patricia Robert Harris Graduate and Professional Study Fellowship Program

The Patricia Robert Harris Fellowship Program (formerly Graduate and Professional Opportunity Program) is administered by the U.S. Department of Education to provide



support to underrepresented groups. Graduate and professional opportunity grants are awarded annually on the basis of a national competition. Michigan State University has participated in the program since 1979-80. In 1989-90, fellowships were provided for graduate students in the Department of Accounting, Audiology and Speech Pathology, Biochemistry, Botany and Plant Pathology, and Statistics and Probability. Each student received a stipend of up to \$10,000 plus \$5,000 for tuition and fees.

### AAGFAP Expenditure Trends

#### Areas of Progress

Even through the years of the State's financial crisis, MSU has increased its financial support for graduate students from underrepresented groups, despite problems of declining revenues. For 1989-90, the University's graduate level affirmative action financial commitment administered through AAGFAP stood at more than 1.7 million dollars. In 1989-90, the four programs administered by the AAGFAP Office helped support 49.4 percent (337) of all 682 minority graduate students attending MSU. These figures do not include other MSU financial support programs for minority graduate students administered through the Graduate School or regular graduate assistantships held by minorities.

Since Budget year 1977-78, total AAGFAP expenditures have increased each year with the one exception of a 5.0 percent decline in 1984-85. From 1977-78 to 1989-90, AAGFAP total expenditures increased by nearly 1.5 million dollars (from \$334,869 to \$1,753,483), an increase of 423.6 percent. For specific AAGFAP programs, EOP expenditures increased from \$221,806 in 1977-78 to 854,859 in 1989-90, or by 285.4 percent; AAGA expenditures increased from \$113,063 in 1977-78 to \$524,537 in 1989-90, or by 363 percent; MCDF expenditures increased from \$43,941 in 1979-80 to \$269,320 in 1989-90, or by 512.9 percent; and PF expenditures declined in 1985-86 to 1988-89, but increased from \$89,022 in 1979-80 to \$104,767 in 1989-90, or by 17.7 percent.

#### Problem Areas

Expenditure increases have been far greater for the MCDF and AAGA programs than for the need-based EOP Program. From 1977-78 to 1988-89, EOP expenditures as a percentage of AAGFAP total expenditures have declined. Although EOP expenditures have constituted the largest share of the total expenditures for all AAGFAP programs, EOP expenditures declined from 66.2 percent of all AAGFAP expenditures in 1977-78 to 48.8 percent in 1989-90. It is important to note that this decline does not represent a decrease in the percentage of graduate minority students who qualify for need under the EOP guidelines. Instead, the decline

represents the fact that EOP budget allocations have not kept pace with EOP needs.

#### Trends in the Number of Awards to Women and Minority Graduate Students

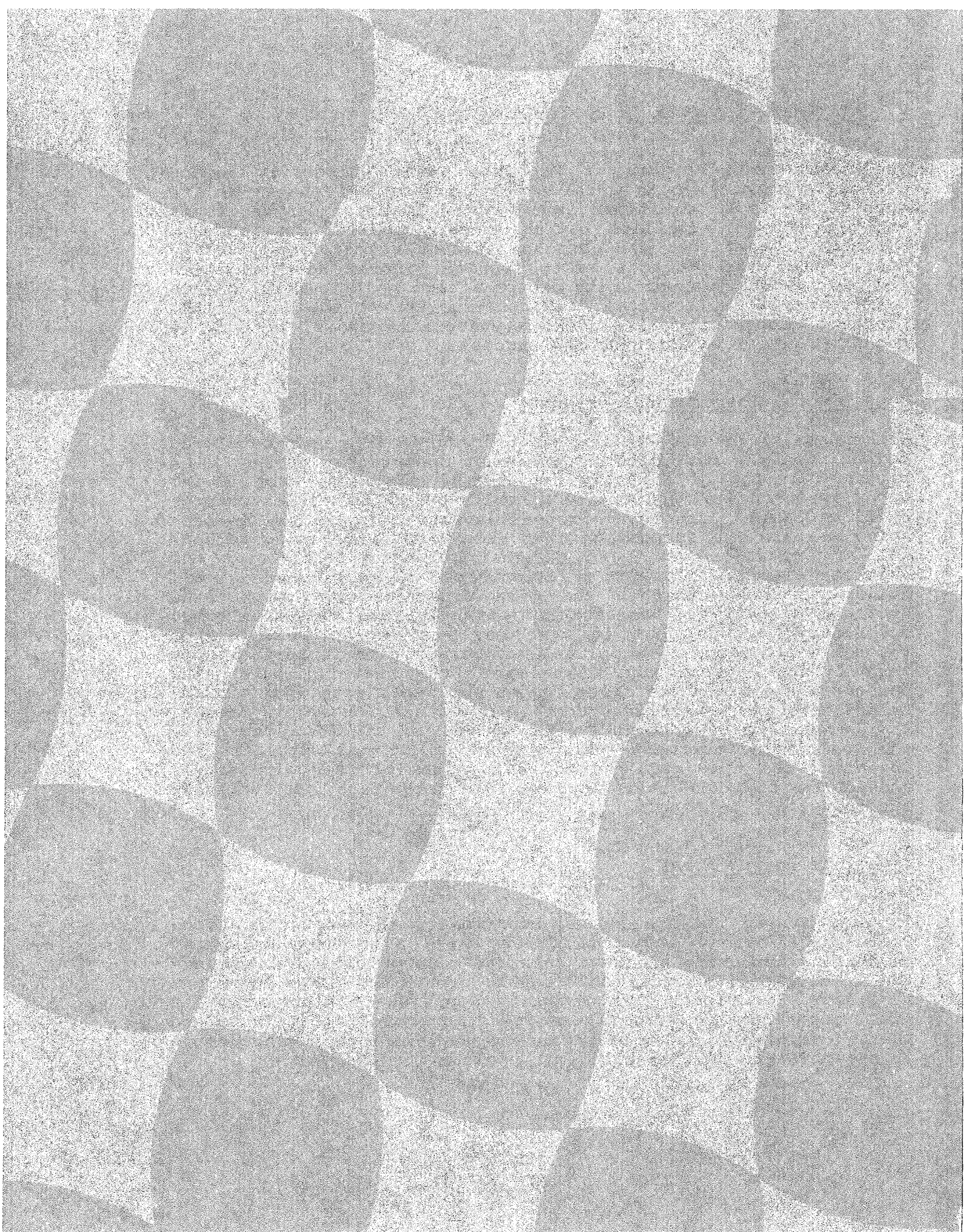
##### Areas of Progress

From 1977-78 to 1980-81, the number of EOP fellowships awarded to women and minorities declined from 137 to 107. From 1980-81 to 1985-86, the number of EOP fellowships awarded increased to 228. From 1985-86 to 1987-88, the number of EOP fellowships declined from 228 to 165. This decline was due to a necessary increase adjustment of the maximum EOP award level (recommended and approved by both the AAGFAP Policy Group and the AAGFAP Operations Committee), and to the expansion of the AAGA and MCDF programs. From 1987-88 to 1989-90, however, the number of EOP fellowships awarded increased to 227 or by 37.6 percent. This increase was primarily due to the allocation of partial summer awards in order to meet the needs of the growing number of EOP applicants.

##### Problem Areas

As educational costs have continued to rise, AAGFAP's ability to provide EOP need-based fellowships to all graduate students who qualify has become extremely problematic. The average level of student need increases each year as federal and state assistance declines, and as educational costs rise. Since EOP Fellowships are need-based, nearly all EOP fellows qualify for greater award amounts each successive year. In addition, some of the students who formerly did not qualify for EOP awards are eligible the next year. The number of EOP fellowships that can be awarded each year is directly linked to the EOP budget. AAGFAP has been faced with two options--a lower stipend level maximum to serve the partial needs of a greater number of students, or a higher stipend level to serve the qualified needs of a fewer number of students.

If graduate minority needs are to be met in the future, an increase in AAGFAP's EOP budget must be made soon. The needed EOP budget increase should not be one that decreases AAGFAP's commitment to AAGA, MCDF, or PF programs.



## V. AFFIRMATIVE ACTION IN PROCUREMENT

The Procurement Program at Michigan State University demonstrates a commitment to equal opportunity in all phases of its operation. This commitment is evidenced by departmental issues and procedures, satellite buying areas, supplier development, outreach initiatives, and outreach through association involvement. The ultimate goal is to improve minority participation and provide equal opportunity groups a fair and impartial chance to provide goods, services, and construction to the University. Frequent recognition, including a University award, attests to the program's effectiveness and success.

### Departmental Issues and Procedures

Within the Purchasing Department, procedures have been developed to maximize the participation of equal opportunity groups. Led by the Director of Minority Supplier Development, each buying group is encouraged to utilize minority-owned businesses whenever practicable. Reporting procedures provide outgoing feedback which measure the success of this endeavor. Purchasing personnel are evaluated in part on their ability to develop and maintain minority supplier relationships. Directing many small dollar purchases through the Open Order section of General Stores may initially detract from potential business with equal opportunity groups, but in time may provide an ideal avenue through which minority suppliers may be given the opportunity to earn an equal percentage of sales at that level. Purchasing personnel are often the first campus employees with whom minority business representatives come into contact. For this reason, the Purchasing Department is encouraged to create a receptive and positive environment--welcoming new potential suppliers and investing the time required to advise them of the University's procedures and the best way to take advantage of available opportunities.

### Satellite Buying Areas

In addition to the Purchasing Department, the Bookstore, Food Stores, Cyclotron, and the Library have also been delegated purchasing authority and have accepted responsibility to enhance the involvement of equal opportunity groups in the procurement process. The Director of Minority Supplier Development meets with representatives from these areas to coordinate efforts and share information. Communication between various buying groups is essential to further minority supplier involvement.



## Supplier Development

Today's business climate calls for close partnerships between buyers and suppliers. The development of long-term minority suppliers is an increasingly significant goal of Michigan State University's Procurement Program. To further that goal, all buying personnel are encouraged to invest the time required to assist emerging minority suppliers. University purchasing procedures are communicated and explained to the degree necessary to help all suppliers obtain the knowledge and insight required to best function within established parameters. As opportunities arise, equal opportunity groups are included in the bidding process and buying personnel are made available to aid suppliers with the interpretation of requirements and the preparation of bid documents. Should problems arise during the course of doing business, the Director of Minority Supplier Development is available to bring all parties together to reach an equitable, mutually agreeable resolution. Minority suppliers are encouraged to pursue all issues and obtain answers and information they feel would enhance their ability to service the needs of the University.

## Outreach Initiatives

In addition to working with individual suppliers to fully utilize their potential, outreach initiatives are an important aspect of supplier development. Michigan State University is involved in numerous outreach activities which included the 9th Annual Michigan Minority Procurement Conference held in May at the Breslin Student Events Center. The Director of Minority Supplier Development was directly involved with all aspects of this conference, and had a significant impact on it's success. Over 1,000 people attended this state wide two-day conference. Keynote speakers included John DiBiaggio, Michigan State University President, and Kenneth Bolton, the Director of the Minority Development Agency of the U.S. Department of Commerce. Attendees were afforded the opportunity to network with representatives from the business community, gained an awareness of the many business opportunities available to them here at MSU and the larger business community. Michigan State University was recognized by the Michigan business community for its commitment to the growth and development of minority businesses throughout Michigan, and the University's Affirmative Action Program was formally recognized for hosting the conference.

Another valuable element of this year's outreach activity included the Director of Minority Supplier Development's attendance at the United States Hispanic Chamber of Commerce National Conference, held in New Mexico. The primary purpose of this conference was to provide the opportunity to establish business relationships with Hispanic leaders and business owners. Attendees participated in trade shows, developed professional contacts, and attended various business meetings. Michigan

State University, once again, gained recognition as an institution committed to the advancement of affirmative action/equal opportunity.

Michigan State University's presence at the National Minority Suppliers Development Council meeting in Atlanta was another important activity through which the University was able to advance its position as a leader in outreach initiatives aimed at improving minority supplier participation in University purchases. Attended by both buyers and suppliers, those present had the opportunity interact with others on a national level and network with other members of the business community.

#### Outreach Through Association Involvement

Involvement with various professional associations provides an ideal opportunity for Michigan State University to further demonstrate its commitment to affirmative action. Through these affiliations, many prospective suppliers discover the opportunities available at Michigan State University permitting the University to maintain a positive profile and enhances its image as a forward looking institution, dedicated to continuous improvement.

Representing Michigan State University, the Director of Minority Supplier Development served as the 1990 Corporate Chairperson for the State of Michigan Minority Business Enterprise. This organization sponsors the October Business Month, an annual celebration that recognizes future growth and development. As Corporate Chairperson, the Director of Minority Supplier Development organized and coordinated the myriad of events and ensured that the collective goals of the program were exemplified in all its activities.

Michigan State University, along with many other State supported institutions is a member of the Michigan Minority Business Development Council (MMBDC). The Director of Minority Supplier Development has served on its Board of Directors for the past nine years. A professional organization supported by many major corporations within private industry such as General Motors, Chrysler, Ford, and K-Mart, has as a major goal of aiding the development of minority businesses. MMBDC is responsible for certifying suppliers that qualify as legitimate minority businesses, advertising and networking throughout the private sector, assisting minority businesses with problems as they arise, and offering professional advice when companies are faced with business decisions. The Council is also involved in sponsoring seminars, training sessions, and trade shows to introduce prospective buyers to minority suppliers who could satisfy their requirements. In addition, the MMBDC is a member of a national network of 45 different councils across the country. Michigan State University's presence on the Board and its membership in the organization serve to illustrate the University's devotion to the advancement of equal opportunity.

The Director of Minority Supplier Development is also a member of the Minority Advisory Committee, a subcommittee of the Greater Lansing Chamber of Commerce. This committee invites minority owned business owners and executives to participate in Chamber of Commerce functions and encourages the business community to strive together for improved business relationships and a better economic environment. Specifically, the Minority Advisory Committee strives to involve minority business owners and executive in Chamber of Commerce function, encourages them to take advantage of mentor programs that have been effected with established business people, and offers business counselling.

The Minority Technology Council of Michigan, housed at the University of Michigan and through a grant from the Michigan Department of Commerce, serves to assist in the development of minority businesses through current technology and education. Michigan State University is a member of this Council, and the Director of Minority Supplier Development was recently elected to the Board of Directors. In an effort to provide educational opportunities and make current technology accessible to members of the minority business community, special rates have been negotiated for education courses at Michigan State University, the University of Michigan, and Wayne State University. Negotiations are currently under way to provide the same opportunities at Western Michigan University and Central Michigan University.

#### Award of Recognition

Michigan State University's Procurement Program has received frequent praise for its success at fostering a positive environment and creating an atmosphere of receptivity to minority participation. The Purchasing Department was honored last year as the recipient of an Award for Excellence in Diversity, one of the initiatives of The MSU IDEA, a profound campus-wide effort directed at achieving greater diversity and excellence at Michigan State University. This award was presented to recognize a department that has made significant contributions consistent with the goals of affirmative action and equal opportunity. In addition, the Director of Minority Supplier Development has received numerous awards and citation on behalf of the University for his efforts in furthering minority participation and facilitating a positive relationship between the University and the minority business community.

Michigan State University's Procurement is recognized as a progressive successful program through which the University is able to actively demonstrate its commitment to affirmative action. Past recognition is indicative of the advancements made and the time and energy invested to ensure the achievement of the programs' goals. Current initiatives illustrate an ongoing emphasis designed to evaluate and modify activities and procedures to further pursue those goals. Future plans and visions

point to a continued commitment and intent to see that all University procurement activities are carried out in such a manner as to optimize minority participation and establish equal opportunity for all.