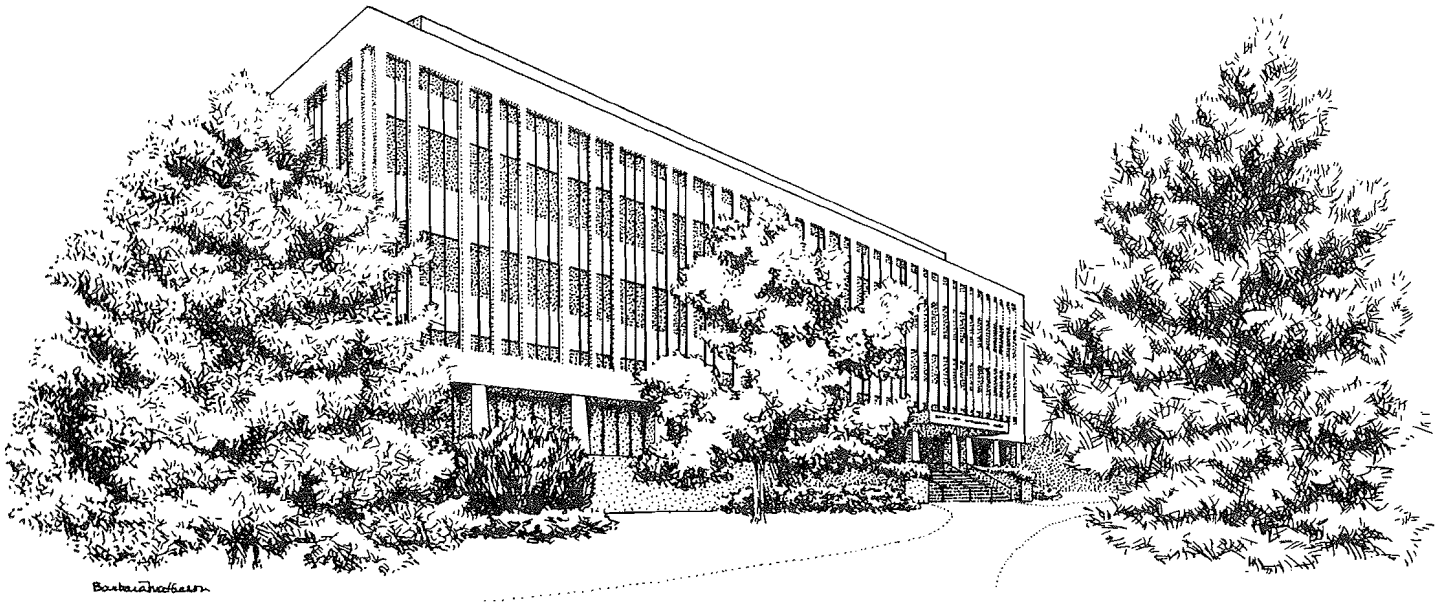
Michigan State University
1990-91
Annual Report on

Affirmative Action

Descriptive Report



ANNUAL REPORT ON AFFIRMATIVE ACTION

for the Period

October 1, 1990 to September 30, 1991

DESCRIPTIVE REPORT

Prepared for

MICHIGAN STATE UNIVERSITY

BOARD OF TRUSTEES

Compiled By:

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

APRIL 1992

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PRESIDENT

EAST LANSING • MICHIGAN • 48824-1046

MEMORANDUM

DATE: March 5, 1992

TO: Members of the University Community

FROM: John DiBiaggio, President

SUBJECT: Statement 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, creed, sex, age, national origin, sexual orientation, political persuasion and handicap.

Written proclamations issued by the President and the administration cannot alone eliminate all vestiges of discrimination. Rather, it is through the commitment and effort by the entire MSU community that this goal can be achieved. Nondiscrimination and diversity must become integral parts of the everyday operations and practices at Michigan State University. By working together, students and employees have the ability to make this University a model of integration and diversity where study and work can occur in a comfortable and supportive environment.

To fully prepare our students for a multi-cultural and pluralistic society and world, requires that we create an environment at MSU that respects and advances diversity. A measure of our success in achieving diversity both in spirit and action will be validated by our students when they leave the University to become leaders in the United States and throughout the world.

We must remain dedicated to the ideals of affirmative action and diversity. I trust that every student and employee accepts that these are essential goals which must be achieved. I, therefore, 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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INTRODUCTION

This marks the second year in which the Annual Report on Affirmative Action to the MSU Board of Trustees is divided into two documents: A Descriptive Report and a Data Report. In addition, a progress report on the MSU IDEA, the University's institutional diversity plan, published in April, 1989 for academic units will be printed for distribution by the Office of the Provost.

The Descriptive Report outlines 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. The MSU IDEA document will report on progress made towards implementation of the 50 central initiatives advanced in the plan for achieving diversity.

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 internal monitoring processes.

Various constituent groups regularly evaluate internal monitoring processes 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, 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 for Human Resources, the Assistant Vice President for Student Affairs and Services, Admissions and Scholarships, Supportive Services, Urban Affairs Programs, Affirmative Action Graduate Financial Assistance Program, 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 1990-91 Affirmative Action Program is on file in the Department of Human Relations and 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 1990-91 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

During the 1990-91 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, decreased by 20 individuals, from 4,143 to 4,123 (0.5%). With the net gain of 52 women during 1990-91, women comprise 32.7% of all academic personnel; their representation increased from 1,298 to 1,350 or by 4.0%. Similarly, with the net gain of 41 minorities during 1990-91, minorities now represent 14.0% of the total academic personnel system, increasing in number to 579, or by 7.6%. The number of Blacks in the academic personnel workforce increased from 206 to 223, which is 5.4% of the current total workforce; Asian Pacific Islanders increased from 259 to 282, which is 6.8% of the total; Hispanics decreased from 59 to 58, which is 1.4% of the total; American Indians increased from 14 to 16, which is 0.4% of the total. Overall, on a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,720 in Fall 1991, 41.7% of the total faculty and academic staff, an increase of 3.8%.

Executive Management

There are 64 individuals appointed in Executive Management positions as of October 1, 1991. Of these, 15 (23.4%) are non-minority women and 9 (14.1%) are minorities. One (1.6%) minority woman is Black; of the 8 minority men, 6 (9.4%) are Black, 1 (1.6%) is Asian Pacific Islander, and 1 (1.6%) is Hispanic. The total representation of protected class members remained at 24 (37.5%).

Support Human Resources

The University's support personnel job classifications are aggregated into 80 job groups. Of the 80 job groups, 13 were underutilized by a total of 30 minorities and 25 were underutilized by a total of 125 women as of October 1991.

During the 1990-91 affirmative action year, the support personnel workforce increased by (0.3%) employees from 5,324 to 5,338. Minority representation reflected a decrease of (2.0%) employees from 709 to 695. The number of minority women decreased by 7 (1.4%

from 507 to 500 and minority men decreased by 7 (3.6%) from 202 to 195. Women in t workforce increased by 33 (0.9%) from 3,536 to 3,569.

Women represent 3,569 (66.9%) and minorities represent 695 (13.0%) of the support personr workforce. Minority women represent 500 (14.0%) of all women and 9.4% of the supp personnel. Minority men represent 195 (11.0%) of all men and 3.7% of the support personn

Handicapper and Vietnam Era Veteran Employment

The academic personnel system includes 75 self-identified handicappers, including 46 ten system faculty, 16 continuing staff, 3 temporary faculty and 10 temporary staff.

Support personnel includes 146 (2.7%) self-identified handicappers and 179 (3.4%) Vietnam veterans. Of the 5,023 internal and external applicants considered for vacancies in 1990-91, (2.5%) were self-identified as handicappers. Of the 704 selections for regular positions, (1.6%) were self-identified handicappers. An additional 6 handicappers were hired for on- positions and 4 for temporary positions.

Enrollment

Enrollment data for Fall term 1991 indicates a significant increase in the enrollment of mino students on the East Lansing campus of Michigan State University. Minority student enrolln of 5,023 is 12.6% of the affirmative action total enrollment of 39,716. This enrollment incr represents a new level of attainment for the general minority population. In spite experiencing a slight numerical decline, women students currently represent 51.1% of University total enrollment.

Minority undergraduate enrollment increased numerically and in percentage from 4,077 (11. of the affirmative action total for Fall 1990 to 4,194 (12.6%) for Fall 1991. At postbaccalaureate level, enrollment increases were experienced by all represented gro increasing from 733 (11.7%) in Fall 1990 to 829 (12.8%) in Fall 1991.

Women students represent 51.0% of the total student enrollment at Michigan State Univer The number continued to decline from 21,856 (51.1%) in Fall 1990 to 21,449 (51.0%) in 1991. Minority women, however, continued to show an increase in number; there are curr 2,914, comprising 13.6% of the total number of women enrolled at the University.

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 1989 entering freshman class exhibited a one year retention rate of 88.4%.

Graduation rates are also increasing, a direct result of increased retention. Over 65% of entering freshman have graduated from Michigan State University within a ten year period after entry.

Affirmative Action in Purchasing

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

This year several new minority vendors have become prime suppliers of materials, goods and services to Michigan State University. In addition, an Assistant Minority Coordinator was appointed during the year to assist staff in locating new minority suppliers.

II. ACADEMIC HUMAN RESOURCES

Appointment Profile -- Academic Personnel System

During the 1990-91 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, decreased by 20 individuals, from 4,143 to 4,123 (0.5%). With the net gain of 52 women during 1990-91, women comprise 32.7% of all academic personnel; their representation increased from 1,298 to 1,350 or by 4.0%. Similarly, with the net gain of 41 minorities during 1990-91, minorities now represent 14.0% of the total academic personnel system, increasing in number to 579, or by 7.6%. The number of Blacks in the academic personnel workforce increased from 206 to 223, which is 5.4% of the current total workforce; Asian/Pacific Islanders increased from 259 to 282, which is 6.8% of the total; Hispanics decreased from 59 to 58, which is 1.4% of the total; American Indians increased from 14 to 16, which is 0.4% of the total. Overall, on a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,720 in Fall 1991, 41.7% of the total faculty and academic staff, an increase of 3.8%.

Tenure System

During 1990-91, the tenure system decreased by a net of 4 individuals, from 2,099 to 2,095, or 0.2%. The proportion of women in the tenure system increased to 21.1%; the net gain of 18 women brought the total number of women to 443, an increase of 4.2%. The percentage of minorities in the tenure system rose to 11.2%; the number of minorities increased by a net of 12, to a total of 235, an increase of 5.4%. Blacks increased from 85 to 91, or 4.3% of the tenure system; Asian/Pacific Islanders increased from 108 to 114, or 5.4% of the total; Hispanics remained steady at 26, or 1.2% of the total; American Indians remained steady at 4, or 0.2% of the total. On a non-duplicate basis, 613 individuals, or 29.3% of the tenure system faculty, are members of protected groups; this is a net increase of 26 individuals, or 4.4%.

Within the tenure system, the proportion of women at the various ranks changed from October 1990 to October 1991 as follows: assistant professor, increased from 40.5% to 42.7%; associate professor, increased from 26.5% to 27.7%; full professor, increased from 11.6% to 12.2%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 16.6% to 18.3%; associate professor, remained steady at 13.1%; full professor, increased from 7.7% to 8.4%.

New Appointments in the Tenure System

During 1990-91, there were 93 individuals appointed in the tenure system, including 16 minorities (17.2%) and 40 women (43.0%). On a non-duplicate basis, 50 individuals, or 53.8%, of the total appointments in the tenure system were members of protected groups.

Of colleges with opportunities to hire, the Colleges of Agriculture and Natural Resources and Letters, Business, Communication Arts and Sciences, Engineering, Human Medicine, Madison, Nursing, and Veterinary Medicine were successful in appointing women in the system at or above average availability during 1990-91. Average availability is the aver availability data for individual departments/schools in each college for the 1990-93 goal-s period. It should be noted that such data are a rough approximation for actual avail information, which is determined individually for each department or school.

The Colleges of Education, Human Ecology, Natural Science, and Social Science app women at a rate below average availability during 1990-91. The College of Ostec Medicine did not appoint any women in the tenure system during 1990-91.

Similarly, the Colleges of Arts and Letters, Communication Arts and Sciences, Educ Engineering, Human Ecology, and Social Science appointed minorities in the tenure s during 1990-91 at or above average availability.

The Colleges of Agriculture and Natural Resources, Business, Human Medicine, Madison, Natural Science, Nursing, Osteopathic Medicine, and Veterinary Medicine d appoint any minorities in the tenure system during 1990-91.

It should be noted that the Colleges of Arts and Letters, Communication Arts and Science Engineering appointed both women and minorities at or above average availability.

Handicappers in the Academic Personnel System

The academic personnel system includes 75 self-identified handicappers, including 46 system faculty, 16 continuing staff, 3 temporary faculty and 10 temporary staff.

Administrative Appointments

During 1990-91, the total number of individuals in the Academic Manager group (assistant/associate deans, chairpersons and directors) increased by 15 individuals, from 274 (5.8%). The representation of women among this group has increased from 19. 20.8% (compared to representation in the tenure system of 21.1%) during 1990-91 with gain of 7 women, bringing the total number of women to 57, an increase of 14.0% percentage of minority academic managers increased from 12.7% to 13.9% (compa representation in the tenure system of 11.2%), an increase of 5 (38).

Executive Management

Executive Management position titles are approved by the Board of Trustees and include administrators such as: President, Vice President/Provost, General Counsel, Secretary Board, etc., and specifically designated director and other administrative titles. Currentl are 83 Executive Management positions, of which 17 are vacant or filled on an acting l

There are 64 individuals appointed in Executive Management positions as of October 1, 1991. Of these, 15 (23.4%) are non-minority women and 9 (14.1%) are minorities. One (1.6%) minority woman is Black; of the 8 minority men, 6 (9.4%) are Black, 1 (1.6%) is Asian/Pacific Islander, and 1 (1.6%) is Hispanic. The total representation of protected class members remained at 24 (37.5%).

There were 7 new Executive Management appointments during 1990-91, including 4 non-minority men and 3 non-minority women.

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. Except for minority women promoted to professor and non-minority women promoted to associate professor, the data indicate that women and minorities are promoted at a rate which is less than their representation in the pool.

Faculty Recruitment

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 units in which women and minorities are underrepresented in the tenure system. During the 1990-91 affirmative action plan year, waivers of the normal hiring procedures were used in 17 of the 93 (18.3% compared to 21.3% in 1989-90) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in 10 cases and for spousal appointments in 3 cases.

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

Thirty-three individuals were supported with funds from these programs during 1990-91, including 16 Black men, 4 Black women, 6 Hispanic men; 4 Hispanic women, 2 Native American men, and 1 Asian/Pacific Islander man. 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 provic 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 a effort to increase minority access to academic careers in these specialized fields. The te participants during 1990-91 included 2 Black men, 4 Black women, 3 Hispanic men and Hispanic woman.

Faculty Retention

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

1. Exit Interview Program

During 1990-91, 34 tenure system faculty members resigned from Michigan State Universit including 10 women (29.4%, compared to a general representation in the tenure system (21.1%) and 3 minorities (8.8%, compared to a general representation in the tenure system (11.2%).

Nineteen (54.3%) of 35 exit questionnaires were returned; the rate of return from non-minori women was 87.5% (7 out of 8), and the rate of return for minorities was 100.0% (3 out of 3

Overall, the general category of compensation/personnel opportunities/policies was ranked a most important in the decision to leave MSU. The specific factor most frequently cited withi this general category is salary level. The general category of intellectual climate was rated a most important in the decision to accept a new position. The specific factor most frequentl cited within this general category is faculty commitment to excellence. Factors within tl general categories of institutional change and facilities and services were ranked lowest in tern of considerations in the decision to leave MSU and accept a new position. For minorities an women, the general category of institutional/social factors was rated as most important in tl decision to leave MSU and accept a new position; collegial relations among faculty was cite most frequently.

2. Unit Administrator and Faculty Workshops

The full integration of women and minorities into the academic community requires a clos look at the campus climate. As noted from results of the exit survey, the department/scho environmental context also figures importantly in the decisions of women and minority facul

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 session on mentoring this year.

The Fall 1991 New Faculty Orientation program included a session on "Advancing Diversity and Excellence at MSU: Challenges and Opportunities the Next Decade Will Bring." 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.

III. SUPPORT HUMAN RESOURCES

The University's support personnel job classifications are aggregated into 80 job groups. Of the 80 job groups, 13 were underutilized by a total of 30 minorities and 25 were underutilized by a total of 125 women as of October 1991.

Historical Comparison

Comparing 1988 and 1991, the support staff has decreased by 26 (0.5%) from 5,364 to 5,338.

Minority representation from 1988 to 1991 increased by 25 (3.7%) employees. These increases were reported in administrative-professional by 29 (20.7%) from 140 to 169, cooperative extension by 3 (6.3%) from 48 to 51, and service maintenance by 1 (0.5%) from 209 to 210. Clerical-technical decreased by 6 (2.4%) from 251 to 245, and skilled trades by 2 (13.3%) from 17 to 15. The category of public safety remains at 5.

Comparing 1988 and 1991, representation of women decreased by 10 (0.3%) from 3,579 to 3,569. Increases occurred in administrative-professional by 222 (25.1%) from 884 to 1,106, public safety by 3 (27.3%) from 11 to 14, and skilled trades by 1 (5.3%) from 19 to 20. Decreases occurred in clerical-technical by 219 (11.3%) from 2,149 to 1,930, cooperative extension by 16 (13.6%) from 134 to 118, and service maintenance by 1 (0.3%) from 382 to 381.

Comparing 1987-88 and 1990-91, regular new hires decreased by 227 (46.0%) from 721 to 494. Minority new hires decreased by 32 (40.0% of minority hires) from 112 to 80 and women decreased by 206 (65.4% of women hires) from 521 to 315.

The following measures are utilized to assess the effectiveness of good faith efforts in implementing the University's affirmative action commitment.

1990-91 Workforce Composition

During the 1990-91 affirmative action year, the support personnel workforce increased by 14 (0.3%) employees from 5,324 to 5,338. Minority representation reflected a decrease of 14 (2.0%) employees from 709 to 695. The number of minority women decreased by 7 (1.4%) from 507 to 500 and minority men decreased by 7 (3.6%) from 202 to 195. Women in the workforce increased by 33 (0.9%) from 3,536 to 3,569.

Women represent 3,569 (66.9%) and minorities represent 695 (13.0%) of the support personnel workforce. Minority women represent 500 (14.0%) of all women and 9.4% of the support personnel. Minority men represent 195 (11.0%) of all men and 3.7% of the support personnel.

Minority Representation

Minority representation decreased by 14 (2.0% of minority employees). These decreases were reported in administrative-professional by 3 (1.8%) from 172 to 169, clerical-technical by 1 (0.4%) from 246 to 245, cooperative extension by 2 (3.9%) from 53 to 51, service maintenance by 7 (3.3%) from 217 to 210, and skilled trades by 1 (6.7%) from 16 to 15. The category of public safety remains at 5.

Black representation declined by 5 (1.3% of Black employees) from 388 to 383 employees. Increases were reported in administrative-professional by 1 (1.1%) from 91 to 92, and clerical-technical by 1 (0.8%) from 125 to 126. Employment decreases occurred in service maintenance by 5 (4.3%) from 122 to 117, and cooperative extension by 2 (5.1%) from 41 to 39 employees. Representation in public safety remained at 3 and skilled trades remained at 6.

The Asian/Pacific Islander representation decreased by 4 (4.9% of Asian/ Pacific Islander employees) from 86 to 82 employees. Decreases occurred in administrative-professional by 1 (2.5%) from 41 to 40, clerical-technical by 2 (7.1%) from 30 to 28, and service maintenance by 1 (8.3%) from 13 to 12 employees. Public safety and skilled trades remained at 1 employee each. Cooperative Extension has no representation.

Hispanic representation decreased by 3 (1.6% of Hispanic employees) from 191 to 188 employees. Decreases occurred in administrative-professional by 1 (3.6%) from 29 to 28, clerical-technical by 1 (1.4%) from 70 to 69, and skilled trades by 1 (33.3%) from 4 to 3. Three categories remained the same; cooperative extension at 8, public safety at 1 and service maintenance at 79.

American Indian/Alaskan Native representation decreased by 2 (4.8% of American Indian/Alaskan Native employees) from 44 to 42 employees. Increases were reported in clerical-technical by 1 (4.8%) from 21 to 22. Administrative-professional decreased by 2 (22.2%) from 11 to 9, and service maintenance by 1 (33.3%) from 3 to 2. Cooperative extension remained at 4, and skilled trades at 5. Public safety has no representation.

Representation of Women

Representation of women increased by 33 (0.9%) from 3,536 to 3,569. Increases occurred in administrative-professional by 60 (5.7%) from 1,046 to 1,106, service maintenance by 2 (0.5%) from 379 to 381, and skilled trades by 6 (42.9%) from 14 to 20. Decreases occurred in clerical-technical by 27 (1.4%) from 1,957 to 1,930, and cooperative extension by 8 (6.8%) from 126 to 118. Public safety remained the same with 14 women.

The representation of minority women decreased by 7 (1.4%) from 507 to 500. Decreases occurred in administrative-professional by 3 (2.9%) from 105 to 102, cooperative extension by 3 (6.0%) from 53 to 50, and service maintenance by 4 (3.2%) from 129 to 125.

Clerical-technical increased by 3 (1.4%) from 217 to 220. Public safety remained at 2 and skilled trades at 1.

Non-minority women increased by 40 (1.3%) from 3,029 to 3,069. Increases were reported in administrative-professional by 63 (6.7%) from 941 to 1,004, service maintenance by 6 (2.4%) from 250 to 256, and skilled trades by 6 (46.2%) from 13 to 19. Clerical-technical decreased by 30 (1.8%) from 1,740 to 1,710, and cooperative extension by 5 (7.4%) from 73 to 68. Public safety remained the same at 12.

Representation of Minority Men

Minority men decreased by 7 (3.6%) from 202 to 195. Cooperative extension increased by 1 (100.0%) from 0 to 1. Decreases were reported in clerical-technical by 4 (16.0%) from 29 to 25, service maintenance by 3 (3.5%) from 88 to 85 and skilled trades by 1 (7.1%) from 15 to 14. Administrative-professional remained at 67 and public safety remained at 3.

Hiring Rates

Comparing 1989-90 and 1990-91, regular new hires decreased by 99 (20.0%) from 593 to 494. Minority regular new hires decreased by 30 (37.5%) from 110 to 80 and women decreased by 77 (24.4%) from 392 to 315. Of the minority hires, Blacks accounted for 57 (71.3%), Asian/Pacific Islanders for 7 (8.8%), Hispanics for 14 (17.5%) and American Indian/Alaskan Natives for 2 (2.5%).

As shown in the table below, the hiring rate has declined over the past four years. The percent of minority hires remains consistent and the percent of women being hired has decreased.

AA Year	Hires	Minorities		Women	
1987-88	721	112	15.5%	521	72.3%
1988-89	739	118	16.0%	499	67.5%
1989-90	593	110	18.5%	392	66.1%
1990-91	494	80	16.2%	315	63.8%

Agency Referral Hires

Positions open to outside applicants as well as positions underutilized for minorities and women are listed weekly with 62 community organizations. During the 1990-91 fiscal year, there were 29 hires from 8 community agencies. There were 17 hired as regular employees and 12 as temporary employees. Of the 29 agency referral hires, 21 (72.4%) continue to be employed by Michigan State University.

Promotion Review

There were 505 (9.5% of support personnel) promotions during the 1990-91 affirmative action year. Women received 347 (68.7%) of the promotions and minorities received 55 (10.9%) of the promotions. Of the minority promotions, Blacks accounted for 30 (54.5%), Asian/Pacific Islanders for 3 (5.5%), Hispanics for 15 (27.3%) and American Indian/Alaskan Natives for 7 (12.7%).

Administrative-professional employees received 180 (35.6%) promotions, clerical-technical 204 (40.4%), public safety 1 (0.3%), service maintenance 82 (16.2%) and skilled trades 38 (7.5%). There were no promotions in cooperative extension.

Handicapper and Vietnam Era Veteran Employment

During the 1990-91 affirmative action year, the support personnel included 146 (2.7%) self-identified handicappers and 179 (3.4%) Vietnam era veterans.

Of the 5,023 internal and external applicants considered for vacancies in 1990-91, 126 (2.5%) were self-identified as handicappers. Of the 704 selections for regular positions, 11 (1.6%) were self-identified handicappers. An additional 6 handicappers were hired for on-call positions and 4 for temporary positions.

Turnover/Exit Questionnaire Analysis

During the 1990-91 affirmative action year, 312 support personnel terminated. Of the 312, 201 (64.4%) were women and 58 (18.6%) were minorities. Exit questionnaires were sent to all terminated employees, and 141 (45.2%) were returned; 83 (58.9%) women and 22 (15.6%) minorities. Of the returned exit questionnaires, 34 (41.0%) women and 7 (31.8%) minorities left Michigan State University after 1 to 3 years of service. Overall, the reason most selected for leaving was retirement. The reason most selected by women was leaving the area and most selected by minorities was a better job opportunity.

Goal Achievement

Sixty-eight annual hiring goals were established for **women**, with 55 (80.9%) achieved. In administrative-professional job groups, there were 27 goals established with 29 (107.4%) hires accomplished, 41 service maintenance goals were established, with 25 (61.0%) achieved, and skilled trades with no annual goals established had 1 hire. No annual hiring goals were established in clerical-technical, cooperative extension and public safety due to full utilization or no hiring opportunities.

Of the 34 job groups underutilized for women, 20 had no annual goal established due to low or no projected opportunities. However, 3 of these job groups increased by 1 each. Annual hiring

goals were met or exceeded in 9 job groups and partially met in 4. Goals failed to be met by 1 in 1 job group.

Thirteen annual hiring goals were established for **minorities**, with 11 (84.6%) achieved. In administrative-professional, there were 7 goals established with 5 (71.4%) achieved, clerical-technical exceeded the 4 goals established with 6 (150.0%) hires, and service maintenance had 2 goals with no hires. No annual goals were established in cooperative extension, public safety and skilled trades due to full utilization or no and low hiring opportunities.

Of the 35 job groups underutilized for minorities, 27 had no annual goals established due to low or no projected opportunities. In 1 of these job groups, minority representation increased by 1. Goals were met or exceeded in 4 job groups and 4 job groups with 1 or 2 goals achieved no hires.

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 for help with recruiting and departments often initiate special advertising to attract protected classes. The Employment Office uses a computerized system for identifying external applicants. This provides a direct match of the applicants' education, experience and skills with the specific needs of vacancies as listed by departments.

Targeted Areas of Underutilization

Specific job groups within the workforce have experienced a history of under-utilization. The job groups and categories targeted as problem areas for the 1991-92 affirmative action year are listed below.

General Area	Job Groups	Targeted For	
1. Upper Level Administrators	A1B3,		1 M
	A1E5	*0 W	*0 M
2. High Level Technicians	A2C3, A2E4	3 W	
	A2E3		1 M
3. Computer Programmer/Analysts	A2J2	7 W	2 M
4. Public Safety	F610	*0 W	
5. Service/Maintenance	1632, 1652, 1653	15 W	
6. Upper Level Operating Engineers	5620	*0 W	
7. Skilled Trades	9570, 9580	*0 W	
		**25 W	**4 M

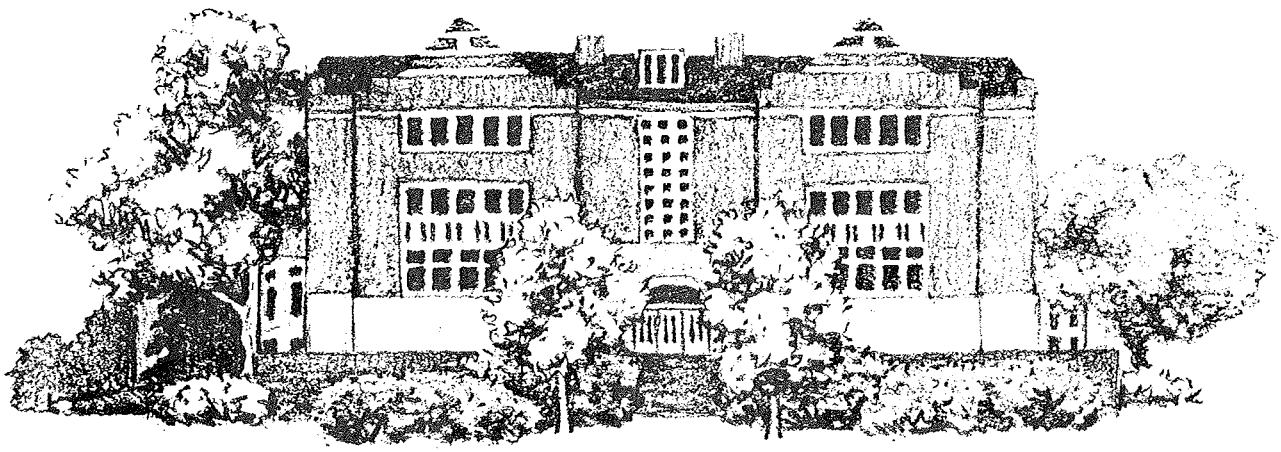
*No annual goal due to low opportunities; if vacancy occurs, a goal is set
**Annual goals established for 1991-92 targeted job groups

For the 12 job groups targeted as underutilized for women in 1990-91, 6 met or exceeded the established goals, 2 partially met the goals, 3 job groups with 1 goal each had no hires and 1 job group had no annual goals established. There were 31 goals established with 37 (119.4%) hires accomplished for the job groups targeted as underutilized for women.

For the 4 job groups targeted as underutilized for minorities in 1990-91, 1 met the established goal and 3 had 1 or 2 goals with no hires. The established goal of 5 had 1 (20.0%) hire 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.

Students



IV. STUDENTS

A. Enrollment

Enrollment data for Fall term 1991 indicates a significant increase in the enrollment of minority students on the East Lansing campus of Michigan State University. Minority student enrollment of 5,023 is 12.6% of the affirmative action total enrollment of 39,716.* This enrollment increase represents a new level of attainment for the general minority population. In spite of experiencing a slight numerical decline, women students currently represent 51.1% of the University total enrollment.

Minority undergraduate enrollment increased numerically and in percentage from 4,077 (11.9%) of the affirmative action total for Fall 1990 to 4,194 (12.6%) for Fall 1991. At the postbaccalaureate level, enrollment increases were experienced by all represented groups, increasing from 733 (11.7%) in Fall 1990 to 829 (12.8%) in Fall 1991.

As the largest minority student group on the campus of Michigan State University, Black students showed a slight enrollment gain. Black enrollment has increased numerically from 2,944 (7.3%) of the affirmative action total of 2,950 (7.4%) in Fall 1991. Black males represent 36.8% of that total, which is consistent with data in former years. At the college level, the colleges of Agriculture and Natural Resources, Arts and Letters, Education, Human Ecology, Natural Science, and Social Science experienced either a numeric or percentage increase. The College of Veterinary Medicine showed no change numerically, while experiencing a decline in percentage.

Black graduate student enrollment increased numerically from 345 students in Fall of 1990 to 408 in Fall of 1991. Increases were shown at the masters and doctoral levels. Black male enrollment showed a significant increase at both of these levels, from an enrollment of 102 students in Fall 1990 to 124 students in Fall of 1991.

Enrollment of Asian Pacific Islanders continues to grow proportionately faster than any other ethnic and/or racial group of the University's main campus. In the past ten years, for example, Asian Pacific Islander enrollment has increased from 374 (.9% of the affirmative action total) in Fall 1981 to 1,110 (2.8%) in Fall 1991. This represents by far the largest increase of any minority group on campus. The current increase is reflected either in numeric or percentage changes for the vast majority of colleges, with the exception of Arts and Letters. Enrollment of Asian Pacific Islanders increased at the graduate level from 194 (3.1%) students in 1990 to 207 (3.2%) in 1991.

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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."

A sustained growth of Hispanic students from 700 in Fall of 1990 to 761 resulted in an increase of 61 (8.7%) students above the previous year.

The largest increases were in the Colleges of Social Science, Arts and Letters, Engineering, Agriculture and Natural Resources, Eli Broad College of Business, and Osteopathic Medicine. Enrollment declined in Communication Arts and Sciences, Human Medicine, Education, and Veterinary Medicine. At the graduate level, Hispanic enrollment experienced growth from 162 (2.6%) in Fall 1990 to 177 (2.7%) in Fall 1991. Hispanics represent 1.9% of the affirmative action total student enrollment.

The total number of American Indian/Alaskan Native students enrolled at the University increased numerically from 196 (.48%) in fall 1990 to 202 (.51%) in Fall 1991. Notable increases occurred in the Colleges of Education, Agriculture and Natural Resources, Communication Arts and Sciences, Human Ecology, Natural Science, Social Science, and Veterinary Medicine. American Indian/Alaskan Native enrollment declined in the Colleges of Engineering, Eli Broad College of Business, and James Madison College; while the Colleges of Arts and Letters and Human Medicine did not experience a numeric change.

Women students represent 51.0% of the total student enrollment at Michigan State University. The number continued to decline from 21,856 (51.1%) in Fall 1990 to 21,449 (51.0%) in Fall 1991. Minority women, however, continued to show an increase in number; there are currently 2,914, comprising 13.6% of the total number of women enrolled at the University. Asian Pacific Islander women exhibited the greatest increase of 17.9%, followed by Hispanic women who experienced a 9.7% increase. Black women, however, showed a slight decline in enrollment from 1,870 in Fall 1990 to 1,864 in Fall 1991. The College of Agriculture and Natural Resources showed a substantial increase in the number of women followed by Natural Science, Nursing, Engineering, Social Science, and Veterinary Medicine. The Eli Broad College of Business revealed a significant decline in the enrollment of women, followed by Communication Arts and Sciences and Education.

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 1989 entering freshman class exhibited a one year retention rate of 88.4%.

Graduation rates are also increasing, a direct result of increased retention. Over 65% 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 92% of all anticipated graduation will occur by the end of the fifth year. About 29% of the entering class, or 45% of those who eventually graduate, do so in four years.

Undergraduate female students tend to graduate sooner than male students through the sixth year. However, beyond the sixth 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 63-64%.

B. Recruitment

In the Fall of 1991, Michigan State University reported a record minority enrollment. This was the third consecutive year for such an announcement. The significant gains in recent years are really the product of a cumulative series of large new student cohorts whose academic strength affords ongoing strong retention rates. These continuing gains underscore the University's commitment to affirmative action. While many of the ongoing practices of prior years continue to reinforce this effort, several important initiatives were included in the 1990-91 cycle. They include:

- An increase in the number of on-the-spot admission activities in high schools having significant minority populations.
- The creation of a separate minority search activity for high ability students.
- A significant increase in the Distinguished Minority Freshman Scholarship competition.
- An expansion of minority visitation days.
- A significant increase in the offer of Spartan Scholarships to outstanding minority students.

Still additional efforts are being weighed for future inclusion in Admissions programs. We do find that the competitiveness for outstanding minority students is increasing, and it will be concurrently important that the University meet that competition with effective levels of recruitment, including significant investments in scholarships and financial aid.

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

An ongoing increased effort by the Graduate School in relation to the Office of Admissions and Scholarships has brought good results in terms of bringing in a greater proportion of minority graduate students. Those activities will continue in the future.

Through these programs, through academic advisers, and through various support staff, proactive measures are designed to enhance student retention and success. Such action

involve assuring a flow of information as to resources that are available to students and encouraging consistent use of advising facilities.

The Office of the Provost and the Office of the Vice President for Student Affairs and Services are presently engaged in a series of endeavors designed to optimize the effectiveness of retention efforts by academic and support personnel.

C. Campus Life for Students

Renewed attention is being given to better understanding those factors which contribute to, or detract from, a campus environment that is conducive to learning for all students. Such an environment requires that the University better represent and reflect 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. Five areas to be discussed here are: reducing discrimination/harassment, valuing diversity, enhancing cultural identity, expanding educational opportunity, and promoting community.

Reducing Discrimination and Harassment

Concerted action against invidious discrimination and harassment is essential to improve the campus climate. In spite of increased efforts to address discrimination, reports of discrimination based on race, ethnic origin and gender persist. A clear message must continually be sent that the harassment or discrimination prohibited under law and University policy has no place in this community. To reinforce the University's resolve in this regard, policies on discrimination and harassment are being reviewed and revised. Further, efforts are underway to clarify the procedures for seeking redress.

The system of staff reporting and follow-up on alleged discriminatory behaviors against students has been fully implemented by Student Affairs and Services to better understand the nature and number of such actions and to intervene if patterns of discrimination appear to be emerging. Lacking comparative data, it is not possible to determine if discrimination or harassment against individuals has increased or decreased; however, observations of staff and conversations with students strongly suggest that harassment and discrimination against groups of differing cultures are increasing. In such a climate, stereotypes can be perpetuated and tensions between groups set the stage for confrontation and individual abuse. Behaviors that diminish the worth of all within a specific culture are most insidious and difficult to address because specific perpetrators and victims are less apparent.

Where conflicts have developed, greater emphasis has been placed on working with students to challenge stereotypes and to better understand what does, or does not, constitute racism and sexism. Mediation is increasingly considered as an alternative to judicial action in order to address problems and minimize confrontations. This alternative does not, however, diminish the importance of the University judicial system in 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 acts of discrimination and harassment is the overriding responsibility to promote better understanding and greater appreciation for the contributions that diversity within the population can bring to the learning environment. While The MSU IDEA states the University's resolve to pursue excellence through diversity, it is necessary that this is reflected in the programs and services offered.

Further, we need to promote the discussion and debate of issues that arise because of differences in the backgrounds and beliefs of community members. In such dialogue, civility, as well as clarity of expression, must be maintained if a climate of reasoned discourse is to prevail. The 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 also encourage civility in the expression of those ideas.

Having a diverse faculty and staff that interact with students in a variety of settings is essential in developing a multicultural community. The presence of previously underrepresented groups has increased at all staff levels within the Division of Student Affairs and Services. Racial/ethnic minorities now hold 25% or more of professional positions, graduate assistantships and undergraduate assistantships, while women hold more than 50% of the positions in these categories.

Along with promoting diversity and excellence by increasing the number of staff from previously underrepresented groups, Student Affairs and Services has also renewed efforts to promote interaction and communication among staff and students of differing cultural backgrounds--thereby expanding learning opportunities. To further these efforts, a new position of Special Assistant to the Vice President for Student Affairs and Services for Multicultural Development has been established.

Training and development is also an important variable in the division's ability to promote diversity and excellence within community. Staff participation in University-wide programs that would further their understanding and appreciation for diversity is encouraged. The Division also sponsors programs to increase staff understanding of diversity within the student population and of the issues students face. At the department level specifically,

human awareness/diversity training is increasingly required to ensure that the development of multicultural competency is seen as an organizational expectation.

The emphasis on training and development also extends to students involved with student government and organizations. Student leadership training programs are offered with particular attention to issues of racial/ethnic minorities and women. Further, student groups are consistently challenged to diversify their membership, to promote cross-cultural understanding among members, and to take a leadership role in sponsoring programs that will enrich the campus climate. The important contributions by many student groups are acknowledged and their efforts supported.

Enhancing Identity

In conjunction with promoting understanding among individuals of differing backgrounds is the need to provide opportunities for students to enhance their own sense of identity and heritage. The great diversity within the population requires sensitivity not only to differences between minority and majority students, but among and within minority groups themselves. Also required is greater sensitivity to gender differences within racial groups. Increasingly, students appropriately resist being categorized and, perhaps, stereotyped by any single characteristic.

Programs that can enhance a student's sense of cultural heritage begin with new student orientation when special receptions are held for racial/ethnic minority students and handicappers. Within residence halls, cultural/heritage rooms are available and minority aides (undergraduate assistants) provide support and serve as a resource to minority students who may be living and studying in a predominately white culture for the first time.

Within student government, special councils under the ASMSU Programming Board exist to be responsive to the interests and needs of racial/ethnic minorities, women, and handicappers. Recently, groups have formed coalitions to support each other's objectives. Further, student organizations provide an important opportunity for Blacks, Hispanics, American Indians and Asian Pacific Islanders to further their sense of personal identity. These groups also make significant contributions to the campus community by providing opportunities for learning through the celebration and sharing of their history and culture.

Beyond campus programs 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 the Multi-Ethnic Counseling Center Alliance is an example of such programs, as are many initiatives sponsored by the Office of Supportive Services. Further, maintaining or strengthening ties with those in the larger community who share a common heritage can often serve to further a student's sense of identity and provide an important base from which the student can engage in a wider range of experiences and opportunities.

Expanding Educational Opportunities

While admission of students from previously underrepresented groups is increasing, the University must be diligent in its efforts to provide services and programs needed to insure that all admitted have the opportunity to succeed. The availability of academic support services for those educationally disadvantaged and financial aid for those economically disadvantaged may, in fact, determine whether a student can stay enrolled. Both enrichment and survival programs offered by units such as the Office of Supportive Services, Office of Programs for Handicapper Students and the Office of Minority Student Affairs challenge students, and assist them in developing their potential. Further, many academic units have developed support programs targeted to meet the needs of special populations. While these special programs are critical, we must meet the challenge to make the climate of the campus in total more supportive and more responsive to the needs of all students. To do less, does a disservice to the students admitted and denies the University's responsibility as a land grant institution.

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. To achieve a stronger sense of community, greater emphasis on cross-cultural communication and expanded interaction among individuals and groups of different backgrounds is required.

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 move toward becoming a truly multicultural community requires continual examination of policies and practices to eliminate 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 does not support the assimilation of underrepresented groups into a dominant majority culture; rather, it requires that the nature of 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 opportunities for individual student development along with 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

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 Office of Supportive Services 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, student contacts increased to 3464 from 1400 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 four 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 1595 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-six percent of those who continued their tutoring sessions to the end of the term received a 2.0 or above in the course tutored.

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 1990 summer program, Upward Bound served 65 students, 32 women and 33 men, and had 12,890 contact hours. Eight-four percent of the students were from minority groups. Parents were required to attend the new student orientation; this requirement is based on our belief that the whole family must support the college bound student's goals. The academic year program served 69 students and had 20,576 contact hours.

During the academic year, 69 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 under-represented by the disadvantaged population. Of the 29 high school seniors who completed the college preparatory activities, all were accepted in a post-secondary institution.

Upward Bound makes special efforts to increase the number of minority male applicants in the college-going pool. This year, recruiting efforts included talks by Dr. Antonio Flores, Michigan Department of Education, and Ralph Maldonado and Shantae Cannon, Upward Bound alumni. Upward Bound uses a Big Brother-Big Sister program, which has helped new students to adjust and is also beneficial for the 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.

Undergraduate University Division Student Academic Affairs (UUD/SAA)

The Office of the Undergraduate University Division/Student Academic Affairs and its staff of advisers maintained its diversified communications network with UUD undergraduates with regard to student retention, and intensified its focus on specific "high-risk" target populations. Letters of welcome were sent out to all new minority students by the Director of the UUD, recommending that they see an adviser early in the Fall term, and assuring these students that there was someone with whom they could make contact and receive support as they established themselves within the University community. It is imperative for their academic survival and success that new students very quickly become an integral part of the academic community.

During the 1990-91 academic year, an intensified effort was made by the UUD/SAA to more effectively reach three target populations among the minority groups. There are special difficulties which face the Chicano, Hispanic and Native American Indian populations which do not face the other ethnic minority populations. Within the UUD/SAA, the emphasis of the Coordinator for Minority Retention was shifted to focus on the special needs, cultures and histories of these three target groups. The Coordinator

for Minority Retention provided UUD/SAA with continuing input into the special cultural backgrounds and academic problems of these target groups by reporting on her experiences with the Minority Aid groups, with Cultural Awareness Workshops and with individual high risk students. The UUD/SAA assisted the Coordinator for Minority Retention by delegating authority to the Coordinator to perform all pertinent academic actions, including those of readmission and of reinstatement.

From the beginning of Fall term 1990 through the end of Spring term 1991, the UUD/SAA was contacted by 24,283 freshmen and sophomore students. one out of five (20.3%) of these contacts were with minority students. These students were able to confer with individual members of the adviser staff of the UUD/Student Academic Affairs. It is in such a one-to-one setting with an adviser that students are made aware of the resources available to them. The ethnic diversity within the advising staff of the UUD/SAA permits students to identify with advisors from each of the ethnic groups within the University, yet at the same time, the students see that each adviser holds conferences with students from all of the ethnic groups. This is a continuing commitment of the UUD/SAA.

Office of Programs for Handicapper Students

The Office of Programs for Handicapper Students (OPHS) facilitates Michigan State University's 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.

The Office of Programs for Handicapper Students (OPHS) continues to provide enabling services and to promote accommodations which facilitate handicapper integration into the many activities and opportunities of the University. During the 1990-91 academic year, OPHS provided a wide range of services to 448 self-identified program users.

The largest group of students represented in our diverse population remains students with persistent and/or temporary mobility characteristics (246), followed by those with learning (108), visual (39), hearing (30), and other (65) characteristics. During 1990-91 OPHS provided 29,038 rides for 223 students. OPHS continues to receive many requests for transportation beyond our 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 4,892 hours of classroom interpreter services provided to deaf students during the year. Over 99 completed texts (44,800 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 savings of more than $32,972.

OPHS urges that MSU's commitment to handicapper students be translated into resources sufficient to go beyond services and accommodations necessary to assure retention to ones which will serve to recruit handicapper academic achievers.

Martin Luther King/Caesar Chavez/Rosa Parks Programs

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 seen college as a viable option in their lives. Its programs are based in the belief that intervention must come much earlier than the junior or senior years of high school. Its programs include ones which take MSU staff to area schools and ones which bring young students to the MSU campus.

Student Contact

During the past year, 2,790 students from 25 public schools were brought to the MSU campus for College Day visits and other programs sponsored by this unit.

Thirty students participated in the Tutorial Outreach Program (Pattengill and Dwight Rich Middle Schools). Over 500 students participated in the Rising Stars Program. Three hundred and thirteen students participated in the K-C-P Outreach Program. Three hundred and seventy-four students participated in the summer residency program.

The KCP College Day Outreach program gives middle school students post-secondary, career-based information and tutorial assistance and prepares them for campus visits. Seventh and eighth grade students participate.

Middle schools from Lansing, Detroit, Jackson, and Flint participated in the Adopt-A-School project along with MSU's Colleges of Human Medicine, Social Science, Veterinary Medicine, Nursing, Agriculture and Natural Resources, Communications, and Natural Science, and the MSU Museum. Programs included a middle school visit to the College of Veterinary Medicine Open House and coordination of 4-H activities at a middle school by the College of Agriculture and Natural Resources.

College Day Programs bring middle school students to the campus for tours, information sessions, opportunities to talk with MSU students. One of our key efforts this year has been to involve parents in this program. Volunteer tutors from MSU's Mortar Board Society also worked with middle school students.

A 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 as follows:

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, and to help them successfully complete a curriculum in Engineering. A companion program is the Detroit Area Pre-college Program designed to encourage high school minority students to consider a career in Engineering.

The College of 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 Business 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. A new initiative is the Overseas Studies and International Internship Program which provides minority students an opportunity to obtain a global perspective on international finance, marketing and management.

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

Affirmative Action Graduate Financial Assistance Program (AAGFAP)

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 is 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 successful recruitment of underrepresented students, as well as in their retention and degree completion. Three main categories of graduate financial support are available as a part of the graduate affirmative action programs: 1) departmental/school teaching and research assistantships, 2) fellowships and scholarships, and 3) funds administered by the Affirmative Action Graduate Financial Assistance Program and specifically targeted for women and minorities.

The targeted funds 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. AAGFAP recipients must be U.S. citizens or permanent residents. A brief description of each of the AAGFAP-administered programs follows.

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. Fellowship awards vary (do not 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. The award guarantees support for three years. First year awards include a $12,000 fellowship stipend, a tuition allowance of six credits per term, and a waiver for the out-of-state tuition costs. Second and third year awards consist of a $12,000 combination fellowship/assistantship and a tuition allowance for up to six credits per term. The assistantship provides in-state fee costs.

Programmatic Funding (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 College of Business, and the College of Veterinary Medicine.

Affirmative Action Graduate Assistantships (AAGA)

Affirmative Action Graduate Assistantships fund graduate study in areas where women and/or racial/ethnic minorities are underrepresented. Eligible units must have 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 Roberts Harris Fellowship Program (formerly Graduate and Professional Opportunity Program) administered by the U.S. Department of Education provides 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 1990-91, the Departments of Accounting, Audiology and Speech Sciences, Biochemistry, Botany and Plant Pathology, and Statistics and Probability provided fellowships to graduate students. 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 1990-91, the University's graduate level affirmative action financial commitment administered through AAGFAP stood at more than 2.2 million dollars and supported 422 graduate students attending Michigan State University through the four programs administered by the AAGFAP Office. These figures do not include other MSU

financial support programs for minority graduate students administered through the Graduate School or regular graduate assistantships.

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 1990-91, AAGFAP total expenditures increased by nearly 1.9 million dollars (from $334,869 to $2,240,947), an increase of 569.2 percent. For specific AAGFAP programs, EOP expenditures increased from $221,806 in 1977-78 to $1,022,153 in 1990-91, or by 360.8 percent; AAGA expenditures increased from $113,063 in 1977-78 to $753,141 in 1990-91, or by 566.1 percent; MCDF expenditures increased from $43,941 in 1979-80 to $423,548 in 1990-91, or by 863.9 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. In 1990-91 PF expenditure declined to $42,105 or by -59.8 from the previous year.

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 and 45.6 percent in 1990-91. 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 awarded 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 1990-91, however, the number of EOP fellowships awarded increased to 255 or by 54.5 percent.

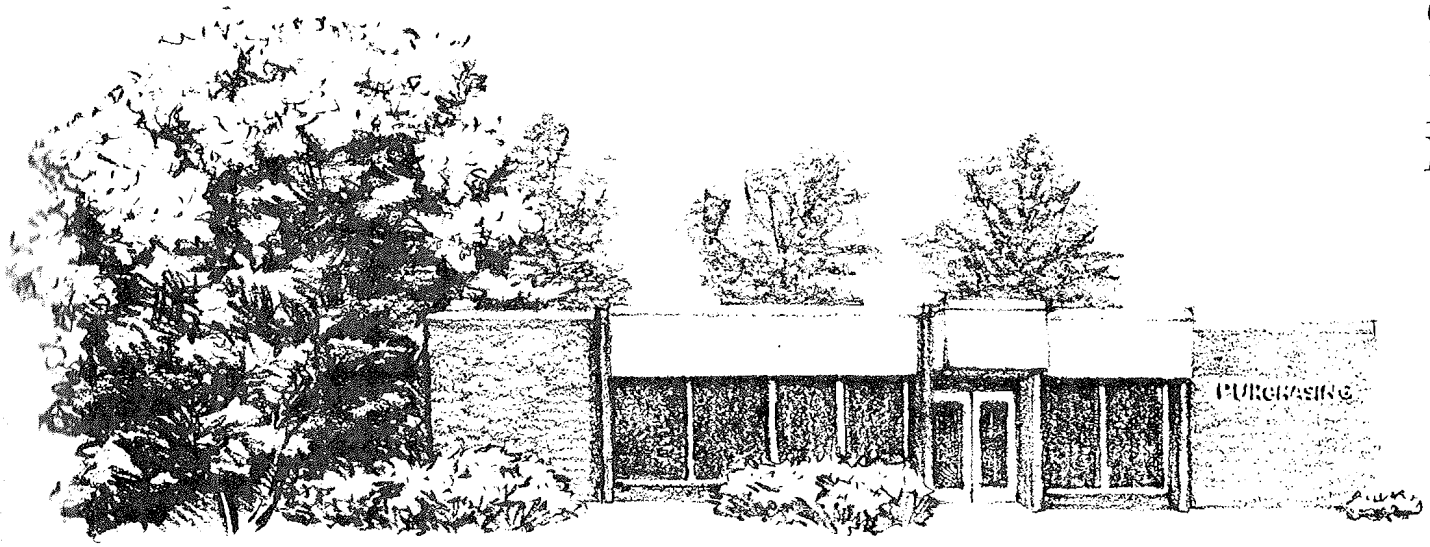
Problem Areas

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 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.

Affirmative Action in Purchasing Program

PURCHASING PROGRAM



V. AFFIRMATIVE ACTION IN PURCHASING PROGRAM

The Purchasing 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, and outreach initiatives. The ultimate goal is to enhance minority participation and provide equal opportunity groups a fair and impartial chance to provide goods and services to the University. Frequent recognition, indisputable reputation, and a positive relationship between Michigan State University and the minority community attest 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. The Director of Minority Supplier Development, encourages all buying personnel to utilize minority-owned businesses whenever practicable. Reporting procedures provide ongoing feedback by which to measure the success of this endeavor. Purchasing personnel are evaluated in part on their ability to develop and maintain minority supplier relationships. Establishing contracts with minority suppliers and directing many small dollar purchases through the Open Order section of University Stores provide ideal avenues through which minority suppliers may be given the opportunity to earn an equal percentage of University business.

Purchasing personnel are often the first campus employees with whom minority business representatives have contact. For this reason, the Purchasing Department maintains a receptive and positive environment--welcoming new potential suppliers, investing the time required to advise them of University procedures, and working cooperatively to determine the best means to take advantage of available opportunities and maximize participation.

An Assistant Minority Coordinator advances affirmative action efforts by detecting potential problems, and proposing solutions. The Assistant Minority Coordinator has interviewed each member of the buying staff in order to become familiar with specific issues, recognize successes, identify problems, and assist with the location of minority suppliers.

The Purchasing Department has reserved a special code to identify orders which were placed utilizing a minority supplier without completing the usual bidding process. The maximum dollar amount allowed on orders employing this code has been raised substantially this year, providing greater flexibility and the potential for increased support of equal opportunity groups.

Satellite Buying Areas

In addition to the Purchasing Department, the Bookstore, Food Stores, Cyclotron, and the Library have purchasing authority and the 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, share information, and gain support. Communication between various buying groups enhances 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 a significant goal of Michigan State University's Purchasing Program. All buying personnel are encouraged to invest the time required to assist existing and emerging minority suppliers. University purchasing procedures are clearly communicated to aid all suppliers as they acquire the knowledge and insight required to best function within established parameters. As opportunities arise, equal opportunity groups are included in the bidding process. Buying personnel assist suppliers with the interpretation of requirements and the preparation of bid documents. Minority suppliers are encouraged to pursue all avenues they feel would enhance their ability to service the needs of the University.

This year, many new minority suppliers have become prime suppliers of material for Michigan State University. A local general contractor has been awarded an order for various construction work to be completed for Residence Halls. This is his first contract with Michigan State University. Another successful relationship has been established with an electrical contractor. He has been awarded contracts this year with Physical Plant, Residence Halls, and University Apartments.

Outreach Initiatives

In addition to working with individual suppliers, outreach initiatives are an important facet of the affirmative action effort within the purchasing program. Michigan State University engages in numerous outreach activities every year. This year, the University participated in the 10th Annual Michigan Minority Procurement Conference, held at the Lansing Center. Michigan State University was vital to the success of this conference, serving on the planning committee and supporting the activity with a strong attendance. Two conference booths were occupied by University representatives from Purchasing, Cyclotron, Bookstore, and Food Stores. All attendees were afforded the opportunity to be exposed to others within the business community, gain an awareness of the many opportunities available to them, and enhance their ability to service the needs of the University and other area businesses.

The All Ohio Minority Trade Fair, held in Columbus, Ohio, was attended by four representatives from Michigan State University. Due to Ohio's close proximity to Michigan, this conference provided Michigan State University with an effective means of investigating potential sources and expanding our base of equal opportunity suppliers.

The Director of Minority Supplier Development attended the National Hispanic Chamber of Commerce Conference held in Chicago, Illinois. Major Hispanic corporations, businesses and community leaders attended this conference. Various seminars focused on ways in which corporations can increase minority participation as well as topics of interest to minority suppliers including marketing strategies, salesmanship, finances, and accounting. University representatives are involved with the Hispanic Chamber of Commerce in a variety of ways. Currently, the Director of Minority Supplier Development serves on the Board of Directors for the Michigan Hispanic Chamber of Commerce and the Assistant Minority Procurement Coordinator has been elected to the Lansing Hispanic Chamber of Commerce Board of Directors.

Dialogue sessions are an effective way to share information, develop contacts and build business relationships. Michigan State University Purchasing employees attended a Wayne State University buyer/supplier dialogue session, where representatives of equal opportunity suppliers met with buying personnel from various institutions in order to obtain information, learn of proper procedures, and identify potential areas of service. Oakland University also held a dialogue session for buyers only--which four Michigan State University representatives attended. The buyers dialogue sessions allow buying personnel from various institutions to communicate experiences, share information regarding minority suppliers, discuss problems encountered, and consider various techniques for increasing minority participation.

The Director for Minority Supplier Development was invited to make a presentation to the National Association of Purchasing Management-Saginaw Valley. The program highlighted Michigan State University's Minority Purchasing Program and stressed the benefits to be gained by conducting business with minority suppliers.

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, prospective suppliers discover opportunities available at Michigan State University--and the University maintains its high profile and strengthens its position as a proactive institution, dedicated to continuous improvement.

Michigan State University, is a member of the Michigan Minority Business Development Council (MMBDC), and the Director of Minority Supplier Development has served on its Board of Directors for the past ten years. A professional association supported by many major corporations within private industry, the Council's primary goal is to aid in 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 of Directors and its membership in the organization serve to illustrate the University's dedication to the advancement of equal opportunity.

The Director of Minority Supplier Development is also a member of the Minority Advisory Committee, a sub-committee of the Greater Lansing Chamber of Commerce. This committee invites minority 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 climate. Specifically, the Minority Advisory Committee endeavors to involve minority business owners and executives in Chamber of Commerce functions, encourages them to take advantage of mentor programs that have been initiated with established business people, and offers business counselling. Through involvement with the Minority Advisory Committee, the Director of Minority Supplier Development was interviewed on In Touch With Business, a television program sponsored by the Chamber of Commerce and Lansing Community College highlighting various Chamber functions and committees. Televised a number of times, the program has increased minority business membership in the Chamber of Commerce, promoting participation in committees, and encouraging the increase of minority business activity in local government, private sector procurement, and international business through certification assistance.

The Minority Technology Council of Michigan, assists 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 has been elected to the Board of Directors. To provide educational opportunities and make current technology accessible to members of the minority business community, special rates have been negotiated for educational courses at Michigan State University, the University of Michigan, and Wayne State University.

Summary

Michigan State University's Purchasing Program is recognized as a progressive, successful program through which the University actively demonstrates 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 program's goals. Current initiatives illustrate an ongoing emphasis on the evaluation and modification of activities and procedures to further pursue those goals. Future plans and visions point to continued commitment and effort to see that all University purchasing activities are carried out in such a manner as to optimize minority participation and equal opportunity.

Diversity Initiatives

DIVERSITY INITIATIVES

VI. DIVERSITY INITIATIVES

The Department of Human Relations surveyed student and support staff units to discover new diversity initiatives that were implemented to support the University's affirmative action and diversity program. The academic sector of the University was reviewed separately through the College Level Planning Process as a part of The MSU IDEA I.

This year's Diversity Initiatives section is divided into three parts. Part one reflects initiatives in the academic area of the University. Support staff initiatives are reported in part two and student related activities appear in part three.

Public Relations, Governmental Affairs, General Counsel, University Development, Research and Graduate Studies are included in the section listed as Others. Initiatives emanating from the Office of the President are also included.

Reporting categories for the 1990-91 report are: Climate, Leadership, Recruitment, Retention, Staff Development, Outreach and Public Service. The survey responses are not presented here in their entirety but they are available for review in the Department of Human Relations. The following examples were extracted from each area. These selected activities should provide a perspective of the myriad of new initiatives undertaken by the various colleges and administrative units in support of diversity and affirmative action.

ACADEMIC HUMAN RESOURCES

Since 1989-90, the academic affairs area has been implementing the MSU IDEA, a comprehensive diversity plan. The MSU IDEA contains fifty initiatives in the areas of Leadership; Recruitment and Retention; Instruction, Research and Outreach; and Climate. Initiative #9 in the plan is the College Level Planning Program in which all of MSU's Colleges were asked to do self-studies and to create 3-6 year plans suitable for their particular needs and cultures. Each year the Office of the Provost surveys progress on special initiatives of colleges and departments engaged in the College Level Planning Program as part of the Academic Program Planning and Review process. Progress on the MSU IDEA is described more fully in separate annual reports.[1] Selected special initiatives implemented in 1990-1991 are highlighted here as representative of a large number and variety of projects to advance diversity and pluralism in MSU's colleges, departments and schools.

[1] Special Affirmative Action Activities in most University level academic affairs areas are reported within the MSU IDEA Progress Report that is distributed in April with the Annual Affirmative Action Report, but under separate cover.

Leadership

Academic Affairs administrators at the university level, at the college level, and at the department level have visibly demonstrated leadership on behalf of diversity. MSU Libraries has modelled such leadership by consistently highlighting and reenforcing the importance of diversity and cross-cultural understanding throughout a major strategic planning effort that involved librarians and staff in all departments. Similarly, the College of Veterinary Medicine changed its by-laws to give prominence to diversity and pluralism in the College mission statement and to institutionalize diversity within the regular governing system. In the Libraries, in the College of Veterinary Medicine and in several other colleges, standing Diversity Committees have been created to monitor the colleges' IDEA plans and to promote diversity. Similarly, a number of colleges, such as the College of Agriculture and Natural Resources, the College of Social Science, the College of Engineering, the College of Human Medicine and the College of Osteopathic Medicine have created Assistant Vice-Provost or Assistant to the Dean positions and/or diversity offices to target MSU IDEA goals. All colleges have appointed key people to serve as College IDEA Coordinators. The College of Agriculture and Natural Resources has been a leader in developing a set of guidelines by which administrators in the College would be evaluated on demonstrated leadership in the areas of diversity and pluralism.

College Deans have also shown professional leadership in diversity beyond the MSU campus. The Dean of Engineering is representative of these efforts as he works on diversity issues nationally through his role on the Board of Directors of the Engineering Deans' Council (EDC) of the American Society for Engineering Education and as a member of a special commission of the American Association of Engineers Society.

Human Health Programs supported an internship to encourage minorities, women and handicappers to explore administrative careers. A diverse group of representatives from the Colleges of Arts and Letters, Communication Arts and Sciences, Social Science, Urban Affairs Programs, and Veterinary Medicine were nominated by their Colleges and were selected to participate in the Committee on Institutional Cooperation's Administrative Leadership Program. The Julian Samora Institute as well as the Native American Institute are involved in developing leadership programs for Hispanics and American Indians. The Cooperative Extension Service sponsored several diversity related training programs in 1990-91; among these were Organizational Multicultural Development; Diversity - A Historical Perspective; and Affirmative Action-An Organizational Commitment.

Recruitment and Retention

The College of Human Medicine and the College of Osteopathic Medicine are among the top Colleges of their respective types in the nation with regard to recruitment of minorities and women. The Eli Broad School of Business also received special recognition for their minority recruitment and retention efforts when they were awarded a $124,000 grant by the State of Michigan in 1990-1991 for retention of minority students. An academic program coordinator

and tutorial program coordinator were hired under the grant. Following a study, James Madison College developed a recruitment and retention program that has increased minority representation. The College of Agriculture and Natural Resources has expanded its minority apprenticeship program and provided support for an innovative Assistantship Program that significantly improves participation of women and minorities in their graduate programs.

The College of Engineering, which has one of the best records for recruiting minorities and women in the Big Ten and is among the top ten Engineering Colleges nationally in freshman minority enrollments, is giving additional attention to graduate recruitment and retention with a newly developed set of programs. To increase undergraduate retention, the College of Engineering has expanded a Guided Learning Center, where students can receive academic assistance. The College is continuing to expand the Detroit area Pre-College Engineering Program to include Saturday math classes and to embrace the Lansing School District. The Colleges of Engineering, Natural Science, and Communication Arts and Sciences have made special efforts to encourage the development of professional organizations where student members of underrepresented groups can receive support.

The College of Natural Science has made a series of efforts to develop students at each stage of their academic careers, from K-12 to the undergraduate experience and from undergraduate to graduate school. Especially noteworthy in 1990-91 is the development of plans to expand the Drew Program in mathematics to other areas in the College. Efforts by chairs of several College of Natural Science departments resulted in preparation and submission of the Alliance for Minority Participation proposal to the National Science Foundation for funding. The College has also developed special support programs and tutoring for minority students in Chemistry and in Mathematics, as well as Summer Programs at Kellogg Biological Station, and a Summer Research Program for Undergraduates. The College continues to employ a successful mentoring program for minorities and women.

The College of Arts and Letters published and distributed its DIAL (Diversity in Arts and Letters) Brochure, which introduces faculty in each department who have special interest and/or expertise in advising student members of underrepresented groups. To encourage minority students to proceed through the K-12 system and into the University, the OPAL (Outstanding Promise in Arts and Letters) Program in Arts and Letters celebrates the special achievements of many pre-collegiate minority students in the Lansing area. The faculty and staff of the National Superconducting Cyclotron Laboratory (NSCL) have supported a High School Work Experience Program and a Summer Research Program at the NSCL to encourage minorities and women to explore careers in science.

Instruction, Research and Outreach

The Michigan Partnership for Education is the College of Education's major effort to improve education in the K-12 system throughout the State; several of the Professional Development Schools serve primarily minority populations. Urban Affairs Programs has published the annual

State of Black Michigan report and has undertaken several research projects, including an important study of admission procedures relating to minority graduate students. International Studies and Programs (ISP) conducted several internationalizing the curriculum workshops to prepare faculty for curriculum transformation associated with the Council to Review Undergraduate Education (CRUE) recommendations and the semester change. ISP also conducted a survey to assess minority student responses to overseas studies programs, and has made special efforts to develop a liaison program to improve relations among African and African-American students.

The College of Natural Science sponsored a major talk and a workshop on Women in Science. The College of Human Ecology has been instrumental in developing a number of diversity outreach initiatives and has played a major role in the creation of the Institute for Children, Youth and Families. The Honors College is sponsoring the Mowbray Scholarship Program, named after Myrtle C. Mowbray, the first Black woman to graduate from MSU. The program is designed to enrich the academic programs as well as aid in recruitment and retention of talented minority and women students.

Within the College of Arts and Letters, the Consortium for Inter-Institutional Collaboration in African and Latin American Studies Program (CICALS), students from Historically Black Colleges and Universities (HBCUs) join students from predominantly white institutions for international experiences and language instruction. The Colleges of Veterinary Medicine and Human Ecology, as well as a number of other colleges, have developed similar educational partnerships with HBCUs to serve mutual interests.

Researchers in the College of Arts and Letters are engaged in exploring the contributions of underrepresented group members to MSU's history. Women's Studies Programs has developed MSU's first course in Lesbian and Gay issues. Women's Studies also sponsored a Summer Curriculum Workshop that assisted a group of faculty from various disciplines to introduce women's issues into their course calendars.

The Library has devoted a special fund to increasing its collection of materials dealing with national and international diversity and has presented a series of seminars on diversity resources for faculty. The College of Social Science sponsored a symposium that included key sessions about diversity-related public policy issues for alumni, members of the community and the University faculty and students. The Office of Undergraduate Programs in the Eli Broad College of Business developed and published a brochure listing MSU courses on diversity-related issues.

Faculty in the Integrative Studies Centers in Arts and Humanities, Social Science, and General Science are developing courses to ensure inclusion of national and international diversity in required curriculum. All colleges have spent the last year reviewing and revising curriculum to ensure sensitivity to diversity and pluralism as part of the conversion to semesters. The Medical Colleges have provided models in reviewing their curriculum and instructional materials

for sensitivity to diversity and to underserved groups, since their conversion activities had to be in place a year in advance of other colleges.

Faculty in the College of Communication Arts and Sciences have received a grant of $108,620 from the Office of Minority Equity to develop a program on cultural diversity related to research and training of inner-city minority youth. Other faculty in the College are developing grant proposals to study the ability of individuals with visual and hearing characteristics to detect deceptive communication. The Department of Audiology and Speech Sciences has made progress on development of a computer bulletin board for the hearing impaired.

The College of Nursing has emphasized research in gender-related areas as well as other work concerned with underserved groups e.g. rural health, gerontology, handicappers. The College of Human Ecology has also been a leader in forwarding research efforts in diversity-related areas, especially through its work with the Institute for Children, Youth and Families. The Julian Samora Research Institute has played an important role in developing a network of Hispanic scholars and in furthering research about Hispanics in the Midwest. The College of Agriculture and Natural Resources developed a videotape on valuing diversity and pluralism in the College. The video features College administrators discussing diversity as related to teaching, research, Extension, and international agriculture.

Climate

The College of Communication Arts and Sciences (CCAS) presented several effective workshops on bias-free communication. It has also facilitated attention to communication issues through a revision of the bias-free communication posters and brochures, the annual photographic contest and exhibition, the development of an interactive hyper-card program, and a video presentation to help explain the significance of the MSU IDEA. CCAS has brought attention to diversity-related communications issues by organizing a University-wide Bias-free Communication Committee, by reviewing graduation and other ceremonies, events and publications to ensure they are free of biased language, imagery and symbol, and by distributing a variety of eye-catching items to advertise the MSU IDEA and highlight the need for sensitivity to diversity in communication. An undergraduate newsletter, SPECTRUM, is being issued each term and mailed to every undergraduate and faculty member in the College of Arts and Letters; the Spring, 1991 issue featured an article on bias-free communication.

280 people in the College of Agriculture and Natural Resources attended a series of workshops and speakers to evoke awareness of diversity issues and stimulate dialogue among faculty; the Office of Pluralism and Diversity in the College sponsored these workshops entitled, "Philosophical Aspects of Cultural Differences"; "Demographic Changes in America," and Multi-Ethnic, Multi-lingual Cross-Racial, Non-Sexist: Toward Eliminating Racism, Sexism, Elitism and Ageism in the Totality of the Curriculum." The College of Engineering Administrative Group also participated in two sensitivity to diversity workshops, one on sexual harassment and one on myths about minorities in the workplace.

In the College of Nursing a minority student support network provides assistance and collegiality to make the climate in the College more hospitable. The College of Human Ecology paid special attention to involving staff with faculty and students in developing diversity and pluralism initiatives and strategies. The College also sponsored undergraduate forums and faculty seminars on diversity aimed at improving the College climate.

MSU Libraries produced a series of diversity displays throughout the 1990-91 year. The MSU Museum sponsored a number of diversity related activities, including an AIDS quilting event. The Kresge Art Museum has held several exhibitions that feature the works of diverse artists; noteworthy among these in 1991 was "Brocade of the Pen: The Art of Islamic Writing."

SUPPORT HUMAN RESOURCES

Leadership

A variety of initiatives where staff were trained for leadership or assumed a leadership profile, were reported by various support units. Public Safety enrolled all of its executive staff in a two-day diversity program sponsored by Lansing Community College for Police Command Officers. Housing and Food Services supported McDonel Hall's effort in providing a reception and special dinner in the cafeteria honoring international students and, thus, created an awareness of other cultures for all students in the Hall. To further educate the University community to new handicapper issues, Human Resources established the American Disabilities Act Task Force and Rehabilitation Committee. At the same time, Housing and Food Services featured an article in an issue of house organ Serving State on "How to Relate to the Physically Handicapped."

Recruitment, Retention & Staff Development

Various units supported a variety of diversity activities. The Physical Plant Division initiated a Trades Helper Development Program to "accelerate the diversification of the skilled trades workforce by structuring and enhancing" the skilled trades career path to which five women have already received training. University Services permitted all members of its Purchasing staff to attend, at least, one minority conference or activity during the year. Five administrative-professional supervisors from Contracts and Grants Administration were granted leave time to attend the University's two- part diversity seminars. Similarly, Campus Parks and Planning supported protected group members by encouraging their attendance at the Michigan Nursery and Landscape Association, the Michigan American Society of Landscape Architects and the Midwest Landscape Architects and Grounds Managers conference. The Controller's Office either hired, promoted or reclassified 25 women, of which two were ethnic. In addition, several staff were provided the opportunity to attend various human resource development and self improvement seminars. Human Resources Development expanded its diversity training program

in addition to retaining a consultant that assisted groups in learning more about themselves and others with different cultural backgrounds.

Outreach and Public Service

On April 12, the Department of Public Safety hosted a "Campus Police-Student Summit" for the Michigan Association of Campus Law Enforcement Administrators emphasizing the significance of diversity issues on Michigan campuses.

Human Resources donated two copies of automated typing software to Cristo Rey Community Center to assist in the training and development of clerical skills of future EOG applicants to MSU. Housing and Food Services celebrated Black History Month by telecasting over the Housing Cable, an interactive event that explored a wealth of culture, highlighted monumental events, and recognized significant contributions that Black Americans have made world-wide. A joint project by Hidden Lakes Garden and the Lenawee County Cooperative Extension Service funded by the W. K. Kellogg Foundation developed a new horticultural experience for handicapped and able bodied youth.

Climate

During the year, the Physical Plant Division participated in a major effort to make more buildings barrier-free. The Horticulture Building received a new elevator and toilets with barrier-free features to enable wheelchair and crutch users accessibility into and within this structure. Similarly, Wells Hall, Human Ecology, Music, and Plant & Soil Science Buildings received some modifications for this purpose. The Department of Public Safety redesigned and reconstructed the Vehicle Office to accommodate employees and customers, including the installation of a TDD unit for the hearing impaired. Pathways, road crossings and pathramps continued to be the focus for Campus Park and Planning. This unit also engaged in the resurfacing of various roads and parking lots during this report year. A Minicom III Teletypewriter was installed in the MSU Bookstore to assist the hearing impaired to communicate. Managers in Owen Hall worked with OHS interior designers and manufacturers to build and install special furniture for handicappers in the renovation project of East Owen Hall.

Meanwhile, Human Resources sponsored various extra curricular activities to allow employees to meet and communicate with other employees and members of their families which clearly provided a platform for diversity and pluralism. These activities included department breakfasts and luncheons, bowling outings, and after work dinners and parties.

STUDENT SERVICES

During the 1990-91 academic year, the various offices reporting to the Vice President for Student Affairs and Services sponsored or hosted a variety of activities that advanced diversity and pluralism at MSU. The following are selected examples of these activities.

Leadership

Staff in Student Affairs and Services initiated and coordinated university-wide teleconferences "Campus Responses to Racial Harassment and Intimidation;" "The Rise in Campus Racism, Causes and Solutions," and "Beyond the Dream III," which addressed the issues of racism and diversity. Through the Office of Minority Student Affairs a reporting system for acts of alleged discrimination against students was fully implemented. During this same time period, Intramural Sports and Recreative Services staff were instrumental in changing the Big 10 Recreational meeting from Chicago to a handicapper accessible site. Finally, the Vice President established the position of Special Assistant to the Vice President for Student Affairs for Multicultural Development.

Recruitment and Retention

Under the guidance of divisional staff, the Student Affairs and Services unit developed programs addressing diversity and pluralism which included "Gender Differences in Communication" and "Historic Victimization of African Americans with a Theory of the Predisposition Towards Chemical Dependency in African Americans." In a similar vein, the Counseling Center collaborated with James Madison College to develop multifaceted retention programs for EOG students in that college. To enhance general student recruitment, but with a special focus on racial/ethnic minorities, the Department of Residence Life sponsored a conference to introduce undergraduates at MSU and other Michigan colleges and universities to careers in student affairs.

The Office of Financial Aids implemented several special projects to enhance campus diversity. Staff from the Financial Aids Office assisted the Office of Admissions in the recruitment of minority students under the Detroit Compact and Wade McCree programs. Staff, likewise, assisted the Office of the Provost in the recruitment of minority students to a 4-year Michigan college under the Coleman Young Program. Under the Michigan College University Partnership, the Office of Financial Aids cooperated with the Office of Supportive Services in the recruitment of underrepresented minority students from Lansing Community College.

Finally, Intramural Sports and Recreative Services appointed a staff member for Handicappers and Special Populations Programs and hired handicapper student employees as support staff for

recreational programs. With a focus on the handicapper population, the Counseling Center hired a staff member with American Sign Language skills to assist in serving handicapper students.

Outreach and Public Service

The Office of Minority Student Affairs, in conjunction with the State Office of Minority Equity, planned and implemented the first statewide Minority Student Affairs Conference to expose faculty and staff to issues facing minority students and minority student affairs offices in Michigan's fifteen public universities. Similarly, the Counseling Center staff co-chaired a State conference on "Success through Networking: Building Coalitions for Native American College Students in Michigan".

For purposes of expanding career options for members of EOG persons, the Career Development and Placement Services made special presentations to minority and women groups: "Girls in Math and Science" presented at a local area middle school, and a presentation on "Opportunities in Engineering for Minorities," during the Michigan Society of Engineers Career Day at MSU.

With the intention of making the University accessible to handicapper persons, Intramural Sports and Recreative Services extended to community handicappers, opportunities to participate in informal intramural recreational and fitness programs.

Climate

To make the campus a safe place for women to live, study, and work, the Safety Education and Sexual Assault unit of the Counseling Center initiated immediate crisis intervention services to adult sexual assault victims while in area hospital emergency rooms. A Self Defense for Women program was developed and implemented for all campus women by Intramural Sports and Recreative Services staff.

Several units implemented diversity programs during the year to create a warm and supportive environment for all students. Eight prominent and nationally known speakers were brought to campus by the Office of Student Affairs to address issues of particular importance to students of differing racial/ethnic backgrounds. During Welcome Week, Campus Life Orientation sponsored a series of activities and services to special populations to help them become familiar with the MSU Campus. The Campus Life Orientation Program initiated skits during the summer Academic Orientation programs that represented and presented the multicultural environment of the University. The Residence Life staff initiated the first East Complex Pow Wow to provide opportunities for students to understand and appreciate American Indian culture. With a similar intention, the Office of Minority Student Affairs introduced a film and workshop series addressing the problems and controversial issues that Asian Pacific Islanders face.

In order to address the special needs of handicappers students several new initiatives were implemented during the year. The focus of the Minority Careers program was expanded to include more employers and as a result the actual program was moved to the Breslin Students Events Center to allow for greater accessibility for handicappers and more visibility for employers. New messages system for the Spartan Connection automated telephone information system were developed to include additional information on minority student organizations and handicappers services. Locker room improvements were initiated by the Intramural Sports and Recreative Services staff for handicapper students and staff.

As a means to increase minority student participation in all facets of student life on campus, several organizational changes were initiated during the year. Through student organization advising, Student Life directed special attention to increase minority student participation in student organizations. Undergraduate minority aides within the resident halls were increased from 43 to 47 with the addition of two Asian Pacific Islander aides, one American Indian/Alaskan native and one Hispanic aide to provide more efficient counselling for minority students living in dormitories. The Associated Students of Michigan State University (ASMSU) designated seven seats on the student board to represent Black, Hispanic, Asian Pacific Islander, American Indian, lesbian/bi/gay, women and handicapper student organizations.

OFFICE OF THE PRESIDENT

The Office of the President continued during the 1990-91 academic year to provide excellent leadership in promoting and advancing diversity at MSU. The President held meetings with minority student, staff and faculty groups. In addition, the President's office interacted with the Minority Advisory Council and Handicapper Advisory Committee on a regular basis. The President also served as a keynote speaker at the Midwest Hispanic Unity Conference, the Michigan Minority Procurement Conference and the New Faculty Orientation where special remarks were delivered emphasizing the University's commitment to diversity on campus.

OFFICE OF THE GENERAL COUNSEL

The Office of the General Counsel has continued its efforts to enhance the skills level of its minority and women workforce by supporting both groups' participation in conferences, workshops and training sessions during the year.

MSU ALUMNI ASSOCIATION

Demonstrating its outreach commitment to include minorities and women in its alumni programming, the MSU Alumni Association sponsored several programs which brought minority and women alumni to the MSU campus. A reception was held at the Wharton Center for Hispanic and Native American Alumni following a special Hispanic performance. More than

800 women attended a "Kaleidoscope, A Day for Women" program which included a number of Black, Hispanic and Native Americans. In addition, several "People to People" meetings were held throughout the State which included minority guests and covered minority issues.

VICE PRESIDENT FOR GOVERNMENTAL AFFAIRS

The Office of the Vice President for Governmental Affairs undertook a variety of outreach activities to address the educational needs and concerns of equal opportunity groups. The Office coordinated several gatherings involving MSU Black Alumni, Black Faculty and Administrators Association Executive Board Members, Michigan Legislative Black Caucus and members of the EAC, in an effort to enhance partnerships within the University community. This effort also served to assist in advancing the land-grant mission of the University. In addition, the Office monitored and distributed proposed federal legislation and regulatory action that would significantly enhance or adversely impact EOG members of the University community.

VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

A number of initiatives were reported by the Office of Vice President for Research & Graduate Studies addressing Leadership, Climate and Recruitment, Retention and Staff development. In the recruitment area, three women were promoted and given new and more technical duties and responsibilities by the Office of Radiation, Chemical & Biological Safety. Two graduate assistants were hired by the Graduate School to provide consultation services for minority graduate students. In addition, the School received funding from the General Electric Foundation for three programs consisting of; 1) Faculty for the Future, designed to increase the number of women and under-represented minority faculty in U.S. schools for engineering, physical sciences, and business, 2) Research Opportunity Programs for minority undergraduates interested in attending graduate schools and 3) a Forgivable Loan Program for minority and women graduate students in engineering, physical science and business. In its outreach efforts, the Michigan State University Museum presented an exhibition/lecture series on African-American Quilt-making In Michigan, along with displaying several exhibits at the Festival of Michigan Folklife.

In the leadership area, the University Development Office reported a $100,000 Capital Campaign goal for MSU Black Alumni Association along with securing private funding for the new Mowbray Scholars programs which provides mentor relationships to help ensure a positive climate for academic and personal development.

The Division of University Relations continues to bring a special diversity focus in its publications and public outreach. On a continuous basis, the office includes articles/inserts in the faculty/staff News-Bulletin publicizing diversity at MSU along with issuing news releases and tips to local, state, and national media publicizing MSU diversity and pluralism programs. Several videotapes specifically oriented to and about diversity groups, were produced during the

year. Companion outreach initiatives involved working with minority athletes to help them address the media when interviewing and promoting and publicizing minority athletes by Sports Information Services.