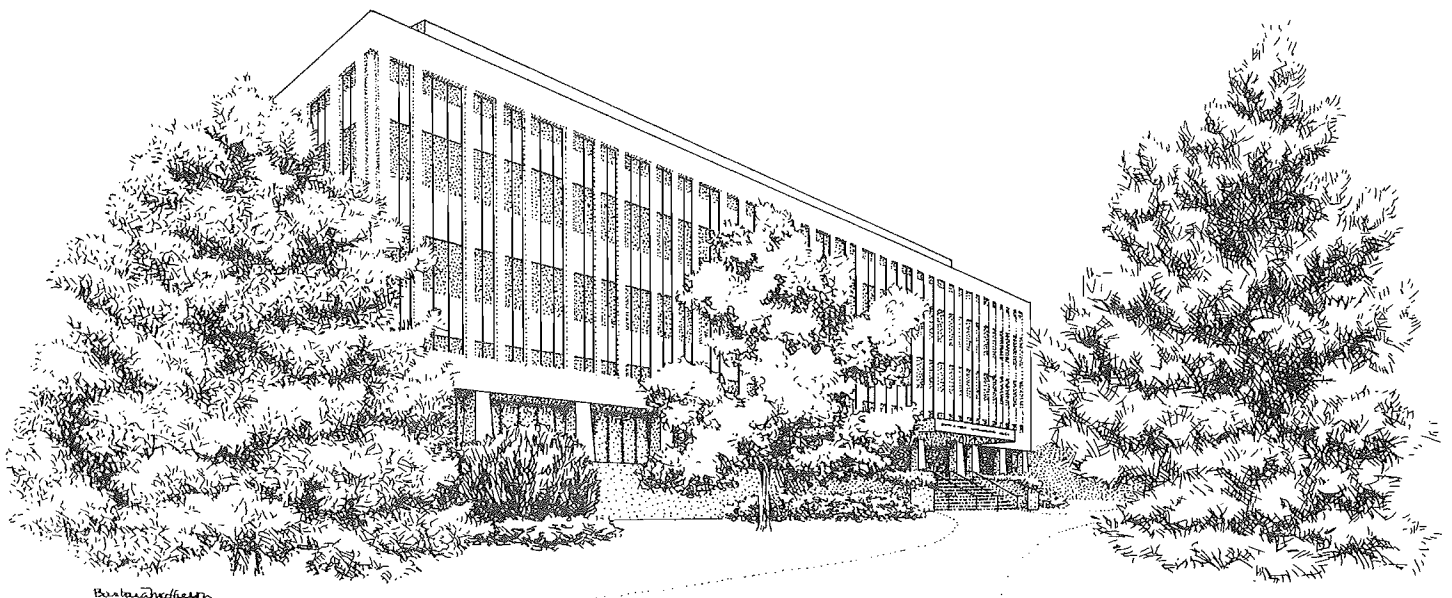


Michigan State University
1991 - 92
Annual Report on

Affirmative
Action
Descriptive Report



ANNUAL REPORT ON AFFIRMATIVE ACTION

for the Period

October 1, 1991 to September 30, 1992

DESCRIPTIVE REPORT

Prepared for

MICHIGAN STATE UNIVERSITY

BOARD OF TRUSTEES

Compiled by

The Office of the Vice President for Academic Affairs and Provost
The Office of the Vice President for Finance and Operations
The Office of the Vice President for Student Affairs and Services

in cooperation with

The Office of Affirmative Action, Compliance and Monitoring
Ralph W. Bonner, Ph.D.
Director and Senior Advisor to the President

April, 1993

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PRESIDENT
450 ADMINISTRATION BUILDING

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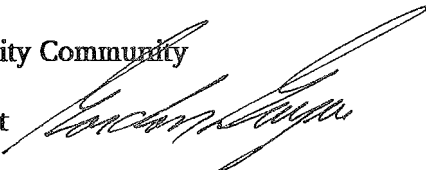
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March 8, 1993

MEMORANDUM

TO: Members of the University Community

FROM: Gordon Guyer, President 

SUBJECT: University Policy on Equal Opportunity, Nondiscrimination and Affirmative Action

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

We have issued written proclamations and guidelines outlining our commitment, and have worked as a community toward these goals. Our ability to work together will be the key to our success. Written proclamations from the President and the administration cannot, and should not, be expected to eliminate all vestiges of discrimination. This goal can be achieved only through the commitment and effort of the entire university community.

Nondiscrimination and diversity must become integral parts of Michigan State University's daily operations and practices. By working together, students and employees can make this University a model of integration and diversity where study and work can occur in a comfortable, supportive environment.

Our students can be prepared for a multi-cultural and pluralistic society and world only if we create an environment at MSU that respects and advances diversity. We will know we have succeeded when our students 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, and that they must be accomplished. And I challenge and encourage every member of our community to work together in a cooperative spirit on this most important endeavor.

1991-92 Annual Report on Affirmative Action

DESCRIPTIVE REPORT

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Introduction

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INTRODUCTION

The 1991-92 Annual Report on Affirmative Action to the MSU Board of Trustees continues the transition to a new format begun three years ago. For the third time in the history of the Annual Affirmative Action Report, the Report is divided into two documents: A Descriptive Report and a Data Report. This year the Descriptive Report and the Data Report contain additional modifications intended to improve their usefulness both to external agencies and internal constituencies. Changes in format and content reflect the University's efforts to see affirmative action and diversity/pluralism planning, programming and monitoring as a holistic, integrated effort involving a number of categories of endeavor, all levels of the institution and issues that cross Vice-presidential areas.

The Descriptive Report outlines progress that has been made and problems that continue to require attention in the areas of affirmative action and equal opportunity, diversity and pluralism. This year first steps have been taken to make the Descriptive Report a more coherent narrative that emphasizes the parallel and collaborative efforts of three major vice presidential areas to advance affirmative action, diversity, and pluralism through the MSU IDEA II, the University's comprehensive diversity plan. The 1991-92 Descriptive Report format emphasizes that advancing diversity and pluralism involves both increasing representation and providing an hospitable multicultural community where retention is addressed through various avenues. Beginning this year findings in each of the traditional sections 1) Academic Human Resources (Faculty and Academic Staff), 2) Support Staff Resources, and 3) Students are presented under the applicable MSU IDEA II headings 1) Leadership 2) Recruitment and Retention 3) Instruction, Research, and Outreach and 4) Climate.

Similarly, the Data Report is improved by providing a unit level analysis, derived from the data display, that indicates strengths and weaknesses by unit; thus, reinforcing progress and encouraging improvement at the grass roots level of the University. The Data Report, utilizing more information-intensive, reader-friendly charts, graphs, and tables, continues to illustrate changes in areas for faculty, staff, and students as they relate to women, racial minorities and handicappers. Additional reporting of self-identified handicappers appears for the first time this year.

The implementation of the University's related affirmative action and diversity/pluralism programs rests with line administrators. Their evaluations include an assessment of their performance in fulfilling affirmative action responsibilities and making Michigan State University a more hospitable community for all who work and study here. However, every individual connected with the University has an obligation to support and assist in efforts directed towards achieving this goal.

The Office of Affirmative Action Compliance and Monitoring, the newly formed Women's Resource Center, and the diversity and pluralism offices administered by the Vice Presidents for Academic Affairs, Finance and Operations, and Student Affairs and Services serve as support units for enhancing the ability of the University to meet its commitment to affirmative action, equal opportunity, non-discrimination, and diversity and pluralism. These offices share responsibility for evaluating and monitoring progress made in achieving the goals of equal opportunity, non-discrimination and diversity and pluralism in all facets of University life. A major responsibility of the Office of Affirmative Action Compliance and Monitoring

involves continuous assessment of policies, practices, and procedures covering the areas of employment, enrollment, publications, and compliance with legal requirements.

Various constituent groups assist in the evaluation of the internal monitoring processes to ensure non-discrimination, equal opportunity and affirmative action. This review process has put into place recommendations and creative solutions to problems encountered in various 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 Gay and Lesbian Faculty and Staff Association, the Jewish Faculty and Staff Association, the Women's Advisory Committees to the Provost, to the Vice President for Finance and Operations, and to the Vice President for Student Affairs and Services, and several minority student associations, represent some of the groups that work with the University to ensure the success of its affirmative action and diversity/pluralism programs. All of these groups provide assistance to the University to assure that the rights of people of color and other minority groups, women, handicappers, gay men and lesbians, faculty, staff, and students are protected.

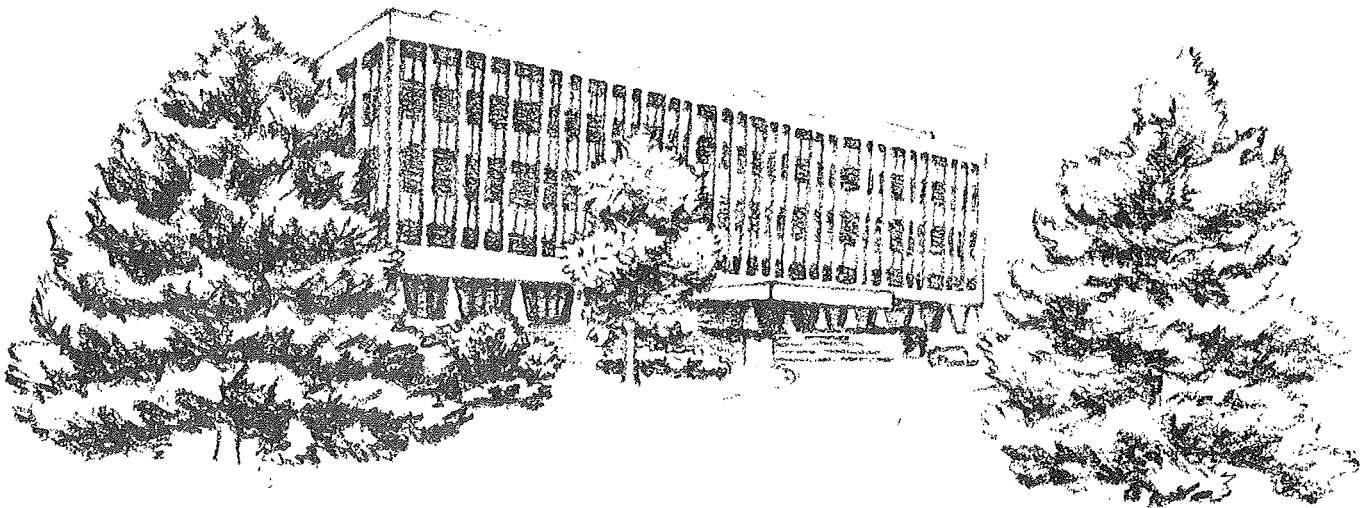
Major contributions to this report were made by the Office of Planning and Budgets, the Assistant Provost and Assistant Vice President for Academic Human Resources, the Assistant Vice President for Human Resources, the Assistant Provost for Student Academic Support Services and Racial, Ethnic and Multicultural Issues, the Assistant Vice President for Student Affairs and Services, Admissions and Scholarships, Supportive Services, Urban Affairs Programs, Computing and Technology, Affirmative Action Graduate Financial Assistance Program, and the Purchasing Department.

A synopsis of the Annual 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 1991-92 Affirmative Action Program is on file in the Office of Affirmative Action Compliance and Monitoring. Additional information on the MSU IDEA II (Institutional Diversity: Excellence in Action), the University's comprehensive diversity/pluralism plan, is on file in the Offices of the Vice President for Academic Affairs and Provost, the Office of the Vice President for Finance and Operations, and the Office of the Vice President for Student Affairs and Services.

Ralph W. Bonner, PhD
Director,
Office of Affirmative Action
Compliance and Monitoring

Executive Summary

EXECUTIVE
SUMMARY



I. EXECUTIVE SUMMARY

Introduction

The Executive Summary represents a synopsis of the 1991-92 Affirmative Action Descriptive Report. This year the longer report is summarized under MSU IDEA II headings of Leadership; Recruitment and Retention; Instruction, Research and Outreach; and Climate.

Leadership

During 1991-92 the University attempted to sustain and advance leadership efforts on behalf of affirmative action, diversity and pluralism despite growing concern about increasing budgetary constraints. New emphasis has been placed this past year on collaborative efforts among major administrative units. Through the cooperation of the three vice presidential areas, both University and unit programs were strengthened and better supported through the sharing of human and fiscal resources.

The development of MSU IDEA II, Institutional Diversity: Excellence in Action, was a collaborative effort between the Office of the Provost, Vice President for Finance and Operations, and the Vice President for Student Affairs and Services. MSU IDEA II, an updated and revised version of the MSU IDEA originally developed by the academic affairs area in 1988-89, continues to emphasize the links between diversity and excellence, the need to increase the presence of underrepresented groups through multiple approaches and integrated efforts. It goes beyond IDEA I, however, in being more inclusive, in emphasizing the need to build multicultural cooperation and community, and in stressing more effective collaboration across vice presidential areas and at all levels of the University. MSU IDEA II was published and distributed Fall Semester, 1992.

Following initiatives developed in the MSU IDEA, collaborative leadership provided support for joint review and revision of the University's anti-discrimination policy and procedures and development of the University policy on sexual harassment. The Department of Human Relations was reorganized, a Women's Resource Center and Office of Affirmative Action Compliance and Monitoring were established, and specific individuals were designated within each of the three vice-presidential areas to provide direction and coordination for the University's effort to promote multicultural development among faculty, students and staff.

To examine and make recommendations regarding handicapper rights and institutional responsibility under the Americans with Disabilities Act (ADA), a University task force was established by the three major administrative units; it completed its review and has forwarded recommendations. Similarly, a University-wide Task Force on Lesbian and Gay Issues was formed and produced a series of recommendations, entitled *Moving Forward*, in Fall, 1992.

Training programs have also been developed collaboratively across vice-presidential areas to increase understanding and commitment to changes in University policies. For faculty and staff who hold administrative/supervisory responsibilities, training has, for example, been required on their responsibilities under ADA, and a training program on sexual harassment policy and procedures will be presented to all administrators and supervisors in Spring semester, 1993.

Increasing involvement of underrepresented groups in leadership positions and responsibilities has been encouraged across vice-presidential areas through leadership development programs and internships at several levels of the University. The total representation of protected class members in positions in the Executive Management category increased by 4 to 28 (42.4%) in this reporting period. There were 10 new Executive Management appointments during 1991-92, including 3 non-minority women, 2 minority men, and 1 minority woman. The representation of protected class members in the Academic manager group (deans, assistant/associate deans, chairpersons and directors) increased by a total of 5 individuals, from 85 to 90 and included a net gain of 5 women. The number of minority academic managers decreased by two during this same period.

Recruitment and Retention

Academic Human Resources:

Although there were only minor changes in the overall representation of women and minorities in the academic personnel workforce during the last year, gains in numbers over the last four years were largely sustained even during times of a decreasing academic work force.

During the 1991-92 affirmative action year, the **total academic workforce** i.e., headcount, not FTE's, decreased by 117 individuals, from 4,123 to 4,006 (2.8%). With the net loss of 45 women during 1991-92, women comprise 32.6% of all academic personnel, maintaining the same proportion as in 1990-91. The representation of **women** decreased from 1,350 to 1,305, or by 3.3%. With the net loss of 7 **minorities** during 1991-92, minorities now represent 14.3% of the total academic personnel system, increasing in proportion from 14.0% and decreasing in number to 572, or by 1.2%. The number of Blacks in the academic personnel workforce increased from 223 to 226, which is 5.6% of the current total workforce; Asian/Pacific Islanders decreased from 282 to 270, which is 6.7% of the total; Hispanics increased from 58 to 62, which is 1.5% of the total; American Indians/Alaskan Natives decreased from 16 to 14, which is 0.3% of the total. On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,673 in Fall 1992, 41.8% of the total faculty and academic staff, the same proportion as in 1990-91.

Gains were achieved in the **tenure system** in 1991-92. Women, Blacks and Hispanics increased, American Indians/Alaskan Natives remained steady, and Asian/Pacific Islanders decreased by one person. On a non-duplicate basis, 625 individuals, or 29.9% of the tenure system faculty, are members of protected groups; this is an increase of 12 individuals or 2.0%. During 1991-92 there were 70 individuals appointed in the tenure system, including 13 minorities (18.6%) and 22 women (31.4%).

The academic personnel system includes 74 self-identified **handicappers**, which is 1.8% of the faculty and academic staff: 47 tenure system faculty, 16 continuing staff, 2 temporary faculty and 9 temporary staff. This represents a decrease of one person, but no change in percent.

Support Staff Resources:

During the 1991-92 affirmative action year, the **support staff work force** increased by 28 (0.5%) employees from 5,338 to 5,366. Minority representation reflected an increase of 5 employees from 695 to 700 (13.0% of the work force). The number of minority women decreased by 2 from 500 to 498 (from 9.4% to 9.3% of the work force) and minority men increased by 7 from 195 to 202 (from 3.7% to 3.8% of the work force). Women remained at 3,569 employees (from 66.9% to 66.5% of the work force).

Black representation declined by 4 from 383 to 379 (from 7.2% to 7.1% of the work force). The Asian/Pacific Islander representation increased by 6 from 82 to 88 (from 1.5% to 1.6% of the work force). Hispanic representation increased by 3 from 188 to 191 (from 3.5% to 3.6% of the work force). American Indian/Alaskan Native representation remained at 42 employees (0.8% of the work force). Although the total **minority representation** only increased by a net of 5 employees, growth of 16 from 169 to 185 (from 3.2% to 3.4% of the work force) in administrative-professionals is encouraging as it indicates greater representation in higher level positions.

Representation of **women** remained the same at 3,569. Increases occurred in administrative-professionals by 29 from 1,106 to 1,135 (from 20.7% to 21.2% of the work force) and in cooperative extension by 14 from 118 to 132 employees (from 2.2% to 2.5% of the work force). Decreases occurred in clerical-technical by 29 from 1,930 to 1,901 (from 36.2% to 35.4% of the work force), service maintenance by 13 from 381 to 368 (from 7.1% to 6.9% of the work force) and in skilled trades by 1 from 20 to 19 employees (from 0.37% to 0.35% of the work force). Public safety remained the same with 14 women (0.26% of the work force).

During the 1991-92 affirmative action year, the support staff self-identified **handicappers** increased by 18 from 146 to 164 (from 2.7% to 3.1% of the work force). **Vietnam era veterans** remained the same at 179 (from 3.4% to 3.3% of the work force).

Comparing 1990-91 and 1991-92, **regular new hires** increased by 57 (11.5%), from 494 to 551. Minority regular new hires decreased by 1 (1.3%) from 80 to 79. Women regular new hires increased by 41 (13.0%), from 315 to 356. The rate of minority hiring declined this year. The decline will receive attention in the coming year through the initiatives that have been established within the frame work of the MSU Idea.

Students:

Total student enrollment on the East Lansing campus for Fall semester 1992 was 40,047, a 4.8% decline from the 42,088 students enrolled during the previous year. **Minority student enrollment** of 4,821 (12.8%) experienced a slight numeric decrease, but percentage increase, when compared to the 5,023 (12.6%) minority total in Fall 1991. **Women students** also continued to increase in percentage, comprising 51.3% of the University's total enrollment, while experiencing a numeric decline from 21,449 (51.0%) in Fall 1991 to 20,542 (51.3%) in Fall 1992. **Minority women students** also showed a decrease in number: 2,765 minority women or 13.6% of the total number of women enrolled in Fall 1992 compared with 2,914 (13.5%) in the prior fall. Of this total, American Indian/Alaskan Native women proportionately exhibited the greatest decrease, followed by Black, Asian/Pacific Islander and Hispanic women.

Minority undergraduate enrollment decreased numerically from 4,194 for Fall 1991 to 3,963 for Fall 1992. A slight percentage increase, however, from 12.6% to 12.9% occurred for minority students enrolled during that period. At the **post-baccalaureate level**, numeric enrollment increases were experienced by Blacks and Hispanics, while American Indians/Alaskan Natives and Asian/Pacific Islanders experienced both a numeric and percentage decline. A study of the admissions process for applicants to the graduate school was undertaken with the goal of facilitating the admission of minority and women graduate students.

Instruction, Research and Outreach

A three year process of conversion from quarters to a semester calendar was completed in September 1992. This involved major reconsideration of curriculum and included the implementation of recommendations from the Council to Review Undergraduate Education that the core curriculum include **requirements in national and international diversity**.

A variety of **College activities** (course reviews, workshops, seminars) supported the incorporation of national and international diversity in the new semester curriculum. In addition, the Lilly Teaching Fellows Program, the CIC/Academic Leadership Program, and the Meet Michigan Outreach Orientation Program for New Faculty included **faculty development activities** designed to prepare faculty for teaching and learning for multicultural audiences.

Educational videos devoted to multiculturalism in the classroom were developed by Broadcasting Services and the College of Communication Arts and Sciences in cooperation with the Office of the Provost. **Library collections** of diversity-related materials were augmented in 1991-92. The **Instructional Software Collection**, a project funded jointly by Computing and Technology and the MSU Libraries, has acquired a variety of diversity-related software and videodiscs for instruction, research and outreach uses by faculty, staff and students.

A variety of College level seminars, presentations, and research initiatives support the University's commitment to **improving instruction for traditionally underrepresented groups**, particularly in science and writing. **The New Writing Center** has been training undergraduate students to assist in writing tutorials across the curriculum. The **Tune in to Math and Science Program (TIMS)**, a unique telecourse project which provides satellite-delivered middle school math and science instruction designed to augment students' regular classroom experience, has grown from an original 17 school districts to 31 in 1991-92.

Climate

The Vice Presidents for Academic Affairs, Finance and Operations, and Student Affairs and Services cooperated in the formation and support of a **child care study committee** which was charged with studying child care needs in the MSU community and making recommendations for new and augmented child care programs. MSU's new **Dependent Care Spending Account (DCSA)** program was implemented in January 1992. Eligible employees may participate in the DCSA to meet their dependent care expenses such as care for a child, disabled spouse or dependent parent. Both of these initiatives reflect the University's commitment to providing a family-supportive work environment as set forth in MSU IDEA II.

Several units across campus have worked to improve **campus safety and security**. In Housing and Food Services, a Security Task Force recommended improvements in physical environment, training and policies. These recommendations are now being evaluated for implementation. Other safety and security initiatives involving efforts across vice presidential areas include installation of security cameras in selected sites and improved exterior lighting in many areas, the expansion and consolidation of Nite Rider and Dial-A-Ride services to improve service, the development of a self-defense program available to all women, the implementation of Telecommunications Device for the Deaf (TDD) through the University Telephone Office to allow Nite Rider transportation to be summoned soundlessly, and the provision of equipment to students with hearing handicaps who reside in University Housing.

A number of initiatives improved **handicapper accessibility**, including the installation of handicapper seating in lecture halls and the Alumni Memorial Chapel; alterations to Kedzie Hall, the University Auditorium and Cowles House; installation of additional or modified facilities in University Apartments, the Nisbet Building, West Holmes Hall, and Wilson Hall.

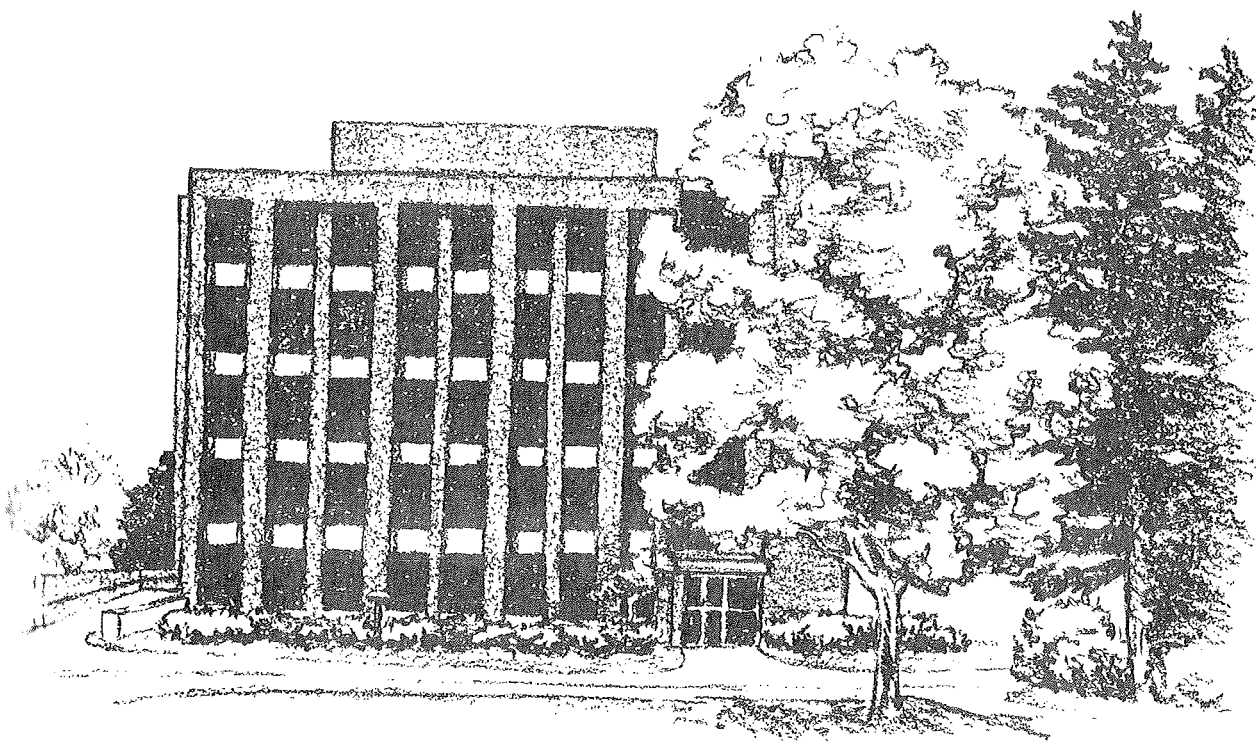
Orientation, development and workshop **programs to increase awareness of diversity issues** were held for students, faculty and staff during the 1991-92 reporting year. The Office of Human Resource Development conducted an 8 hour program on "Valuing and Managing Diversity" for 950 administrators. A diversity workshop for 40 new chairs and directors of academic units was held in Spring 1992. Welcome Week, New Faculty Orientation, and Academic Orientation Programs all included emphasis on the importance of diversity and pluralism for all members of the MSU community.

Various units, including Broadcasting Services, University Relations, Human Resource Development, and the Offices of the Assistant Vice Presidents for Academic Human Resources, Human Resources, and Student Affairs and Services, have helped to explain diversity and pluralism through initiatives involving **print, video and other electronic media**.

The University has supported a series of **cultural/educational events**, including the annual celebration of Dr. Martin Luther King, Jr.'s birthday, Malcolm X week, Black History month, American Indian Pow Wows, the Asian American Weekend, International Women's Day, a Celebration of Handicapper Rights, and a Conference to celebrate the publication of *Moving Forward*, the report of the University-wide Task Force on Lesbian and Gay Issues. Wharton Center, the MSU Museum, the Breslin Center, and the Kresge Art Museum have sponsored a number of exhibits and performances in 1991-92 that highlight MSU's commitment to addressing diversity and multiculturalism in many aspects of University life.

Academic Human Resources and Executive Management

EXECUTIVE
MANAGEMENT
AND
ACADEMIC
HUMAN
RESOURCES



II. ACADEMIC HUMAN RESOURCES

Leadership

Faculty and academic affairs administrators and staff at the University level, at the college level, and at the department level have demonstrated leadership on behalf of diversity and pluralism. Since 1989-90, the academic affairs area has been implementing the **MSU IDEA, (Institutional Diversity: Excellence in Action)** a comprehensive diversity plan. In April, 1992, a three year progress report, "The Plan in Review," presented to the Board of Trustees, showed progress on 48 of the 50 University Level initiatives; 30 initiatives had been implemented. A significant amount of progress had occurred in the case of 12 initiatives. Initial action had been taken on 6 other initiatives, although efforts were in their early stages. In the remaining part of the 1991-92 period covered by this report, several important initiatives have moved into the implemented column and additional progress can be demonstrated in the case of several other initiatives. A more complete review of progress on MSU IDEA I over a four year period will be distributed. No progress continues to be reported with regard to two initiatives, primarily because of funding constraints. Selected initiatives are highlighted in this report as representative of a large number and variety of projects to advance diversity and pluralism in MSU's colleges, departments and schools.

Unit Administrator and Faculty Workshops/Programs

To encourage the full integration of underrepresented group members into the academic community, the following programs were presented during 1991-92:

Academic Human Resources participated in developing a workshop program for academic unit administrators and support staff supervisors regarding the **Americans with Disabilities Act (ADA)**. The workshop sessions were held Fall semester 1992. Representatives from Academic Human Resources also participated in the **Sexual Harassment Training Task Force**, which developed an interactive set of workshops for unit administrators and support staff supervisors for presentation in Spring 1993.

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 includes a session on mentoring.

The Fall 1992 **New Faculty Orientation** program included a video presentation on "Transforming the Curriculum" and a panel discussion on "Diversity and Platforms for Change at MSU." The program also included speeches by the President and Provost which included diversity issues.

The first **Diversity Workshop for Department Chairpersons and School Directors** was held during Spring 1992. More than 40 Chairpersons and Directors were nominated by their deans and participated in this pilot workshop, designed to increase awareness of diversity issues and suggest strategies for leadership to advance diversity and pluralism. An interactive, small discussion group and case study approach was taken to problem solving a series of diversity-related issues at the department/school level.

An annual **Workshop on Faculty Performance Review** targets department chairpersons and school directors in their role of advancing the career development of faculty.

Commitment to Leadership Development

To encourage greater involvement and advancement of women and minorities in leadership and administration at all levels of the University, the Office of the Provost has continued to support the participation of four faculty members in the **Committee on Institutional Cooperation Academic Leadership Program (CIC/ALP)** and to provide support to nominate candidates for the **American Council on Education (ACE) Leadership Development Program**.

Administrative Appointments

During 1991-92, the total number of individuals in the Academic Manager group (deans, assistant/associate deans, chairpersons and directors) increased by 6 individuals, from 274 to 280 (2.2%). The representation of women among this group increased from 20.8% to 22.1% (compared to representation in the tenure system of 21.6%) during 1991-92 with the net gain of 5 women, bringing the total number of women to 62, an increase of 8.8%. The percentage of minority academic managers decreased from 13.9% to 12.9% (compared to representation in the tenure system of 11.5%), a decrease of 2 (36).

Executive Management

Executive Management position titles are approved by the Board of Trustees and include senior administrators such as: President, Vice President/Provost, General Counsel, Secretary of the Board, etc., and specifically designated director and other administrative titles. Currently there are 89 Executive Management positions, of which 23 are vacant or filled on an acting basis.

There are 66 individuals appointed in Executive Management positions as of October 1, 1992. Of these, 16 (24.2%) are non-minority women and 12 (18.2%) are minorities. Two (3.0%) minority women are Black; of the 10 minority men, 8 (12.1%) are Black, 1 (1.5%) is Asian/Pacific Islander, and 1 (1.5%) is Hispanic. The total representation of protected class members increased by 4 to 28 (42.4%).

There were 10 new Executive Management appointments during 1991-92, including 4 non-minority men, 3 non-minority women, 2 minority men, and 1 minority woman. These appointments included an Executive Assistant to the President and Secretary to the Board of Trustees, an Assistant Provost for Student Academic Support Services and Racial Ethnic and Multicultural Issues and an Assistant to the Provost for Faculty Development and Diversity.

National Leadership Initiatives

The Academic Affairs area participated in the American Council on Education's **President's Conference on the New Agenda for Women** in Washington, D.C., Spring 1992. A team including the Chair of the Women's Advisory Committee to the Provost and members of the Provost Staff compiled information and reported on the status of the New Agenda at MSU and developed strategies in cooperation with other research institutions across the country.

Meetings of Multicultural and Minority, Women and Handicapper Groups with the Provost

The Provost continued to meet each semester with constituent groups to help identify and address diversity issues. During 1991-92 the number of groups that will meet with the Provost has been expanded to include the Gay and Lesbian Faculty and Staff Association and the Jewish Faculty and Staff Association.

Handicapper Data Collection and Reporting

This year in accordance with initiative #12 of MSU IDEA I, improvements are being made in the **reporting of self-identified handicappers**. As part of the format changes of the Annual Affirmative Action Data Report, handicappers will be included in the unit-level analysis and work force summaries.

Recruitment and Retention

Appointment Profile -- Academic Personnel System

During the 1991-92 affirmative action year, the **total academic personnel workforce**, i.e., headcount, not FTE's, decreased by 117 individuals, from 4,123 to 4,006 (2.8%). With the net loss of 45 women during 1991-92, **women** comprise 32.6% of all academic personnel, maintaining the same proportion as in 1990-91. The representation of women decreased from 1,350 to 1,305, or by 3.3%. With the net loss of 7 **minorities** during 1991-92, minorities now represent 14.3% of the total academic personnel system, increasing in proportion from 14.0% and decreasing in number to 572, or by 1.2%. The number of **Blacks** in the academic personnel workforce increased from 223 to 226, which is 5.6% of the current total workforce; **Asian/Pacific Islanders** decreased from 282 to 270, which is 6.7% of the total; **Hispanics** increased from 58 to 62, which is 1.5% of the total; **American Indians/Alaskan Natives** decreased from 16 to 14, which is 0.3% of the total. On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,673 in Fall 1992, 41.8% of the total faculty and academic staff, the same proportion as in 1990-91. There was little or no change in the overall representation of women and minorities in the academic personnel workforce from 1990-91; however, gains made during the last three years under MSU IDEA, were largely sustained despite a significant decrease in the total academic personnel workforce.

Tenure System

During 1991-92 the tenure system decreased by a net of 2 individuals, from 2,095 to 2,093, or 0.1%. The proportion of **women** in the tenure system increased to 21.6%; the net gain of 9 women brought the total number of women to 452, an increase of 2.0%. The percentage of **minorities** in the tenure system rose to 11.5%; the number of minorities increased by a net of 6, to a total of 241, an increase of 2.6%. **Blacks** increased from 91 to 96, or 4.6% of the tenure system; **Asian/Pacific Islanders** decreased from 114 to 113, or 5.4% of the total; **Hispanics** increased from 26 to 28, or 1.3% of the total; **American Indians/Alaskan Natives** remained steady at 4, or 0.2% of the total. On a non-duplicate basis, 625 individuals, or 29.9% of the tenure system faculty, are members of protected groups; this is a net increase of 12 individuals, or 2.0%.

Within the tenure system, the proportion of **women at the various ranks** changed from October 1991 to October 1992 as follows: assistant professor, increased from 42.7% to 43.0%; associate professor, decreased from 27.7% to 27.1%; full professor, increased from 12.2% to 13.2%. Similarly, the **proportion of minorities at the various ranks** changed in the following manner: assistant professor, increased from 18.3% to 18.4%; associate professor, decreased from 13.1% to 13.0%; full professor, increased from 8.4% to 9.0%.

New Appointments in the Tenure System

During 1991-92, there were 70 individuals appointed in the tenure system, including 13 minorities (18.6%) and 22 women (31.4%). On a non-duplicate basis, 30 individuals, or 42.9%, of the total appointments in the tenure system were members of protected groups.

Of colleges with opportunities to hire, the Colleges of Arts and Letters, Communication Arts and Sciences, Engineering, Human Medicine, James Madison, Osteopathic Medicine, Social Science, and Veterinary Medicine were successful in appointing women in the tenure system at or above average availability during 1991-92. Average availability is the average of availability data for individual departments/schools in each college for the 1991-94 goal-setting period. It should be noted that such data are a rough approximation for actual availability information, which is determined individually for each department or school.

The Colleges of Agriculture and Natural Resources, Business, Education, and Natural Science appointed women at a rate below average availability during 1991-92. The College of Nursing did not appoint any women in the tenure system during 1991-92.

Similarly, the Colleges of Agriculture and Natural Resources, Education, Engineering, James Madison, Natural Science, Osteopathic Medicine and Social Science appointed minorities in the tenure system during 1991-92 at or above average availability. The Colleges of Arts and Letters, Business, Communication Arts and Sciences, Human Medicine, Nursing, and Veterinary Medicine did not appoint any minorities in the tenure system during 1991-92.

It should be noted that the Colleges of Engineering, James Madison, Osteopathic Medicine, and Social Science appointed **both** women and minorities at or above average availability. There were no tenure system appointments in the College of Human Ecology during 1991-92.

Handicappers in the Academic Personnel System

The academic personnel system includes 74 self-identified handicappers, including 47 tenure system faculty, 16 continuing staff, and 11 temporary staff.

Faculty Recruitment and Retention

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

1. 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 1991-92 affirmative action plan year, waivers of the normal hiring procedures were used in 12 of the 70 (17.1% compared to 18.3% in 1990-91) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in 6 cases and for spousal appointments in 4 cases.

2. Visiting Minority Faculty Program

Seventeen individuals were supported with funds from this program during 1991-92, including 8 Black men, 4 Black women, 3 Hispanic men, 1 Hispanic woman, 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 and activities sponsored by the Graduate School, Julian Samora Research Institute, Libraries and during Black History celebration.

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

3. Affirmative Action Postdoctoral Fellowship Program

This program is specifically directed to the Natural Sciences and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized fields. The 9 participants during 1991-92 included 5 Black women, 2 Hispanic women and 2 Asian/Pacific Islander women.

4. Resource Data Bases

MSU continues to participate in a consortium of universities that are collaborating on the development of a data base that will provide consortium members and other academic institutions and organizations with background data on Hispanic faculty, academic and administrative staff who are available for recruitment to MSU and elsewhere. MSU also contributes to the CIC Data Base for minority graduates and distributes the data base report to Deans, Chairs, and Directors to assist in recruitment efforts.

5. MSU Handbook for Searches

During 1991-92, Academic Human Resources revised and updated the MSU Handbook for Searches with Special Attention to Affirmative Action and Diversity. The Handbook was distributed broadly.

6. College-Level Faculty Recruitment and Retention Programs

Faculty recruitment and retention programs to encourage women and minorities to apply for posted positions and to encourage them to remain at MSU are active in almost every College of the University. Efforts include College-level faculty exchange programs with Historically Black Colleges and Universities as well as Hispanic and Native American intensive institutions; recruitment at professional association meetings; individual networking, using alumni and community networks; cluster recruitment efforts; summer research programs; faculty development grants, awards and resources; mentoring and sponsoring programs; and spousal hiring arrangements.

7. Exit Interview Program

During 1991-92, 20 tenure system faculty members resigned from Michigan State University, including 8 women (40.0%, compared to a general representation in the tenure system of 21.6%) and 4 minorities (20.0%, compared to a general representation in the tenure system of 11.5%).

Twelve (60.0%) of 20 exit questionnaires were returned; the rate of return from non-minority women was 37.5% (3 out of 8), and the rate of return for minorities was 50.0% (2 out of 4); there were three questionnaires returned that did not include gender and/or ethnic identification (which are provided on a voluntary basis).

Overall, the general category of community/family was ranked as most important in the decision to leave MSU and the decision to accept a new position. The specific factors most frequently cited within this general category are demands of family responsibilities, travel time and issues related to spouse. Factors within the general categories of facilities and services, institutional change and intellectual climate were ranked lowest in terms of considerations in the decision to leave MSU and accept a new position. For minorities and women, the general category of community/family factors was also rated as most important in the decision to leave MSU and accept a new position.

(Also see Climate section)

Instruction, Research, and Outreach

The Office of the Provost provided leadership and guidelines for curriculum revision and transformation in response to recommendations regarding national and international diversity by the Council to Review Undergraduate Education (CRUE) and as part of the transition from quarters to semesters, completed in Fall 1992. Faculty curriculum committees at the College and University levels have monitored the inclusion of **national and international diversity in core courses and across the curriculum**.

A series of **faculty development and faculty assistance** efforts were undertaken in 1991-92 in order to help faculty introduce diversity and multiculturalism into the curriculum. Among these initiatives were the following: 1) **Broadcasting Services** in cooperation with Academic Human Resources, produced the video "Transforming the Curriculum" 2) The Assistant Provost for Undergraduate Education and Academic Services sponsored a **small grants program** to encourage creative curriculum transformation in association with the semester transition 3) **Women's Studies Programs** sponsored a Summer 1991 workshop to assist faculty to infuse materials related to women's issues into courses in a variety of disciplines. 4) **International Studies and Programs**, with the support of the Office of the Provost, presented a series of workshops on internationalizing the curriculum 5) A number of **colleges** provided workshops in ways to introduce national and international diversity into the curriculum 6) **MSU Libraries** increased their collection of diversity materials, sponsored several speakers related to diversity and library resources, and sponsored a series of diversity seminars to assist faculty in finding library resources for introducing national and international diversity into the curriculum.

MSU's colleges have developed a wide array of pre-college, bridge, summer research, tutorial, mentoring and apprenticeship programs to advance diversity and multiculturalism within their areas (See Students section of this Report).

MSU was awarded a three year grant beginning in 1991-92 to participate in the prestigious **Lilly Endowment Teaching Fellows Program**. The Program encourages instructional improvement and fosters teaching excellence among junior faculty leaders. A number of personal projects in the first year of the program dealt with diversity in the classroom. The MSU grant calls for encouraging diversity in participation and in programming. The first year's program included a diverse group of six assistant professors and two recently tenured associate professors.

The Writing Center was opened in Fall 1992 to support writing across the curriculum and the new writing requirements that were implemented in the course of the semester conversion. The Center will provide additional tutorial assistance for all students who wish help with writing.

The Charles Drew Intensive Learning Program in the College of Natural Science has developed plans to serve additional students in mathematics and science.

Increased staffing support was provided for the **Women's Studies Program** and has assisted Women's Studies together with other units in presenting workshops, speakers, and programs to educate the MSU community about women's issues. The Office of the Provost also provided additional support for the **Native American Institute** in 1991-92 and for the **Julian Samora Research Institute**.

MSU has accepted a grant from the Max M. Fisher Foundation that will allow the College of Arts and Letters to develop the **Jewish Studies Program**. A new director has been named and additional funding is being sought for programs, scholarships, events and conferences.

With the support of a Kellogg Foundation grant, Academic Human Resources has continued to pilot the **Meet Michigan outreach orientation program** to introduce new faculty to the many ways in which the University serves communities around the state through a variety of outreach partnership projects. A prominent theme of the one day and four day trips in 1991-92 has been the diverse cultures that make up the State of Michigan and the ways in which MSU advances diversity and community through outreach efforts.

Computing and Technology

The **Instructional Software Collection**, a project funded jointly by Computing and Technology and the Libraries, has acquired a variety of diversity-related software and videodiscs for instruction, research, and outreach use by faculty, staff and students.

During 1991-92 **Computing and Technology** purchased software that provides speech output from the computer screen. This package is available for loan to faculty or departments who are serving individuals with vision characteristics. Computing and Technology also purchased **hardware for use by the Office of Programs for Handicapped Students**.

Students in middle schools from fourteen school districts nationwide participated in a special satellite-delivered program designed to improve students' mathematics understanding and teachers' instructional skills. "**Tune into Math and Science (TIMS)**" is a cooperative effort between MSU and General Motors Engineering and Management Institute in Flint. Seventh and eighth grade math courses are broadcast live three times per week through the use of Broadcasting Services' multimedia classroom. School districts with high minority populations are specially recruited to the program across the country.

Climate

MSU's **anti-discrimination policy and procedures of the Anti-Discrimination Judicial Board (ADJB)** were revised and approved on an interim basis, pending additional discussion of the policy and procedures during the 1992-93 academic year.

Governance system review of the final report of the **Joint Subcommittee on Maternity and Dependent Care Policy Issues** was completed in September 1992. A number of recommendations for family-supportive arrangements have been forwarded to the Office of the Provost for review.

The **Bias-Free Communication Committee** established by the College of Communication Arts and Sciences has presented workshops on bias-free communications, revised and distributed a fact sheet and posters, developed information for distribution on hypercard, and assisted in developing a new video and notebooks on bias-free communication.

The Wharton Center, Kresge Art Museum, and the MSU Museum continued to sponsor **diversity related exhibits and performances**. During 1991-92 **Wharton Center** scheduled performances such as David Parker's "Pied Piper of Sign" show, The Boys Choir of Harlem, Les Ballets Africains of Guinea, and the Kodo Drummers from Japan. The **MSU Museum** sponsored or co-sponsored a traveling exhibit on African American Quilt traditions in Michigan, the Gospel Festival in Detroit, the Casa de Unidad project, and a variety of ethnic exhibits at the Michigan Folk Life project at the Michigan Festival. The Museum has also expanded its African collections. **Kresge Art Museum's exhibitions** have featured Native American, African American and Jewish (Holocaust) artists.

WKAR Radio and WKAR-TV have steadily increased the number of hours devoted to minorities, handicappers and women during 1991-92. WKAR Radio has expanded Spanish-language programming by 26 hours per year. More than 200 hours are presented annually. During this reporting period, WKAR Radio also participated in its first "outreach" projects with a national effort and local programming co-sponsored by National Public Radio. Local programs were presented on the two themes: "The Great Divide: Affirmative Action in America" and "The Prejudice Puzzle." WKAR TV broadcast 76 additional hours by or about minorities and women, including 22 hours focusing on Native Americans. WKAR-produced programming included several episodes of the state-wide series, "Michigan at Risk," which dealt with concerns of minorities, the elderly and youth at risk. The program was nominated for an Emmy award in the investigative journalism category. "Michigan Skyline" presented reports on African art, Martin Luther King Jr.'s birthday, Malcolm X, several Black History month features, and a series of interviews produced with **MSU's faculty of Urban Affairs Programs**.

The **Instructional Media Center** expanded its collection of **videotapes** relating to diversity. Six additional programs were purchased during 1991-92, and Computing and Technology has made an **electronic bulletin board** available through a computer network to include announcements of diversity-related conferences and speakers.

Dr. Darlene Hine and Ms. Eleanor Sheldon of the Department of History began work during 1991-92 on a video and oral history project that will center upon **contributions and perspectives of underrepresented groups in MSU's history**.

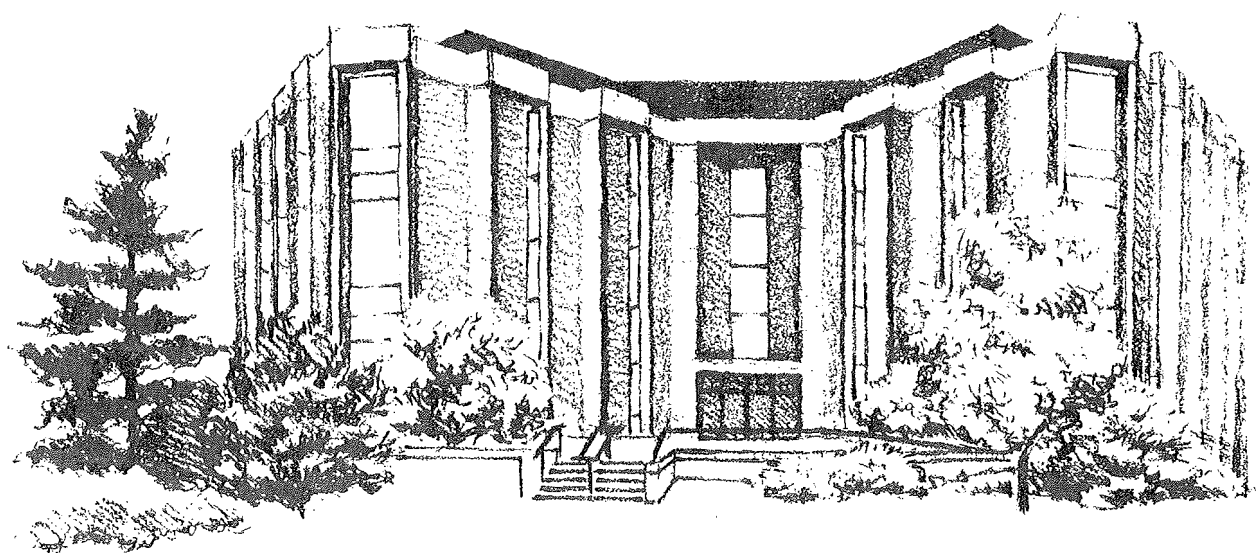
A series of additional **Handicapper Transition Plan Projects** were completed during 1991-92. A list of projects is on file in the Office of Facilities Planning and Space Management (also see Support Human Resources - Special Unit Activities section of this Report).

Support Human Resources

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III. SUPPORT HUMAN RESOURCES

Leadership

Support staff areas contributed to the development of **MSU IDEA II** and established numerous initiatives to advance diversity. MSU IDEA II was published in November 1992 and information about it was distributed to all management and staff.

A national search was conducted and a **Multicultural Development Coordinator** was hired to help accomplish initiatives in MSU IDEA II for support areas. Particular areas of emphasis will be diversity training programs and unit level planning.

The **Coordinator of Handicapper Operations and Services** was reassigned to Human Resources as a result of the reorganization of the Department of Human Relations. After this reassignment, significant efforts have been made to clarify roles of various administrative units, handicapper accommodations procedures, and to update resources for handicapper programs. An **Administrative Group on Handicapper Issues (AGHI)** has been established to provide prompt and comprehensive input to allow timely resolution of handicapper issues.

Support Staff were involved in a task force established to plan the implementation of the **Americans with Disabilities Act**. A major part of that implementation was the development of training for administrators and supervisors on responsibilities under this Act.

Human Resources participated in the revision of the **Anti-discrimination Judicial Board (ADJB)** and **Sexual Harassment policies**. The University-wide Task Force on Lesbian and Gay Issues included participation from Human Resources.

Recruitment, Retention, & Staff Development

During the 1991-92 affirmative action year, the **support staff work force** increased by 28 (0.5%) employees from 5,338 to 5,366. Minority representation reflected an increase of 5 employees from 695 to 700 (13.0% of the work force). The number of minority women decreased by 2 from 500 to 498 (from 9.4% to 9.3% of the work force) and minority men increased by 7 from 195 to 202 (from 3.7% to 3.8% of the work force). Women remained at 3,569 employees (from 66.9% to 66.5% of the work force).

Although the total **minority representation** only increased by 5 employees, there was growth of 16 from 169 to 185 (from 3.2% to 3.4% of the work force) in administrative-professionals and an increase of 6 from 51 to 57 (from 1.0% to 1.1% of the work force) in cooperative extension. The growth in administrative-professionals is very positive, showing greater representation in higher level positions. Employment decreases occurred in clerical-technical by 4 from 245 to 241 (from 4.6% to 4.5% of the work force), public safety by 1 from 5 to 4 (from 0.09% to 0.07% of the work force), service maintenance by 11 from 210 to 199 (from 3.9% to 3.7% of the work force) and skilled trades by 1 from 15 to 14 (from 0.28% to 0.26% of the work force).

Black representation declined by 4 from 383 to 379 (from 7.2% to 7.1% of the work force). The Asian/Pacific Islander representation increased by 6 from 82 to 88 (from 1.5% to 1.6% of the work force). Hispanic representation increased by 3 from 188 to 191 (from 3.5% to 3.6% of the work force). American Indian/Alaskan Native representation remained at 42 employees (0.8% of the work force). For more information, refer to the Annual Report on Affirmative Action - Data Report, graph III-5.

Representation of **women** remained the same at 3,569. Increases occurred in administrative-professionals by 29 from 1,106 to 1,135 (from 20.7% to 21.2% of the work force) and in cooperative extension by 14 from 118 to 132 employees (from 2.2% to 2.5% of the work force). The growth in administrative-professionals is also positive, showing increased representation in higher levels. Decreases occurred in clerical-technical by 29 from 1,930 to 1,901 (from 36.2% to 35.4% of the work force), service maintenance by 13 from 381 to 368 (from 7.1% to 6.9% of the work force) and in skilled trades by 1 from 20 to 19 employees (from 0.37% to 0.35% of the work force). Public safety remained the same with 14 women (0.26% of the work force). For information on minority women, refer to the Annual Report on Affirmative Action - Data Report, graph III-6.

During the 1992-92 affirmative action year, the support staff self-identified **handicappers** remained the same at 106 (2.0% of the work force). **Vietnam Era veterans** increased by 2 from 164 to 166 (3.1% of the work force). Of the 5,770 internal and external applicants for 1991-92, 167 (2.9% of applicants) were self-identified as handicappers. Of the 666 selections for regular positions, 9 (1.4% of selections) were self-identified handicappers.

Comparing 1990-91 and 1991-92, **regular new hires** increased by 57 (11.5%) from 494 to 551. Minority regular new hires decreased by 1 (1.3%) from 80 to 79. Regular new hire women increased by 41 (13.0%) from 315 to 356. Of the hires, Blacks accounted for 43 (7.8%), Asian/Pacific Islanders for 17 (3.1%), Hispanics for 16 (2.9%) and American Indian/Alaskan Natives for 3 (0.5%). The following chart shows that the rate of minority hiring declined this year, which deserves attention in the coming year.

<u>AA Year</u>	<u>Hires</u>	<u>Minorities</u>	<u>Women</u>
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%
1991-92	551	79 14.3%	356 64.6%

There were 409 (7.6% of the work force) **promotions** during the 1991-92 affirmative action year. Women received 273 (66.7%) promotions and minorities received 53 (13.0%) promotions, which corresponds with their overall representation in the work force. Of the promotions, Blacks accounted for 32 (7.8%), Asian/Pacific Islanders for 6 (3.1%) and Hispanics for 15 (3.7%). There were no American Indian/Alaskan Natives promoted.

Of the 353 **terminated** support staff, 241 (68.3%) were women and 55 (15.6%) were minorities. Exit questionnaires were sent to all terminated employees, and 146 (41.4% of the surveys) were returned; 102 from women and 16 from minorities. Overall, the reason most selected for leaving was "retirement". The reason most selected by women was also "retirement", and the two most selected by minorities were "leaving the area" and "returning to school". The turnover rate for minorities and women exceeds their representation in the work force. Ongoing attention must be provided to assure a supportive climate which encourages retention of women and minorities.

Fifty **annual hiring goals** were established for **women**, with 45 (90.0%) achieved. In administrative-professional job groups, there were 22 goals established with 26 (118.2%) hires accomplished. Twenty-eight service maintenance goals were established, with 18 (64.3%) achieved.

Public safety, with no annual goal established, had 1 hire. No annual hiring goals were established in clerical-technical, cooperative extension and skilled trades due to full utilization or limited hiring opportunities.

Eleven **annual hiring goals** were established for **minorities**, with 16 (145.5%) hires accomplished. In administrative-professional, there were 10 goals established with 13 (130.0%) hires accomplished. Clerical-technical exceeded the 1 goal established with 3 (300.0%) hires. No annual goals were established in cooperative extension, public safety, service maintenance and skilled trades due to full utilization or limited hiring opportunities.

Within the support staff work force, there are **targeted areas** which have a history of underutilization. The job groups and categories targeted as problem areas for the 1992-93 affirmative action year are listed below.

<u>General Area</u>	<u>Job Groups</u>	<u>Targeted For</u>	
1. Upper Level Administrators	A1B3, A1E5	1 M	
		*0 W	*0 M
2. High Level Technicians	A2C3, A2E4 A2E3	3 W	
			1 M
3. Computer Programmer/Analysts	A2J2	5 W	2 M
4. Public Safety	F610	*0 W	*0 M
5. Service/Maintenance	1632, 1652, 1653	16 W	
6. Upper Level Operating Engineers	5620	1 W	
7. Skilled Trades	9570, 9580	1 W	*0 M
	Total	**26 W	**4 M

*No annual goal due to low opportunities; if vacancy occurs, a goal is set

**Annual goals established for 1992-93 targeted job groups

The utilization status reflected above is based on availability data from the 1980 census. Human Resources is now in the process of implementing the 1990 census data, which will have notable impact on areas identified as underutilized. It is anticipated that through a combination of MSU IDEA II initiatives and the updated availability data, hiring of minorities and women should increase.

Protected group members with requisite skills and experience are not always available for underutilized positions. Therefore, **special efforts** are used to assist with recruitment. Seventy outreach agencies are mailed weekly vacancy notices of positions that are open to outside applicants as well as positions underutilized for women and minorities. 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.

In recognition of its commitment to provide **educational opportunities**, MSU provides financial assistance to help regular, full-time (and some part-time) employees achieve their educational and career development goals. During the 1991-92 affirmative action year, 933 women (26.0% of eligible women) and 136 minorities (19.3% of eligible minorities) participated in the educational assistance program.

Climate

The Office of Human Resource Development conducted a program on "**Valuing and Managing Diversity**" in Fall 1992/Winter 1993. This program targeted 950 administrative supervisors and nurse managers for participation. Of the eight contact hours, four hours were presented in a large group setting, and four provided the same individuals with an opportunity for small group interaction and case studies. Training objectives were historical knowledge of diversity issues, implications of changing demographics in the work force, awareness of stereotyping and the manager's role in fostering an environment supportive of individual differences.

The support areas participated in the development of a program on "**Sexual Harassment**" in the workplace, to be presented in February/March 1993. All support staff supervisors and academic administrators will be required to attend this half-day session. The program objectives include knowledge of the law and University policy, recognition of sexual harassment and how the supervisor must proceed if a complaint is filed. The half-day format includes lecture and small-group discussion.

The support areas participated in a **child care study committee** which was charged with studying child care needs in the MSU community and making recommendations for new and augmented child care programs. Both this committee and the implementation of Dependent Care Spending Accounts (described below) reflect initiatives in MSU IDEA II, which encourage actions to provide a family-supportive work environment.

MSU's new **Dependent Care Spending Account (DCSA)** program was implemented in January 1992. Eligible staff may participate in the DCSA to meet their dependent care expenses such as care for a child, disabled spouse or dependent parent. The individual saves money by paying for dependent care expenses in pre-tax dollars. The employee designates an amount of money (up to \$5,000 per year) to be set aside from their paycheck. The money is deducted from gross pay before federal, state, city and social security taxes are calculated. The individual pays for actual expenses and requests reimbursement from their account.

A video targeted at support staff diversity issues was developed for use in future diversity training programs.

SPECIAL UNIT ACTIVITIES I

Leadership

Housing and Food Services developed a departmental statement of non-discrimination, and continued efforts to assist community and student organizations. This assistance included fund raising, recruitment, food service, hosting functions, use of space, education/information/orientation, equipment and supplies. Holden Hall sponsored a five day job and information fair to give residents the opportunity to apply for employment and gather information. Twenty campus units and organizations participated in the fair. Representatives of support units participated in the Gay-Lesbian Task Force. Public Safety provided a department-wide two-day seminar on Diversity at MSU. Representatives of minority and majority student groups made presentations.

Recruitment, Retention, & Staff Development

Support units continued to recruit, hire, train, and promote protected group members into staff positions. Housing and Food Service recruited **internship and management candidates from historically and predominantly black colleges and universities**. Physical Plant expanded its **Trades Helper Development Program** to include more occupational areas in order to accelerate the diversification of the skilled trades work force by structuring and enhancing a skilled trades career path. Numerous protected staff members participated in development programs.

Climate

Various units worked to improve **campus safety and security**. In Housing and Food Services, a **Security Task Force** was developed with membership from RHA, Residence Life and University Housing. The task force gathered and recommended improvements in the physical environment, training and policies. These recommendations are now being evaluated for implementation. Housing and Food Services also installed **security cameras at the entrances and locks on community shower rooms** in West Circle Complex. Physical Plant enhanced campus security by installing **improved exterior lighting** in many areas, including new walkway lights along the Red Cedar River. The Automotive Services department consolidated the **Nite Rider and Dial-A-Ride services** to improve service, security, efficiency and economy.

Physical Plant implemented a **Telecommunications Device for the Deaf (TDD)** through the University Telephone Office to allow Nite Rider transportation to be summoned soundlessly. TDD was also installed at MSU Union Central and at selected residence hall reception desks. Housing and Food Services provided **equipment to students with hearing handicaps who reside in University Housing**. This equipment included amplified handsets, strobe light smoke detectors and telephone annunciators, closed captioning decoders and flashing light doorbell devices.

A multicultural dinner in all residence halls honored **Dr. Martin Luther King, Jr.** A holiday dinner at McDonel portrayed a Native American Winterfest. **MSU Union Activities Board** hosted several noon-time programs on diverse topics such as: MSU IDEA, National Coming-Out Day, Cross-Cultural Communication, Black History Month, International Womens' Day, and Celebration of Handicapper Rights.

Public Safety participated in a panel discussion in conjunction with East Complex minority aides on police use of force and law enforcement/minority student issues, Minority Job Fairs at MSU and LCC with emphasis on law enforcement careers, on-campus voter registration drive through community policing offices and a King-Chavez-Parks program at Holden Hall.

The following initiatives improved **handicapper accessibility**:

Physical Plant

- installed handicapper seating in four lecture halls and the Alumni Memorial Chapel,
- made alterations at Kedzie Hall including elevators, accessible restrooms, and hold-open devices on some internal fire doors,
- renovated the entrance ramp and public restrooms at the University Auditorium.
- modified the Cowles House main entrance and first-floor restroom to provide handicapper access.

Housing and Food Services

- installed sidewalk curb ramps in University Apartments,
- installed automatic entrance door at Nisbet Building and at the interior corridor to the elevator in West Holmes,
- installed doorbell system and beveled restrooms in Wilson,
- installed Braille signs and modified service centers in Holmes.

Campus Park and Planning

- installed forty-six new pathramps to improve mobility of handicappers.

SPECIAL UNIT ACTIVITIES II

PURCHASING

Leadership

The Purchasing Program at Michigan State University has a multi-faceted minority procurement commitment. An important mission of the Purchasing Department is to seek out and utilize minority-owned and women-owned suppliers as well as to provide those suppliers with a means of continuing education, unrestricted access to the Purchasing Department buying staff, and to supply them with outside business contacts. The Purchasing Department has not gone untouched by University cut backs in both expendable funds and personnel. However, it is important to note that this has not diminished the overall commitment to the program.

Recruitment and Retention

Successful **recruitment and retention of minority-owned and women-owned suppliers** has brought Michigan State University to the forefront among other state institutions in its equal opportunity efforts. The Director of Minority Supplier Development acts as a liaison between suppliers and the University and helps to see that those vendors interested in doing business with the University are accommodated accordingly. The Purchasing staff is encouraged to meet with individual vendors and to advise them of proper procedures so that they are able to conduct business with the University more effectively. Buying personnel are also available to aid in the preparation of bid documents, explain follow-up results, and answer any other questions that may arise.

Throughout the past year, many **new minority-owned and women-owned enterprises began doing business with the University**. One new local supplier provided all of the official clothing items for the 1992 Presidential Debate at Michigan State University. As a result of this, he was able to gain greater exposure and recently received a phone call from the Clinton administration asking him to supply clothing items for inaugural security personnel.

Instruction, Research, and Outreach

Michigan State University has been able to expand its outreach efforts through membership in various professional associations. Interaction with prospective minority-owned and women-owned suppliers is facilitated through active involvement in such organizations. Such involvement helps to increase the University's visibility as well as its data base of potential suppliers.

Michigan State University is a member of the **Michigan Minority Business Development Council (MMBDC)** and the Director of Minority Supplier Development sits on its Board of Directors, its Membership Committee and its Search Committee for the new Executive Director. The MMBDC aids in the development and networking of minority businesses and is responsible for certifying qualified minority suppliers and providing them with professional advice should the need arise. The University has

maintained a long and mutually beneficial relationship with the MMBDC. The Director of Minority Supplier Development served as co-chair of the MMBDC Buyer/Supplier luncheon held at the Detroit Yacht Club.

The University is also a member of the **Michigan Hispanic Chamber of Commerce**, the Director of Minority Supplier Development is on its Board of Directors and its Special Events Committee. The Assistant Minority Procurement Coordinator is also a member of the Advisory Committee for the Lansing Hispanic Chamber of Commerce.

As the result of a joint effort between Michigan State University and the Lansing Hispanic Chamber of Commerce, an educational program entitled "**How to do Business and Stay in Business**" was created. The 13 week seminar was partially funded by the Michigan Chamber of Commerce as the result of a proposal submitted by the Lansing Hispanic Chamber of Commerce. The proposal was authored by Dr. Renee Rosenbaum of the Michigan State University **Julian Samora Research Institute**. The seminar was held at Lansing Community College and was presented by their Small Business Development Center. Of the 21 minority entrepreneurs who participated in the program, 17 graduated. A repeat offering of this course is scheduled for spring 1993. Representing Michigan State University on the program's Advisory Committee were personnel from the following departments: Purchasing, Urban Affairs Programs, the Division of Student Affairs, and the Julian Samora Research Institute. This same program is also running concurrently in three different locations throughout the state of Michigan. The Director of Minority Supplier Development sits on the Advisory Committees of all three.

Other organizational affiliations include the **Minority Technology Council of Michigan** (with representation on its Board of Directors, its Educational Committee and its Membership Committee) and Vice Chair of the Greater Lansing Chamber of Commerce Minority Advisory Committee. The Director of Minority Supplier Development is also a member of the Committee for the Fourth Annual Black Managers Forum where he gave the introductory presentation.

The **Lansing Regional Chamber of Commerce Minority Business Council Technical Support Program** is a vehicle in which the start-up and daily operational concerns of local minority businesses are addressed. The Director of Minority Supplier Development is co-chair of this program.

In observation of **Minority Business Month**, the Director of Minority Supplier Development served as a panel member for a program titled "**How to do Business with Corporate America.**" Michigan State University was the only university invited to participate in this event.

In addition to its various memberships, Michigan State University is committed to active association involvement. Throughout the year, the Director of Minority Supplier Development and/or Purchasing staff members attend many events in the pursuit of equal opportunity suppliers. **The Wayne County Aerospace and Aviation Procurement Fair** was one such event. The purpose of the fair was to enable minority-owned, women-owned and small businesses a chance to network with large companies. Michigan State University was the only university invited to take part in this fair. The **All Ohio Minority Trade Fair**, held in Columbus, Ohio, was attended by four buyers. For a number of years, this trade show has been an effective means of investigating potential equal opportunity suppliers due to its close proximity to Michigan. Two buyers also attended the **Education Buyers Seminar** held at Wayne State University.

The Director of Minority Supplier Development took part in a **seminar for Hispanic Businesses** held at Lansing Community College which was sponsored by the Lansing Hispanic Chamber of Commerce. He was also in attendance at the **United States Hispanic Chamber of Commerce Annual Conference** held in Chicago, Illinois.

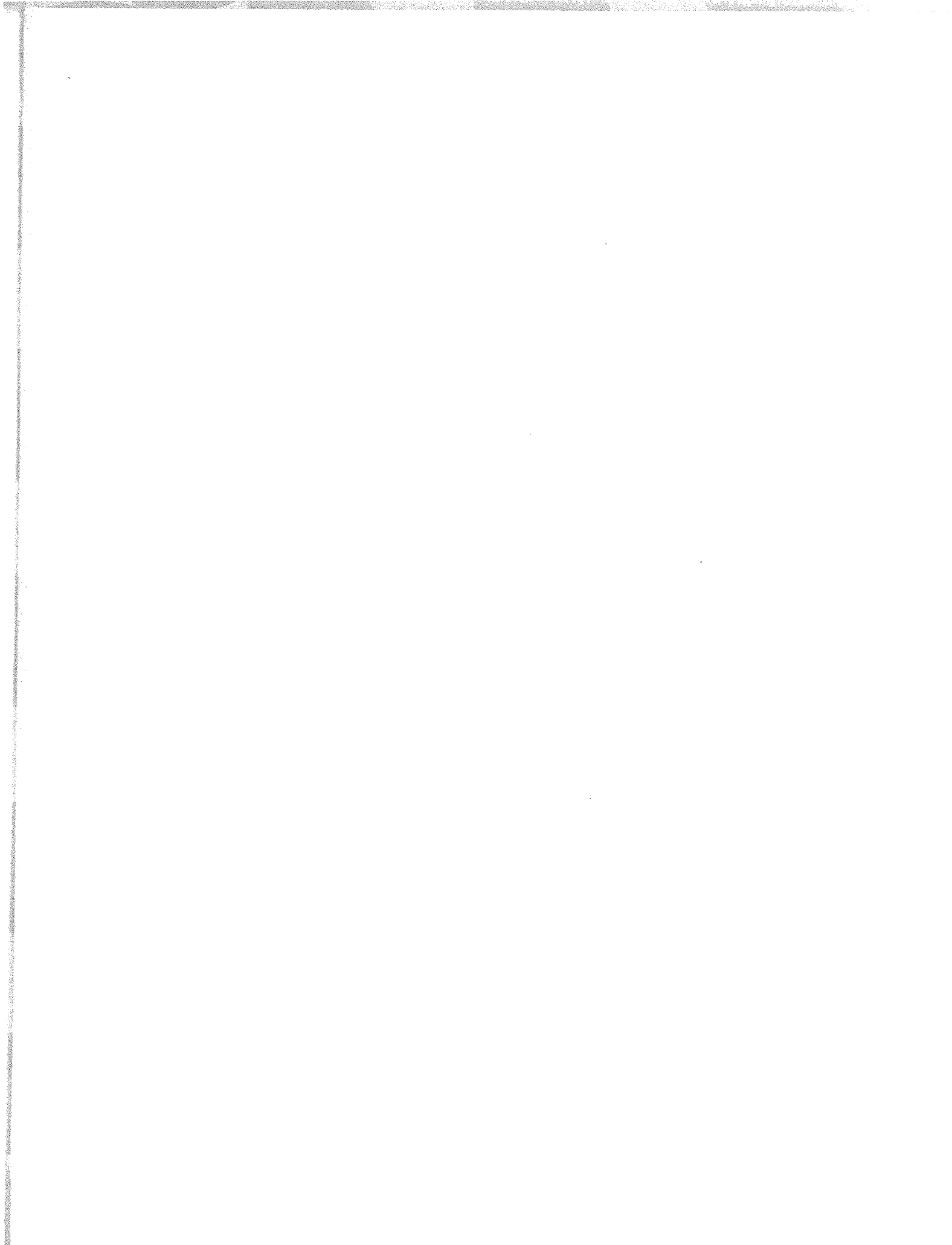
Michigan State University has remained highly visible through its association involvement, especially over the past 13 years. The networks and contacts which have been established as a result, have allowed the University to assist equal opportunity suppliers in their non-university business pursuits as well. Michigan State University has been an influential factor in the propagation of successful partnerships between **minority-owned and women-owned suppliers and major corporations** such as General Motors Corporation, Ford Motor Corporation, Chrysler Corporation, K-Mart Corporation, Detroit Edison, etc.

In April, 1992, the Director of Minority Supplier Development was the guest of honor at a reception held in recognition of his dedication to the minority community. He was given **special recognition** for his significant contributions to the Greater Lansing Hispanic Chamber of Commerce as well as a special tribute awarded by Senate Majority Leader Dick Posthumus, recognizing his outstanding commitment, advocacy and support of the Hispanic business community. The reception was hosted by the Republican National Hispanic Assembly of Michigan, the Michigan Hispanic Chamber of Commerce and the Lansing Hispanic Chamber of Commerce.

Further accolades were bestowed upon Michigan State University in honor of its affirmative action commitment at the **Michigan Minority Business Development Council Annual Dinner**. Michigan State University was nominated for **Corporation of the Year**, Barbara Hill, buyer, was nominated for Buyer of the Year and William Wiseman, director of minority supplier development, was nominated for Coordinator of the Year. Although none of the nominees won an award, this was the first time all three had been nominated.

Climate

With a downward trend in the general business climate of the state of Michigan, minority-owned and women-owned business have had to overcome even greater obstacles than ever before. Because many of these businesses tend to be new and relatively small, they are the first to feel the brunt of a tightening economy. Recent widespread lay-offs at both General Motors and IBM have contributed to the decline of many minority business enterprises. This being the case, the Minority Procurement Program at Michigan State University has found its purpose to be more important than ever before.



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IV. STUDENTS

Leadership

Across Student Affairs and Services departments, staff have been actively involved in a number of University initiatives that **support excellence and diversity within community**. Counseling Center, Residence Life, Student Life, and Office of Minority Student Affairs staff were members of the University Task Force on Gay/Lesbian Issues or were active participants in task force work groups. Two staff served on the President's Handicapper Advisory Committee (PHAC) and were on the University Americans with Disabilities Act (ADA) Task Force, and two staff served on the planning committee for the All-University Excellence in Diversity Conference.

Staff of the Office of Programs for Handicapper Students were also actively involved with the PHAC and, along with staff from the Office of Supportive Services (OSS), served as members of the **All-University Excellence in Diversity Committee**. Undergraduate University Division (UUD) staff participated on the planning committee for the **Office of Minority Equity Annual Parity Conference** and staff of the Office of the Provost were members of the University-Wide Task Force on Gay/Lesbian Issues.

The Division of Student Affairs and Services has continued its **priority on hiring a diverse staff** to enrich the learning environment for students and provide encouragement to students of differing backgrounds and characteristics. Of all professional staff, graduate assistants and undergraduate assistants, over 30% (187) are racial/ethnic minorities. Women constitute 57% (90) of professional staff, over 57% (49) of the graduate assistants and over 52% (194) of the undergraduate assistants. Twelve international students are graduate and undergraduate assistants.

New hires who provide diversity among staff leadership at various levels of the division include an Asian/Pacific Islander woman in a permanent counseling position; a handicapper in Intramural Sports and Recreative Services to work with handicapper and special populations; and a Black woman to serve as a Special Assistant to the Vice President for Student Affairs and Services and Coordinator for Multicultural Development and Training.

In order to increase minority student representation among **Student Affairs and Services graduate assistants**, direct contact was made with all MSU minority graduate students and all minorities expected to graduate within the year, to encourage their applications for graduate study and/or graduate assistantships. Campus-wide information sessions were also held specifically targeting potential minority candidates. These campus efforts were coupled with aggressive recruitment activity at both the state and national levels.

Special attention has also been given to increasing **diversity within the student staff**. Residence Life collaborated with the Office of Minority Student Affairs in the recruitment and selection of both student and professional staff. All minority student group executive officers were contacted to assist in disseminating information about available Residence Life positions and in recruiting students to these positions.

Intramural Sports and Recreative Services hired an Hispanic exercise-fitness student supervisor and further diversified its large student staff with the increased hiring of handicappers and minorities. The **Student Employment Office** sought employment opportunities across campus for students of diverse backgrounds.

Beyond the selection of a diverse staff, educational and training programs for Student Affairs and Services staff have emphasized the necessity for understanding and appreciating difference and developing skills to work effectively within a multicultural community. Divisional staff development programs included a half-day seminar on Gender Issues for College Students; programs on Bias-Free Communication, and The Role of White Men in the Quest for Diversity, as well as teleconferences on Understanding and Meeting the Needs of Gay, Lesbian and Bisexual Students, Recruiting and Retaining Minority Students and Beyond the Dream IV (Black History). In addition to programs such as these, Residence Life has an extensive training program with a strong emphasis on multicultural development. Resident assistant training includes required sessions on racial/ethnic, gender and sexual orientation issues.

Recruitment and Retention

Student Enrollment

Total student enrollment on the East Lansing campus of Michigan State University for Fall semester 1992 was 40,047, a 4.8% decline from the 42,088 students enrolled during the previous year. Similar declines were observed in the University's affirmative action total¹ whereby student enrollment decreased 5.0% from 39,716 in Fall 1991 to 37,725 in Fall 1992. Minority student enrollment of 4,821 (12.8%) experienced a slight numeric decrease, but percentage increase, when compared to the 5,023 (12.6%) minority total in Fall 1991. Women students also continued to increase in percentage, comprising 51.3% of the University's total enrollment, while experiencing a numeric decline from 21,449 (51.0%) in Fall of 1991 to 20,542 (51.3%) in Fall 1992.

Minority undergraduate enrollment decreased numerically from 4,194 for Fall 1991 to 3,963 for Fall 1992. A slight percentage increase, however, from 12.6% to 12.9% occurred for minority students enrolled during the period. At the **post-baccalaureate level**, numeric enrollment increases were experienced by Blacks and Hispanics, while American Indians/Alaskan Natives and Asian/Pacific Islanders experienced both a numeric and percentage decline.

As the largest minority student group on the campus of Michigan State University, **Black students** showed a significant enrollment decline, although the percentage of the total student population remained constant. Black enrollment declined numerically from 2,950 (7.4%) of the affirmative action total in Fall 1991 to 2,799 (7.4%) in Fall of 1992. Of that total, **Black male enrollment** increased from 36.8% of the total Black enrollment in Fall 1991 to 37.3% in Fall 1992. At the college level, the colleges of Human Medicine, Education, Nursing, and Arts and Letters had the highest enrollment increases. Conversely, however, Eli Broad College of Business, the colleges of Communication Arts and Sciences, Social Science, Agriculture and Natural Resources, Natural Science, Engineering, Osteopathic Medicine, Veterinary Medicine, and James Madison College showed either a numeric or percentage decrease. The College of Human Ecology showed no numeric change, but experienced a decline in percentage.

Black graduate student enrollment increased numerically from 408 (6.3%) students in Fall of 1991 to 437 (6.3%) in Fall of 1992. Increases were shown at both the graduate-professional and doctoral levels. Black male enrollment increased from 155 (2.4%) graduate students to 168 (2.4%) graduate students. This increase occurred at both the masters and the doctoral levels, while the graduate-professional level showed a slight decline.

¹In 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 are included in the "University totals".

Asian/Pacific Islanders historically grew proportionately faster than any other ethnic and/or racial group on the University's main campus. In the past ten years, for example, Asian Pacific Islander enrollment was the fastest growing minority group on campus from 374 (.9% of the affirmative action total) in Fall 1981 to 1,110 (2.8%) in Fall 1991. This numerical trend was reversed when the enrollment declined slightly to 1,089 (2.9% of the affirmative action total) in Fall 1992. Enrollment increases were, nonetheless, observed in the colleges of Social Science, Natural Science, Nursing, Education, Arts and Letters, Human Ecology, and Human Medicine. Enrollment decreases occurred in the Eli Broad College of Business, Communication Arts and Sciences, James Madison College and the colleges of Engineering, Osteopathic Medicine, and Veterinary Medicine. The College of Agriculture and Natural Resources experienced no numeric change but a percentage increase. Enrollment of Asian/ Pacific Islanders decreased at the graduate level from 207 (3.2%) students in 1991 to 194 (2.8%) in 1992.

A sustained growth of **Hispanic students** from 761 (1.9%) in Fall 1991 to 764 (2.0%) in Fall 1992 resulted in a slight increase in the number of students enrolled at Michigan State University. The largest increases were in the colleges of Arts and Letters, Education, Natural Science, and Nursing. Enrollment declined in the Eli Broad College of Business, Engineering, Social Science and Agriculture and Natural Resources. Enrollment in both James Madison College and the College of Osteopathic Medicine remained constant numerically but experienced percentage increases. At the graduate level, Hispanic enrollment experienced growth from 177 (2.7%) to 196 (2.8%) in Fall 1992. Overall, Hispanics represented 2.0% of the affirmative action total student enrollment.

The total number of **American Indian/Alaskan Native students** enrolled at the University declined numerically from 202 (.51%) in Fall 1991 to 169 (.45%) in Fall 1992. Increases, however, occurred in the colleges of Arts and Letters, Human Ecology, and the Eli Broad College of Business. Enrollment declines occurred in the colleges of Agriculture and Natural Resources, Communication Arts and Sciences, Veterinary Medicine, Education, Natural Science, Nursing, and Engineering. Enrollment in the colleges of Human Medicine, Osteopathic Medicine, Social Science and James Madison College remained numerically constant. At the graduate level, American Indian/Alaskan Native enrollment declined at the masters and doctoral level but remained constant at the graduate-professional level.

Women students represented 51.3% of the total student enrollment at Michigan State University. Numerically, however, women students continued to decline from 21,449 (51.0%) in 1991 to 20,542 (51.3%) in Fall 1992. Minority women students also showed a decrease in number; fall data revealed that there were 2,765 minority women representing 13.6% of the total number of women students enrolled at the University compared with 2,914 (13.5%) in the prior fall. Of this total, American Indian/Alaskan Native women proportionately exhibited the greatest decrease, followed by Black, Asian/Pacific Islander and Hispanic women. The College of Nursing showed the largest increase in the number of women enrolled, reversing a six-year period of decline; the colleges of Natural Science, Engineering, Veterinary Medicine, and Osteopathic Medicine also showed increases. The Eli Broad College of Business revealed a significant decline in the enrollment of women, followed by Communication Arts and Sciences, Social Science, Education, Agriculture and Natural Resources, Arts and Letters, Human Ecology, James Madison College, and the College of Human Medicine.

Persistence Rates

Recruitment and retention efforts at Michigan State University continue to produce benefits as the retention of undergraduate students continues to improve at Michigan State University and, as a result, graduate rates are on the increase. Recent entering freshman classes have exhibited a one year **retention rate** between 85% and 89%.

Graduate 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 decline appears to have stabilized. The fifth year graduation rate continues to increase, such that 92% of all anticipated graduations will occur by the end of the fifth year. About 30% of the entering class, or 46% of those who eventually graduate, do so in four years.

Undergraduate female students tend to graduate sooner than male students through the seventh year. However, beyond the seventh 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 63-65%.

Recruitment Programs

The **Michigan College/University Partnership (MICUP)**, established in 1988 between Michigan State University and Lansing Community College (LCC) to help increase the numbers of underrepresented transfer students, has grown from approximately 30 students in 1989, to over 270 during the 1991-92 academic year. **SUPER (Summer University Program Encouraging Retention)**, an early summer entrance program designed and implemented by Office of Supportive Services (OSS), served 77 first year students during the summer of 1991. Undergraduate University Division (UUD) assisted with the recruitment of graduate minority students through the **DREAMS program** in the Graduate School and participated in a recruitment seminar for minority graduate students at Jackson State University. Further, the **Summer Research Opportunity Program (SROP)** within OSS serves minority undergraduate students who, under the guidance of MSU faculty members, do original research which can better prepare them to pursue graduate study. A total of 54 students participated in the SROP program in 1991.

The Office of Financial Aids provided assistance to the Office of Supportive Services in recruiting for the SUPER and MICUP programs, and worked with the Office of Admissions in recruiting for the **Detroit Compact, Wade McCree and Coleman Young programs**. Office of Minority Student Affairs staff also participated with the Office of Admissions in several **Spartan Visitations** and have been actively involved in community programs and schools in the Lansing and Flint areas.

An in-depth study of admission policies, procedures, and practices of graduate programs at the University was conducted by Urban Affairs Program. The study examined the impact of the overall admissions process of each particular graduate program on the admission of women and minority applicants. Effective recruitment techniques and affirmative actions were identified that can be used to facilitate the admission and enrollment women and minority graduate students. The results of the study are being shared with each of the graduate admissions committees so that they can examine their own admissions process with an eye toward eliminating inadvertent bias as well as implementing affirmative actions.

Pre-College Programs

In addition to specific recruiting initiatives, the satisfaction and success of current students must be recognized as an important variable in where potential students decide to enroll. The informal interactions of current students within the communities from which they came cannot be overlooked or their influence underestimated.

A number of pre-college programs serve to encourage and prepare K-12 students to pursue their education. The **Talent Search Program** provided pre-college students (7th through 12th grades) with a series of workshops in academic and personal issues. Students were provided with study skills and college

information, financial aid information, and self-development workshops. This past year the Talent Search Program served 349 low-income, first generation students. The recruitment of new students in the Talent Search Program took place as orientations were set up in designated schools in both the Flint and Lansing areas. Approximately 590 students were served. Tutors were provided to Talent Search participants at least once a week in the designated schools. Areas covered in the tutorial process involved Math, English, Reading and academic study skills. Forty-five students were involved in the tutorial component and thirteen undergraduate students were utilized as tutors. Further, Talent Search participants were given an opportunity to visit college campuses across Michigan. Students participated in admissions workshops and campus visitations were made to Oakland, Michigan State and Wayne State Universities. Approximately 92 students participated in the campus visitations.

3,143 participants were involved in the **King/Chavez/Parks College Day Program (KCP)** through Friday visitation programs and follow-up programs to the Friday visitations that provided students and parents with in-depth information on academic, personal/social skills, and financial aid. For the 1991-92 academic year, the Rising Stars program served 520 participants. In an effort to increase the college-going pipeline, pre-college students were invited to MSU by the KCP from school districts in Detroit, Flint, Bay City, and Saginaw. Students were sponsored by various colleges and given a hands-on experience in post-secondary careers. A career choice seminar introducing them to career/decision-making skills was also presented in conjunction with Career Development and Placement Services.

The **Upward Bound Program** this past year worked with a diverse population of high school students in order to prepare them for higher education. Among its many activities were cultural field trips to Washington, D.C., the African American History Museum, White House, Bowie State University, and Mayfair Theater; ACT/PSAT test preparation; local Study Trips to various MSU campus sites and locations in the Lansing community; Michigan Colleges; MSU Science Day and TRIO Day. The Hispanic Leadership Conference and student leadership conferences in Fontana, Wisconsin and Grand Rapids, Michigan were additional KCP activities during the year.

Admissions - Special Recruitment Efforts

In the Fall of 1992, Michigan State University reported an additional record minority enrollment. This came in spite of the fact that for the first time in many years, the entering number of minority students decreased. The record enrollment, however, is predicated on an on-going string of cumulative increases in the number of entering minority students. The first downward break in that pattern occurred this year, and is of serious concern. The Fall 1992 recruitment campaign witnessed the installation of a variety of new initiatives placed on top of a number of activities that have been ongoing for many years. Those efforts include:

1. A special orientation meeting for College Achievement Admissions Program students.
2. A newsletter focused on minority student issues sent to high school counselors in schools having significant minority populations.
3. Significant efforts directed at Michigan's second largest city, Grand Rapids including a special minority scholarship competition for Grand Rapids and counseling sessions with younger high school students in the Grand Rapids area.
4. An increase in priority admissions activity directed at minority students.
5. Expansion of programs for students and parents in the Detroit area.

6. A campus visit program for Upward Bound chapters from throughout the State of Michigan.
7. In addition to Spartan Visitations programs that have been going on for a number of years, the inclusion of an overnight visit program for minority students.
8. A special presentation at the MSU Pow Wow directed at Native American students.
9. During the 1993 recruitment campaign, a number of other initiatives are being put forward including a significant investment in new scholarship and financial aid programs.

Many departments have lifted restrictions on enrollment for transfer students, and that should have a positive effect on minority enrollments among transfer students. Ongoing attention is being placed by the Graduate School and the Office of Admissions and Scholarships on identifying and attracting outstanding minority graduate students. Those activities will continue in the future.

Retention Programs

Tutoring remains a very strong component of the University's retention focus. For the 1991-92 academic year, OSS screened 1,615 tutorial assignments. The majority of the tutorial requests are for Math and Writing; however, tutoring is also provided in Economics, Integrative Studies in Biological Science (ISB), Integrative Studies in Physical Science (ISP), Computer Science, Accounting, Physics, Spanish, French, Statistics and Biology. Numbers for both the tutoring contacts (16,952) and contact hours (17,851) increased more than 20% over the 1990-91 year. Of the 1,213 students who persisted with tutoring for the entire term (a 3.2% increase over 1990-91), 68.0% received a grade of 2.0 or above in the course tutored.

To positively affect retention, **Undergraduate University Division (UUD)** provided a variety of activities. For example, it created a tutorial and academic resources list for high risk students; made phone calls and sent letters to probationary minority students strongly encouraging them to complete a probationary conference; conducted workshops with probationary students and minority aides; placed posters and brochures describing academic advising support services in high traffic areas on campus; selected and trained peer advisers (Student Ambassadors) for Hispanic and Native American students; co-sponsored weekend retreats for Hispanic and Native American students; and conducted presentations called Mid-Week Forums which addressed academic survival.

Further, UUD collaborated with the Office of Minority Student Affairs to better inform students of the new academic requirements. Over 1,000 students participated in the thirteen programs offered. UUD and Student Affairs and Services (SAS) staff also met with parents during the **Summer Academic Orientation Program** to better inform them of University expectations and opportunities.

The **Learning Resources Center** engaged in a number of retention activities. It provided materials and training so minority aides and resident assistants could provide academic support for students on their floors; initiated a special training program in learning skills strategies to increase Residence Life staffs' awareness of good academic learning environments; and continued learning skills workshops as well as one-on-one sessions with "high risk" students, including those on probation.

Other retention programs include the **ORO 500 seminar** which was taught by Office of Supportive Services (OSS) staff and provided, without cost to students, a non-credit extended orientation and study skills course for all first-term College Achievement Admissions Program (CAAP) students. **The Student**

Assistant program also served 347 CAAP students by providing peer support and early intervention with students encountering academic difficulties. Further, staff from OSS, Financial Aids, UUD, selected students, and other key MSU personnel met with admitted CAAP students and parents for an orientation program that described MSU services and opportunities available to the entering student.

The **Office of Minority Student Affairs** continued "**Workshops for Excellence.**" Residence Life staff emphasized academic skills development, and in collaboration with the Undergraduate University Division, developed strategies to increase student awareness of academic expectations and to assist "high risk" students to better utilize the services of their academic advisors.

The Office of Minority Student Affairs collaborated with the Office of Student Academic Support Programs and Racial/Ethnic and Multicultural Issues in sponsoring the **FEAR (False Expectations Appearing Real) Retention Conference**, which focussed on strategies and skills for academic survival and success.

Because of the importance of financial aid to retention, **Office of Financial Aid** staff have worked with unit staffs and students across campus to advise them of services available to assist in solving financial aid problems. Examples of such involvement include work with the minority aides, the Office of Supportive Services and Hispanic Student Orientation. Specific materials were also developed to assist CAAP students in applying for financial aid.

The **Office of Programs for Handicapper Students (OPHS)** continues to provide enabling services and to promote accommodations which facilitate handicapper recruitment, retention and integration into the many activities and opportunities of the university. During the 1991-92 academic year, OPHS provided a wide range of services such as the following to 453 self-identified handicapper students. OPHS transportation services provided 29,647 rides to 236 students; printed material was transcribed into alternative formats appropriate for handicappers with diverse characteristics (57,250 pages were read on audio-tape by volunteer readers, plus 4,166 hours of "live" reading; and 7,018 hours of classroom sign language interpreting was arranged). Twelve handicapper students required varying degrees of personal care assistance, such as feeding, dressing, grooming-hygiene, or transferring to and from a wheelchair. Many of the handicappers acquired their personal assistants through the OPHS Personal Assistant Referral Service.

Affirmative Action Graduate Financial Assistance Program (AAGFAP)

The Affirmative Action Graduate Financial Assistance Program (AAGFAP) at Michigan State University was institutionalized in 1981 with a full-time director and staff to administer financial assistance to needy minorities and women graduate students. This action represents the university's commitment to improve the enrollment, retention, and quality of education of needy minorities and women at the graduate level. Adequate financial support to graduate students is critical to the success of this commitment, since it is often a determining factor in the recruitment of underrepresented students, as well as in their retention and degree completion. Five main categories of graduate financial support are provided to underrepresented groups through the Affirmative Action Graduate Financial Assistance Program: (1) Equal Opportunity Program (EOP) Fellowships, (2) Minority Competitive Doctoral Fellowships (MCDF), (3) Programmatic Funding (PF), (4) Affirmative Action Graduate Assistantships (AAGA), and (5) Patricia Roberts Harris Graduate and Professional Study Fellowship Program.

To be considered for financial support under the AAGFAP program, all recipients must be U.S. citizens or permanent residents. A brief description of each of the AAGFAP-administered programs 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, with the exact award varying (not to exceed \$1,800, plus \$300 for each dependent, per semester) 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. In the first year the award includes a minimum of \$12,000 fellowship stipend, a tuition allowance of six credits per semester, and a waiver for the out-of-state tuition costs. In the second and third years of the award, there is a minimum of \$12,000 combination fellowship/assistantship and a tuition allowance for up to six credits per term.

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, in order to increase the total available financial resources targeted for minority graduate students. Currently, the participating units include the School of Labor and Industrial Relations, the Department of Sociology, the Eli Broad College of Business, and the College of Veterinary Medicine.

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

Patricia Roberts Harris Graduate and Professional Study Fellowship Program: The Patricia Roberts Harris Fellowship Program (formerly Graduate and Professional Opportunity Program) is administered by the U.S. Department of Education to provide support to underrepresented groups. Graduate and Professional Opportunity and Public Service 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, Graduate and Professional Opportunity Fellowships were awarded to graduate students in the Departments of Accounting, Audiology and Speech Sciences, Biochemistry, Botany and Plant Pathology, and Statistics and Probability. Awards to students in the Departments of Audiology and Speech Sciences, Botany and Plant Pathology, and Statistics and Probability continued in the 1991-92 academic year. In 1991-92, MSU was awarded two Public Service Fellowships for graduates in the Public Administration Program, effective Fall 1992. Each student who is awarded either the Graduate and Professional Opportunity or the Public Service grant receives a stipend of up to \$10,000 plus \$5,000 for tuition and fees.

AAGFAP Expenditure Trends

Even through years of financial crisis, MSU has increased its financial support for minority and women graduate students. For instance, in 1991-92 the University's graduate affirmative action financial commitment administered through AAGFAP stood at more than 2.3 million dollars and supported 395 graduate students attending Michigan State University through the four AAGFAP programs.

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 1991-92, AAGFAP total expenditures increased by over 2 million dollars (from \$334,869 in 1977-78 to \$2,372,450 in 1991-92). For specific AAGFAP programs, EOP expenditures increased from \$221,806 in 1977-78 to \$1,000,924 in 1991-92; AAGA expenditures increased from \$113,063 in 1977-78 to \$817,054 in 1991-92; MCDF expenditures increased from \$43,941 in 1979-80 to \$475,505 in 1991-92; and PF expenditures declined in 1985-86 to 1988-89, but increased from \$89,022 in 1979-80 to \$104,767 in 1989-90. More recently, PF expenditures declined from \$104,767 in 1989-90 to \$42,105 in 1990-91 and increased slightly to \$78,967 in 1991-92.

Expenditure increases have been far greater for the MCDF and AAGA programs than for the need-based EOP program. From 1977-78 to 1991-92, EOP expenditures as a percentage of AAGFAP total expenditures declined. Although EOP expenditures 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, 45.6 percent in 1990-91, and 42.2 percent in 1991-92. It is important to note that this decline does not represent a decrease in the percentage of graduate minority students who qualify for need under the EOP guidelines. Instead, the decline represents the fact that EOP budget allocations have not kept pace with EOP needs.

Trends in the Number of Awards

The number of EOP fellowships awarded to women and minorities declined from 137 in 1977-78 to 107 in 1980-81; increased to 228 in 1985-86; and declined to 165 in 1987-88. The number of EOP fellowships awarded continues to fluctuate due to a necessary upward adjustment of the maximum EOP award level (recommended and approved by both the AAGFAP Operations Committee and the AAGFAP Policy Group), and to the expansion of the AAGA and MCDF programs. However, since 1989-90, the number of EOP awards has remained slightly over 200 each year.

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

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

Instruction, Research, Outreach

A high percentage of Service-Learning Center programs focus on work with community agencies that serve minorities, handicappers and women. Agencies, for example, include the Michigan Schools for the Blind and Deaf, Beckman Center, Black Child and Family Institute, Cristo Rey, and the Council Against Domestic Assault. Mentoring/tutoring programs with the Lansing School District and "The Key to Success" program at Eastern High School illustrate community outreach efforts undertaken by the Office of Minority Student Affairs. Further, Career Development and Placement Services staff have worked with companies on effective recruiting and hiring of minorities and handicappers.

In 1991-92 the **Collegiate Employment Institute** published several reports focussing on minorities, women and handicappers that were widely distributed throughout the state and nation. Specific follow-up reports on the employment of American Indian, Alaskan Native, Asian Pacific Islander, handicapper, Hispanic, Black and women graduates were issued. Two articles are in process dealing specifically with women and the world of work.

The annual "**Black Male Conference**," sponsored by the Office of Minority Student Affairs in conjunction with the Office of the Provost, continues to attract greater participation of community members and school-age youth to address issues facing the Black male. The **Native American Pow Wow** and the **Asian American Weekend** are also examples of minority staff and student involvement in community outreach efforts.

Student Affairs and Services staff were regular instructors in the College of Education **Student Leadership Training course**; a **Gay/Lesbian Issues course** offered through Women's Studies was co-taught by a staff member of the Counseling Center. Staff also participated as lecturers in classes in the medical schools, the Eli Broad College of Business, and the Colleges of Arts and Letters and Natural Science on topics most often related to diversity. In addition to formal instruction, **Residence Halls** conducted over 1,000 programs/activities that focused on racial/ethnic perspectives, gender, sexual orientation and handicapper characteristics.

The **Learning Resources Center** presented learning skills workshops that focused on minority retention for the CAAP ORO Seminar, Minority Engineering 290 Class, Vetward Bound, Athletes Freshman Seminar, and Drew Seminar Students. The **Office of Programs for Handicapper Students** provided many lectures and presentations regarding handicappers and diversity for various classes in response to faculty requests. OPHS also provided consultation to faculty and students regarding handicapper issues and the provision of equitable instruction for handicappers.

Climate

In order to promote and protect an environment that furthers the success and satisfaction of all students who enroll, **concerted action against invidious discrimination and harassment** is required. Within Student Affairs and Services a system of **staff reporting and follow-up** on alleged incidents of discrimination and harassment has provided a mechanism for students to clarify their concerns and identify **resources for conflict resolution**. **Mediation** is increasingly considered as an alternative to judicial action for addressing problems and minimizing confrontation. This alternative does not, however, diminish the importance of using the **University judicial system** to hold those that violate University expectations accountable for their behavior. In spite of efforts such as these, discriminatory behavior against individuals protected by the **University's Anti-Discrimination Policy** persists. New strategies will be pursued to help insure an environment within which understanding and respect for difference is promoted and civility is the norm.

Student programming addresses the interests and needs of specific populations and encourages cross-cultural communication and interaction. **Orientation activities**, for example, included individual receptions for specific populations, yet also emphasized the value of a multicultural community. Recreation activities such as the **Asian American Games** and the **Black Caucus Basketball Tournament** were sponsored to meet specific group interests, while the **International Friendship Games** promoted interaction and understanding among students across cultures. **Student organizations**, as well as staff, have supported both cultural enrichment and cross-cultural programs in order to create a climate where difference is celebrated and cross-cultural exchange encouraged.

Attention has also been given to having the overall environment reflect the richness of different cultures

through mediums such as **art, music and dance**. The display of ethnic art within the Counseling Center, music and dance shared by international students, the Native American Pow Wow, and campus lectures by a number of prominent persons of different racial/ethnic backgrounds are all examples of such efforts.

Several initiatives have made the environment more responsive to the interests and needs of differing groups. Last year through the Division of Student Affairs and Services, a **self-defense program** was made available to all women, special **programs on sexual assault and safety** awareness were expanded, and services such as Nite Rider and StateWalk were inaugurated to address issues of security on the campus, especially as expressed by women. **Intramural Sports and Recreative Services** facilities have been further modified to better meet **handicapper needs and opportunities** for handicapper participation in formal recreational and fitness programs have increased. Opening Career Fairs early helped accommodate **mobility needs** of some handicapper students. Career Development and Placement Services and OPHS also co-sponsored employment activities for handicapper students. OPHS provided technical assistance to units in the procurement and use of **Telecommunication Devices for the Deaf (TDD)**, including several "audio-loop" devices whereby the individual amplification of a speaker can be achieved. The Counseling Center purchased four TDD machines and established a permanent TDD number, and access to financial aid information was made available via TDD. **Cultural heritage rooms** for Asian Americans, Hispanics/Latinos, and Native Americans were refurbished to provide a better place for students from these groups and members of the community to enjoy and share their cultural heritage. Programming to enhance the sense of heritage and cultural contributions of racial and ethnic students has also been expanded by Office of Minority Student Affairs (OMSA); there has been greater opportunity for minority student groups to be a part of program development.

The **26th annual Minority Careers Program** included student workshops, employer fair and interviews with prospective employers to explore permanent and summer employment as well as co-op and internship opportunities. Many of the minority fair student workshops, it is important to note, are prepared in conjunction with minority organizations such as the Coalition of Hispanic Students for Progressive Action, the Asian Pacific American Student Organization and the National Society of Black Engineers. Michigan State University was one of the first institutions to develop a minority student career and placement program and has continued as a leader in this area.

A number of publications continue to focus on the interests, needs, and achievements of handicapper and racial/ethnic students. The OPHS newsletter, Harbinger, won national recognition for the third year in a row. OSS continued to publish Newsrun, the College Achievement Admissions Program newsletter, and Changing Hues, published by OMSA has become an increasingly important link with racial/ethnic minority students. To recognize student achievement, OPHS honored high achieving students, alumni, and faculty/staff making significant contributions to handicapper opportunities at its annual awards ceremony. OSS held its fourteenth **Annual Honors and Appreciation Reception** to recognize student leaders, high academic achievers and graduating seniors. MSU administrators, faculty and staff who had done much to encourage and motivate students were also recognized.