

MICHIGAN STATE
UNIVERSITY

DESCRIPTIVE REPORT

1992-1993

Annual Report on

AFFIRMATIVE ACTION

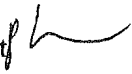


MICHIGAN STATE UNIVERSITY

February 24, 1994

MEMORANDUM

TO: MSU Community

FROM: M. Peter McPherson, President 

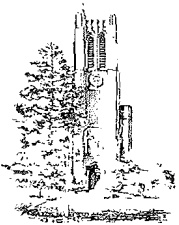
SUBJECT: 1992-93 Annual Report on Affirmative Action

Michigan State University has a long and proud tradition of respecting the principles of affirmative action, equal opportunity and nondiscrimination for our students, faculty, staff and citizens we serve. As we now celebrate the diversity among us, leadership of this historic institution are strongly committed to ensuring that inequity is eliminated and a more hospitable environment is fostered for those who study, work and participate here. However, this commitment must be shared by all of us if MSU is to be a place full of opportunities for everyone to fully benefit from their experiences.

Proclamations and pronouncements by presidents and trustees only indicate direction. They cannot, by themselves, produce results. Results come from the collective efforts of us all. It is through each individual that the diversity of our community can be best expressed and shared. It is through each individual that respect for others' differences can be demonstrated. It is through each individual that our belief in the equality of humanity can be displayed.

At Michigan State University we share a common responsibility to serve our community and its external society. We must ensure that we prepare our students for the many challenges that lie ahead of them. It is a complex and challenging world. Only by being prepared for the intricate patterns of cultures and values that intermix in our society can our students adapt with open minds to the pattern of events yet to unfold.

We must commit ourselves to remain attentive to the changes in the cultures which surround us, and never forget it is our heritage and our duty to ensure we are ever vigilant to this responsibility. Our diversity is our strength. When we divide, we become less than the sum of ourselves. When we unite in common purpose and respect, we become greater than our parts. Let us resolve never to forget the value each individual represents to us all. Each and every one of us must remain committed to our collective values, separate and distinct, but united in purpose. It is what has made Michigan State distinctive in the past and will ensure its greatness in the future.



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ANNUAL REPORT ON AFFIRMATIVE ACTION

for the Period

October 1, 1992 to September 30, 1993

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, PhD
Director and Senior Advisor to the President

1992-93 Annual Report on Affirmative Action

DESCRIPTIVE REPORT

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INTRODUCTION

The 1992-93 Annual Report on Affirmative Action to the MSU Board of Trustees is presented in two related documents: A Descriptive Report and a Data Report. These reports reflect the University's efforts to view affirmative action and diversity/pluralism planning, programming and monitoring as closely associated efforts involving several categories of endeavor, all levels of the University, 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. The format of the Descriptive Report highlights the parallel and collaborative efforts of three major vice presidential areas to advance affirmative action, diversity, and pluralism through the University's comprehensive diversity plan, MSU IDEA II (Institutional Diversity: Excellence in Action). The 1992-93 Descriptive Report format emphasizes that advancing diversity and pluralism involves both increasing representation and providing an hospitable environment where retention is addressed through various avenues. Findings for each of three major parts of the MSU community 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.

The Data Report complements the Descriptive Report. With easy to read, information-intensive charts, graphs, and tables, the Data Report illustrates changes in areas for faculty, staff, and students as they relate to women, racial minorities and handicappers.

The implementation of the University's related affirmative action and diversity/pluralism programs rests with line administrators. Their administrative reviews 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 a personal responsibility to support and assist in efforts directed towards achieving this goal.

The Office of Affirmative Action Compliance and Monitoring, the new 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 commitments. 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 for compliance with legal requirements of policies, practices, and publications related to the area of employment.

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

many constituent groups provide assistance to the University to assure that the rights of minority groups, women, handicappers, gay men, lesbians and bi-sexual 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, the Office of Admissions and Scholarships, the Office of Supportive Services, Urban Affairs Programs, the Office of the Vice Provost for 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 1992-93 Affirmative Action Program may be obtained from the Office of Affirmative Action Compliance and Monitoring, Room 380 Administration Building, 353-3922. 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 and
Senior Advisor to the President

I. EXECUTIVE SUMMARY

Introduction

The Executive Summary is a synopsis of the 1992-93 Affirmative Action Descriptive Report. Like the longer report, the summary is presented under MSU IDEA II headings. During 1992-93 the University continued attempts to sustain gains achieved over the last five years in the areas of Leadership; Recruitment and Retention; Instruction, Research and Outreach; and Climate.

Leadership

To maintain leadership initiatives in diversity and pluralism, despite increasing budgetary constraints, the University continued to emphasize partnerships among major administrative units. Both University and unit programs were supported and strengthened through the cooperation of the three vice presidential areas and the sharing of human and fiscal resources to address diversity issues.

MSU IDEA II (Institutional Diversity: Excellence in Action) received the University Relations outstanding publication award shortly after distribution in November 1992. 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 is an updated and revised version of the MSU IDEA originally developed by the academic affairs area in 1988-89. The new version continues to emphasize the links between diversity and excellence and 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 avoid fragmentation and build greater understanding and multicultural community, and in stressing more effective collaboration across vice presidential areas and at all levels of the University.

With *MSU IDEA II* came an attempt to shape diversity programming to meet the parallel, but varying needs of students, faculty and staff. Searches were conducted and coordinators were appointed in each of the three major vice presidential areas, while the University-level Office of Affirmative Action Compliance and Monitoring focused on assuring that federal and state guidelines were followed. Coordination, information and resource sharing among the diversity offices was facilitated by regular monthly meetings of those charged with advancing diversity, the VP-DAG (Vice-presidential administrative group). 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 as well as the MSU sexual harassment policy. Both were approved by the academic council and by the Board of Trustees in the 1992-93 period. A reorganized Anti-Discrimination Judicial Board (ADJB) and a new ADJB Coordinator were also appointed during this time.

An **Administrative Group on Handicapper Issues (AGHI)** was established in 1991-92 which continues to address a variety of handicapper issues through monthly meetings with a broad base of University administrators. Eric Gentile was appointed **Coordinator for Handicapper Programs**.

The **President's Handicapper Advisory Committee (PHAC)**, under the leadership of Dr. James Bristol, has played an increasingly active role in the identification and resolution of issues affecting the handicapper community. During 1992-93 the Committee submitted to the President a comprehensive set of recommendations addressing the following issues: inclusion of handicappers within MSU mission;

federal and state compliance and affirmative action; purposes of PHAC; provision of handicapper services; architectural affirmative action; handicapper student recruitment; handicapper employee recruitment; transportation; Transition Plan implementation. Specific projects and areas of emphasis commanding the attention of PHAC members during 1992-93 include: Americans with Disabilities Act (ADA) University self-study; Grand River Avenue redesign; selection of a new director for the Office of Programs for Handicapper Students; University affirmative action reporting; accessibility within the Breslin Student Events Center and the Wharton Center for the Performing Arts. Continuing attention will be required to resolve the issues of parking, location of the student radio station (WDBM), eligibility for minority scholarships and building signage. Upon completion of the University's ADA self-study, PHAC stands ready to assist the University in addressing areas of non-compliance.

The University-wide Task Force on Lesbian and Gay Issues produced a series of recommendations, entitled *Moving Forward*, in November 1992. The recommendations of the University-wide Task Force on Lesbian and Gay Issues were published and presented during a day long conference in November 1992, where visiting speakers and featured expert panelists discussed benefits, climate issues, and lesbian, bi-sexual and gay student concerns. The Task Force recommendations were subsequently distributed to various standing committees of the University, to vice-presidents' and other offices, as appropriate, for a review which is currently underway.

Professional Training programs developed cooperatively across vice presidential areas were completed during Fall semester 1992 to provide supervisory personnel with an understanding of the new Americans with Disabilities Act (ADA) legislation and its impact. Similarly, in Spring semester 1993, a well-received set of workshops for administrators on sexual harassment prevention was jointly developed and sponsored by the offices of the Provost, the Vice President for Finance and Operations, and the Vice President for Student Affairs and Services. The University trained 67 facilitators and developed case studies to be used in small group discussion. Presentations by the staff in the Office of the MSU General Counsel were featured. The three vice presidential areas also cooperated in sponsoring national teleconferences, including "Enhancing Race Relations on Campus" and "Beyond the Dream, A Celebration of Black History."

Increasing involvement of underrepresented groups in **leadership positions** and responsibilities is being encouraged across vice-presidential areas through leadership development programs and internships at several levels of the University; however, attempts to reduce administrative overhead as well as the time needed in academic rank or job experiences makes rapid change difficult. While the University has made gains in diversifying administrative groups in the four year period since the development of MSU IDEA I in 1989, the lack of significant racial diversity among department chairpersons/school directors and among unit heads in the support staff are issues that need attention over the next years.

During 1992-93, the total number of individuals in the **Academic Manager group** (deans, assistant/associate deans, chairpersons and directors) decreased by 8 individuals, from 280 to 272 (2.9%); however, the representation of women among this group increased from 22.1% to 24.3% (compared to representation in the tenure system of 22.2%) during this time period. A net gain of 4 women, brought the total number of women to 66, an increase of 6.5%. The percentage of minority academic managers decreased from 12.9% to 11.4% (compared to representation in the tenure system of 11.7%), a decrease of 5 (31).

There are 64 individuals appointed in **Executive Management positions** as of October 1, 1993. Of these, 16 (25.0%) are non-minority women and 12 (18.8%) are minorities. Two (3.1%) minority

women are Black; of the 10 minority men, 8 (12.5%) are Black, 1 (1.6%) is Asian/Pacific Islander, and 1 (1.6%) is Hispanic. The total representation of protected classes members remained the same at 28 (43.8%).

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 despite a decreasing academic work force.

During the 1992-93 affirmative action year, the **total academic personnel workforce**, i.e., headcount, not FTE's, decreased by 9 individuals, from 4,006 to 3,997 (0.2%). With the net loss of 9 women during 1992-93, women comprise 32.4% of all academic personnel, decreasing from 32.6% in 1991-92. The representation of women decreased from 1,305 to 1,296, or by 0.7%. With the net gain of 5 minorities during 1992-93, minorities now represent 14.4% of the total academic personnel system, maintaining the same proportion and increasing in number to 577, or by 0.9%. The number of Blacks in the academic personnel workforce decreased from 226 to 208, which is 5.2% of the current total workforce; Asian/Pacific Islanders increased from 270 to 281, which is 7.0% of the total; Hispanics increased from 62 to 69, which is 1.7% of the total; American Indians increased from 14 to 19, which is 0.5% of the total. On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,679 in Fall 1993, 42.0% of the total faculty and academic staff, increasing from 41.8% in 1991-92. In summary, there was little or no change in the overall representation of women and minorities in the academic personnel workforce from 1991-92.

Modest percentage gains were achieved in the **tenure system** in 1992-93. The proportion of women in the tenure system increased to 22.2%; the net gain of 4 women brought the total number of women to 456, an increase of 0.9%. The percentage of minorities in the tenure system rose to 11.7%, despite a small decrease in Blacks and Asian/Pacific Islanders. Hispanics increased and American Indians remained steady. On a non-duplicate basis, 630 individuals, or 30.6% of the tenure system faculty, are members of protected groups; this is a net increase of 5 individuals, or 0.8%.

Within the tenure system, the proportion of **women at the various ranks** changed from October 1992 to October 1993 as follows: assistant professor, increased from 43.0% to 43.4%; associate professor, increased from 27.1% to 28.2%; full professor, increased from 13.2% to 14.3%. Similarly, the proportion of **minorities at the various ranks** changed in the following manner: assistant professor, increased from 18.4% to 20.8%; associate professor, decreased from 13.0% to 12.6%; full professor, remained steady at 9.0%.

During 1992-93, there were 59 individuals appointed in the tenure system, including 15 minorities (25.4%) and 25 women (42.4%). On a non-duplicate basis, 35 individuals, or 59.3%, of the total appointments in the tenure system were members of protected groups.

The academic personnel system includes 84 **self-identified handicappers**, including 53 tenure system faculty, 13 continuing staff, 12 temporary staff and 6 temporary faculty.

Support Staff Resources:

During the 1992-93 affirmative action year, the **support staff work force** decreased by 83 employees

(1.5% of the work force) from 5,366 to 5,283. This decrease was primarily clerical and service maintenance employees. **Minority representation** reflected a decrease of only 2 employees from 700 to 698 (from 13.0% to 13.2% of the work force). The number of minority women decreased by 3 from 498 to 495 (from 9.3% to 9.4% of the work force) and minority men increased by 1 from 202 to 203 (remaining at 3.8% of the work force). Women decreased by 65 from 3,569 to 3,504 employees (from 66.5% to 66.3% of the work force).

Black representation declined by 1 from 379 to 378 (from 7.1% to 7.2% of the work force). The Asian/Pacific Islander representation increased by 8 from 88 to 96 (from 1.6% to 1.8% of the work force). Hispanic representation decreased by 7 from 191 to 184 (from 3.6% to 3.5% of the work force). American Indian/Alaskan Native representation decreased by 2 from 42 to 40 employees (remaining at 0.8% of the work force).

Representation of **women** declined by 65 from 3,569 to 3,504 (from 66.5% to 66.3% of the work force). Decreases continued in clerical-technical by 45 from 1,901 to 1,856 (from 91.0% to 91.2% of the group) and service maintenance by 30 from 368 to 338 (from 43.1% to 41.5% of the group). Women increased in administrative-professional by 4 from 1,135 to 1,139 (from 57.0% to 57.1% of the group) and in cooperative extension by 6 from 132 to 138 employees (from 95.0% to 93.9% of the group). Public safety remained the same with 14 women (from 37.8% to 40.0% of the group) and skilled trades retained 19 women employees (7.4% of the group).

During the 1992-93 affirmative action year, the support staff self-identified **handicappers** increased by 18 from 106 to 124 (from 2.0% to 2.3% of the work force). Of the 4,404 internal and external qualified applicants for 1992-93, 110 (2.5% of applicants) were self-identified handicappers. Of the 519 selections for regular positions, 10 (1.9% of selections) were self-identified handicappers. The percent of handicapper applicants was comparable to their representation in the work force, however, their selection rate was lower than their applicant and work force representation which deserves future attention. **Vietnam era veterans** increased by 2 from 166 to 168 (from 3.1% to 3.2% of the work force).

Comparing 1991-92 and 1992-93, **regular new hires** decreased by 55 (10.0% of hires) from 551 to 496. Regular new hire women declined by 55 from 356 to 301. Minority regular new hires increased by 5 from 79 to 84.

Students:

Total student enrollment on the East Lansing campus of Michigan State University for Fall semester 1993 was 39,743 a .75% decline from the 40,047 students enrolled during the previous year. **Minority student enrollment** of 5,310 (14.2%), experienced an increase when compared to the 4,821 (12.8%) minority total in Fall 1992. Care should be taken in interpreting percentage changes in small populations due to the lower total number of students enrolled at the University.

Minority undergraduate enrollment increased to 4,301 for Fall 1993 from 3,963 for Fall 1992. As a result, the percentage increased from 12.9% to 14.2%. At the **postbaccalaureate level**, numeric enrollment increases were experienced by all minority groups.

Black students, the largest minority student group on the campus of Michigan State University, showed a six percent enrollment increase over last year. Black graduate student enrollment increased to 487 (6.8%) students in the Fall of 1993 from 437 (6.3%) in Fall of 1992. Enrollment of Asian/Pacific

Islanders increased at the graduate-professional level to 256 (3.6%) students in 1993 from 194 (2.8%) in 1992.

In the past twelve years **Asian Pacific Islander** enrollment has been the fastest growing minority group on campus from 374 (.9% of the affirmative action total) in Fall 1981 to 1,317 (3.5%) in Fall 1993. In 1993, with the exception of the College of Agriculture and Natural Resources, all colleges showed some numeric increases in enrollment. Enrollment of Asian/Pacific Islanders increased at the graduate-professional level to 256 (3.6%) students in 1993 from 194 (2.8%) in 1992.

A sustained growth in the number of **Hispanic students** at Michigan State University was demonstrated in Fall 1993. At the graduate level in Fall 1993, enrollments by Hispanic students experienced an increase to 219 (3.08%) from 196 (2.8%) in Fall 1992. The total number of **American Indian/Alaskan Native students** enrolled at the University increased to 202 (.54%) in Fall 1993 from 169 (.45%) in Fall 1992. At the graduate level, American Indian/Alaskan Native enrollment increased at all levels.

Women students represented 51.3% of the total student enrollment at Michigan State University. The number of female students continued to decline from 20,542 (51.3%) in Fall 1992 to 20,379 (51.3%) in Fall 1993. Minority female students showed an increase in number; Fall data revealed that there were 2,986 minority female students representing 14.6% of the total number of female students enrolled at the University compared with 2,765 (13.5%) in the prior Fall.

Instruction, Research and Outreach

A variety of **college activities** (course reviews, workshops, seminars) continue to support MSU IDEA through small programmatic grants associated with the College Level Planning Program and through initiatives generated and supported at the department and college levels. Particular emphasis during the 1992-93 year has been on retention and climate.

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, as well as diversity issues related to leadership and outreach. The **Graduate Teaching Assistant Training Program** co-sponsored by the Graduate School and the Office of the Assistant Provost for Undergraduate Education and Academic Services also provided a new series of programs to prepare national and international TA's to deal with diversity in the classroom and to orient international TA's to national culture issues and classroom practices.

A three year process of conversion from quarters to a semester calendar was completed in 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**. Planning is underway for assessment of the Integrative Studies Program of which these courses are a part. A major was established in **Women's Studies**. Women's Studies in cooperation with the Office of the Provost and Student Affairs and Services supported a course in Lesbian/gay studies, which was offered twice during 1992-93.

Library collections of diversity-related materials were again augmented in 1992-93. 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.

Among these, the new living/learning **Residential Option for Science and Engineering Students (ROSES) program** was established cooperatively by the Colleges of Engineering, Agriculture and Natural Resources, and Natural Science to offer enriched living/learning experiences to students in science and technology. **The MSU Writing Center** has presented a number of workshops for faculty and students and has been training undergraduate students to be writing consultants across the curriculum.

The MSU Museum, the Kresge Art Museum, and the Wharton Center offered a series of diversity-related programs in 1992-93.

Climate

The Child Care Planning Committee established in 1991-92, completed its charge to examine the child care needs of the MSU community in light of existing resources, and make recommendations for how the University could augment its existing child care support options. The recommendations contained in the Report of the Child Care Planning Project were endorsed by the administration. The report was officially released to the MSU community in the fall. This initiative reflects the University's commitment to providing a family-supportive work environment as set forth in MSU IDEA II.

Progress implementing recommendations of the Child Care Planning Project has been made in several areas: A half-time **coordinator of Child and Family Care Resources** was hired to centralize responsibility for coordination of resources, as recommended in the report. Plans are in place to invite nominations or applications for membership on the standing advisory committee for Child and Family Care Resources.

Considerable work on redefinition and formalization of the University's relationship with **Spartan Child Development Center (SCDC)** was completed in collaboration with the center's administrative director and chair of the board of directors. The new relationship will ensure continued high quality service to MSU parents and guarantee a consistent level of University support for the SCDC program.

Options were explored for developing a more comprehensive **child care resource and referral service** which will incorporate enhanced referrals for employees and students, annual review of child care needs of the MSU community, and appropriate resource development to meet identified needs.

Initiatives addressing the critical issue of **paying for child care** included a request to expand college student eligibility for certain federal grant programs and working with MSU's Office of Financial Aid to increase assistance for student-parents through the dependent care program.

The report also dealt with summer care for school-age children and establishing formal liaison with the Tri-County Office on Aging to more effectively meet the elder care needs of the MSU community. In addition, initial efforts were made to find alternative care for mildly-ill children.

Immediate childcare priorities include: selecting a provider for a comprehensive resource and referral service; establishing the standing advisory committee; working with student government leaders to evaluate whether student government allocations and the student loan programs funded by ASMSU and COGS could be utilized to better serve student-parents; addressing the sick-child care issue, both through flexible application of policies and through improved direct service options; and formally publicizing the Child and Family Care Resources program. **Long-range childcare priorities** include

identifying alternative funding sources for future child care support initiatives and enhancing the quality of child care available in the immediate area.

The Family and Medical Leave Act (FMLA) was implemented, increasing protection for staff in the event of time off due to birth, adoption, or personal/family illness. A training program on the FMLA was conducted for supervisors and administrators, which included an overview of the results of the Child Care Study.

The Women's Resource Center began operation in Fall, 1993, under Director Patricia Lowrie. Advisory committees were formed to ensure representation of women across campus. As a major early initiative, the Center continued and expanded sexual harassment workshops and programs across campus and as a follow-up to the University-wide supervisor training offered this year. A broad set of services are planned as the Women's Resource Center develops its capabilities over the coming years.

Campus safety and security continues to be improved across vice presidential areas with the installation of additional security cameras in selected sites, improved exterior lighting, the integration of handicapper transportation with Nite Rider and Dial-A-Ride services, the continuation of self-defense programs for women and rape information programs for men, distribution of portable units and installation of Telecommunications Devices for the Deaf (TDDs) through the University Telephone Office to enhance campus public telecommunications for people with hearing characteristics.

A number of initiatives to improve **handicapper accessibility** were begun or completed during 1992-93, including remodelling and construction projects in Berkey Hall, Bessey Hall, Olds Hall, and the Oyer Speech and Hearing Clinic. Accessibility improvements were also made in the Chemistry Building, Eppley Center, and the Library and Abrams Planetarium.

Orientation, development and workshop **programs to increase awareness of diversity issues** were held for students, faculty and staff during the 1992-93 reporting year. The Office of Human Resource Development sponsored sessions in which groups of faculty, students, and staff discussed issues of diversity stimulated by a newly developed board game, designed to increase cross-cultural understanding. Human Resource Development also completed its eight hour program on "Valuing and Managing Diversity" for 950 administrators begun in 1991-92.

Student Affairs and Services sponsored nearly 2000 programs related to multiculturalism over the 1992-93 year; these programs, directed specifically to residence halls, were intended to help students better understand and appreciate people unlike themselves. Two new groups were started, Men for Rape Awareness and Relatives and Friends of Lesbian/Bi/Gay People. The Office of the Assistant Provost for Academic Human Resources sponsored several workshops on affirmative action and diversity related issues for new administrators and for MSU IDEA II coordinators. 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.

The Office of the Vice Provost for **Computing and Technology** through the MSU Computer Laboratory provided on-going support to the Black Child and Family Institute (BCFI) to address BCFI's electronic mail and Internet access needs. 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, the Black Male Conference, Chicano History Week, the Black/Latino Conference, Native American/Alaskan Native Month, American Indian Pow Wows, the Asian Pacific American Student Retreat, the Asian Pacific American Spring Conference, the Asian American Female Conference, International Women's Day, and a Celebration of Handicapper Rights. Wharton Center, the MSU Museum, the Breslin Center, and the Kresge Art Museum have sponsored a number of exhibits and performances in 1992-93 that highlight MSU's commitment to addressing diversity and multiculturalism in many aspects of University life.

The Assistant Provost for Student Academic Support Services and Racial, Ethnic and Multicultural Issues (SASS/REM) chaired the **All-University Excellence in Diversity Conference** Planning Committee which resulted in the fifth annual diversity conference during which annual diversity awards and a diversity essay contest award were presented. Representatives from across campus participated on the Planning committee.

II. ACADEMIC HUMAN RESOURCES

Leadership

Faculty, academic staff, and academic administrators 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. Progress has been made on 48 of the 50 original University Level initiatives in MSU IDEA I. No progress continues to be reported with regard to two of the original initiatives, primarily because of funding constraints. Beginning this year, we will be reporting progress with reference to the revised and updated MSU IDEA II. 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.

Administrative Appointments

During 1992-93, the total number of individuals in the Academic Manager group (deans, assistant/associate deans, chairpersons and directors) decreased by 8 individuals, from 280 to 272 (2.9%). The representation of women among this group increased from 22.1% to 24.3% (compared to representation in the tenure system of 22.2%) during 1992-93 with the net gain of 4 women, bringing the total number of women to 66, an increase of 6.5%. The percentage of minority academic managers decreased from 12.9% to 11.4% (compared to representation in the tenure system of 11.7%), a decrease of 5 (31).

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 25 are vacant or filled on an acting basis.

There are 64 individuals appointed in Executive Management positions as of October 1, 1993. Of these, 16 (25.0%) are non-minority women and 12 (18.8%) are minorities. Two (3.1%) minority women are Black; of the 10 minority men, 8 (12.5%) are Black, 1 (1.6%) is Asian/Pacific Islander, and 1 (1.6%) is Hispanic. The total representation of protected classes members remained the same at 28 (43.8%).

There was one new Executive Management appointment during 1992-93, a non-minority man was appointed as Interim Assistant Vice President for Research.

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 1992-93:

Academic Human Resources participated in developing four workshops for academic unit administrators and support staff supervisors regarding the impact of the **Americans with Disabilities Act (ADA)** on employment and program policies and practices.

The annual workshop "**How to Survive and Thrive in the Michigan State University Academic Personnel System**" provided information on "how to make it" in the University's tenure system and included a session on mentoring. A diverse group of faculty presenters discussed the formal and informal processes related to reappointment, promotion and tenure. In 1992-93, case studies were developed to increase interactive learning and small follow-up sessions permitted participants to ask more questions.

The Fall 1993 **New Faculty Orientation** program included a video presentation on "Transforming the Curriculum" and a panel discussion on "Excellence and Diversity Across the Mission at MSU." A group of outstanding faculty discussed how they integrated diversity into their teaching, research and outreach activities.

Several 1992-93 **Workshops for New Administrators** dealt with diversity and affirmative action issues. In the another series, **Workshops for Department Chairpersons and School Directors**, held during Spring 1993, department chairpersons/school directors concentrated on how to motivate change through collaborative learning methods. Issues of diversity and multiculturalism were developed in several small group discussions.

MSU IDEA coordinators appointed to lead diversity efforts in each of the 14 Colleges met for in-service training sessions during the 1992-93 year to discuss how to improve the minority graduate student recruitment and admissions process and ways to assess and enhance the climate for diversity and pluralism in colleges and departments.

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**. Since the inception of MSU IDEA, seven of the University's nominees have been named **ACE fellows** in the national competition. These include two African-American women, two caucasian women, one Hispanic/Chicano man, and two caucasian men.

Of the 20 fellows who have participated in the **CIC/ALP Program** since its inception as an MSU IDEA initiative in 1989-90, there have been 10 women, of whom 3 were African Americans. There have been 10 men, of whom five are African Americans, two are Hispanic/Chicano, one is Native American Indian, one is Asian American, and 1 is an openly gay man. Of the 20 people who have completed the program and advanced to higher administrative positions, two are caucasian women, one is an African American woman, two are African American men, one is a caucasian man. Of those who have taken additional, visible leadership roles in University governance or other major university service, one is a Native American Indian man, one is an African American man, two are African-American women, one is a caucasian woman, and one is a gay man.

National Leadership Initiatives

The Academic Affairs area participated in the third annual American Council on Education's **President's Conference on the New Agenda for Women** in Washington, D.C. in Spring 1993. A team, including the Assistant Provost for Undergraduate Education and Academic Services, the Assistant Dean of the Graduate School, the Assistant to the Provost for Faculty Development and Diversity and the Chair of the Department of Sociology, presented a discussion on the role of department chairpersons in advancing the status of women.

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 1992-93, the Provost met with the Black Faculty and Administrators' Association, the Asian Pacific American Faculty and Staff Association, the Hispanic and American Indian Faculty and Staff Association, the Jewish Faculty and Staff Association, and the Gay and Lesbian Faculty/Staff Association.

Recruitment and Retention

Appointment Profile -- Academic Personnel System

During the 1992-93 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, decreased by 9 individuals, from 4,006 to 3,997 (0.2%). With the net loss of 9 women during 1992-93, women comprise 32.4% of all academic personnel, decreasing from 32.6% in 1991-92. The representation of women decreased from 1,305 to 1,296, or by 0.7%. With the net gain of 5 minorities during 1992-93, minorities now represent 14.4% of the total academic personnel system, maintaining the same proportion and increasing in number to 577, or by 0.9%. The number of Blacks in the academic personnel workforce decreased from 226 to 208, which is 5.2% of the current total workforce; Asian/Pacific Islanders increased from 270 to 281, which is 7.0% of the total; Hispanics increased from 62 to 69, which is 1.7% of the total; American Indians increased from 14 to 19, which is 0.5% of the total. On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,679 in Fall 1993, 42.0% of the total faculty and academic staff, increasing from 41.8% in 1991-92. In summary, there was little or no change in the overall representation of women and minorities in the academic personnel workforce from 1991-92.

Tenure System

During 1992-93 the tenure system decreased by a net of 35 individuals, from 2,093 to 2,058, or 1.7%. The proportion of women in the tenure system increased to 22.2%; the net gain of 4 women brought the total number of women to 456, an increase of 0.9%. The percentage of minorities in the tenure system rose to 11.7%; the number of minorities decreased by a net of 1, to a total of 240, a decrease of 0.4%. Blacks decreased from 96 to 93, or 4.5% of the tenure system; Asian/Pacific Islanders decreased from 113 to 109, or 5.3% of the total; Hispanics increased from 28 to 34, or 1.7% of the total; American Indians remained steady at 4, or 0.2% of the total. On a non-duplicate basis, 630 individuals, or 30.6% of the tenure system faculty, are members of protected groups; this is a net increase of 5 individuals, or 0.8%.

Within the tenure system, the proportion of women at the various ranks changed from October 1992 to October 1993 as follows: assistant professor, increased from 43.0% to 43.4%; associate professor, increased from 27.1% to 28.2%; full professor, increased from 13.2% to 14.3%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 18.4% to 20.8%; associate professor, decreased from 13.0% to 12.6%; full professor, remained steady at 9.0%.

New Appointments in the Tenure System

During 1992-93, there were 59 individuals appointed in the tenure system, including 15 minorities (25.4%) and 25 women (42.4%). On a non-duplicate basis, 35 individuals, or 59.3%, of the total appointments in the tenure system were members of protected groups.

Of colleges with opportunities to hire, the Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Education, Engineering, Human Medicine, and Veterinary Medicine were successful in appointing women in the tenure system at or above average availability during 1992-93. Average availability is the average of availability data for individual departments/schools in each college for the 1992-95 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 James Madison, Natural Science and Social Science appointed women at a rate below average availability during 1992-93. The College of Human Ecology did not appoint any women in the tenure system during 1992-93.

Similarly, the Colleges of Education, Engineering, Human Ecology, Human Medicine, James Madison, Natural Science, Social Science and Veterinary Medicine appointed minorities in the tenure system during 1992-93 at or above average availability.

The College of Arts and Letters appointed minorities at a rate below average availability in 1992-93.

The Colleges of Agriculture and Natural Resources and Business did not appoint any minorities in the tenure system during 1992-93.

It should be noted that the Colleges of Education, Engineering, Human Medicine and Veterinary Medicine appointed **both** women and minorities at or above average availability. There were no tenure system appointments in the Colleges of Communication Arts and Sciences, Nursing and Osteopathic Medicine during 1992-93.

Handicappers in the Academic Personnel System

The academic personnel system includes 84 self-identified handicappers, including 53 tenure system faculty, 13 continuing staff, 12 temporary staff and 6 temporary faculty.

Faculty Recruitment

1. Target of Opportunity Appointments

Efforts to facilitate the recruitment of women and minority faculty members through target of opportunity appointments continue to be permitted in units in which women and minorities are underrepresented in the tenure system. During the 1992-93 affirmative action plan year, waivers of the normal hiring procedures were used in 20 of the 59 (33.9% compared to 17.1% in 1991-92) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in 12 cases, for shifts from temporary where the initial screening was for a tenure system position in 4 cases, and for spousal appointments in 4 cases.

2. Visiting Minority Faculty Program

Eight individuals were supported with funds from this program during 1992-93, including 5 Black women, 2 Hispanic men, and 1 Asian/Pacific Islander man. Additionally, funding was provided to support the Minority Scholar Lecture Series in the Department of Philosophy 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 1992-93 included 2 Black women, 1 Black man, 4 Hispanic women, 1 Asian/Pacific Islander woman and 1 non-minority woman (in an area underutilized for women).

4. Hispanic Expert Resources Data Base

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.

Faculty Retention

The 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. Exit Interview Program

During 1992-93, 34 tenure system faculty members resigned from Michigan State University, including 13 women (38.2%, compared to a general representation in the tenure system of 22.2%) and 9 minorities (26.5%, compared to a general representation in the tenure system of 11.7%).

Thirteen (43.3%) of 30 exit questionnaires were returned; the rate of return from non-minority women was 57.1% (4 out of 7), and the rate of return for minorities was 50.0% (3 out of 6); there was one questionnaire returned that did not include gender and/or ethnic identification (which are provided on a voluntary basis). With the inclusion of three letters (in place of the questionnaire), there was a total of 16 responses (53.3%).

Overall, the general category of community/family was ranked as most important in the decision to leave MSU. The specific factors most frequently cited within this general category are climate and proximity to family. The second most important general categories in the decision to leave MSU are professional function and institutional/social factors. Factors within the general categories of facilities and services and institutional change were ranked lowest in terms of considerations in the decision to leave MSU and accept a new position. With respect to the decision to accept a new position, the general categories of community/family, intellectual climate and institutional/ social factors were ranked highest. For minorities and women, the general category of professional function was rated as most important in the decision to leave MSU; institutional/social factors were the leading reasons in accepting a new position.

Instruction, Research and Outreach

The **Residential Option for Science and Engineering Students (ROSES)** Pilot Program was inaugurated in September, 1993. With students' academic success in the sciences and engineering as a common goal among the College of Natural Science, the College of Engineering and the College of Agriculture and Natural Resources, a residential option was made available for first year students in all three colleges. This residential option is based on a living/learning concept where students who share similar academic interests also live within the same community. In addition to living together, several other enrichment components are part of the program: students will take several of their first year courses together; tutoring and advising services are available in the residence hall; a special one credit academic enrichment course will help students adjust to academic life. Special programs involving faculty, university resources, and networking groups are also offered in the residence hall.

The **MSU Computer Laboratory** provided on-going support to the **Black Child and Family Institute (BCFI)**. Much of the year's activities focused on support of BCFI's electronic mail and internet access needs. Electronic mail accounts and network access and support were provided to the new BCFI director and other new staff, BCFI Board members, satellite site ministers, and African-American superintendents. Their goals are to use network resources to share information, curriculum ideas, resources, and other information, and to download sample lessons, tests, and curriculum plans. Computer Lab consultants provided support to BCFI staff who were learning about Gopher and electronic mail access, offered demonstrations of the internet and Gopher to BCFI, and taught short courses in which BCFI staff enrolled and participated.

Computing and Technology, in cooperation with MSU's Office of Admissions and Scholarships hosted the entire sophomore and junior classes of **Renaissance High School** in Detroit in June 1993. The visits took place over two full days and encompassed visits to various sites on campus such as the Cyclotron Laboratory, Plant and Soil Sciences, and the Vet Clinic, a tour of a residence hall, and luncheon with University faculty and staff. Discussion and presentations to the students were centered around the importance of scientific research at MSU, and the scope of science and careers in science.

Urban Affairs Programs, in cooperation with the Michigan Council of Urban League Executives produced *The State of Black Michigan: 1993*. This edition marked the 10th consecutive year of publication.

The **African Diaspora Research Project** in collaboration with Kresge Art Museum and Urban Affairs Programs presented the 1992 Lecture/Exhibition Series, "Race, Class, Nation: Constructing Social Difference in the Americas and in the World System."

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.

The **MSU Libraries** received diversity funds in the amount of \$25,000 to strengthen the collection in areas related to diversity. The new materials will support research in women's studies, gay and lesbian studies, African-American studies, Chicano studies, Native American Studies, and ethnic studies. The libraries also provide a service called Diversity News which is an electronic newsletter that describes multicultural events happening both campus-wide and in the community. Additionally, the libraries co-sponsored the November 1992 visit of Oliver Wendell Harrington, the noted African-American cartoonist.

International Studies and Programs sponsored the film series "Experiences of Diaspora Populations" in the Kellogg Center Auditorium. Five films were featured, My Beautiful Launderette's showing was followed by a discussion led by the script author, Mr. Hanif Kuresishi.

In cooperation with Physics and Astronomy, the National Superconducting Cyclotron Laboratory conducted another summer research experience for undergraduates that permitted three minority students and nine women students to actively participate in nuclear physics research.

The Department of Physical Education and Exercise Science worked with the Vice Provost for Outreach to bring teacher certification programs to the Native American population through work with Lake Superior State University. The program just accepted its first group of students into the program who will work in Brimley, which is a district in the middle of the Bay Mills Indian Reservation.

The Minority Business Program supported smaller course sections of Intermediate College Algebra, Principles of Financial Accounting, and Principles of Managerial Accounting. The smaller sections are designed to decrease student isolation in the classroom and provide for a more intensive instructional format to remove any prerequisite gaps that may exist due to poor high school curricular preparation.

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 1992-93 has been the diverse cultures

that make up the State of Michigan and the ways in which MSU advances diversity and community through outreach.

Climate

During Spring 1993, four **workshops on sexual harassment** prevention were presented to academic unit administrators and support staff supervisors regarding the University's policy, the law and the process for handling potential complaints.

In Fall 1993, workshops on **the Family and Medical Leave Act (FMLA)** were presented to academic unit administrators and support staff supervisors to provide information about the Act and support for a more family-friendly work environment. The workshops also included information about the University's ergonomics policy and the results of the **Child Care Study**.

MSU's **anti-discrimination policy and procedures** of the Anti-Discrimination Judicial Board (ADJB) were revised and approved on a permanent basis in April 1993.

The College of Arts and Letters **Celebrity Lecture Series** for 1992-93 featured a diverse group of presenters, including Judith Jamison, Director of the Alvin Ailey Dance Troupe and Jewish-American author, Philip Roth.

Urban Affairs Programs completed a study of unit-level graduate admissions policies and procedures, with an emphasis on minority graduate and graduate/professional student recruitment. The results of the study were presented to the MSU IDEA coordinators in Spring, 1992. A study of the unit-level climate for minority and women graduate students was begun during 1992-93.

Cultural diversity and affirmative action is reflected in a number of daily and weekly program series on **WKAR** Television and Radio. Hundreds of hours of programming related to women, minorities, handicappers, etc., is regularly included in programs such as "Morning Edition", "All Things Considered", "MacNeil-Lehrer Newshour", "Sesame Street", etc.

In addition, **WKAR-TV** broadcast more than 200 hours of diversity-related programming during the twelve month period from October 1992. These programs included:

| | |
|-------------------------|--|
| Native American | 22 hours including "Surviving Columbus", "American Indian Dance Theatre", "Street Watch Lansing: Nakomis Learning Center". |
| Asian-Pacific Islanders | 36 hours including "Asia Now", "The Pacific Century", "Cambodians in America". |
| African-American | 57 hours including "Songs of Freedom", "Eyes on the Prize", "Black American Conservatism". |
| Hispanic | 4 hours including "The Mexicans: Through Their Eyes", "Race and the American Dream", "Power, Politics and Latinos". |
| Women | 47 hours including "To the Contrary", "Daughters of the Dust", "Sexual Harassment Quiz". |

Handicappers

30 hours including "Deaf Mosaic", "Sit and Be Fit", "Dream Deceivers".

WKAR Radio broadcast more than 300 hours of related programming, including more than 250 hours of potential interest to Hispanic Audiences ("Ondas En Espanol", "Crossroads", "Latino USA") and 78 hours of potential interest to African-American listeners ("AfroPop Worldwide", "Horizons").

Other locally produced programs included features on Native American mound builders of Michigan, the annual "State of Black Michigan" report, and an oral history of Hispanics in west Michigan.

WKAR's **Radio Talking Book** provides news and information to people who have difficulty using printed material 24-hours-per-day.

The MSU Museum, the Wharton Center, and the Kresge Art Museum, continued to sponsor **diversity-related exhibits and performances**. During 1992-93, the **MSU Museum** and its **Michigan Traditional Arts Program** actively supported diversity-related exhibits and events. Among them was the MSU Museum Festival of Michigan Folklife which featured cooks, musicians, dancers, storytellers, and craftspeople representing Michigan's regional, ethnic and occupational traditions. The 1992 festival focused on the cultural contributions of native Americans, Hispanic-Americans, and African-Americans within Michigan. The McDonald's/MSU Museum GospelFest is an event that features the Detroit gospel choir and serves as an educational, interpretive showcase of African-American music. The MSU Museum was a co-curator of the Fiestas de la Fe exhibition. It also co-sponsored the First Annual MSU American Indian Heritage Pow Wow.

The **Wharton Center** scheduled performances such as the Little Angels of Korea, Marvin Hamlisch, Turtle Island String Quartet and the Billy Taylor Trio, the Kirov Orchestra, Comerata Musica of Berlin, Pinchas Zukerman, and the Broadway performance "Once on this Island." The **Kresge Art Museum** featured exhibitions such as "South African Artworks," an exhibition of photographs showing children's art from South Africa; Mexican-American Prints from Los Angeles, and exhibitions showcasing female artists like Dortehea Greenbaum. The 13th Michigan Biennial featured an African-American artist and several women artists.

A series of additional **Handicapper Transition Plan Projects** were completed during 1992-3. 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.

III. SUPPORT HUMAN RESOURCES

Leadership

The Multicultural Development Coordinator for support areas began by meeting with a wide variety of constituent groups and administrators to develop an understanding of the current diversity status on campus. A proposal was developed on a method of achieving major MSU IDEA objectives for support areas (staff survey, diversity training, unit level planning).

A self-evaluation of university programs regarding accessibility for handicappers was initiated in accordance with the Americans with Disabilities Act.

An Administrative Group on Handicapper Issues (AGHI) was established which addresses a variety of handicapper issues through monthly meetings with a broad base of University administrators.

To assure consistency and appropriate handling of sexual harassment complaints, procedural guidelines were developed.

Support staff representatives participated in the review of Gay Lesbian Task Force recommendations.

Ongoing discussions were held to further refine the Anti-Discrimination Judicial procedure.

Recruitment, Retention & Staff Development

During the 1992-93 affirmative action year, the **support staff work force** decreased by 83 employees (1.5% of the work force) from 5,366 to 5,283. This decrease was primarily clerical and service maintenance employees. Minority representation reflected a decrease of only 2 employees from 700 to 698 (from 13.0% to 13.2% of the work force). The number of minority women decreased by 3 from 498 to 495 (from 9.3% to 9.4% of the work force) and minority men increased by 1 from 202 to 203 (remaining at 3.8% of the work force). Women decreased by 65 from 3,569 to 3,504 employees (from 66.5% to 66.3% of the work force).

The support staff work force decrease had little affect on the minority representation which decreased by 2. Minority representation in administrative-professionals increased by 6 from 185 to 191 (from 9.3% to 9.6% of the group), cooperative extension increased by 6 from 57 to 63 (from 41.0% to 42.9% of the group), public safety increased by 1 from 4 to 5 (from 10.8% to 14.3% of the group) and skilled trades increased by 4 from 14 to 18 employees (from 5.5% to 7.0% of the group). Minority representation decreased in clerical-technical by 2 from 241 to 239 (from 11.5% to 11.7% of the group) and in service maintenance by 17 from 199 to 182 (from 23.3% to 22.3% of the group).

Black representation declined by 1 from 379 to 378 (from 7.1% to 7.2% of the work force). The Asian/Pacific Islander representation increased by 8 from 88 to 96 (from 1.6% to 1.8% of the work force). Hispanic representation decreased by 7 from 191 to 184 (from 3.6% to 3.5% of the work force). American Indian/Alaskan Native representation decreased by 2 from 42 to 40 employees (remaining at 0.8% of the work force). For more information, refer to the Annual Report on Affirmative Action - Data Report, graph III-3.

Representation of **women** declined by 65 from 3,569 to 3,504 (from 66.5% to 66.3% of the work force). Decreases continued in clerical-technical by 45 from 1,901 to 1,856 (from 91.0% to 91.2% of the group) and service maintenance by 30 from 368 to 338 (from 43.1% to 41.5% of the group). Women increased in administrative-professional by 4 from 1,135 to 1,139 (from 57.0% to 57.1% of the group) and in cooperative extension by 6 from 132 to 138 employees (from 95.0% to 93.9% of the group). Public safety remained the same with 14 women (from 37.8% to 40.0% of the group) and skilled trades retained 19 women employees (7.4% of the group). For information on minority women, refer to the Annual Report on Affirmative Action - Data Report, graph III-4.

During the 1992-93 affirmative action year, the support staff self-identified **handicappers** increased by 18 from 106 to 124 (from 2.0% to 2.3% of the work force). Of the 4,404 internal and external qualified applicants for 1992-93, 110 (2.5% of applicants) were self-identified handicappers. Of the 519 selections for regular positions, 10 (1.9% of selections) were self-identified handicappers. The percent of handicapper applicants was comparable to their representation in the work force, however, their selection rate was lower than their applicant and work force representation which deserves future attention. **Vietnam era veterans** increased by 2 from 166 to 168 (from 3.1% to 3.2% of the work force).

Comparing 1991-92 and 1992-93, **regular new hires** decreased by 55 (10.0% of hires) from 551 to 496. Regular new hire women declined by 55 from 356 to 301. Minority regular new hires increased by 5 from 79 to 84. Of the hires, Blacks accounted for 49 (9.9% of hires), Asian/Pacific Islanders for 26 (5.2% of hires), Hispanics for 9 (1.8% of hires) and there were no American Indian/Alaskan Native hires. For more information, refer to the Annual Report on Affirmative Action - Data Report, graphs III-7 and III-8.

There were 302 (5.7% of the work force) **promotions** during the 1992-93 affirmative action year. Women received 224 (74.2% of promotions) promotions and minorities received 32 (10.6% of promotions) promotions. Of the promotions, Blacks accounted for 18 (6.0%), Asian/Pacific Islanders for 9 (3.0%) and Hispanics for 5 (1.7%). There were no American Indian/Alaskan Natives promoted. For more information, refer to the Annual Report on Affirmative Action - Data Report, graph III-9.

Of the 327 **terminated** support staff, 231 (70.6%) were women and 54 (16.5%) were minorities. Exit questionnaires were sent to all terminated employees, and 123 (37.6% of the surveys) were returned; 88 from women and 30 from minorities. Overall, "retirement" continues to be the reason most selected for leaving. The reason most selected by women was also "retirement", and the two reasons most selected by minorities were "other employment" and "retirement". The turnover rate for women and minorities exceeded their representation in the work force, 66.3% and 13.2% respectively. Ongoing attention must be provided to assure a supportive climate which encourages retention of women and minorities.

Forty-five **annual hiring goals** were established for **women**, with 37 (82.2%) achieved. In administrative-professional job groups, there were 28 goals established with 23 (82.1%) achieved. Clerical-technical had one annual goal and accomplished 2 hires. Sixteen service maintenance goals were established, with 11 (68.8%) achieved. Skilled trades with no annual goal established had one hire. No annual hiring goals were established in cooperative extension and public safety due to full utilization or limited hiring opportunities.

For a second year, **minority annual hiring goals** were exceeded. Twenty annual hiring goals were established with 27 (135.0%) minority hires accomplished. In administrative-professional, there were 10 goals established with 16 (160.0%) hires accomplished. Clerical-technical established 9 goals and had 8 (88.9%) hires. Service maintenance achieved the goal of 1 hire. Skilled trades had no annual goals established, but accomplished 2 hires. No annual goals were established in cooperative extension or public safety due to full utilization or limited hiring opportunities.

Within the support staff work force, there are specific areas of underutilization. The most noticeable areas are in the job groups indicated below. The utilization is based on availability data from the 1990 census, which had a major impact in some areas. Human Resources implemented the updated support staff goals and timetables effective April 1, 1993. The annual goals indicated reflect underutilization and anticipated hiring opportunities. When there are no projected opportunities, the annual goal will be zero. If a vacancy occurs, a goal is set.

| <u>Occupation Area</u> | <u>Job Groups</u> | <u>Women & Minority Annual Goals</u> | |
|-----------------------------------|-------------------|--|------|
| 1. Upper Level Administrators | A1B3 | 1 M | |
| | A1B4 | 1 W | |
| | A1E5 | 1 W | 1 M |
| 2. High Level Technicians | A2C3 | 5 W | |
| | A2E3 | 10 W | 2 M |
| 3. Computer Programmer/Analysts | A2J2 | 8 W | 4 M |
| 4. Clerical | C3A2, C3A3 | | 16 M |
| 5. High Level Service/Maintenance | 1602 | | 1 M |
| | 1612, 1652 | 9 W | |
| 6. High Level Operating Engineers | 5620 | 0 W | |
| 7. Skilled Trades | 9501 | 2 W | |

A new job group structure for Local 999 classification titles will be implemented effective October 1, 1993. The majority of the old job groups had small numbers of employees, resulting in no underutilization. Eight job groups were restructured into three, with one identified in the table above. This new structure should assist in increasing the number of women and minorities in Local 999. For job group titles, refer to the Annual Report on Affirmative Action - Data Report, table III-1.

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 1992-93 affirmative action year, 806 women (25.7% of eligible women) and 36 minorities (5.6% of eligible minorities) participated in the educational assistance program.

Climate

The Multicultural Development Coordinator provided support in a variety of campus departments where diversity/climate issues arose. Training initiatives began with campus groups through the use of a multicultural game, and ad hoc training programs.

A training program was provided for University administrators and supervisors on their roles/responsibilities in addressing sexual harassment issues.

The Child Care Study was completed and its primary recommendations were supported by the administration. Several important initiatives were implemented including:

- A strong statement of commitment was made by University administrators.
- Responsibilities were centralized and a coordinator for child care services was hired.
- Support for the Spartan Child Development Center was increased.
- The importance of administering current policies to allow flexibility/ provide family-friendly workplace was communicated.
- Efforts began to improve certain direct services including, addition of students to Temporary Well-Child Care Service, increasing the number of available child care spaces near campus and the addition of students to enhanced resource and referral service.

The Family and Medical Leave Act (FMLA) was implemented, increasing protection for staff in the event of time off due to birth, adoption, or personal/family illness. A training program on the FMLA was conducted for supervisors and administrators, which included an overview of results of the Child Care Study and emphasized to supervisors the importance of giving staff flexibility wherever possible.

SPECIAL UNIT ACTIVITIES I

SPECIAL UNIT ACTIVITIES

Substantial efforts were made in all support areas to continue to provide a campus community that allows all members to be a productive part of the MSU team.

Leadership

The Land Management Office sent 50 on and off campus farm managers to the 1993 Farm Manager's Seminar which included a session on "Managing Differences." Housing and Food Services and the Department of Police and Public Safety participated in a forum, with other organizations on campus, concerning the evacuation of resident handicappers from residence halls during emergencies. The Coordinator of Minority Procurement Programs, in University Services, was appointed as Chairperson of the Michigan Minority Business Development Council Education Sector and continues to make presentations regarding MSU's Minority Purchasing Program to other institutions and associations throughout Michigan. Assistant Vice Presidents of Housing and Food Services, Human Resources, and Physical Plant attended a diversity conference in preparation for the selection of a consultant to conduct a campus-wide diversity educational process for support staff.

Recruitment, Retention & Staff Development

The Department of Police and Public Safety (DPPS) hired a minority woman police officer. DPPS also participated in a career fair for "Untraditional Female Professionals". Automotive Services reassigned two women to new supervisory duties. One, a minority employee, will be supervising skilled trades employees. In Physical Plant, a long-term management-training effort produced two women supervisors, one of whom was a minority. Management initiatives in University Services resulted in five women being upgraded (including one minority). In Campus Park and Planning, employees attended over a dozen seminars, workshops and conferences enhancing their abilities in clerical-technical, professional and public relations areas. Kellogg Center participated in Ingham Intermediate's job training program in "Hospitality", working with 16 high school students which included women and the four protected minority groups. Four of these students were retained as part-time employees after the program was completed. Housing and Food Services participated with Residence Life Staff in an orientation meeting with Owen Graduate Center Summer School handicapper residents.

Climate

The Office of Multicultural Development conducted multicultural diversity training with staff and faculty members from a variety of units and colleges on campus. Housing and Food Services selected multiple forms of advertising in posters, brochures, and newspaper advertisements to showcase the diversity of the Division in its' employees and people served. This unit also added a food counter at the stadium that will serve the handicapper section. The Department of Police and Public Safety participated in the King-Chavez-Parks summer program and provided a personal safety and sexual assault program for handicapper students. Human Resources developed a diversity educational process that will promote multicultural understanding and support.

Initiatives below specifically address handicapper accessibility:

Physical Plant

- Automotive Services integrated handicapper transportation with Nite-Rider and Dial-A-Ride services.
- Telecommunications Systems altered twelve additional coin-operated telephone stations to make them more accessible. Installed three TDD's in five locations and purchased and distributed six portable units to enhance campus public telecommunications for people with hearing characteristics.
- Provisions for wheelchair users were included in the renovations at Abrams Planetarium.
- Improved building entrance, elevator and/or rest room accessibility at Berkey Hall, Chemistry Building, Bessey Hall, Eppley Center and the Library.
- Improved handicapper parking including snow-melt system at Berkey and Bessey Halls.
- Increased handicapper seating in five lecture halls at the Eppley Center.
- Installed electronic door hold-open devices, a swimming pool lift and modified a locker/shower/rest room at the West IM Recreative Sports Building.

Housing and Food Services

- Rearranged Holmes Hall housing area to make more accessible to wheelchair users. Also located utensils and napkins in the cafeteria in an accessible area.
- Installed delay equipment in passenger elevators in Holmes Hall to assist chair users with boarding and exiting.
- Provided training to staff on operating TDD.
- Installed strobe light doorbell for tenant in University Apartment with hearing characteristic.
- MSU Union purchased a braille labeller for signage.
- Ordered FM Audio Loop for persons with hearing characteristic.
- Enhanced five residence hall laundry facilities to provide handicapper accessibility.

SPECIAL UNIT ACTIVITIES II

PURCHASING

LEADERSHIP AND ADMINISTRATION

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 continuing education, unrestricted access to the Purchasing Department buying staff, and contact with other outside businesses.

The Purchasing Department has not gone untouched by University cutbacks in both expendable funds and personnel. In addition to the six positions previously vacated (and left unfilled), the Department has seen the departure of another Senior Buyer this year, and anticipates the departure of two more buyers by April of 1994. These cuts have begun to affect the minority procurement effort, and lack of staff hampers innovation and expansion of the program. Purchasing Department managers are currently evaluating the potential to replace lost personnel or reorganize the Department so that it can function acceptably despite the current lack of staff. It is important to note that the overall commitment to the Minority Procurement Program has not diminished.

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 suppliers interested in doing business with the University are accommodated accordingly. The Purchasing staff is encouraged to meet with individual suppliers and to advise them of proper procedures so that they are able to conduct business with the University more effectively. Buyers are available to aid in the preparation of bid documents, explain follow-up results, and answer any other questions that may arise.

The Purchasing Department continues to search for new minority suppliers to fulfill the University's construction, products, and services needs. New suppliers reported last year are continuing successful business with MSU, and the Purchasing Department continues to work toward increasing their level of participation.

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). 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. The University continues to maintain a long and mutually beneficial relationship with the MMBDC. The Director of Minority Supplier Development currently serves on the Board of Directors as well as Chairperson of the MMBDC Education Sector and has been appointed to serve on the planning committee for the 13th Annual Procurement Conference to be held in Detroit on May 16-18, 1994. Also, he serves on the MMBDC membership committee.

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.

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 Fifth Annual Black Managers Forum, for whom he gave the introductory presentation.

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. Two buyers also attended the Education Buyers Seminar held at Wayne State University.

Michigan State University has remained highly visible through its association involvement, especially over the past 14 years. The networks and contacts which have been established as a result of this 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. Recently, a supplier from Lansing met the director of Minority Supplier Development in Orlando at the National Minority Supplier Development Council Annual Conference. The supplier was introduced to several corporate coordinators and buyers and, as a result of that contact, has had several opportunities to do business with other organizations.

Michigan State University was awarded the 1993 MMBDC Corporation of the Year, Education Sector Award. In addition, a person was nominated for Buyer of the Year and Coordinator of the Year.

CLIMATE

With a downward trend in the general business climate of the state of Michigan, minority-owned and women-owned businesses have had to overcome 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. Widespread downsizing of many organizations makes the minority suppliers' challenge even greater. This being the case, the Minority Procurement Program at Michigan State University has found its purpose to be more important than ever before.

IV. STUDENTS

ACADEMIC AFFAIRS OFFICE OF THE PROVOST

Leadership

Staff from the Office of Programs for Handicapper Students (OPHS) were actively involved with the President's Handicapper Advisory Committee (PHAC) and staff from the Office of Supportive Services (OSS), Undergraduate University Division (UUD) were participants in the Office of Minority Equity Annual Parity Conference.

To increase responsiveness to the diversity of student needs, UUD hired an American Indian and Hispanic advisor.

The Office of Minority Student Affairs (OMSA) sponsored the Fifth Annual Statewide Conference on the Black Male which attracted more than 300 persons from across the state and the midwest. This event serves as a forum for discussion of solutions to the problems encountered by Black males nationwide.

One of the Assistant Directors in the Office of Financial Aid (OFA) serves on the Supportive Services Advisory Committee and was its co-chair for 1992-93. The other co-chair was a faculty member in UUD.

Recruitment and Retention

Total student enrollment on the East Lansing campus of Michigan State University for Fall semester 1993 was 39,743 a .75% decline from the 40,047 students enrolled during the previous year. Similar declines were observed in the University's affirmative action total¹ whereby student enrollment decreased from 37,725 in Fall 1992 to 37,337 in Fall 1993. **Minority student enrollment** of 5,310 (14.2%), experienced an increase when compared to the 4,821 (12.8%) minority total in Fall 1992. Care should be taken in interpreting percentage changes in small populations due to the lower total number of students enrolled at the University.

Minority undergraduate enrollment increased to 4,301 for Fall 1993 from 3,963 for Fall 1992. As a result, the percentage increased from 12.9% to 14.2%. At the **postbaccalaureate level**, numeric enrollment increases were experienced by all minority groups.

Black students, the largest minority student group on the campus of Michigan State University, showed a six percent enrollment increase over last year. Black student enrollment increased to 2,957 (7.9%) of the affirmative action total in Fall 1993 from 2,799 (7.4%) in Fall of 1992. Of that total, Black male enrollment increased from 37.3% in Fall 1992 to 38.3% in Fall 1993 of the total enrollment of Black

¹ In order to provide a more adequate portrayal of enrollment patterns of female and minority students, nonresident alien students have been excluded from the "affirmative action totals", but included in the "University totals".

students. At the college level, ten of the fourteen colleges experienced numeric increases in the enrollment of black students; these increases ranged from 2 to 35% from Fall 1992 enrollments.

Black graduate student enrollment increased to 487 (6.8%) students in the Fall of 1993 from 437 (6.3%) in Fall of 1992. Increases were shown at the doctoral level with graduate-professional enrollments remaining stable. Black male enrollment increased to 208 (2.9%) graduate students from 168 (2.4%) graduate students. This increase occurred at both the masters and the doctoral levels, while the graduate-professional level remained constant.

Asian Pacific Islanders historically grew proportionately faster than any other ethnic and/or racial group on the University's main campus. In the past twelve 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 1,317 (3.5%) in Fall 1993. This trend was reversed when the enrollment declined slightly to 1,089 (2.9% of the affirmative action total) in Fall 1992. In 1993, with the exception of the College of Agriculture and Natural Resources, all colleges showed some numeric increases in enrollment. Despite this trend, this represented a percentage decrease for the Colleges of Osteopathic Medicine and Veterinary Medicine. Enrollment of **Asian/Pacific Islanders** increased at the graduate-professional level to 256 (3.6%) students in 1993 from 194 (2.8%) in 1992.

A sustained growth in the number of **Hispanic students** at Michigan State University was demonstrated in Fall 1993. Numeric increases were seen in the Colleges of Communication Arts and Sciences, Engineering, James Madison, Natural Science, Osteopathic Medicine and Veterinary Medicine. Enrollments in the Colleges of Arts and Letters and Nursing remained constant numerically. At the graduate level in Fall 1993, enrollments by Hispanic students experienced an increase to 219 (3.08%) from 196 (2.8%) in Fall 1992.

The total number of **American Indian/Alaskan Native students** enrolled at the University increased to 202 (.54%) in Fall 1993 from 169 (.45%) in Fall 1992. Increases occurred in the Colleges of Arts and Letters, Engineering, Human Medicine, James Madison, Natural Science, Osteopathic Medicine, and Veterinary Medicine. Decreases were seen in the Colleges of Agriculture and Natural Resources, Communication Arts and Sciences, Education, Human Ecology, and Social Science. The number of American Indian/Alaskan Native students remained constant in the Eli Broad College of Business. At the graduate level, American Indian/Alaskan Native enrollment increased at all levels.

Women students represented 51.3% of the total student enrollment at Michigan State University. The number of women students continued to decline from 20,542 (51.3%) in Fall 1992 to 20,379 (51.3%) in Fall 1993. Minority women students showed an increase in number; Fall data revealed that there were 2,986 minority women students representing 14.6% of the total number of women students enrolled at the University compared with 2,765 (13.5%) in the prior Fall. Twelve of the fourteen colleges experienced a percent increase of enrollments by women. Colleges with women graduate student enrollments of at least 50% were: Arts and Letters, Communication Arts and Sciences, Education, Human Ecology, Nursing, and Veterinary Medicine.

Each of the units under the Assistant Provost for SASS/REM (OFA, UUD, OSS, OMSA, OPHS, Upward Bound, and King-Chavez-Parks College Day Program/Talent Search) play a role in the retention process.

During the 1992-93 year, OMSA in collaboration with other units sponsored the annual False Expectations Appearing Real (FEAR) conference (a retention conference aimed at Black students).

OSS continued the McNair Program and in collaboration with the Graduate School continued the McNair/Summer Research Opportunities Program. These programs are aimed at giving students opportunities as undergraduates to participate in research activities so as to increase their likelihood of attending graduate school. The Michigan College/University Partnership (MICUP), which aims to increase the numbers of minority students who transfer from Lansing Community College, worked with some 230 students.

A wide range of tutoring services was provided to 1,057 students through OSS. The largest numbers of requests were in the areas of Math (51%); Integrative Studies for Biology and Physical Science (16%); and writing courses such as ATL (8%).

OMSA participated in several Spartan visitations with the Office of Admissions and made trips to key areas of the state.

OFA provided several outreach programs to racial-ethnic students regarding financial aid matters. In addition, attempts were made to offer high achieving minority students aid packages that are competitive with other schools. Similar packaging was done to attract student to the Summer University Program Encouraging Retention.

OFA worked closely with the Office of Admissions and Scholarships to identify additional strategies to recruit and retain racial-ethnic students. Staff also worked with Admissions in the recruitment of students in the Detroit Compact and Wade McCree programs.

To improve accessibility for deaf and hard of hearing students, OFA installed a TDD.

In addition, OFA worked collaboratively with numerous other units throughout the university lending their expertise on financial matters as they relate to recruitment and retention.

At the precollege level, Upward Bound worked with a population of 84 low-income and/or first generation high school students throughout the year. Students participated in academic skill enrichment and cultural programs. The goal of the Upward Bound program is to enhance the skills of this population and to increase their participation rates in higher education.

The Talent Search program worked with sixth through 12th graders and served 600 low-income, first generation clients. Tutors were provided in the target schools and students visited college campuses and participated in Admissions workshops. The KCP college day program served 4297 students in its Friday visitation programs. Through these visitations, students and parents are provided with in-depth information on academic skills, personal-social skills, and financial aid. In addition, a career choice seminar that introduced participants to career/decision making skills was done in conjunction with the Career Development and Placement Services.

UUD's retention efforts included academic advising conferences, many workshops through the Learning Resources Center and several publications such as Forward and Adviser which are aimed at students.

OPHS provided services to handicappers in the area of lift equipped transportation, the transcription of printed materials into alternate formats, sign language interpreting for deaf and hard of hearing students, and tutoring and other accommodations for alternative learners. The newsletter, Harbinger, continued to be published.

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. Policies and procedures for all of the Affirmative Action Graduate Financial Assistance Programs are determined by the AAGFAP Policy Committee. 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. 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 term, 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, so as to increase the total available financial resources targeted for minority graduate students. Recent participating units include the School of Labor and Industrial Relations, the Department of Sociology, the 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. MSU was awarded two Public Service Fellowships for master's level in the Public Administration Program, effective Fall semester 1992. These two awards also continued in the 1993-94 academic year. 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 1992-93 the University's graduate affirmative action financial commitment administered through AAGFAP stood at more than 2.6 million dollars and supported 411 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 2.3 million dollars (from \$334,869 in 1977-78 to \$2,679,568 in 1992-93). For specific AAGFAP programs, EOP expenditures increased from \$221,806 in 1977-78 to \$1,037,897 in 1992-93; AAGA expenditures increased from \$113,063 in 1977-78 to \$865,660 in 1992-93; MCDF expenditures increased from \$43,941 in 1979-80 to \$653,186 in 1992-93; 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 expenditure declined from \$104,767 in 1989-90 to \$42,105 in 1990-91 and increased steadily to \$122,852 in 1992-93.

Expenditure increases have been 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, 42.2 percent in 1991-92, and 38.7 percent in 1992-93. 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 increase 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 1988-89, the number of EOP awards has exceeded 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

OSS conducted the ORO 500 seminar for all incoming College Achievement Admissions Program (CAAP) students. The seminar provides both an ongoing study and skill building format and a more detailed orientation to university procedures and resources.

OSS, in collaboration with the Mathematics Department and several of the colleges and support programs, initiated during the Spring of 1993 a Mathematics Enrichment Program. The program provides students with extra in-class hours, new approaches to learning math (such as graphing calculators, computers, group projects, supervised study and team learning). Operating in Math 1825, 103, and 116, the program aims to improve the performance and success of students in the math courses and to ultimately increase retention and graduation rates.

OSS's Hispanic outreach component provides linkages to Hispanic student groups, support for a variety of social and cultural events and an ongoing Sunday evening meal together.

Climate

OMSA provided a new minority student orientation/resource program for new freshmen and transfers aimed to expanding participants' awareness about campus life. Topics such as roommate issue, campus resources, decision-making, time management, and setting priorities were covered.

Also provided through OMSA was an Asian Pacific American Student Leadership Retreat wherein some

40 student leaders discussed critical issues affecting their community and were provided information and techniques for their own leadership development.

The Office of the Provost and OMSA were co-sponsors of the Black-Latino Conference. This highly successful conference was designed to provide a forum for the discussion of key issues pertinent to Latino and Black relations. Issues discussed included those within higher education as well as the broader community.

Both OSS and OMSA participated in the annual LOCKIN. This yearly event is coordinated by OSS's peer counselors and student assistants and is open to students campus-wide. At the LOCKIN, students come together for a night of sports, games, food, academic skills and cultural workshops, and discussions.

The Minority Aides (OMSA) coordinated a number of workshops and events throughout the year for students in the residence halls.

OSS's newsletter, NEWSRUN, which is published three to four times a year, provides informative and timely articles on services and activities that may be helpful to students.

The Office of the Provost in collaboration with OMSA, the Union Activities Board and the Committee Commemorating Dr. Martin Luther King, Jr. sponsored a series of events during the King holiday. These included the annual commemorative march, a panel discussion, a film series, and the university-wide convocation in which Myrlie Evers, the widow of slain civil rights leader Medgar Evers, spoke.

The Office of the Provost also provided support and was a co-sponsor for the Malcolm X week activities and numerous other diversity events and speakers.

STUDENT AFFAIRS AND SERVICES

LEADERSHIP & ADMINISTRATION

The diversity within the Division of Student Affairs and Services staff attests to a strong commitment to affirmative action; it facilitates interaction and sharing among people with differing backgrounds, and provides opportunities for identification and association with those who share a common cultural heritage. Across all units within the Division and at all levels of the organization, from student employees through executive management, the diversity of staff is valued.

Of all professional staff, over 27% are minorities and over 55% are women. Three key professional staff appointments were made this year in spite of overall staff reductions. The Counseling Center was successful in identifying a Native American/Alaskan Native counselor to fill a position previously vacated; the Special Assistant to the Vice President for Multicultural Development position, while vacant for a time, has been filled by a Black male; and a part-time counseling position was reactivated and a visually-impaired counselor employed.

For graduate assistants, the percentages of minorities and women are very similar to those for professional staff with over 28% being minorities and 53% women. Almost 30% of the undergraduate assistants (resident assistants) are minorities and over 51% women. These percentages, while somewhat lower than last year, primarily reflect a change in the reporting relationship for the Office of Minority Student Affairs.

The recruitment of minority graduate and undergraduate assistants was again a high priority. Recruitment initiatives for undergraduate staff included:

- Joint meetings with the Office of Minority Student Affairs and Residence Life staff to discuss opportunities for minority students within each unit.
 - Candidate information meetings within each hall discussing undergraduate minority student opportunities.
 - Flyers sent to all minority undergraduate students to publicize resident assistant positions.
 - Presentations to student organizations (e.g., Caucus Roundtable, Cultural De Las Razas Unidas, Asian Pacific American Student Association, Black Student Alliance, Native American Indian Student Organization, and Residence Hall Association) to interest students in staff positions.
- Letters to all caucus advisors, chairpersons and/or executive boards of minority student organizations.

The recruitment of minorities for graduate assistantships included activities such as the following:

- Contact with all Michigan State University minority graduate students and those undergraduates graduating within the academic year, inviting them to consider assistantships in Student Affairs and Services.
- Brochures sent to: four-year colleges and universities across the country; all member institutions of the Association of College and University Housing Officers; 150 fundamentally Black institutions; and 750 alumni and former staff.
- Listing and interviewing at Oshkosh Placement Exchange (a national pool) and placement centers at the national conferences of both the American College Personnel Association and the National Association of Student Personnel Administration.

In the general area of student employment University wide, new emphasis has been placed on hiring handicappers. The Department of Intramural Sports and Recreative Services has been particularly successful in this effort.

Attention has not only been directed to the hiring of a diverse staff, but to staff development and training as well. Promoting understanding and appreciation for difference and increasing the cross-cultural communication skills of staff is essential to their ability to work effectively with diverse populations and build community within diversity.

At the professional staff and graduate assistant level, several division-wide staff development programs were offered.

- Regular staff development sessions included these topics: "Bias-Free Communication," "Hispanic/Latino/Chicano Culture and Issues," "Handicapper Students View Life on Campus," and "Sexual harassment and the Campus Climate."
- The Division also co-sponsored a major speaker for two presentations during the University-wide conference, "Moving Forward: Lesbians and Gay Men at MSU;" and co-sponsored two national teleconferences, "Enhancing Race Relations on Campus" and "Beyond the Dream, A Celebration of Black History."

Staff training and development at the department level included programs such as the following:

- Counseling Center's in-service training included sessions on multicultural and Lesbian/Bi/Gay issues.
- Residence Life senior staff were required to participate in multi-cultural training prior to the beginning of the academic year. New materials were prepared focusing on handicappers, women, and the lesbian/bi/gay population. Special programs on cross-cultural communication and The White Male's Role in Promoting Diversity were also presented.
- Residence Life staff at all levels were required to participate in Sexual Assault Prevention and Response Training.
- A Multicultural Conflict workbook was developed to assist resident assistants in confronting and managing multicultural conflicts. Resident Assistant training also included issues surrounding bias and prejudice.
- Two training programs for resident assistants and minority aides focused on awareness of their own culture and the multicultural environment.

RECRUITMENT AND RETENTION

While the general campus climate is an important variable to be considered in retention, specific programs and activities are highlighted here.

- Counseling Center staff were a part of the James Madison S.U.C.C.E.S.S. Program, and the student evaluation of the residential college experience including S.U.C.C.E.S.S.
- The Multi-Ethnic Counseling Center Alliance (MECCA), a unit within the Counseling Center, conducted a survey of student problems and offices utilized to resolve problems.
- Career Development and Placement Services offered individual advising for handicapper and minority students and conducted a number of workshops for minorities and handicappers. Examples include:
 - Minority Career Fair
 - Minority Business Student Association Workshop

- Minorities in Communication Arts and Sciences Workshop and Career Fair
- Asian/Pacific-American Student Organization Workshop

INSTRUCTION, RESEARCH, OUTREACH

Student Affairs and Services staff work in support of instruction included involvement with the following:

- Lesbian/gay studies course.
- Interdisciplinary Gay/Lesbian Studies Faculty Group
- Advanced practicum placements for psychology graduate students were provided by MECCA.
- Consultation with the Office of Programs for Handicapper Students regarding alternative formats and special needs of handicappers in graduate and professional school testing.
- Student Leadership Course EAD 315, taught primarily by Student Affairs and Services staff, devoted approximately one-third of the course to issues of diversity and special populations.
- Practicum placements offered for masters students in the student affairs preparation program with individuals/units focusing on multicultural issues.
- SROP/McNair presentation on graduate and professional school tests.
- Development and expansion of video, "From Oh No to O.K.," to help U.S. students better understand and relate to international teaching assistants.

Outreach initiatives and on-going programs within Student Affairs and Services include those of the Service-Learning Center which has a high percentage of volunteer placements that serve minorities, handicappers and women (e.g. Michigan School for the Blind, Cristo Rey, Council Against Domestic Assault).

Student Affairs and Services staff contributed to the 5th annual "Black Male Conference," the first conference on the African-American female, and the Asian Pacific American Spring Conference. All of these programs have high community involvement.

The opportunity to participate in informal recreational and fitness programs was extended to handicappers within the community. Facilities within IM West have been remodeled to better accommodate handicappers with mobility characteristics.

Several publications of the Collegiate Employment Research Institute, which have wide distribution within the state and nation, highlighted recruiting trends for minority, women and handicapper graduates. Individual follow-up reports also focused specifically on employment of graduates who are Black, American Indian/Alaskan Native, Asian/Pacific Islander and Hispanic.

Career Development and Placement interfaces with the larger community in a number of additional ways. Presentations have been made to companies regarding effective recruiting and hiring of minorities and handicappers. A listing of employers utilizing affirmative action practices has been compiled and made available to candidates. Further, many representatives of both the private and public sectors are actively engaged in activities such as the 28th Annual Minority Career Program, and the Fifth Annual Minorities in Communication Arts and Sciences Fair.

CLIMATE

The extent to which the climate is, or is perceived to be, inclusive and supportive of students of differing backgrounds is an important variable in student success and retention. Student Affairs and Services staff are actively engaged in monitoring and shaping an environment that demonstrates respect for the worth and dignity of all individuals and that builds a sense of community within the diversity of the campus population.

Addressing discrimination and harassment, whether based on race, gender, ethnicity, religion, sexual orientation or handicapper characteristic, is essential to a climate that protects the rights of individuals and promotes responsibility. 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 monitoring the environment and identifying resources to address conflict. The University student judicial system serves to hold those who violate University expectations accountable for their behavior. Increasingly, however, other conflict management strategies, such as mediation, have been employed; yet it must be recognized that discriminatory and harassing behavior persist. Proactive efforts to promote understanding and appreciation for difference have continued to be emphasized in order to help insure an environment where respect among individuals is expected and civility is the norm.

Within residence halls, particular attention has been directed toward educating students to better understand and appreciate people unlike themselves. There were nearly 2000 programs related to multiculturalism targeted specifically for residence hall students this past year. This represents about a 90% increase from last year. Individual programs focused on race (403), ethnicity (175), gender (171), handicap (109), sexual orientation (289), political persuasion/ideology (213), religion and culture (63), and age (18), with the majority of programs (524) more broadly addressing multicultural understanding and appreciation.

The International Friendship games sponsored by Intramural Sports and Recreative Services are another example of efforts to promote interaction and understanding among individuals of different cultures.

In addition to specific programming initiatives, new attention has been given to making the campus more reflective of the richness of the cultures represented. Whether it be through music, art, literature, a residence hall bulletin board, or Union lunchtime program, cultures can be "showcased" and cross-cultural communication strengthened.

In addition to promoting multicultural understanding, a number of programs and services are targeted to address the particular interests and needs of students of differing backgrounds and lifestyles.

- New student campus orientation included individual receptions for minority, handicapper, and lesbian/bi/gay students.
- Cultural heritage rooms within residence halls provide specific space where groups can share and enjoy their cultural heritage.
- A new brochure has been developed that focuses on substance abuse issues for lesbian/bi/gay students.
- Self-defense programs for women have been extended.
- The National Handicapper Water Skiing Championship and Michigan Special Olympics Poly-Hockey Tournament were hosted this past year.
- The Minority Career Fair, as well as other activities carried out as a part of the Minority Career Program, continue to support the career development and placement of minority

students.

- The Teacher and Administrator Recruitment Program included special emphasis on opportunities for women and minorities.
- Special workshops on resume writing were given for the Asian Pacific American Student Organization and American Indian/Alaskan Native undergraduates.
- A sexual assault prevention program for handicappers was developed.
- Multi-Ethnic Counseling Center Alliance (MECCA) continued its focus on the counseling and support for minority and international students.
- Two new groups were started, Men for Rape Awareness and Relatives and Friends of Lesbian/Bi/Gay People.

In addition to initiatives such as these, Student Affairs and Services staff have been actively engaged in, and support University-wide programs that recognize and celebrate the cultural heritage of those who are a part of the campus community. Black History Month, Native American/Alaskan Native Month, Chicano History Week and Malcolm X Week are all examples of important times to celebrate cultures and to learn from each other.