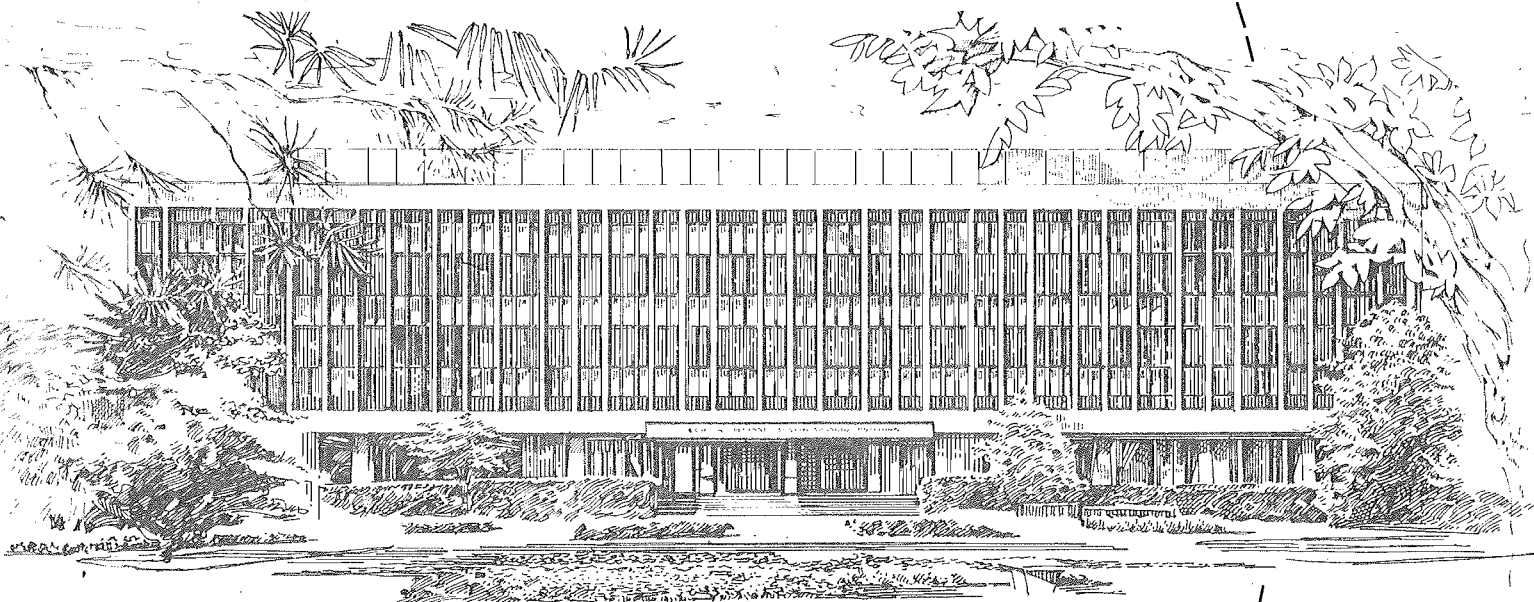


1993-1994
ANNUAL REPORT ON

AFFIRMATIVE ACTION

DESCRIPTIVE REPORT



MICHIGAN STATE
UNIVERSITY

ANNUAL REPORT ON AFFIRMATIVE ACTION

for the Period

October 1, 1993 to September 30, 1994

DESCRIPTIVE REPORT

Prepared for

MICHIGAN STATE UNIVERSITY

BOARD OF TRUSTEES

Compiled By

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

in cooperation with


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

MICHIGAN STATE UNIVERSITY

March 13, 1995

MEMORANDUM

TO: MSU Community

FROM: Peter McPherson, President 

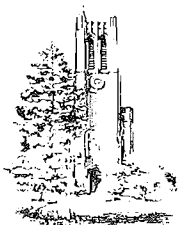
SUBJECT: 1993-94 Annual Report on Affirmative Action

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 the 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 our belief in the equality of humanity can be displayed.

Everyone associated with MSU benefits from a people-centered, welcoming community. The University prides itself on finding ways to address needs and delivering on its promises. In a climate of limited resources for higher education and the need for a dynamic environment, adjustments will have to be made by all at MSU. We must continue to be especially innovative and agile, as well as courteous and efficient. We will strive for continuous quality improvement while reducing bureaucracy. All levels of the institution will contribute to a climate of cooperation that is responsive to the public and to all who work and study at the university.

Diversity in the faculty, students, and staff is a major source of MSU's intellectual vitality and innovative spirit. MSU strives to be a community where people of different cultures, intellectual positions, and lifestyles can reach their full potential. Such an environment develops respect for differences while fostering caring relationships, cross-cultural understanding, and common educational commitments. MSU encourages people to become fully engaged in the challenging issues of diversity within community. It seeks to be a university where a broad spectrum of informed perspectives gives rise to spirited mind-opening discussions that prepare us for life in an increasingly diverse world.



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1993-94 Annual Report on Affirmative Action

DESCRIPTIVE REPORT

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Michigan State University
1993-94 Affirmative Action Report
to the Board of Trustees

INTRODUCTION

The 1993-94 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 1993-94 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 Human 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. Following a change in format initiated in 1991-92, this year's report includes additional data for self-identified 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 an obligation 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 of policies, practices, and procedures covering the areas of employment, enrollment, publications, and compliance with legal requirements.

Various constituent groups assist in the evaluation of the internal monitoring processes to ensure non-discrimination, equal opportunity and affirmative action. This review process has put into place recommendations and creative solutions to problems encountered in various employment areas. The Asian

Pacific American Faculty and Staff Association, the Black Faculty and Administrators Association, Faculty Professional Women's Association, the Hispanic and Native American Faculty and Staff Association, the Minority Advisory Council, the President's Handicapper Advisory Committee, the Gay and Lesbian Faculty and Staff Association, the Jewish Faculty and Staff Association, the Women's Advisory Committees to the Provost, to the Vice President for Finance and Operations, and to the Vice President for Student Affairs and Services, and several minority student associations, represent some of the groups that work with the University to ensure the success of its affirmative action and diversity/pluralism programs. All of these groups provide assistance to the University to assure that the rights of people of color and other minority groups, women, handicappers, gay men and lesbians, faculty, staff, and students are protected.

Major contributions to this report were made by the Office of Planning and Budgets, the Assistant Provost and Assistant Vice President for Academic Human Resources, the Assistant Vice President for Human Resources, the Assistant Provost for Student Academic Support Services and Racial, Ethnic and Multicultural Issues, the Assistant Vice President for Student Affairs and Services, Admissions and Scholarships, Supportive Services, Urban Affairs Programs, 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 1993-94 Affirmative Action Program is on file in the Office of Affirmative Action Compliance and Monitoring. Additional information on the MSU IDEA II (Institutional Diversity: Excellence in Action), the University's comprehensive diversity/pluralism plan, is on file in the Offices of the Vice President for Academic Affairs and Provost, the Office of the Vice President for Finance and Operations, and the Office of the Vice President for Student Affairs and Services.

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

I. EXECUTIVE SUMMARY

Introduction

Strategic and comprehensive planning efforts continue to play a significant role in MSU's approach to achieving diversity and affirmative action goals at Michigan State University. During the 1993-94 period, MSU moved into another stage in its diversity efforts. The University continued to implement MSU IDEA II and "Diversity Within Community," but began to work within the newer context of the *MSU Guiding Principles*.

The Executive Summary contains key items from the 1993-94 Affirmative Action Descriptive Report. It also highlights cross-vice presidential initiatives to address diversity. Like the other sections of the longer report, the summary is presented under MSU IDEA II headings of Leadership; Recruitment and Retention; Instruction, Research and Outreach; and Climate.

Leadership

In February, 1994 President Peter McPherson with the support of the Provost and the other Vice Presidents, the MSU Board of Trustees, the Council of Deans, and a variety of constituent groups across campus began work on the *MSU Guiding Principles*. The *Principles* are conceived as a "A Framework for a Practical Vision" of continuous quality improvement and improved human resources development for the 21st century. Among the six principles is "Diversity within Community," and key to that principle is continuing support for *MSU IDEA II*, the University's comprehensive diversity plan. The *MSU IDEA (Institutional Diversity: Excellence in Action)* contains 50 initiatives in the areas of Leadership; Recruitment and Retention; Instruction, Research and Outreach; and Climate. *MSU IDEA II* is an updated and more inclusive version of the original plan developed in 1989-90.

The Guiding Principle, "Diversity within Community," underlines the importance of valuing differences among individuals and cultures; at the same time it emphasizes diversity as an inclusive concept and the University's commitment to avoiding fragmentation by building intercultural understanding and a strong community. In keeping with the spirit of the *MSU Guiding Principles*, MSU administrators, faculty, staff, and students are urged to regard diversity as important within the five other principles: improving access to quality, achieving more active learning, generating new knowledge and scholarship, problem solving and making people matter. Diversity within community in this light becomes good human resources practice and a necessary component for the University that seeks to achieve and maintain excellence and leadership in a changing world.

During the 1993-94 affirmative action year, a major step was taken toward enhancing diversity and climate for support staff. This was done by conducting an **Attitude Survey and Diversity Audit** for all support staff with the assistance of Advanced Research Management Consultants (ARMC). Survey questions were developed with the input of a broad cross section of support staff, administrators and representatives of various interest groups. Questions addressed general human resource topics and a wide range of diversity subjects. Of the 5,000 surveys distributed, 2,600 (52.0%) were returned and evaluated. The results show areas of strengths and where improvement is needed. Survey results were provided to major administrative units, unions and diverse interest groups and action plans are being developed to address problem areas.

With advice from the **President's Handicapper Advisory Committee (PHAC)** during 1993-94, the University hired a new director of Programs for Handicapper Students and negotiated new policies and procedures to improve access to and use of interpreters. MSU also completed the University-wide **Americans with Disabilities Act self study** and is monitoring unit-by-unit compliance with new ADA regulations. A comprehensive review concerning the status of handicappers in the programs and services of the University was begun in 1994 and will be distributed with this report.

In an effort to reach out to both the campus and the greater Lansing area, a series of **University receptions** were planned at MSU for four major communities of color, Blacks, Hispanics, Native Americans, and Asian/Pacific Islanders.

In 1993-94 the University also reviewed and began its response to recommendations included in *Moving Forward*, the report of the **University-wide Task Force on Lesbian and Gay Issues**. *Moving Forward* was published in November, 1992. During 1993-94, the recommendations were reviewed within academic governance and by vice presidents, and an initial action plan was developed. A progress report, distributed to constituent groups, included action on such key items as the designation of a halftime position for an **Assistant for Lesbian/Bisexual/Gay Concerns** within the office of the Multicultural Coordinator for Student Affairs and Services, who would address issues of gay and lesbian students.

The University also agreed to such recommendations as 1) create an **Implementation Advisory Group** made up of members of the Lesbian/Bi/Gay community that would consult with faculty, students, and staff regarding responses to *Moving Forward* recommendations, 2) remove offensive **graffiti** across campus, 3) improve the MSU Library's collection of **scholarly materials** dealing with sexual orientation, 4) increase and improve **training programs** for faculty, staff and students with regard to lesbian and gay issues.

The important matter of **benefits for domestic partners** was sent for further study to the University Committee on Faculty Affairs with a series of questions and the charge to examine this issue within the framework of MSU's particular array of benefits. For the lesbian/gay community, the matter of benefits and what is perceived as discrimination against lesbians and gay men in ROTC remain important issues to be resolved and/or re-addressed. Lesbian/Bi/Gay communities have been quick to note that they are not under-represented at MSU and do not seek affirmative action; they seek equitable treatment and non-discrimination.

Development/training **programs to increase awareness of diversity issues** continue to be a focus of attention across vice-presidential areas. Orientation programs for faculty, students, and staff involve continuing emphasis upon diversity issues. New campus-wide diversity awareness training initiatives are also being developed as part of the follow-up to the Staff Survey and Diversity Audit. The College Level Planning Program of MSU IDEA supports a number of unit level speakers, seminars and other diversity-related projects across campus.

During its first year of operation the **Women's Resource Center (WRC)** assumed a leadership role in developing plans and programming to improve the status of women at MSU. Similarly, in its first year of operation, the **Child and Family Care Resources Program (CFCR)** provided services to all members of the MSU Community; however, those services have been used by a disproportionately high number of women and minorities (For further details about WRC and CFCR please see "Climate" in this Executive Summary section).

Increasing the involvement of **underrepresented groups in leadership roles** continues to be encouraged across vice-presidential areas through leadership development programs and internships. Several leadership training programs, such as the CIC Academic Leadership Program and the ACE Fellows Program have had some impact in this area, but much additional attention is required to increase representation of women and minorities in leadership roles across the University.

During 1993-94, the total number of individuals in the **Academic Manager group** (deans, assistant/associate deans, chairpersons and directors) decreased by 3 individuals, from 272 to 269 (1.1%); however, the representation of women among this group increased from 24.3% to 24.9% (compared to representation in the tenure system of 22.9%) during this time period. A net gain of 1 woman, brought the total number of women to 67, an increase of 1.5%. The percentage of minority academic managers decreased from 11.4% to 11.2% (compared to representation in the tenure system of 12.1%), a decrease of 1 (30).

There are 62 individuals appointed in **Executive Management** positions as of October 1, 1994. Of these, 15 (24.2%) are non-minority women and 10 (16.1%) are minorities. One (1.6%) minority woman is Black; of the 9 minority men, 7 (11.3%) are Black, 1 (1.6%) is Asian/Pacific Islander, and 1 (1.6%) is Hispanic. The total representation of protected classes members decreased from 28 to 25 (40.3%).

There were eight new Executive Management appointments during 1993-94, including one minority man, two non-minority women and five non-minority men.

Recruitment and Retention

Academic Human Resources

During the 1993-94 affirmative action year, the **total academic personnel workforce**, i.e., headcount, not FTE's, decreased by 1 individual, from 3,997 to 3,996. With the net gain of 25 women during 1993-94, women comprise 33.1% of all academic personnel, increasing from 32.4% in 1992-93. The representation of women increased from 1,296 to 1,321, or by 1.9%. With the net gain of 6 minorities during 1993-94, minorities now represent 14.6% of the total academic personnel system, increasing in proportion from 14.4% and increasing in number to 583, or by 1.0%. The number of Blacks in the academic personnel workforce increased from 208 to 218, which is 5.5% of the current total workforce; Asian/Pacific Islanders decreased from 281 to 266, which is 6.7% of the total; Hispanics increased from 69 to 81, which is 2.0% of the total; American Indians/Alaskan Natives decreased from 19 to 18, 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 1,700 in Fall 1994, 42.5% of the total faculty and academic staff, increasing from 42.0% in 1992-93. In summary, there was a small gain in the overall representation of women and minorities in the academic personnel workforce from 1992-93.

Gains continued to be made in the **tenure system** during 1993-94. While the tenure system decreased by a net of 20 individuals, from 2,058 to 2,038, or 1.0%, the proportion of women in the tenure system increased to 22.9%; the net gain of 10 women brought the total number of women to 466, an increase of 2.2%. The percentage of minorities in the tenure system rose to 12.1%; the number of minorities increased by a net of 7, to a total of 247, an increase of 2.9%. Blacks increased from 93 to 95, or 4.7% of the tenure system; Asian/Pacific Islanders increased from 109 to 110, or 5.4% of the total; Hispanics increased from

34 to 37, or 1.8% of the total; American Indians/Alaskan Natives increased from 4 to 5, or 0.2% of the total. On a non-duplicate basis, 640 individuals, or 31.4% of the tenure system faculty, are members of protected groups; this is a net increase of 10 individuals, or 1.6%.

Within the tenure system, the proportion of **women at the various ranks** changed from October 1993 to October 1994 as follows: assistant professor, decreased from 43.4% to 42.3%; associate professor, increased from 28.2% to 30.4%; full professor, increased from 14.3% to 15.0%. Similarly, the proportion of **minorities at the various ranks** changed in the following manner: assistant professor, increased from 20.8% to 25.1%; associate professor, decreased from 12.6% to 12.4%; full professor, increased slightly from 9.0% to 9.1%.

During 1993-94, there were 73 individuals appointed in the tenure system, including 20 minorities (27.4%) and 26 women (35.6%). On a non-duplicate basis, 38 individuals, or 52.1%, of the total appointments in the tenure system were members of protected groups.

The academic personnel system includes 84 **self-identified handicappers**, including 52 tenure system faculty, 12 continuing staff, 12 temporary staff and 8 temporary faculty.

Support Staff Resources

During the 1993-94 affirmative action year, the **support staff work force** increased by 14 employees (0.3% of the work force) from 5,283 to 5,297. Representation of women and minorities increased at twice the rate of work force growth. **Women** increased by 27 from 3,504 to 3,531 employees (from 66.3% to 66.7% of the work force) and **minorities** also increased by 27 employees from 698 to 725 (from 13.2% to 13.7% of the work force). This is the highest percent of minority representation since the support staff affirmative action plan was implemented.

Black representation increased by 17 from 378 to 395 (from 7.2% to 7.5% of the work force). The Asian/Pacific Islander representation increased by 1 from 96 to 97 (remaining at 1.8% of the work force). Hispanic representation increased by 11 from 184 to 195 (from 3.5% to 3.7% of the work force). American Indian/Alaskan Native representation decreased by 2 from 40 to 38 employees (from 0.8% to 0.7% of the work force).

Representation of **women** increased by 27 from 3,504 to 3,531 (from 66.3% to 66.7% of the work force). Cooperative extension had an increase of 77 women from 138 to 215 employees (from 93.9% to 96.4% of the group), public safety increased by 1 from 14 to 15 (from 40.0% to 40.5% of the group) and skilled trades by 1 from 19 to 20 women (from 7.4% to 8.1% of the group). The number of women in administrative-professional decreased by 6 from 1,139 to 1,133 (from 57.1% to 57.4% of the group). Clerical-technical decreased by 27 from 1,856 to 1,829 (from 91.2% to 90.8% of the group) and service maintenance decreased by 30 from 338 to 319 (from 41.5% to 39.9% of the group).

Support staff self-identified **handicappers** decreased by 3 from 124 to 121 (remaining at 2.3% of the work force). There were 34 (1.7% of the group) administrative-professional handicappers, 43 (2.7% of the group) clerical-technical, 4 (1.8% of the group) cooperative extension, 1 (2.7% of the group) public safety, 32 (4.0% of the group) service maintenance and 7 (2.8% of the group) skilled trades. Of the 4,221 internal and external qualified applicants, 102 (2.4% of applicants) were self-identified handicappers. Of the 625 selections for regular positions, 6 (1.0% of selections) were self-identified handicappers. **Vietnam era veterans** increased by 2 from 168 to 170 (remaining at 3.2% of the work force).

Comparing 1992-93 and 1993-94, **regular new hires** increased by 64 (12.9%) from 496 to 560. Regular new hire women increased by 50 from 301 to 351. Minority regular new hires increased by 40 from 84 to 124. Of the hires, Blacks accounted for 70 (12.5% of hires), Asian/Pacific Islanders for 21 (3.8% of hires), Hispanics for 32 (5.7% of hires) and American Indian/Alaskan Natives had 1 (0.2% of hires) hire.

Students:

Total student enrollment increased 1.3% to 40,254 on the East Lansing campus of Michigan State University for Fall semester 1994 from the 39,743 students enrolled during Fall semester 1993.

Minority student enrollment on campus increased 7.0% from 5,310 to 5,682 (14.2% to 15.0% of the affirmative action total) for Fall 1994. Undergraduate minority enrollment increased 5.4% from 4,301 to 4,532 (14.2% to 14.9%). At the graduate level, minority enrollment increased 14.0% from 1,009 to 1,150 (14.2% to 15.5%).

- **Black students**, the largest minority student group on campus, increased enrollment 2.8% from 2,957 to 3,040 (7.9% to 8.0%) in Fall 1994. At the graduate level, Black student enrollment increased numerically from 487 to 508 and decreased as a percentage from 6.9% to 6.8%.

Asian Pacific Islander students, the fastest growing minority group on campus over the last ten years, increased enrollment 14.8% from 1317 to 1512 (3.5% to 4.0%) in Fall 1994. Enrollment of Asian/Pacific Islander students increased at the graduate level from 256 to 350 (3.6% to 4.1%).

The growth trend of **Hispanic students** at Michigan State University continued with a 6.6% enrollment increase from 834 to 889 (2.2% to 2.4%) in Fall 1994. At the graduate level enrollment by Hispanic students increased from 219 to 240 (3.1% to 3.2%).

American Indian/Alaskan Native students had the largest percentage increase on campus with enrollment up 19.3% from 202 to 241 (.5% to .6%) in Fall 1994. Enrollment of American Indian/Alaskan Native students increased at the graduate level from 47 to 52 (.7% to .7%).

Women students represented 51.8% of the total enrollment at Michigan State University in Fall 1994 with an increase from 20,379 to 20,834. Women graduate students increased from 3,840 to 4,151 (54.0% to 55.9%). Minority women students increased from 2,986 to 3,212 (14.6% to 16.2%). Minority women graduate students increased from 523 to 611 (7.4% to 8.2%).

In recent years more than 70 percent of entering freshmen have earned a baccalaureate degree from MSU within a 10-year period from original date of entry. Current **retention rates** indicate that the figure could increase in the near future. The entering cohort of 1987 has a 73 percent graduation rate and the cohorts of 1984, 1985, 1986, and 1988 exceed 70 percent. In general, 33 percent of the entering class or 47 percent of those who eventually graduate are graduating in four years.

A series of new initiatives in support of instruction and retention are expected to be useful to a number of students from underrepresented groups. Among the most promising of these approaches are **living-learning residential programs** which are premised on the belief that students are more likely to be successful in their academic and social adjustments to the University if they become engaged in the community and have ready access to a variety of support services. Programs involve cluster enrollments of participants in the same set of classes, additional tutoring, advising and counseling in the residence

halls. These programs are being piloted in a cooperative cross-vice presidential effort. The Office of the Provost together with College and Department faculty and staff, the Department of Residence Life, Housing and Food Services, the Learning Resources Center, the Orientation Program Office and University Undergraduate Division are collaborating in these pilot living-learning experiments. Other projects such as an improved "**Early Warning System**" for Freshmen and a manual to improve advising across campus are also among the efforts to increase support for MSU students.

MSU inaugurated its **First Annual Retention Conference** entitled "Retention at MSU- A Challenge for the 21st Century". It was aimed at faculty, staff and administrators. The featured speaker was James Anderson.

Instruction, Research, Outreach

The Assistant Provost for Student Academic Support Services, Racial, Ethnic, and Multicultural Issues (SASS/REM) chaired the **1994 All-University Excellence In Diversity Conference and Lecture Series** Planning Committee which featured speakers on a wide variety of diversity issues. As part of the series a conference on Asian Pacific American Issues was co-sponsored with the Asian Pacific American Faculty Staff Association and featured Ronald Takaki and Shirley Lim.

A variety of **college activities** (course reviews, workshops, seminars) continue to support diversity through small programmatic grants associated with the **MSU IDEA College Level Planning Program** and through initiatives generated and supported at the department and college levels or in partnerships with the Office of the Provost and other vice presidential areas. Retention continued to be a central concern in these projects during 1993-94.

Attendance at Instructional Improvement Programs for faculty and teaching assistants has increased and the number and variety of programs were expanded during 1993-94. In each of the instructional improvement series (Lilly Teaching Fellows Program and TA Training Program), several special workshops have dealt with diversity in the classroom, and diversity issues have been significant parts of others.

A number of all **MSU Grants Programs**, including the AURIG (All University Research Initiation grants), the AUOG (All-University Outreach grants), the Lilly Teaching Fellows Program, and the MULTI Program for Chairs and School Directors, made awards to support teaching, research and/or outreach projects that were primarily or partially concerned with issues of diversity.

MSU Libraries again augmented its **collections of diversity-related materials** in 1993-94. Although additional acquisitions were made to serve the needs of many diverse constituent groups, special emphasis this year has been upon improving the Chicano Studies collection and on developing scholarly materials related to sexual orientation.

Student Affairs and Services facilitated the arrangements and publicity for, and co-sponsored with the Office of the Provost and the VP for Finance and Operations, three national **teleconferences**:

- "We Can Get Along: A Blueprint for Campus Unity"
- "Beyond the Dream VI: Blacks in Politics--Struggle for Inclusion"
- "Black Issues in Higher Education at 10 Years"

Career Development and Placement Services sponsored an extensive series of workshops and recruitment fairs for portected class students, and to inform companies about effective recruitment of racial and ethic minorities and handicappers

The videotape, "From Oh No, to Oh Yes," focusing on improving U.S. students' interactions with **foreign teaching assistants**, was revised and systematically distributed. Internationalizing Student Life also collaborated with the Office of the Provost to produce a brochure to help students improve interactions with foreign teaching assistants; this brochure was distributed to 9,000 entering students.

Climate

In response to an MSU Child Care Planning Project in 1991-92, The **Child and Family Care Resources Program (CFCR)** was established during 1992-93 to coordinate resources and information to assist faculty, students and staff who are balancing work or education and family responsibilities. The nature of the program, and client usage patterns that have developed in its first year of operation, position it to advance the University's commitment to affirmative action. While CFCR's services and programs are publicized and available to all members of the MSU community, the services and programs offered have been used by a disproportionately high number of women and minorities.

A series of brochures have been developed and broadly distributed to publicize the range of services offered through CFCR. Presentations have been made to Support Services Advisory Committee and to the Women's Advisory Committee for Finance, Personnel and Operations (WACFPO). Information has also been included in minority student newsletters.

Workplace flexibility and "family friendliness" may be more important than salary when employees consider job changes or promotions. CFCR contracted for 357 enhanced referrals for child and elder care for faculty, staff, and students in 1993-94. To support the supply and quality of child care available in the area, CFCR also worked with Ingham County's Office of Young Children to recruit, train and facilitate licensing for sixteen additional providers representing 108 new spaces. Additionally, CFCR has worked with the Tri-County Office on Aging to provide elder care referrals and information on managing the care of a dependent elder.

Attention has been given to the special needs of student-parents. In a collaborative effort with faculty from the College of Human Ecology and the Women's Resource Center, CFCR has submitted a grant proposal to develop a mentoring program for student-parents. CFCR is planning other support programs, some in collaboration with the Women's Resource Center for student-parents, most of whom are women and a disproportionate number of whom are racial and ethnic minorities. Student-parents are more likely to face complexities which effect their retention, physical and emotional well-being, and rate of progress toward their educational goals.

Creating and implementing strategies that enhance the status of women students, staff and faculty was the priority during the first full year of operation for the MSU **Women's Resource Center (WRC)**. The WRC operated out of temporary offices during 1993-94, but the Center will be housed in the MSU Student Union Building beginning in January, 1995.

Several groups, councils, delegations, and committees provided assistance for establishing activities which foster the perception and the reality that women are active participants in the institution. Such constituent groups also provide feedback and advice to the Center as it introduces new initiatives. The WRC Organizational Coordinating Council, a forum for information exchange for women's groups on campus, also provides guidance to the Center on ways to encourage collaboration. Twenty-two organizations participate in the Council. WRC also instituted "Cluster Groups" to provide information, resources and assistance to individual women, and to promote a supportive climate among diverse women's groups. "Clusters" are being or have been developed in areas such as Women and Health; Sexual Assault Prevention and Safety; Personal Financial Management; Women and the Arts; Women in Communications; Women in Science and Engineering; and, Women in Administrative Leadership.

The Women's Resource Center also played a key role in the development of a domestic violence shelter for women within the university community. The **MSU Safe Place**, an initiative created and launched by The First Lady of the University, Mrs. Joanne McPherson, became a reality that provides sanctuary for victims of battering and abuse.

Enhancing communications remain an essential and critical activity of the Center. To that end, the Center introduced *Wisdom, Words, and Women*, a newsletter published once a month to serve as an information connection line. "Fact Sheets" are being updated, and the video library has several new purchases with educational modules available for residence hall, unit or special programs. In addition, the Center continued to present the "Learn At Lunch" informational seminars to address such issues of interest to women as, sex-role stereotypes in communications, selecting health care providers, exploring international volunteerism, strategic financial planning, smart travel, etc.

The Center also remained a contact site for victims of sexual harassment, gender discrimination and for complaints on gender equity. WRC continues to present workshops around these issues. In addition, the Center collaborated with the Child and Family Care Resources office to address the unique needs of the single parent student population.

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.

A series of **Handicapper Transition Plan Projects** were undertaken during 1993-4 following ADA Accessibility Guidelines. Among the most important of these were modifications to Holden Hall associated with the relocation of the Student Radio Station from the MSU Auditorium; a million dollar project to make the academic wing of the International Center accessible; modifications to provide handicapper accessible seating in prime areas of Spartan Stadium, and a series of changes to the Natural Science Building. Modifications were also undertaken in the following buildings: Linton Hall, Bessey Hall, the Main Library, Hubbard Hall, Abrams Planetarium, North Kedzie Hall, the Administration Building, and Marshall Hall.

Cross-cultural mediations continue to be a strong force in teaching acceptance and respect especially in University Apartments. Trainers, from the Apartments area, have become a valuable resource to the entire Residence Life staff. As staff become more cross-cultural and effective with international students, insights are generated about interactions with other types of diversity.

Community living was the focus for **Department of Residence Life programs** emphasizing understanding and appreciating people different than oneself. A total of 1,473 programs addressed issues of multiculturalism, race, gender, ethnicity, handicap, sexual orientation, religion and age. Another 826 programs targeted personal safety and sexual assault.

Of the nearly 400 **Registered Student Organizations (RSOs)**, 32 were in the "minority/protected class" category. All RSOs were provided information about requirements for handicapper accessibility and accommodation when planning activities and events.

Despite the efforts to engender a climate accepting of individual differences, Residence Life staff talked with students about **occurrences on the campus, in the halls, or in the surrounding community**, including: 411 issues/concerns related to race/country of origin, 116 related to gender, 147 related to religion, 137 related to sexual orientation, and 46 related to handicapper condition.

The **MSU Libraries** as well as the **MSU Museum**, the **Kresge Art Museum** and the **Wharton Center** have sponsored a number of diversity-related programs and exhibits in 1993-94.

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.

Initiatives in this report are representative of a large number and variety of projects to advance diversity and pluralism in MSU's colleges, departments and schools. A file of MSU IDEA II College Level Planning Activities is available in the Office of the Assistant Provost for Academic Human Resources.

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 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, eight of the University's nominees have been named **ACE fellows** in the national competition. These include two Black women, two caucasian women, one Hispanic man, two caucasian men and one gay man.

Of the 33 fellows who have participated in the **CIC/ALP Program** since its inception as an MSU IDEA initiative in 1989-90, there have been 17 women, of whom 5 are Black. There have been 16 men, of whom six are Black, three are Hispanic, one is American Indian/Alaskan Native, one is Asian/ Pacific Islander, and two are openly gay men. Among the 26 people who have completed the program, those who have advanced to administrative positions with new titles include five caucasian women, two Black women, two Black men and one caucasian man. Of those who have taken additional, visible leadership roles in University governance or other major university service, one is an American Indian/Alaskan Native man, one is a Black man, two are Black women, two are caucasian women, and one is a gay man. The CIC/ALP Program is an academic affairs initiative; however, each year's class of fellows includes one or two fellows who are selected from Student Affairs and Services or from Finance and Operations vice-presidential areas.

National Leadership Initiatives: The Academic Affairs area participated in the fourth 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 Academic Human Resources, the Assistant to the Provost for Faculty Development and Diversity, the Director of the Women's Resource Center, and the Chair of the Women's Advisory Committee to the Provost, represented MSU at the Conference at Pennsylvania State University. Provost Lou Anna K. Simon will deliver a keynote address at UCLA in June, 1995 for the next conference. Plans are underway to bring the New Agenda Conference to Michigan State in June, 1996.

Meetings of Multicultural and Minority, Women and Handicapper Groups with the Provost continued each semester in 1993-94 to help identify and address diversity issues. During 1993-94, 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.

Administrative Appointments: During 1993-94, the total number of individuals in the Academic Manager group (deans, assistant/associate deans, chairpersons and directors) decreased by 3 individuals, from 272 to 269 (1.1%). The representation of women among this group increased from 24.3% to 24.9% (compared to representation in the tenure system of 22.9%) during 1993-94 with the net gain of 1 woman, bringing the total number of women to 67, an increase of 1.5%. The percentage of minority academic managers decreased from 11.4% to 11.2% (compared to representation in the tenure system of 12.1%), a decrease of 1 (30).

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 28 are vacant or filled on an acting basis.

There are 62 individuals appointed in Executive Management positions as of October 1, 1994. Of these, 15 (24.2%) are non-minority women and 10 (16.1%) are minorities. One (1.6%) minority woman is Black; of the 9 minority men, 7 (11.3%) are Black, 1 (1.6%) is Asian/Pacific Islander, and 1 (1.6%) is Hispanic. The total representation of protected classes members decreased from 28 to 25 (40.3%).

There were eight new Executive Management appointments during 1993-94, including one minority man, two non-minority women and five non-minority men.

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 1993-94:

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. Case studies were used to increase interactive learning and small follow-up sessions permitted participants to ask more questions.

The Fall 1994 **New Faculty Orientation** program included a video presentation on "Transforming the Curriculum" and a panel discussion on "Diversity and Faculty Development" A group of outstanding faculty discussed their participation in faculty development programs and how that participation had impacted their teaching, research and outreach as well as their leadership activities within the institution.

Workshops for New Administrators and the **MULTI Program series for Department Chairpersons and School Directors** included sessions that dealt primarily with diversity and affirmative action issues. Other workshops within these two series contained significant portions or activities that were aimed at increasing understanding of the University's diversity agenda. An annual **Workshop on Faculty Performance Review** targets department chairpersons and school directors in their role of advancing the career development of faculty.

MSU IDEA coordinators appointed to lead diversity efforts in each of the 14 Colleges met for in-service training sessions during the 1993-94 year to discuss how to improve the minority graduate student recruitment and admissions process, ways to assess and enhance the climate for diversity and pluralism in colleges and departments, and how to prepare for the annual meetings to evaluate progress on diversity in each of the colleges that are part of the College (unit) level planning program of the MSU IDEA.

Recruitment and Retention

During the 1993-94 affirmative action year, the total **academic personnel workforce**, i.e., headcount, not FTE's, decreased by 1 individual, from 3,997 to 3,996. With the net gain of 25 women during 1993-94, women comprise 33.1% of all academic personnel, increasing from 32.4% in 1992-93. The representation of women increased from 1,296 to 1,321, or by 1.9%. With the net gain of 6 minorities during 1993-94, minorities now represent 14.6% of the total academic personnel system, increasing in proportion from 14.4% and increasing in number to 583, or by 1.0%. The number of Blacks in the academic personnel workforce increased from 208 to 218, which is 5.5% of the current total workforce; Asian/Pacific Islanders decreased from 281 to 266, which is 6.7% of the total; Hispanics increased from 69 to 81, which is 2.0% of the total; American Indians/Alaskan Natives decreased from 19 to 18, 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 1,700 in Fall 1994, 42.5% of the total faculty and academic staff, increasing from 42.0% in 1992-93. In summary, there was a small gain in the overall representation of women and minorities in the academic personnel workforce from 1992-93.

During 1993-94 the **tenure system** decreased by a net of 20 individuals, from 2,058 to 2,038, or 1.0%. The proportion of **women in the tenure system** increased to 22.9%; the net gain of 10 women brought the total number of women to 466, an increase of 2.2%. The percentage of **minorities in the tenure system** rose to 12.1%; the number of minorities increased by a net of 7, to a total of 247, an increase of 2.9%. Blacks increased from 93 to 95, or 4.7% of the tenure system; Asian/Pacific Islanders increased from 109 to 110, or 5.4% of the total; Hispanics increased from 34 to 37, or 1.8% of the total; American Indians/Alaskan Natives increased from 4 to 5, or 0.2% of the total. On a non-duplicate basis, 640 individuals, or 31.4% of the tenure system faculty, are members of protected groups; this is a net increase of 10 individuals, or 1.6%.

The proportion of **women in the tenure system** at the various ranks changed from October 1993 to October 1994 as follows: assistant professor, decreased from 43.4% to 42.3%; associate professor, increased from 28.2% to 30.4%; full professor, increased from 14.3% to 15.0%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 20.8% to 25.1%; associate professor, decreased from 12.6% to 12.4%; full professor, increased slightly from 9.0% to 9.1%.

During 1993-94, there were 73 **new individuals appointed in the tenure system**, including 20 minorities (27.4%) and 26 women (35.6%). On a non-duplicate basis, 38 individuals, or 52.1%, of the total appointments in the tenure system were members of protected groups.

Of colleges with opportunities to hire, the Colleges of Education, Human Medicine, Natural Science and Veterinary Medicine were successful in appointing women in the tenure system at or above average availability during 1993-94. Average availability is the average of availability data for individual

departments/schools in each college for the 1993-96 goal-setting period. It should be noted that such data are a rough approximation for actual availability information, which is determined individually for each department or school.

The Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Communication Arts and Sciences, Human Ecology and Social Science appointed women at a rate below average availability during 1993-94. The College of Engineering and James Madison College did not appoint any women in the tenure system during 1993-94.

Similarly, the Colleges of Arts and Letters, Business, Communication Arts and Sciences, Education, Engineering, Human Ecology, James Madison, Natural Science, Social Science and Veterinary Medicine appointed minorities in the tenure system during 1993-94 at or above average availability.

The Colleges of Agriculture and Natural Resources and Human Medicine did not appoint any minorities in the tenure system during 1993-94.

It should be noted that the Colleges of Education, Natural Science and Veterinary Medicine appointed **both** women and minorities at or above average availability. There were no tenure system appointments in the Colleges of Nursing and Osteopathic Medicine during 1993-94.

The academic personnel system includes 84 self-identified **handicappers**, including 52 tenure system faculty, 12 continuing staff, 12 temporary staff and 8 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 1993-94 affirmative action plan year, waivers of the normal hiring procedures were used in 22 of the 73 (30.1% compared to 33.9% in 1992-93) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in 13 cases, for shifts from temporary where the initial screening was for a tenure system position in 1 case, for special appointments in 5 cases and in three unique situations.

2. Visiting Minority Faculty Program

Eight individuals were supported with funds from this program during 1993-94, including 1 Black woman, 4 Black men, 1 Hispanic man, 1 Asian/Pacific Islander man and 1 Asian/Pacific Islander woman. Additionally, funding was provided to support the Minority Scholar Lecture Series in the Department of Philosophy and activities sponsored by the Graduate School, 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 10 participants during 1993-94 included 2 Black women, 3 Black men, 2 Hispanic women, 1 Hispanic man, 1 Asian/Pacific Islander woman and 1 Asian/Pacific Islander man.

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 1993-94, 27 tenure system faculty members resigned from Michigan State University, including 11 women (40.7%, compared to a general representation in the tenure system of 22.9%) and 5 minorities (18.5%, compared to a general representation in the tenure system of 12.1%).

Seventeen (53.1%) of 32 exit questionnaires were returned; the rate of return from non-minority women was 27.3% (3 out of 11), and the rate of return for minorities was 66.7% (4 out of 6); there was one questionnaire returned that did not include gender and/or ethnic identification (which are provided on a voluntary basis). The 32 exit questionnaires included 5 tenure system faculty members who resigned and were subsequently appointed on a temporary or clinical/adjunct basis for one year or less.

Overall, the general category of institutional/social was ranked as most important in the decision to leave MSU. The specific factor most frequently cited within this general category is relationship with department chairperson or school director. The second most important general categories in the decision to leave MSU are intellectual climate and professional function. 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 category of intellectual climate was ranked highest; the second most important general categories were institutional/social and compensation/personnel opportunities/policies. For minorities and women, the general category of institutional/social was rated as most important in both the decision to leave MSU as well as in accepting a new position.

Instruction, Research, Outreach

Residential Options for Students have been increased on a pilot basis. A series of new initiatives in support of instruction and retention are expected to be useful to a number of students from underrepresented groups. Among the most promising of these approaches are **living-learning residential programs** such as the continuing ROSES program and the newer RISE and STAR programs. All are premised on the belief that students are more likely to be successful in their academic and social adjustments to the University if they become engaged in the community and have ready access to a variety of support services. Programs involve cluster enrollments of participants in the same set of classes, additional tutoring, advising and counseling in residence halls. These programs are being piloted in a cooperative cross-vice presidential effort. The Office of the Provost together with College and Department faculty and staff, the Department of Residence Life, Housing and Food Services, the Learning Resources Center, the Orientation Program Office and University Undergraduate Division are collaborating in these pilot living-learning experiments. Other projects such as an improved **"Early Warning System"** for Freshmen and a manual to improve advising across campus are also among the efforts to improve support for MSU students.

Agreements were made with the Chicano community to provide a series of awards under the L.U.P. E scholarship program over five years. Plans are also underway to move forward with an ethnic studies specialization, and to develop the Cesar Chavez collection of resource materials in the MSU Libraries.

The **MSU Computer Laboratory** contributed to several handicapper activities involving consulting and microcomputer laboratory access, including:

- Work on a hypermedia project entitled **"Hearing Handicap Inventory for the Elderly."** It presents information about hearing loss to hearing impaired adults and uses an interactive questionnaire to assess the impact of their hearing loss on their quality of life.
- Evaluation of a number of products to assist **visually- and mobility-impaired users of MSU microcomputer labs.** The MSU Computer Lab worked with the Office of Programs for Handicapper Students, and Human Resources/Handicapper Operations and Services. Products acquired over the past year include Humanware Master Touch Speech for DOS, Zoom Text Plus screen enlargement for DOS/Windows, Berkeley Systems OutSpoken speech for Mac, Berkeley Systems OutSpoken speech for Windows, and Berkeley Systems InLarge screen enlargement for Mac. Funding was allocated for a network Braille printer.
- The Skill Bank program sponsored by the Ingham Intermediate School District for special needs students, using software which tests their math and other abilities.
- During 1993-94, various new wheelchair accommodating microcomputer laboratories were installed, such as those in Old Horticulture, Room 112, and Wonders Hall (North), Room B15.

Computing and Technology has also supported diversity-related activities by providing MSU Computer Lab services and activities, such as use of a microlab every Saturday for a program targeted for African Americans, sponsored by the Black Child and Family Institute of Lansing and use of a microlab by Upward Bound programs.

The **Instructional Software Collection**, a joint venture between Computing and Technology and the MSU Libraries, provides software and videodiscs to faculty, staff and graduate students for demonstration and assessment for course work, curriculum development, and research projects. There are several newly acquired diversity materials available, such as, *Dimensions in Multiculture*, *Time Throttle: A Multicultural Tour of the World*; Martin Luther King's "Letter from the Birmingham Jail"; *Time Traveler*; *Index of Folk Literature*. New CD-ROM materials include: *The African American Experience*, *the Enduring Vision*; *Black American History*; *The American Indian*; *KanjiCard*; *Time Traveler*; and *The Index of Folk Literature*. The videodisc library has acquired *The Japanese Way of Life*; *The First Emperor of China*; and *Struggles for Justice*.

The **Instructional Media Center (IMC)** participates in diversity-related projects through client requested videotape documentation (recordings), and provides audio visual equipment and production of visuals for use by faculty and staff as part of their diversity efforts. IMC regularly acquires films/videotapes on diversity-related subjects for faculty to use in their classes.

Such videotapes and/or films include: *Afghan Women*; *Age of the Shoguns*; *Americas in Transition*; *Black History: Lost, Stolen or Strayed*; *Buddha in the Land of the Kami Buddhism: Man and Nature*; *Cuba and Fidel*; *Essence of Being Japanese*; *Ethnic Notions*; *Hiroshima Nagasaki, August 1945*; *Huihito: Japan in the 20th Century*; *Human Diversity*; *I Have a Dream: Life of Dr. Martin Luther King*; *Japanese Economic Bubble*; *Major Religions of the World*; *Mini Dragons: Hong Kong*; *Mini Dragons: Singapore*; *Mini Dragons: South Korea*; *Mini Dragons: Taiwan*; *Meiji: Asia's Response to the West*; *Meiji Period*; *Nanook of the North*; *Nigeria: Problems of Nation Building*; *Postwar Japan: 40 Years of Change*; *Reinventing Japan*; *Sentimental Imperialists: America in Asia*; *South America: Widening Gap*; *Tale of Genji*; and *Two Coasts of China: Asia and The Challenge of the West*.

Computing and Technology collaborated with Dr. David Stewart and Dr. Patrick Dickson of the College of Education to produce "Personal Communicator: A Communication Environment for Deaf Children." This CD ROM provides deaf students with a tool conducive to learning sign in a "discovery" learning mode. It is designed to enhance the social interaction among deaf and hearing students, and increase deaf student's opportunities for developing language skills in English and American Sign Language (ASL). It can also prompt hearing students to learn more about ASL through the use of its "common ground" means of communication.

Broadcasting Services added a number of number of diversity materials to the ITV (Instructional Television) collection during 1993-94. They include, from the Adult Learning Satellite Service:

THE AFRICANS

Nine one-hour episodes examine Africa as the birthplace of humankind and discuss the impact of geography on African history.

AMERICAS

A political science series examining the contemporary history, politics, culture, economics, religion and social structures of the Latin American region.

BUILDING HOPE: COMMUNITY DEVELOPMENT IN AMERICA

This program traces the evolution of the community development corporation movement, which unites neighborhood residents, business leaders and governments to revitalize distressed communities and fight conditions of poverty and discrimination.

POVERTY, WELFARE AND AMERICA'S FAMILIES: A HARD LOOK

Four half-hour programs examine the economic plight of families raising children, the state of welfare reform, alternative approaches to family income security, including tax credits and child support enforcement, and insurance.

W.E.B. DU BOIS OF GREAT BARRINGTON

This program traces the life and provides an intimate portrait of African-American intellectual and leader William Edward Burghardt DuBois.

WITNESS TO HOLOCAUST

This series examines human survival and the Holocaust.

WOMEN AND SOCIAL ACTION

This series that examines how gender intersects with factors such as age, class, disability, ethnicity, race, religion and sexual orientation.

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.

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 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. Special funds were also obtained during 1993-94 to fund scholarly acquisitions in response to recommendations in *Moving Forward*. Within this focus area for the year, materials purchased with the diversity funds were as diverse as possible on several levels: in subject matter, formats, and historical periods, locations and ethnic groups represented. Subject matter ranged through interdisciplinary areas of literature, art and music, through psychology, sociology and history. Topics of especially urgent interest were acquired with as much breadth as possible, for example gays/lesbians in the military and in the workplace, or as parents and/or domestic partners.

The MSU Libraries continue to provide a service called **Diversity News** which is an electronic newsletter/calendar of multicultural events at the University and in the nearby community.

Diversity was a prominent theme of the one day and four day **Meet Michigan Outreach Orientation Program** trips in 1993-94. Visits to Native American Indian reservations in the Upper Peninsula and to the city of Detroit in the Fall and Spring of 1993-94 were occasions for advancing understanding of the diversity of the State and the diverse cultures from which MSU students come.

Climate

A series of **Handicapper Transition Plan Projects** were undertaken during 1993-4 following ADA Accessibility Guidelines. Major Projects planned and funded during 1993-94:

- On March 15, 1994, the Executive Committee on Buildings, Facilities & Space approved the re-assignment the **Student Radio Station** from MSU Auditorium to Holden Hall to make the Radio Station accessible. The Student Radio Station is purchasing handicapper accessible equipment that is an integral part of making the station handicapper accessible. The Radio Station will relocate following facility modifications in Holden Hall: reworking parking spaces at main entrance to make more accessible; install automated entry door; install accessible campus phone; install accessible elevator controls on passenger elevators and at call stations on all floors; modifications to men's and women's restroom; drinking fountains; renovation of rooms for use by Radio Station including compliance with ADA architectural Guidelines; modify interior of elevator cab on ground floor to enable access to dining hall
- West wing of the **International Center** (academic wing) - One million dollar project (ADA compliant signage, public phone modifications; restrooms, parking, elevators, drink fountain in first floor lobby; multi-modal fire alarms)
- **Spartan Stadium** - New platform created for handicapper seating adjacent to club seats on west side of stadium near 20 yard line
- **Natural Resources Bldg.** (Southeast Entrance) - Grade level entry from parking lot; elevator or lift; signage; public phone modifications; multi-modal fire alarms in main corridors)

Underway or completed during 1993-94

- Linton Hall - Elevator, signage, restrooms, entryway, parking
- Bessey Hall - Snow melting ramp system, elevator, automatic exit doors
- Library (4th Floor) - Accommodating furniture, restrooms, telephones, doorways
- Hubbard Hall Residence Hall (to help make RISE program accommodating) - Automatic entry system, restrooms, workstations in computer laboratory, multimodal fire alarm system, signage

Other Projects planned and funded during 1993-94

- Abrams Planetarium - Public restroom accommodations
- North Kedzie Hall - Elevator controls, drinking fountain, signage
- Administration Bldg. - Automated entry door
- Marshall Hall - Automated entry door

Among **Lesbian and Gay faculty**, benefits for same sex domestic partners was the most frequently reported climate-related concern. In response to a recommendation from the University-wide Task Force on Lesbian/Bi/Gay Issues, the matter of benefits for same sex domestic partners was sent for further study to the University Committee on Faculty Affairs with a series of questions and the charge to examine this issue within the framework of MSU's particular benefits package. For the Lesbian/Bi/Gay community benefits and what is perceived by the Lesbian/Bi/Gay community as discrimination in ROTC remain important issues to be resolved and/or re-addressed. The Lesbian/Bi/Gay faculty recognizes that some initial progress has been made on *Moving Forward* recommendations relating to DPS, library collections, the establishment of an Implementation Advisory Group, an office in Student Affairs, and in faculty development activities, but sees need for additional progress on other initiatives to improve the climate.

The MSU Museum, the Wharton Center, and the Kresge Art Museum, continued to sponsor diversity-related exhibits and performances. The **Wharton Center's** 1993-94 schedule included the following diversity-related performances: a Korean Film and Korean Cultural Night; the Gospel Celebration with the Solid Rock Baptist Church; the World Travel Film series; the Pashami Dancers; Anita Hill; the Martin Luther King Jr. Provost Office Program; Porgy and Bess; Fashion Show for the Lansing Area Aids Benefit; Branford Marsalis; the Hungarian Folk Ensemble; Brotherhood Against Drugs Gospel Concert; Indradhanush/Journey through India; The Making of MAUS (Jewish Studies); The Laughfest (National Society of Black Engineers); the Chieftains; and the German Youth Orchestra.

The **Kresge Art Museum** held an exhibition entitled, "Women's Performance of Spirit: The Soweï Masquerade of Sierra Leone and Western Liberia," which focused on the only mask tradition in Africa danced by women. From July through December, 1994, Kresge and the **MSU Museum** sponsored "Ethiopia: Traditions of Creativity," a major exhibition that showcased the rich and varied cultural heritage of Ethiopia by focusing on the lives and work of artists and artisans. In December, the Kresge Art Museum observed the 6th Annual Day without Art, an event that represents a national day of action and mourning associated with the AIDS crisis within the arts community and beyond. Volunteers from the Lansing Area AIDS network provided information to visitors.

During 1993-94, 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. In 1993 the festival focused on the cultural contributions of native Americans, Hispanics-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. In addition, the MSU Museum sponsored exhibits of African-American and Native American quilts and the Traditional Arts Apprenticeships. The Museum also displayed a portion of the "Names Project" Aids memorial quilt.

In December 1993, the Office of the Provost revised the statement on implementation practices of the tenure policy to provide, upon request, an automatic one-year **extension of the tenure system probationary appointment for faculty members on an approved maternity leave** of absence. Additionally, extensions of the probationary appointment may be requested from the University Committee on Faculty Tenure for leaves of absence or temporarily reduced appointments for reasons related to childbirth, adoption, care of an ill and/or disabled child, spouse, or parent or personal illness or to receive prestigious awards, fellowships, and/or special assignment opportunities.

During 1993-94 **Broadcasting Services** was responsible for providing hundreds of hours of diversity-related programming from WKAR AM/FM Radio, WKAR Television - Channel 23, and the Radio Talking Book. Programs dealing with diversity issues include "Morning Edition," "All Things Considered," "MacNiel-Lehrer Newshour," and "Sesame Street."

WKAR-TV also broadcasts more than 200 hours of related programming during the twelve month period from October, 1993. These programs included:

The annual MSU report on "The State of Black Michigan."

"Coming Out: It Takes a Lifetime," a WKAR-produced profile of seven mid-Michigan people

discussing their gay and lesbian lifestyle. This program was also presented on the University Housing Channel for students living on campus.

Numerous special programs during Black History Month, including "Simple Justice," (the story of Brown v. Board of Education), "A Question of Color," and "Against the Odds: The Artists of the Harlem Renaissance."

Programs on handicapper topics included: "Deaf Mosaic," "Autism: Stubborn Love," "Autism: Learning to Live," and "Look Who's Laughing."

WKAR-TV regularly broadcasts "Tony Brown's Journal," and "Asia Now."

A number of programs about Native American were presented, including "Ishi, The Last Yahi," "Conquest of My Brother," and "Indian America: A Gift from the Past."

The year's national outreach project focused on women's health issues with numerous special programs and various local outreach activities.

WKAR Radio broadcast more than 300 hours of related programming, including "Ondas En Espanol," "Crossroads," "AfroPop Worldwide," and "Horizons."

Locally produced programs included features on unemployment among minority teens, Michigan Native American tribes seeking official government status, and hiring handicapper workers.

WKAR's Radio Talking Book provides news and information 24 hours per day to people who face challenges using printed material.

Diversity activities at the **Instructional Media Center (IMC)** include the fabrication and installation of approximately 2,000 signs that meet ADA requirements and a video editing project for Student Affairs and Services, "Multicultural Perspectives in an American Society."

III. SUPPORT HUMAN RESOURCES

Leadership

During the 1993-94 affirmative action year, a major step was taken toward enhancing diversity and climate for support staff. This was done by conducting an **Attitude Survey and Diversity Audit** for all support staff with the assistance of Advanced Research Management Consultants (ARMC).

Survey questions were developed with the input of a broad cross section of support staff, administrators and representatives of various interest groups. Questions addressed general human resource topics and a wide range of diversity subjects. Of the 5,000 surveys distributed, 2,600 (52.0%) were returned and evaluated. The results show areas of strengths and where improvement is needed.

With the survey results, ARMC provided recommendations for action to address problem areas. After reviewing these recommendations, preliminary action steps were developed and communicated along with summary results to all faculty and staff. The action steps address the topics of Multicultural Understanding, Staff Recognition, Performance Appraisal, Staff Development, and Unit Planning.

Full copies of the survey results were provided to major administrative units, unions and diverse interest groups. Dialogue in administrative units has begun on how specific issues can be addressed. MAU-specific data is available on many survey topics, and customized follow-up studies can be arranged.

The self evaluation of university programs regarding **accessibility for handicappers** was completed and a follow-up inquiry was initiated. In addition, an overall status report on handicapper issues was begun.

Support representatives participated in developing a comprehensive response to the *Moving Forward* recommendations. The response was shared with members of the former **Task Force on Lesbian and Gay Issues**, now working through the Gay and Lesbian Faculty And Staff Association and Implementation Advisory Group. Administration representatives will now work with a lesbian/gay/bi-sexual advisory group on the implementation process.

Recruitment, Retention & Staff Development

During the 1993-94 affirmative action year, the **support staff work force** increased by 14 employees (0.3% of the work force) from 5,283 to 5,297. Representation of women and minorities increased at twice the rate of work force growth. Women increased by 27 from 3,504 to 3,531 employees (from 66.3% to 66.7% of the work force) and minorities also increased by 27 employees from 698 to 725 (from 13.2% to 13.7% of the work force). This is the highest percent of minority representation since the support staff affirmative action plan was implemented. The number of minority women increased by 23 from 495 to 518 (from 9.4% to 9.8% of the work force) and minority men increased by 4 from 203 to 207 (from 3.8% to 3.9% of the work force).

Minority representation made progress in 5 of the 6 support staff reporting categories. Administrative-professional minorities increased by 2 from 191 to 193 (from 9.6% to 9.8% of the group), clerical-technical increased by 19 from 239 to 258 (from 11.7% to 12.8% of the group), cooperative extension

increased by 17 from 63 to 80 (from 42.9% to 35.9% of the group), public safety increased by 1 from 5 to 6 (from 14.3% to 16.2% of the group) and skilled trades increased by 3 from 18 to 21 minorities (from 7.0% to 8.5% of the group). Service maintenance experienced a decrease of 15 minorities from 182 to 167 (from 22.3% to 20.9% of the group).

Black representation increased by 17 from 378 to 395 (from 7.2% to 7.5% of the work force). The Asian/Pacific Islander representation increased by 1 from 96 to 97 (remaining at 1.8% of the work force). Hispanic representation increased by 11 from 184 to 195 (from 3.5% to 3.7% of the work force). American Indian/Alaskan Native representation decreased by 2 from 40 to 38 employees (from 0.8% to 0.7% of the work force).

Representation of **women** increased by 27 from 3,504 to 3,531 (from 66.3% to 66.7% of the work force). Cooperative extension had an increase of 77 women from 138 to 215 employees (from 93.9% to 96.4% of the group), public safety increased by 1 from 14 to 15 (from 40.0% to 40.5% of the group) and skilled trades by 1 from 19 to 20 women (from 7.4% to 8.1% of the group). The number of women in administrative-professional decreased by 6 from 1,139 to 1,133 (from 57.1% to 57.4% of the group). Clerical-technical decreased by 27 from 1,856 to 1,829 (from 91.2% to 90.8% of the group) and service maintenance decreased by 30 from 338 to 319 (from 41.5% to 39.9% of the group).

Support staff self-identified **handicappers** decreased by 3 from 124 to 121 (remaining at 2.3% of the work force). There were 34 (1.7% of the group) administrative-professional handicappers, 43 (2.7% of the group) clerical-technical, 4 (1.8% of the group) cooperative extension, 1 (2.7% of the group) public safety, 32 (4.0% of the group) service maintenance and 7 (2.8% of the group) skilled trades. Of the 4,221 internal and external qualified applicants, 102 (2.4% of applicants) were self-identified handicappers. Of the 625 selections for regular positions, 6 (1.0% of selections) were self-identified handicappers. **Vietnam era veterans** increased by 2 from 168 to 170 (remaining at 3.2% of the work force).

Comparing 1992-93 and 1993-94, **regular new hires** increased by 64 (12.9%) from 496 to 560. Regular new hire women increased by 50 from 301 to 351. Minority regular new hires increased by 40 from 84 to 124. Of the hires, Blacks accounted for 70 (12.5% of hires), Asian/Pacific Islanders for 21 (3.8% of hires), Hispanics for 32 (5.7% of hires) and American Indian/Alaskan Natives had 1 (0.2% of hires) hire.

There were 393 (7.4% of the work force) **promotions** during the 1993-94 affirmative action year. Women received 272 (69.2% of promotions) promotions and minorities received 59 (15.0% of promotions) promotions. The percent of women and minority promotions exceeded their representation in the work force of 66.7% and 13.7%. Of the promotions, Blacks accounted for 29 (7.4%), Asian/Pacific Islanders for 3 (0.8%), Hispanics for 23 (5.9%) and American Indian/Alaskan Natives for 4 (1.0%).

Of the 357 **support staff who have left the University**, 234 (65.6%) were women and 81 (22.7%) were minorities. Exit questionnaires were sent to all terminated employees, and 154 (43.1 % of the surveys) were returned; 107 from women and 23 from minorities. Overall, "retirement" continues to be the reason most selected for leaving. The reason most selected by women was also "retirement" and then "leaving the area." The reason most selected by minorities was "better job opportunity" followed by "leaving the area." Exit forms reflect two more reasons for minorities leaving, "retirement" and "voluntary quit." Ongoing attention must be provided to assure a supportive climate which encourages retention of women and minorities.

Annual hiring goals are set based on 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.

Sixty-three **annual hiring goals** were established for **women**, with 74 (117.5%) accomplished. Administrative-professional had 33 annual goals with 40 (121.2%) women selected. Clerical-technical had 6 annual goals and accomplished 7 (116.67%). Twenty-two service maintenance annual goals were established, with 20 (90.9%) achieved. Skilled trades exceeded an annual goal of 1 by 5 selections, and public safety with 1 annual goal had 2 (200.0%) selections. No annual hiring goals were established in cooperative extension due to full utilization of women.

Minority annual hiring goals were significantly exceeded. Twenty-six annual hiring goals were established and 85 (326.9%) minority selections were accomplished. There were 9 annual goals in administrative-professional with 19 (211.1%) accomplished, clerical-technical with 15 annual goals had 60 (400.0%) selections. Service maintenance with 1 annual goal had 2 selections. Skilled trades exceeded 1 annual goal by accomplishing 4. No annual goals were established in cooperative extension or public safety due to full utilization or limited hiring opportunities.

There remain some noticeable areas of underutilization as shown below.

<u>Occupation Area</u>	<u>Job Groups</u>	<u># Underutilized by Women Minorities</u>		<u>Annual Goal Women Minorities</u>	
1. Upper Level Administrators	A1B3		6		1
	A1B4	7		1	
	A1E5	7	4	1	1
2. High Level Technicians	A2C3	10		5	
	A2E3	9	7	9	2
3. Computer Programmer/Analysts	A2J2	31	19	6	4
4. Clerical	C3A3		8		2
5. Technical	C4I1	5		1	
6. High Level Service/Maintenance	1602		6		1
	1612	5		0	
	1652	33		9	
7. Skilled Trades	9501	7		1	

The absence of the mid-level clerical job group from the above list is noteworthy. This job group was underutilized by 23 minorities at the beginning of the 1993-94 affirmative action year. Through extensive efforts by units, Employment and Affirmative Action Compliance and Monitoring (AACM), this University-level underutilization was completely eliminated by year end. Consideration is being given to various methods of addressing ongoing unit-level underutilization, particularly for entry level positions.

The Local 999 job groups were restructured which enhanced the opportunities to address underutilization. Twelve of the 14 Local 999 vacancies were underutilized for women and/or minorities. Four of the 12 had no qualified women or minority applicants, 5 (35.7% of selections) were filled by women and 3 (21.4% of selections) by minorities. The selection rates of women and minorities exceeded their representation of qualified applicants which were 21.6% and 12.5% respectively.

Special efforts continue with seventy outreach agencies which assist in the **recruitment** of women and minorities. In order to further expand recruitment and outreach, the Employment Office has added a position that is dedicated half-time to special recruitment efforts. In addition, this **recruitment coordinator** will enhance coordination with AACM and integration of affirmative action activities within the Employment Office and with units.

A successful **staff development** training program for administrators/supervisors and staff was initiated this year. It began as a program for administrators called "Leading the Revolution," and was so successful that requests were made to provide the same content for staff, which became the "Partnering" series. The subject matter addresses topics such as reengineering work processes, empowerment, and stewardship. The program directly supports the concepts in the Guiding Principles (i.e. eliminating bureaucracy, improving access, customer service). The programs also address key climate issues that are essential to successful recruitment and retention of a diverse staff.

Climate

The Attitude Survey and Diversity Audit provides a credible description of the climate for MSU support staff. As described in the leadership section, specific action steps are being taken to address major problem areas. In addition, unit-level responses began and will be monitored through the unit-level planning process.

The **Multicultural Development coordinator** conducted a variety of training programs, provided support in staff conflict situations, and became an important link between constituency groups and support administrative units. These activities have facilitated diversity/climate issues being constructively addressed.

The climate for **lesbian/gay/bi-sexual** staff needs ongoing attention. While the support Multicultural Development coordinator has not received reports of anti-lesbian/gay/bi-sexual behavior, interactions during diversity training and other unit interventions clearly indicate that issues related to sexual orientation involve a high degree of tension and emotion. This situation was also strongly reflected in recent painting incidents and the diversity survey results, as described below.

- only 55% of employees believe MSU employees in general are comfortable at least to some extent with coworkers who are lesbian, gay or bi-sexual,
- only 18% report that being openly lesbian, gay or bi-sexual would not at all negatively impact a person's chances for employment advancement at MSU.

Sexual orientation issues are being infused into diversity training programs as a means of addressing this important climate issue.

Implementation of the 1990 census data highlighted the **need for continued affirmative action efforts**. Through special efforts such as the clerical-technical affirmative action bypass, underutilization was reduced substantially. Perception then existed that there were no opportunities for majority candidates. In response to this perception, an assessment of career growth opportunities was done. It revealed that even in the midst of efforts to reduce underutilization, there were opportunities for both minority and majority clerical-technical candidates. This information was provided to support staff employees in *Source*.

SPECIAL UNIT ACTIVITIES I

Leadership

In Human Resources, a **diversity understanding session** was held for the Human Resource Services administrative staff. They were also provided with reading material including the books *A Different Mirror*, *A Multicultural History of America* and *Managing A Diverse Workforce*.

Recruitment, Retention & Staff Development

Housing and Food Services, Physical Plant, Campus Park and Planning, Human Resources, the Controllers Office, Police and Public Safety, the Land Management Office, and University Services made staff development a priority by providing opportunities for staff members to attend a wide array of **training programs**.

The skilled trades have historically been underutilized for minorities and more substantially, for women. Over the past several years, the **Physical Plant** developed a **Trades Helper Program** which was used to make 5 selections, taking underutilization of women from 10 to 7, and minorities from 2 to 1 in job group 9501.

In **Custodial Services**, 9 promotions to leadership positions were made. Five were filled by women and minorities. Of the 22 Custodian II positions filled in Custodial Services, 14 were filled by protected group candidates, enhancing the overall diversity of the unit. In **Intercollegiate Athletics**, 3 positions were filled with minority and women candidates. **Human Resources** filled positions with 3 minorities and 6 women. The Controllers Office hires and promotions included 14 women, 6 were minority candidates. **University Services** recruited, hired or promoted 3 minority candidates/employees.

Climate

The Multicultural Development coordinator conducted **diversity workshops for units** requesting basic information regarding diversity and its impact on the work force. Workshops topics included; Ageism and Reverse Discrimination, Racism: Minority Issues, Sexual Orientation, and Sexual Harassment. More comprehensive workshops and training surrounding diversity issues will take place during the coming year. Police and Public Safety engaged in a number of activities surrounding sexual orientation and racial issues, including writing letters to two newspapers regarding hate messages spray painted on campus, having representation on the President's committee on minority issues, and adding a representative from the Gay/Lesbian Faculty Staff Association to the Police and Public Safety Community Advisory Committee.

Handicapper accessibility:

Campus Park and Planning, Physical Plant, and Housing and Food Services were involved in numerous **construction projects**, alterations and installations in order to make the campus more user friendly. The following changes were made:

- improvements to and installation of path ramps and accessible entrances across campus

- installation of handicapper accessible elevator buttons in public elevators
- installation of visual strobe fire alarm stations in students rooms in four residence halls for hearing impaired
- installation of shelves in lobby telephone areas with computers to be used by handicapper students
- remodeled a student's room in Owen Hall for full accessibility
- established more handicapper parking spaces around Owen Hall
- designed food courts to meet handicapper needs according to ADA criteria
- installed ramps to provide more classroom accessibility
- new seating arrangements were made in lecture halls to provide spaces for wheelchairs
- constructed a convenience store to include a handicapper accessible counter surface
- five portable telecommunication devices for people with hearing characteristics were purchased and made available to enhance campus communication
- three fixed location telecommunication devices for people with hearing characteristics were installed (Nisbet Building, Erickson Hall and the main Library)
- 112 water coolers were replaced by accessible models
- all of Automotive Services handicapper buses were refurbished, and hand controls were purchased for use on Motor Pool vehicles
- restrooms were altered to provide handicapper access
- a new handicapper seating area was created in Spartan Stadium, providing front row sideline seating, and restrooms in the southwest lower concourse were modified to improve handicapper access
- fifty campus coin-operated telephone stations were altered to be accessible
- room numbers were changed and fire alarms were enhanced to assist those with hearing and sight characteristics

SPECIAL UNIT ACTIVITIES II

PURCHASING

Leadership and Administration

The Purchasing Department at Michigan State University has a multi-faceted minority procurement commitment. An important mission of the department is to seek out and utilize minority-owned and women-owned suppliers, as well as to provide those suppliers with a means of continuing education, complete access to the Purchasing Department buying staff and other buying groups, and to furnish them with outside business contacts.

Under the direction of the Purchasing Manager, a committee has been appointed to design a **reorganization plan** for the department so that it can continue to function acceptably and efficiently despite the current lack of staff. In addition to this venture, Purchasing management is in the process of writing a job description to hire a person to serve as the **Minority Procurement Coordinator/Purchasing Agent**. This individual will spend much of their time updating and revamping the minority procurement program to better serve the University, as well as minority businesses.

In 1995, a new **automated procurement system** will be implemented. This new system will bring positive changes not only in Purchasing, but in the whole University community and beyond. It is important to note that there continues to be a very strong commitment to maintaining and expanding the Minority Procurement Program.

Recruitment and Retention

Michigan State University has been very successful in its recruitment and retention of minority-owned and **women-owned suppliers**. This has put the University on the forefront among other state institutions in its equal opportunity efforts.

An important aspect that will continue to make the University successful in these efforts, is that the **Manager of Minority Supplier Development** acts as a liaison between suppliers and the University. This assists those individuals interested in doing business with the University to be accommodated effectively. Also as mentioned under the "Leadership and Administration" title, the new position being created will have the primary function of identifying minority vendors, working with them and the buying staff to assist in the procurement process.

The Purchasing staff continues to be encouraged to meet with individual vendors and to advise them of proper procedures, so they are able to conduct business with the University more effectively. Buying personnel are also available to aid in the preparation of bid documents, explain follow-up results, and answer questions that may arise.

Two-Year Trend: Potential dollars are dollars that are potentially available for minority as well as women-owned businesses to compete for in our bidding process. For 1993-94 the Potential dollars for minority-owned businesses was \$26,552,264. Actual dollars awarded was \$5,870,479; making the Percent

of Actual to Potential dollars 22%. Comparing these figures to 1992-93, Potential dollars increased from \$16,304,841 to \$26,552,264. Actual dollars awarded also show an increase from \$3,844,324 to \$5,870,479. Percent of Actual to Potential dollars shows a decrease from 24% in 1992-93 to the present 22%.

The Potential dollars for women-owned businesses in 1993-94 was \$25,31,604. Actual dollars awarded was \$6,023,553; for a Percent of Actual to Potential dollars of 24%. Women-owned businesses demonstrated an increase in Potential dollars and Actual Dollars, from \$17,919,633 in 1992-93 to \$25,341,604 in 1993-94 and \$5,540,045 to \$6,023,553. Percent of Actual to Potential dollars also decreased in this category from 31% in 1992-93 to 24% in 1993-94.

Although the Percent of Actual to Potential dollars decreased from 1992-93 to 1993-94, Potential dollars available as well as the Actual Dollars awarded, have shown a significant increase. This increase demonstrates the University's continued equal opportunity commitment, and represents significant efforts despite staff reductions.

For the fiscal year 1993-94 total expended dollars for construction was \$25,914,201, compared to the 1992-93 total of \$18,571,255. Actual Minority business for 1993-94 was \$3,552,126, as opposed to the 1992-93 figure of \$3,187,891. Total percentage did decrease from 1992-93 to 1993-94 to 17% and 14% respectively. As with the other categories, although the total percentage has decreased the total dollars have increased.

Outreach

Michigan State University continued to expand its outreach efforts in 1994 through membership in various professional associations. **Interaction with prospective minority-owned and women-owned suppliers** is facilitated through active involvement in these organizations. This involvement helps to increase the University's visibility, as well as its data base of potential suppliers both state-wide and nationally.

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 Manager of Minority Supplier Development is a member of its Board of Directors, is chairperson of its Education Sector, serves on the membership committee, and has been appointed to serve on the planning committee for the 14th Annual Procurement Conference to be held in Detroit on May 1, 2, and 3, 1995. He has been asked to be on the host committee of the National Minority Development Council's annual conference, also being held in Detroit on October 29 through November 1, 1995.

The University is also a member of the **Michigan Hispanic Chamber of Commerce**. The Manager of Minority Supplier Development is on its Board of Directors and its Special Events Committee. A purchasing agent 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). The Manager of Minority Supplier Development has been asked by the State of Michigan to serve on the

Sheltered Workshop Committee. This committee was set up by the Department of Management and Budget to enforce the Set-Aside law for handicappers. He also has been appointed to serve on the advisory board of "New Images", a minority magazine published in Lansing, Michigan.

In addition to its various memberships, Michigan State University is committed to active association involvement. Throughout the year, the Manager of Minority Supplier Development and/or Purchasing staff members attend many events in the pursuit of equal opportunity suppliers. **Trade shows, seminars and conferences** are attended throughout Michigan to increase awareness and knowledge of minority businesses. Not only did Purchasing agents attend the Education Buyers Seminar held at Wayne State University, but they also were involved in a presentation at Traverse City, Michigan which was given to the Public Purchasing Association. Another presentation which was given by personnel in the Purchasing department was held in Flint, Michigan. This seminar which involved fifty minority vendors focused on how to work with and meet purchasing agents, as well as how to make sales calls through the eyes of the buyer. Also, throughout the year, **numerous presentations** are given on how to conduct business with the University.

Michigan State University has remained highly visible through its association involvement, especially over the past 15 years. The **networks and contacts** which have been established as a result of this involvement, have allowed the University to assist equal opportunity suppliers in their non-university business pursuits as well. The 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 - to name a few. Again this year minority vendors met with the Manager of Minority Supplier Development in Washington, D.C. at the National Minority Supplier Development Council Annual Conference. The vendors were introduced to several corporate coordinators and buyers and, as a result of that contact, have had several opportunities to do business with other organizations.

Michigan State University was nominated this year for the **MMBDC Corporation of the Year**. A purchasing agent was nominated for Coordinator of the Year, as well as Buyer of the Year. Although the University did not receive the awards this year, the nominations reflect the respect the minority community has toward Michigan State University. The Manager of Minority Supplier Development was recognized by University peers with the **All University Excellence in Diversity Award**. Also the Federal Small Business Administration recognized him as **Small Business Advocate of the Year for minority small businesses**.

Climate

The trend in the corporate business world to increase minority and women-owned business participation, is to put pressure on first and second tier companies to implement an affirmative action procurement plan. For example, General Motors, Ford Motor and Chrysler have written letters to their major suppliers and have insisted they commit 5% of their purchasing to minority companies.

Because of this initiative, more companies than ever before have minority procurement programs in place and the dollars committed to minority purchasing have increased substantially.

Michigan State University has encouraged companies to seek minority companies to do business with, but it does not have the buying power to insist they do so.

Privatization is taking on a bigger role in the public sector than ever before. While it may make good business sense to privatize here at Michigan State University, it certainly has had its affect on minority business suppliers.

An example of this is the privatization of the Michigan State University Bookstore. The Bookstore was doing considerable business with a local minority supplier (\$91,000 between July, 1993 through June, 1994). Since the sale of the Bookstore, this same supplier has received very few orders and all are very low in dollars. It is expected however, that on-going communication with the MSU Bookstore management will result in a new sensitivity to this issue for the benefit of local minority businesses.

The Purchasing Department at Michigan State University will continue its efforts to assist minority and women-owned suppliers in their development both at the University and in the community.

IV. STUDENTS

ACADEMIC AFFAIRS OFFICE OF THE PROVOST

Leadership

The Assistant Provost for Student Academic Support Services, Racial, Ethnic, and Multicultural Issues (SASS/REM) chaired the **1994 All-University Excellence In Diversity Conference** and Lecture Series Planning Committee. Featured speakers sponsored or co-sponsored and their topics were Sharon Bertsch McGrayne ("Diversity in the Science-Case Studies of Nobel Prize Women"), John Fernandez ("Diversity in the Workplace"), Letty Pogrebin ("Will Women Change Power or Will Power Change Women"), Troy Duster ("Multiculturalism and the Classroom"), and Carter Heyward ("Diversity and Spirituality"), whose talk focused on issues of spirituality for lesbian and gay people. As part of the series, a two day conference on Asian Pacific American Issues was co-sponsored with the Asian Pacific American Faculty Staff Association and featured Ronald Takaki and Shirley Lim.

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), and Office of Minority Student Affairs (OMSA) were participants in the **Office of Equity Annual Parity Conference**.

OMSA sponsored the Sixth Annual **Statewide Conference on the Black Male** which attracted more than 300 persons. Featured speakers included Wade Nobles, Asa Hilliard, and Jeremiah Wright.

Staff from OMSA and OSS participated in the planning of the **African American Female Conference**.

During this year, OSS embraced the concepts of **Total Quality Management** in order to better serve their target population.

Staff from the Office of Financial Aid (OFA), OSS, OMSA, UUD, Talent Search/King Chavez Parks College Day Programs, and Upward Bound were active with the **Supportive Services Advisory Committee**.

Staff from OPHS were participants on the Administrative Group on **Handicapper Issues** and were actively involved in the Michigan Association on Handicappers in Higher Education and the Association on Higher Education and the Disabled.

OSS, in conjunction with Upward Bound and Talent Search, sponsored a **TRIO day** at the Kellogg Center. Students from across the state participated in the celebration. Participants included MSU President Peter McPherson, Representative Lynn Jondahl, Senator Jackie Vaughn and keynote speaker, Dennis Watson, Executive Director of the National Black Youth Leadership Council.

Recruitment and Retention

Total student enrollment increased 1.3% to 40,254 on the East Lansing campus of Michigan State University for Fall semester 1994 from the 39,743 students enrolled during Fall semester 1993.

The University's total affirmative action enrollment (which does not count nonresident alien students) increased 1.3% for Fall semester 1994 from 37,337 to 37,810 students. **Undergraduate enrollment** increased .5% from 30,228 to 30,384 and **graduate student enrollment** increased 4.4% from 7,109 to 7,426.

Minority student enrollment on campus increased 7.0% from 5,310 to 5,682 (14.2% to 15.0% of the affirmative action total) for Fall 1994. Undergraduate minority enrollment increased 5.4% from 4,301 to 4,532 (14.2% to 14.9%). At the graduate level, minority enrollment increased 14.0% from 1,009 to 1,150 (14.2% to 15.5%).

Twelve of fourteen colleges at Michigan State University had numeric increases in minority enrollment for Fall 1994. The College of Natural Science had the largest numeric increase with 126 more minority students enrolled for a 16.9% increase. The College of Nursing had the largest one year percentage increase at 24.1% with 28 more minority students enrolled. The College of Human Medicine at 25.5% (132), the College of Osteopathic Medicine at 21.5% (112), and the College of Engineering at 19.1% (701) had the highest percentages of minority students enrolled.

Black students, the largest minority student group on campus, increased enrollment 2.8% from 2,957 to 3,040 (7.9% to 8.0%) in Fall 1994. At the graduate level, Black student enrollment increased numerically from 487 to 508 and decreased as a percentage from 6.9% to 6.8%. Black male enrollment increased from 38.3% to 38.5% of the total enrollment of all Black students and decreased from 42.7% to 41.5% of the total enrollment of Black graduate students.

Asian Pacific Islander students, the fastest growing minority group on campus over the last ten years, increased enrollment 14.8% from 1317 to 1512 (3.5% to 4.0%) in Fall 1994. Enrollment of Asian/Pacific Islander students increased at the graduate level from 256 to 350 (3.6% to 4.1%).

The growth trend of **Hispanic students** at Michigan State University continued with a 6.6% enrollment increase from 834 to 889 (2.2% to 2.4%) in Fall 1994. At the graduate level enrollment by Hispanic students increased from 219 to 240 (3.1% to 3.2%).

American Indian/Alaskan Native students had the largest percentage increase on campus with enrollment up 19.3% from 202 to 241 (.5% to .6%) in Fall 1994. Enrollment of Indian/Alaskan Native students increased at the graduate level from 47 to 52 (.7% to .7%).

Women students represented 51.8% of the total enrollment at Michigan State University in Fall 1994 with an increase from 20,379 to 20,834. Women graduate students increased from 3,840 to 4,151 (54.0% to 55.9%). Minority women students increased from 2,986 to 3,212 (14.6% to 16.2%). Minority women graduate students increased from 523 to 611 (7.4% to 8.2%). Of the fourteen colleges, two had women student enrollments of less than 40%, three had women student enrollments of 40% to 50%, and nine had women student enrollments of more than 50%. The College of Natural Science increased the number of women enrolled from 2,196 to 2,486 (48.2% to 50.5%).

In recent years more than 70 percent of entering freshmen have earned a baccalaureate degree from MSU within a 10-year period from original date of entry. Current **retention rates** indicate that the figure could increase in the near future. The entering cohort of 1987 has a 73 percent graduation rate and the cohorts of 1984, 1985, 1986, and 1988 exceed 70 percent.

In general, 33 percent of the entering class or 47 percent of those who eventually graduate are graduating in four years.

A report prepared by the Office of Institutional Research at the University of Oklahoma includes 16 Big Eight and public Big Ten schools. Although data for some school cohorts and years are missing or incomplete, the report indicates that for the Fall 1989 cohort, the latest year for which 4 year **graduation/continuing rates** are available, the 4 year graduation rate was 31.1 percent and the 4 year persistence rate was 67.1 percent for all schools.

MSU's 4 year graduation rate of 34.7 percent was 4th and 4 year persistence rate of 70.4 percent was 5th out of the sixteen schools reporting for Fall 1989. This compares to Fall 1983 when MSU's graduation rate of 28.7 percent was 6th and persistence rate of 68.1 percent was 5th out of fifteen schools reporting.

The 1988 entering class at MSU has a six year graduation rate of 70 percent. Forty-six percent of black students and 55 percent of Hispanic students received degrees within six years.

Eventual graduation rates for Black students continue in the 48-55 percent range. There is greater fluctuation from class to class for other minority groups due in part to the relatively small size of some entering classes. It appears that graduation rates for Hispanic students are in the 50-64 percent range; American Indian/Alaskan Native students, 52-75 percent range; and Asian Pacific Islander students, 64-78 percent range.

Because of the relatively small size of some entering groups, caution in interpreting persistence and graduation rates is appropriate. Relatively small numbers can cause marked fluctuations in the percentages. Thus, the matriculation pattern of even one student has a large effect on the absolute value of the persistence and graduation rates when the size of the group is small.

	Graduation Rates*		
	Years After Entry		
	<u>4 yrs</u>	<u>5 yrs</u>	<u>6 yrs</u>
All Students	32.9	64.2	69.9
All Minorities	14.0	42.4	51.2
Black, Non-Hispanic	8.6	36.7	46.0
Hispanic	22.5	50.2	55.2
Amer. Indian/Alaskan	17.4	46.4	59.7
Native			
Asian Pacific	27.2	59.8	69.9
Islander			
Non-Minority	36.1	67.8	72.8

* weighted average of recent years

OFA worked closely with the Office of Admissions and Scholarships to identify strategies that will result in **improved recruitment and retention of racial-ethnic students**. Staff from OFA also worked closely with Admissions in the recruitment of Racial-ethnic students in the Detroit Compact and Wade McCree programs.

OMSA in collaboration with other units sponsored the annual **False Expectation Appearing Real (FEAR) conference**. This conference is aimed at Black students and focuses on retention issues.

UUD inaugurated the **First Annual Retention Conference** entitled "Retention at MSU- A Challenge for the 21st Century". It was aimed at faculty, staff and administrators. The featured speaker was James Anderson.

OSS collaborated with the Office of Admissions in a **telephone marathon**, accompanied them on various recruitment visits, participated in a day long Detroit visitation reception for parents and prospective students, and assisted in writing several pieces of communication materials to prospective students.

OMSA's staff participated with the Office of Admissions in several **Spartan Visitation Programs** and made trips to several sites and high schools in Michigan.

OSS provided tutorial assistance for several courses and responded to 1247 requests. The largest number of requests (846) was for Mathematics (53%). The other 401 requests were as follows: Accounting (31), Writing (117), Biology (37), Computer Science (14), Economics (62), French (9), Integrative Studies in the Sciences (50), Physics (66), and Spanish (15). Nearly 74% of the students assigned tutors continued with them throughout the semester and 68% of these received a 2.00 or better gpa while 28% received a 3.00 or better.

In collaboration with the Department of Mathematics and several other Departments and support services, OSS contributed to the **Math Enrichment Program**. This program assisted nearly 500 persons in Math 1825, 103 and 116 and was successful in improving the grades of students compared to those enrolled in regular sections of these courses.

OSS in collaboration with the Graduate School administered two summer undergraduate research programs- **Summer Research Opportunity Program (SROP)** and **Ronald E. McNair Achievement Program**.

OSS offered the **Summer University Program Encouraging Retention (SUPER)**. The program is an intensive summer program designed for selective CAAP freshmen. It attracts annually approximately 90 students. Participants take courses and attend workshops/seminars in order to improve their chances of success in college.

The **Michigan College/University Partnership (MICUP)** is a program designed to increase the number of racial-ethnic students at Lansing Community College transferring to MSU to complete their undergraduate education. During 1993-94, 451 students participated in the program and 109 transferred to a baccalaureate program.

OFA worked closely with SUPER and MICUP in its recruitment of students and in the solving of their **financial aid related issues**.

OFA conducted several **outreach programs** to racial-ethnic students regarding financial aid matters. OFA also continued to offer high achieving racial-ethnic students aid packages that were competitive with other schools. Similar packages were offered to attract students to SUPER.

UD mailed **welcome letters** to all incoming freshmen except those in Lyman Briggs School and James Madison College. UD also initiated the "**Wonders Project**", a small group seminar aimed at students on probation. The Walk, Run, and Jog Program for potential major changers was implemented. Several publications, (Forward, Undergraduate University Division and You- An Important Partnership, The Learning Resources Center- Helping you to Succeed, Selecting or Exploring Alternative Majors, Your Advisor and You- An Important Partnership, and A Guide to Undergraduate Support Programs), were used to communicate critical information to Freshmen, sophomores and support staff.

OSS initiated the **Student Aiming for Excellence (SAFE) Program**. The program is similar to the "Wonders Project" mentioned above.

The Learning Resource Center within UD conducted an experimental tutorial program for the **Integrative Studies** areas.

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.

The **Talent Search program** worked with 580 sixth through 12th graders who are first generation/low-income clients. Tutors were provided in the target schools and students participated in admissions workshops and visited college students.

The **King-Chavez Parks College Day Program** served 4,753 students in its Friday and Saturday programs. This program provides college preparatory information to secondary students in grades six through 11. Students are exposed to colleges at MSU, career/decision-making seminars, and admissions presentations. The program serves school districts within a 90 mile radius of Michigan State University..

OPHS transcribed numerous print material into **alternative format for Handicappers**. Sign language interpreting and other technological aids were provided to Deaf and Hard of Hearing students. Tutoring and other accommodations and services for Alternative Learners and other Handicapper students with a diversity of special needs were coordinated or provided. The newsletter Harbinger continued to serve as a Handicapper awareness instrument and communication tool to Handicapper students, faculty, staff and administrators.

OSS's newsletter, Newsrun, was published four times in order to provide informative and timely articles on services and activities which are of interest to students.

Affirmative Action Graduate Financial Assistance Program (AAGFAP)

The Affirmative Action Graduate Financial Assistance Program (AAGFAP) at Michigan State University was institutionalized in 1981 with a full-time director and staff to administer financial assistance to needy minorities and women graduate students. This action represents the university's commitment to improve the enrollment, retention, and quality of education of needy minorities and women at the graduate level.

Adequate financial support to graduate students is critical to the success of this commitment, since it is often a determining factor in the recruitment of underrepresented students, as well as in their retention and degree completion. Five main categories of graduate financial support are provided to underrepresented groups through the Affirmative Action Graduate Financial Assistance Program: (1) Equal Opportunity Program (EOP) Fellowships, (2) Minority Competitive Doctoral Fellowships (MCDF), (3) Programmatic Funding (PF), (4) Affirmative Action Graduate Assistantships (AAGA), and (5) Patricia Roberts Harris Graduate and Professional Study Fellowship Program.

To be considered for financial support under the AAGFAP program, all recipients must be U.S. citizens or permanent residents. A brief description of each of the AAGFAP-administered programs follows.

Equal Opportunity Program Fellowships (EOP): Equal Opportunity Graduate Fellowships for Disadvantaged and Minority Students were initiated in 1970-71. This program provides fellowship awards based on a needs analysis done by the Office of Financial Aids, with the exact award varying (not to exceed \$1,800, plus \$300 for each dependent, per semester) for each student, depending on financial need. Policies and procedures for the selection of EOP Fellows are determined by the Affirmative Action Graduate Financial Assistance Policy Committee. EOP recipients must be either racial/ethnic minorities or women receiving public assistance.

Minority Competitive Doctoral Fellowships (MCDF): The Minority Competitive Doctoral Fellowship Program was initiated in 1979-80. New racial/ethnic minority doctoral candidates are nominated by participating colleges and brought to campus to participate in an expense-paid visit. The award guarantees support for three years. In the first year the award includes a minimum of \$12,000 fellowship stipend, a tuition allowance of six credits per 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. In 1991-92, MSU was awarded two Public Service Fellowships for graduates in the Public Administration Program, effective Fall 1992. These two awards also continued in the 1992-93 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 1993-94 the University's graduate affirmative action financial commitment administered through AAGFAP stood at more than 2.5 million dollars and supported 455 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 exception of a 5.0 and 6.1 percent declines in 1984-85 and 1993-94, respectively. From 1977-78 to 1992-93, AAGFAP total expenditures increased by about 2.2 million dollars (from \$334,869 in 1977-78 to \$2,517,698 in 1993-94). For specific AAGFAP programs, EOP expenditures increased from \$221,806 in 1977-78 to \$1,210,359 in 1993-94; AAGA expenditures increased from \$113,063 in 1977-78 to \$785,876 in 1993-94; MCDF expenditures increased from \$43,941 in 1979-80 to \$424,936 in 1993-94; and PF expenditures have generally fluctuated between the lowest \$42,105 in 1990-91 and the highest \$122,825 in 1992-93.

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 1989-90, the number of EOP awards has remained slightly over 200 each year.

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

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

Instruction, Outreach, and Instruction

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.

UUD's outreach activities included staff collaboration with the MSU Alumni Association to organize an Hispanic Alumni Association. Staff also assisted in launching the **L.U.P.E scholarship fund**.

Upward Bound students participated in the **"Breakthrough" program** designed to enhanced team building, self examination of strengths and weaknesses, and survival skills which can be transferred to the classroom. Students also participated in a Peer-Pressure Reversal workshop.

Climate

Staff in the OMSA collaborated with the Asian Pacific American Student Organization to sponsor a **student leadership retreat**. The retreat is designed to (a) provide an opportunity for leaders to meet and become more acquainted with each other and to encourage joint programming and (b) develop goals and objectives for the academic year.

Staff in OMSA assisted a group of 20 students in attending a **Chicano/Latino leadership conference** in Chicago. The conference provided an opportunity for students to learn leadership skills and to interact with other students from across the country.

OSS and OSS staff provided assistance in the planning of the **13th annual NAISO Pow Wow**.

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

The Office of the Assistant Provost for SASS/REM and OMSA provided occasional **funds to support speakers and cultural events** for racial-ethnic and other diverse student groups.

OMSA worked closely with the Asian Pacific American Student Organization, Black Student Alliance, Culturas De Las Razas Unidas, and the North American Indian Student Organization throughout the year in the planning of a variety of **cultural programs**.

OPHS established a **Student Advisory Committee** to allow for regular feedback on how well needs were being met.

OFA installed a **Telecommunication Device for the Deaf**.

OSS sponsored a university-wide **"Lock-in"**. The yearly event is coordinated by the Student Assistants. Students come together for a night of sports, games, food and inspirational presentations.

OSS staff served as **advisors** and made numerous presentations to student groups. Staff also participated in and served as officers in various ongoing councils and committees which addressed the multicultural needs of racial-ethnic staff.

STUDENT AFFAIRS AND SERVICES

Leadership and Administration

Of the total **full-time staff** in the Division of Student Affairs and Services, 30% were male and 68% female (2% vacant). Twenty-six percent (26%) of the full time staff were non-white. The percentage of non-white staff for each of the staff groups were: Clerical Technical - 22%; Faculty/Executive management - 21%; APSA - 30%; APA - 33%; Residence Life-non Bargained Full-time - 22%. Among Graduate Assistants in the Division, 36% were male and 41% female; 22% were non-white. Among undergraduate Resident Assistants, 48% were male, 51% female and 30% non-white.

The Vice President for Student Affairs and Services continued to hold **meetings with advisory committees** within the Division comprised of staff and students. The Diversity Advisory Committee met bi-weekly, and the Lesbian/Bi/Gay (LBG) Advisory Committee met monthly and the Women's Advisory Committee met monthly. The LBG Advisory was quite supportive in the selection of the half-time support person for LBG issues.

Approximately 50% of the **Counseling Center staff** were racial and ethnic minority group members. Four of the nine psychologies, three of the five social workers, and one of the three licensed professional counselors were from one of the four under-represented groups. Graduate assistants and undergraduate workers also reflected the Center's affirmative action commitment, and included one Hispanic female, one Asian American male, and a Black female.

The Counseling Center **position designed to provide counseling and liaison services to the handicapper community was expanded** to a full-time position in 1993-94. The counselor who assumed this position is visually impaired; she spends half of her time delivering services to the handicapper community, and the remainder of her time in general counseling.

A **Caucasian male psychologist** joined the Counseling Center staff to provide leadership in the career counseling area. The only other full-time career counselor on that staff is female, as is the staff with whom students work in the Career Development Center.

A halftime position was designated for an **Assistant for Lesbian/Bisexual/Gay Concerns** within the office of the Multicultural Coordinator for Student Affairs and Services to address issues of gay and lesbian students.

Two staff members in the Counseling Center, one openly gay and the other openly lesbian, have volunteered to be identified as **contact persons for Lesbian/Gay/Bi-Sexual students** who would prefer to speak with a counselor with those characteristics. All Counseling Center staff have participated in training to increase sensitivity to unique issues associated with sexual orientation.

Of the four **interns in the Counseling Center** for '93-94, one was a black female, and one a lesbian. The Sexual Assault and Safety Education Program hired a male graduate student to focus on programming for men.

Racial minorities and women make up 60% of the Intramural Sports and Recreative Services professional staff, and 50% of the student staff.

Recruitment of ethnic minority graduate and undergraduate assistants was again given high priority in the Division. Initiatives to recruit undergraduates included:

- Consultation between Residence Life and the Office of Minority Student Affairs to discuss opportunities for minority students.
- Letters 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, North 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.
- Resident/Complex Directors contacted each student of color in their hall regarding student leader positions.

Recruitment of racial and ethnic minorities for graduate assistantships included:

- Contact with all MSU minority graduate students, and undergraduates graduating within the academic year, inviting them to consider assistantships in Student Affairs and Services.
- Brochures advertising the positions sent to four-year colleges and universities across the country; all member institutions of the Association of College and University Housing Officers; 150 predominantly Black institutions, and 750 alumni and former staff.
- Listing and interviewing at the Oshkosh Placement Exchange, the national conferences of the American College Personnel Association and the National Association of Student Personnel Administration.

Recruitment and Retention

Career Development and Placement Services staff offered individual advising for handicapper and racial and ethnic minority students, and conducted a number of workshops, including:

- 29th Annual Minority Careers Program, including fair, interviews and student workshops for minority students, minority volunteers, and the Asian Pacific American Student Organization
- Sixth Annual Minorities in Communication Arts and Sciences Career Fair
- Career Development and Placement Services workshop for Minority Aides.
- Interview Dining Etiquette for Minority Aides and minority students.
- Leadership skills workshop for Minority Aides
- Teacher and Administrator Recruitment Program, with special emphasis on recruitment and placement of minority and women teachers and school administrators.

Career Development and Placement Services programs and interventions specifically focusing on handicappers included:

- Handicapper Sensitivity and Awareness
- Opening doors at career fairs 30 minutes earlier to accommodate mobility needs of some handicapper students.
- Organizing interview schedules with employers for several handicappers.
- Writing grant to Dole Foundation to offer services to handicapper students.
- Tour of CDPS for Office of Programs for Handicapper Students

Special efforts targeting employers were undertaken by Career Development and Placement Services:

- Presentations to/and meeting with various companies regarding effective recruiting and hiring of minorities and handicappers.
- Employment listings notebook of employers utilizing affirmative action practices.
- Emphasis placed on identifying and referring minority students to companies requesting assistance in meeting affirmative action goals.

A **Student Retention Committee**, composed of eight staff members representing different Counseling Center programs, was developed to promote creative efforts toward retaining students in the academic environment. The group met bi-monthly to enhance the delivery of services to the University.

Instruction, Research, Outreach

In addition to hiring diverse individuals, **staff development** efforts also focused on promoting an appreciation for differences and an ability to work on behalf of diverse students.

Division staff were actively encouraged to participate in all **campus-wide programs** recognizing and celebrating racial and ethnic minority groups.

Video tapes, particularly focusing on racial and ethnic diversity and handicapper issues, were added to the Resource Center to support staff development and student programs. Books and journals with similar themes were also added. Thirty (30) tapes on diversity-related topics were used 152 times, predominantly around issues of racial/ethnic diversity. Several videotapes were purchased by the Multicultural Development Coordinator which focused on ethnic and religious diversity. These materials are made available to the MSU community through the Division's Resource Library.

A message on the Women's Resource Center was added to "**Spartan Connection**", a telephone information system, and received 72 calls. Twenty-two (22) other messages related to under-represented groups and accounted for 1165 calls during '93-94.

Publications continued to be screened for bias-free language, and for content and photos that represent the diversity of the student body.

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, Asian/Pacific Islander, Hispanic, Women, and Handicapper.

Career Development and Placement Services was selected by "**Equal Opportunity Magazine**" to contribute an article in Fall 1993.

Career Development and Placement Services sponsored **workshops and tours** for the Office of Programs for Handicapper Students, the Office of Supportive Services, and Minority Engineering students.

Announcements of all Divisional events and programs carried **statements of accessibility and accommodation.**

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

- Diversity Training for professional Residence Life staff fall workshop and ongoing development
- Diversity Awareness in RA Pre-employment training, and RA Fall Workshop
- Cross-cultural training for Student Life Staff
- Student group advisers in the residence halls conducted diversity training for the executive boards of those organizations.

Many of the volunteer and internship placements available through the **Service Learning Center**, offer students the chance to interact with different or special populations. This assists in building community within diversity, and in preparing students for employment in today's job market.

Service Learning Center staff actively promote and recruit minority students into **leadership positions**, as student coordinators and for executive board positions of student groups advised by the center staff. SLC staff also take advantage of electronic mail services to promote opportunities to minority students. In addition, the staff present information in various classes each semester including courses that seem to have a higher minority representation. Specialized presentations are also provided for caucuses and minority-related registered student organizations.

Undergraduate courses at MSU are increasingly emphasizing service and including service requirements. Service Learning Center staff worked to provide career related, service-learning experiences for these students in conjunction with faculty.

Student Leadership Training, EAD 315, is administered through the Division of Student Affairs and Services and taught largely by Divisional Staff. Approximately one-third of the course is devoted to understanding and building appreciation for individual differences (racial-ethnic, gender, physical characteristics, and sexual orientation) as key to effective leadership. The 16 instructors included two Black females and one gay male.

Students in the **M.A. program in Student Affairs Administration** are assigned as Practicants with the Multicultural Development Coordinator in the Division.

Courses, program evaluation, and outreach activities with a strong emphasis on diversity offered by Counseling Center staff members included:

- Psychology 325, Affect and Self-Esteem
- Advanced practicum placements in MECCA for psychology graduate students
- Continued involvement with James Madison College and the evaluation of the S.U.C.C.E.S.S. Program.
- Collaborative project with the Department of English to evaluate the effectiveness of college student mentors for middle-school students in the Detroit area.
- About 50 outreach programs were presented in classrooms, residence halls, etc.
- The Testing Office and counselors administered and interpreted the Myers-Briggs Personality Type Indicators to Vetward Bound Program faculty and students.

The Counseling Center **matched funds** from an MSU Foundation Grant to offer the MECCA 25th Anniversary Conference at the Kellogg Center. Nationally renowned presenters featured were: Drs. Janet Helms, Teresa LaFramboise, Gloria Romero, and Stanley Sue.

The **Multicultural Development Coordinator** offered several workshops to educate staff within the Department of Residence Life. Additionally, two training sessions were conducted in the Social Work Department for faculty, staff, students and internship site supervisors.

Climate

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 for addressing conflict. The University student judicial system often serves as the institutional response to discriminatory and harassing behaviors. Other conflict management strategies, such as mediation, are also employed.

Cross-cultural mediations continue to be a strong force in teaching acceptance and respect especially in University Apartments. Trainers, from the Apartments area, have become a valuable resource to the entire Residence Life staff. As staff become more cross-cultural and effective with international students, insights are generated about interactions with other types of diversity.

Community living was the focus for Department of Residence Life programs emphasizing understanding and **appreciating people different than oneself**. A total of 1473 programs addressed issues of multiculturalism, race, gender, ethnicity, handicap, sexual orientation, religion and age. Another 826 programs targeted personal safety and sexual assault.

Of the nearly 400 **Registered Student Organizations (RSOs)**, 32 were in the "minority/protected class" category. All RSOs were provided information about requirements for handicapper accessibility and accommodation when planning activities and events.

Approval for hiring the halftime **Assistant for Lesbian/Bisexual/Gay Concerns** during this reporting period. This staff member's role is to respond primarily to student concerns within the educational setting, help faculty and staff appreciate issues relating to the Gay/Lesbian/Bi-sexual community, and facilitate a climate supportive of student success.

The videotape, "From Oh No, to Oh Yes," focusing on **improving U.S. students' interactions with foreign teaching assistants**, was revised and systematically distributed. Internationalizing Student Life also collaborated with the Office of the Provost to produce a brochure to help students improve interactions with foreign teaching assistants; this brochure was distributed to 9,000 entering students.

Certain **social and recreative programs**, such as rollerskating, sponsored by student organizations with support from Intramural Sports and Recreative Programs, serve large numbers of racial and ethnic students.

Despite the efforts to engender a climate accepting of individual differences, Residence Life staff talked with students about **occurrences on the campus in the halls, or in the surrounding community**, including: 411 issues/concerns related to race/country of origin, 116 related to gender, 147 related to religion, 137 related to sexual orientation, and 46 related to handicapping condition.

The **International Friendship games** were again sponsored by Intramural Sports and Recreative Services. This weekend program promotes interaction and understanding among individuals of different cultures.

Use of a **video case study focusing on sexual assault** was used in the Judiciary selection process. Forty students participated as candidates in this process.

Information about diversity was distributed widely to students. Statements of institutional expectations relative to harassment were included in required fall orientation sessions. A 45-minute unit on multiculturalism was developed and will be part of the Fall 1994 required sessions for 9,000 new freshmen and transfers, was developed.

Resource **information about reporting harassment** was distributed through the Jewish Student Resource Fairs, Gay-Lesbian Student Reception, and the racial and ethnic minority student programs and receptions.

The **ASMSU Funding Board focused on handicapper issues** during 1993-94. A list of handicapper accessible and accommodating buildings was provided in each application for funding. The Board pursued further information and education on Hearing Impaired Interpreters Services.

Several staff in the Division of Student Affairs participated in the development of **Safe Place**, a shelter for abused persons. One staff is a member of the steering committee, and another serves as the administrator in charge of the center.

The Office of the Vice President for Student Affairs sponsored a faculty panel in the MSU Union to address key issues involved in the **KKK Rally in Lansing**. Faculty were also invited to write editorials in the STATE NEWS outlining those considerations.

Multicultural artwork and reading materials are prominent in the waiting areas of both Counseling Center offices. All staff members continue to provide multiculturally sensitive mental health services to students, and consult with faculty and staff on issues of student retention, and diversity. The Multi-Ethnic Counseling Center Alliance, with professionals of Asian American, Black, Hispanic, and Native American heritage, also continued its focus on counseling and supporting minority and international students.