



1994-95
ANNUAL REPORT ON
AFFIRMATIVE ACTION
&
DIVERSITY



MICHIGAN STATE
UNIVERSITY

**1994-95 ANNUAL REPORT ON
AFFIRMATIVE ACTION & DIVERSITY**

for the Period

October 1, 1994 to September 30, 1995

Prepared for

**MICHIGAN STATE UNIVERSITY
BOARD OF TRUSTEES**

Compiled by

Women's Resource Center

In cooperation with

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

MICHIGAN STATE UNIVERSITY

TO: MSU Community

FROM: Peter McPherson, President *PM*

DATE: March 6, 1996

SUBJECT: 1994-95 Annual Report on Affirmative Action

Michigan State University has a long and proud tradition of respecting the principles of equal opportunity, nondiscrimination, and affirmative action. This commitment is associated with the value we place on the increasing diversity of our state, country and world. It represents a continuing reaffirmation of our historic concern for access and for the citizens whom we serve.

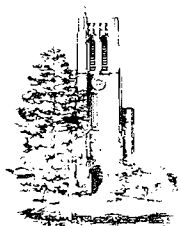
During times when core values of the academy are being challenged, it is important that we reassert that this institution intends to hold to its historical mission and identity. Three years ago, with the publication of the MSU Guiding Principles, Michigan State University reaffirmed its traditional commitment to excellence, equity, and diversity within community.

Efforts to improve recruitment and retention of a broadly diverse student body, faculty and staff remains a high priority. To achieve our goals also means ensuring a climate of civility and mutual respect among the great variety of people who work and study here.

Statements by the Board of Trustees and the President indicate direction, but results must 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 demonstrated.

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 and all levels of the institution will contribute to a climate of cooperation that is responsive to the internal as well as the external communities whom we serve.

Diversity in the faculty, students, and staff is a major source of MSU's intellectual vitality and innovative spirit. MSU strives to be a place 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 responsibilities. 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.



OFFICE OF THE PRESIDENT

Michigan State University
450 Administration Building
East Lansing, Michigan
48824-1046

517/355-6560
FAX: 517/355-4670

*The Michigan State University
IDEA is Institutional Diversity:
Excellence in Action*

*MSU is an affirmative-action,
equal-opportunity institution.*

1994-95 Annual Report on Affirmative Action & Diversity

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I. EXECUTIVE SUMMARY

Introduction

The structure of this report follows the arrangement of the major headings included in the MSU IDEA, Institutional Diversity Excellence in Action. These distinct areas are: Leadership; Recruitment and Retention; Instruction, Research, and Outreach; and, Climate. The MSU IDEA is a plan comprised of 50 initiatives to enhance diversity and promote valuing the differences of all who are part of the university community. The title of this report also reflects an evolution in reporting. Historically, the Descriptive Report provided a narrative interpretation for the Affirmative Action Data Report. In more recent years, the report consists of contributions across vice presidential areas that are representative of efforts to reflect the breadth of programs and efforts to achieve diversity, with affirmative action methodologies serving as only one means for achieving diversity. However, the Annual Report on Affirmative Action Data, the accompanying document, remains a compilation of data to reflect affirmative action progress and is reported to the Office of Federal Contract Compliance Programs (OFCCP).

Additionally, during the 1994-95 period, comprehensive planning contributed significantly to the progress achieved by MSU in diversity and affirmative action goals. The university, in the first full year of strategic implementation of efforts within the framework of the Guiding Principles, also required units across vice presidential areas to identify performance outcome expectations. Advancement in achieving diversity in the classroom, the workplace, the residence halls, and throughout the greater university community requires continuous improvement to effectively transform the culture so that quality and excellence by all who interact within the academy is attained.

Leadership

Michigan State University President, Peter McPherson, stated in **The 1995 State of the University Address** that we were witnessing increasing levels of diversity in all elements of our social fabric. He challenged the university to go beyond retention and stressed that leadership must be more diverse and inclusive. He added that we need to be sensitive to our climate of equal opportunity for a wide range of individuals from diverse backgrounds. Mr. McPherson outlined an initiative to develop future leaders and asked department chairpersons, senior faculty and staff, and other unit administrators and leaders throughout the university to establish leadership plans and programs. He asserted that individuals need to be identified and given opportunities to grow.

The President established an administrative forum for addressing diversity issues on a regular basis that intersects multiple administrative areas. Representing the major units that have diversity responsibilities or that may be particularly sensitive to diversity issues, the group provides information and thoughtful perspectives on issues that enhance the climate of the university. Handicapper access, ADA compliance, student recruitment, admissions, retention and graduation, free speech, salary equity, cross-cultural coalition building, and leadership development were among the issues.

The lack of domestic partner benefits continues to be a great concern for the lesbian/gay/bisexual faculty and staff who question their full inclusion in the university community and their protection under the Anti-Discrimination Policy. However, in terms of overall climate for the lesbian/gay/bi-sexual/transgender community, the addition of a half-time position to provide support to students dealing with issues related to sexual orientation has been very successful. In fact, the demands on this position are so great that an additional graduate assistant will be assigned to this area. Students continue to report incidents of harassment based on sexual orientation. While there have been several incidents of anti lesbian/gay/bi-sexual graffiti, they have been quickly removed and pronouncements made to discourage them. In diversity education programs and other interventions, homophobia continues to be identified; addressing it requires a long term educational and experiential process. Through representation on the Department of Police and Public Safety (DPPS) Citizens Advisory Committee, DPPS is building an increasingly positive relationship with the lesbian/gay/bi-sexual members of the campus community.

To encourage greater leadership involvement and advancement of women and minorities, among others, 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, ten of the university's nominees have been selected as ACE Fellows in the national competition. These include two Black women, three non-minority women, one Hispanic man, one American Indian/Alaskan Native man, two non-minority men and one gay man.

Of the 39 fellows who have participated in the **CIC/ALP Program** since its inception as an MSU IDEA initiative in 1989-90, there have been 19 women, of whom five are Black. There have been 20 men, of whom seven are Black, three are Hispanic, one is American Indian/Alaskan Native, one is Asian/Pacific Islander, and two are openly gay men. Among the 33 people who have completed the program, those who have advanced to administrative positions with new titles include five non-minority women, three Black women, two Black men, one gay man and one non-minority man. Additionally, others have taken visible leadership roles in university governance or other major university service. 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 the Student Affairs and Services or Finance and Operations Vice-Presidential areas.

Recruitment and Retention

Academic Human Resources:

During the 1994-95 affirmative action year, the total **academic personnel workforce**, i.e., headcount, not FTE's, increased by 22 individuals, from 3,996 to 4,018. With the net gain of 12 women during 1994-95, women comprise 33.2% of all academic personnel, increasing from 33.1% in 1993-94. The representation of women increased from 1,321 to 1,333, or by 1.0%. With the net gain of 43 minorities during 1994-95, minorities now represent 15.6% of the total academic personnel system, increasing in proportion from 14.6% and increasing in number to 626, or by 7.4%. The number of Blacks in the academic personnel workforce decreased from

218 to 217, which is 5.4% of the current total workforce; Asian/Pacific Islanders increased from 266 to 312, which is 7.8% of the total; Hispanics decreased from 81 to 78, which is 1.9% of the total; American Indians/Alaskan Natives increased from 18 to 19, which is 0.5% of the total. On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,741 in Fall 1995, 43.3% of the total faculty and academic staff, increasing from 42.5% in 1993-94. In summary, there was a small gain in the overall representation of women and a significant increase in the number of minorities in the academic personnel workforce from 1993-94.

The number of **tenure system** appointments increased by a net of 1 individual, from 2,038 to 2,039. The proportion of **women in the tenure system** increased to 23.1%; the net gain of 6 women brought the total number of women to 472, an increase of 1.3%. The percentage of **minorities in the tenure system** rose to 12.5%; the number of minorities increased by a net of 8, to a total of 255, an increase of 3.2%. Blacks decreased from 95 to 94, or 4.6% of the tenure system; Asian/Pacific Islanders increased from 110 to 117, or 5.7% of the total; Hispanics increased from 37 to 38, or 1.9% of the total; American Indians/Alaskan Natives increased from 5 to 6, or 0.3% of the total. On a non-duplicate basis, 658 individuals, or 32.3% of the tenure system faculty, are members of protected groups; this is a net increase of 18 individuals, or 2.8%.

The proportion of **women in the tenure system** at the various ranks changed from October 1994 to October 1995 as follows: assistant professor, decreased from 42.3% to 40.7%; associate professor, decreased from 30.4% to 30.3%; full professor, increased from 15.0% to 16.0%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 25.1% to 26.0%; associate professor, increased from 12.4% to 12.9%; full professor, increased from 9.1% to 9.3%.

There were 82 **new individuals appointed in the tenure system**, during 1994-95, including 18 minorities (22.0%) and 24 women (29.3%). On a non-duplicate basis, 39 individuals, or 47.6%, of the total appointments in the tenure system were members of protected groups.

The academic personnel system includes 86 self-identified **handicappers**, including 52 tenure system faculty, 14 continuing staff, 14 temporary staff and 6 temporary faculty.

Support Staff Resources:

The **support staff work force** decreased by 5 employees (0.1%) from 5,297 to 5,292. Women increased by 11 from 3,531 to 3,542 employees (from 66.7% to 66.9% of the work force) and minorities increased by 16 employees from 725 to 741 (from 13.7% to 14.0%). The number of minority women increased by 10 from 518 to 528 (from 9.8% to 10.0%) and minority men increased by 6 from 207 to 213 (from 3.9% to 4.0%).

Minority representation of officials and managers decreased by 2 from 65 to 63 (9.5% to 9.2% of the category). Minorities in the professional category increased by 15 from 128 to 143 (9.9% to 10.7%). Clerical minorities increased by 1 from 209 to 210 (12.9% to 13.3%) and technical decreased by 2 from 49 to 47 (remaining at 12.3%). Service and maintenance minorities increased by 5 from 253 to 258 (23.9% to 24.4%) and skilled trades decreased by 1 from 21 to 20 (8.5% to 8.1%).

Black representation increased by 8 from 395 to 403 (7.5% to 7.6% of the work force). Asian/Pacific Islander employees decreased by 6 from 97 to 91 (1.8% to 1.7%). Hispanic representation increased by 14 from 195 to 209 (3.7% to 3.9%). American Indians/Alaskan Natives remained the same at 38 employees (0.7%).

Women in the officials and managers category increased by 5 from 399 to 404 (58.3% to 58.9% of the category). Professional women increased by 29 from 734 to 763 (56.9% to 57.0%). Clerical decreased by 28 from 1,559 to 1,531 (96.5% to 96.8%) and technical decreased by 10 from 270 to 260 (67.5% to 67.9%). Service and maintenance increased by 13 women from 549 to 562 (51.8% to 53.2%) and skilled trades increased by 2 from 20 to 22 (8.1% to 8.9%).

Support staff self-identified **handicappers** decreased by 6 from 121 to 115 (2.3% to 2.2% of the work force). There were 13 (1.9% of category) officials and managers handicappers, 20 (1.5% of category) professional, 33 (2.1% of category) clerical, 7 (1.8% of category) technical, 35 (3.3% of category) service and maintenance, and 7 (2.8% of category) skilled trades. **Vietnam era veterans** decreased by 4 from 170 to 166 (3.2% to 3.1% of work force).

Regular new hires decreased by 86 (15.4%) from 560 to 474. Regular new hire women decreased by 11 from 351 to 340 (62.7% to 71.7% of the hires). Minority regular new hires decreased by 12 from 124 to 112 (22.1% to 23.6%) and minority women decreased by 7 from 90 to 83 (16.0% to 17.5%). Of the hires, Blacks accounted for 62 (13.1%), Asian/Pacific Islanders for 11 (2.3%), Hispanics for 35 (7.4%) and American Indians/Alaskan Natives had 4 (0.8%) hires.

Students:

Total student enrollment increased about 1% to 40,647 on the East Lansing campus of Michigan State University for Fall semester 1995 from the 40,254 students enrolled during Fall semester 1994.

Minority student enrollment on campus increased 1.7% from 5,682 to 5,776 (15.0% to 15.2% of the affirmative action total) for Fall 1995. Undergraduate minority enrollment increased 0.5% from 4,532 to 4,554 (remaining constant at 14.9%). At the graduate level, minority enrollment increased 6.3% from 1,150 to 1,222 (15.5% to 16.1%).

Black students, the largest minority student group on campus, increased enrollment 1.4% from 3,040 to 3,083 (8.0% to 8.1%) in Fall 1995. At the graduate level, Black student enrollment increased numerically from 508 to 558 and increased as a percentage from 6.8% to 7.4%.

Asian Pacific Islander students, the fastest growing minority group on campus over the last ten years, increased enrollment 1.3% from 1,512 to 1,532 in Fall 1995, remaining constant at 4.0%. Enrollment of Asian/Pacific Islanders decreased at the graduate level from 350 to 347 (4.7% to 4.6%).

The growth trend of **Hispanic students** at Michigan State University continued with a 2.6% enrollment increase from 889 to 912, remaining constant at 2.4% in Fall 1995. At the graduate level enrollment by Hispanic students increased from 240 to 259 (3.2% to 3.4%).

American Indian/Alaskan Native students increased on campus from 241 to 249 (0.6% to 0.7%) in Fall 1995. Enrollment of American Indian/Alaskan Native students increased at the graduate level from 52 to 58 (0.7% to 0.8%).

Women students represented 52.2% of the total student enrollment at Michigan State University in Fall 1995 with an increase from 20,835 to 21,205. Women graduate students increased from 4,863 to 4,931 (52.3% to 52.9%). Minority women students increased from 3,212 to 3,264 (15.4%). Minority women graduate students increased from 611 to 669 (8.2% to 8.8%).

In recent years, more than 70 percent of the total entering freshmen class 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 74 percent graduation rate and the cohorts of 1984, 1985, 1986, 1988, and 1989 exceed 70 percent. In general, about 33 percent of the entering class or 47 percent of those who eventually graduate are graduating in four years. An additional 30 percent are graduating between the fourth and fifth year.

Instruction, Research and Outreach

MSU's colleges have developed a wide array of pre-college, bridge, summer research, tutorial, mentoring and apprenticeship programs, several of which also include faculty development components, to advance diversity and multiculturalism within their areas.

The Caesar Chavez collection was established in the **MSU Libraries**. Over \$115,000 was spent on diversity related materials with an emphasis on Chicano/Latino materials. A Writer's Symposium was also sponsored that featured Gay and Lesbian writers. The Handicapper Access Center was established, equipped, and centrally located within the Main Library.

Special attention is given to having publications be inclusive of special populations in both text and photographs. Staff development programs and resource materials provided through the **Division of Student Affairs** often focus on diverse populations. The Division continues to work collaboratively with the All-University Excellence in Diversity Conference and Lecture Series to host videoconferences relating to racial/ethnic and gender issues. Multicultural awareness and consultation is provided in an ongoing fashion through the Coordinator for Multicultural Development. Promotion Track simulation games, created by Dr. Lawrence Flores, were purchased for the Division's Resource Center, along with videotapes on Islamic faith, "The Story of English," African culture, Latino culture, Lesbian/Bi/Gay issues, deaf culture, using a TTY, and appreciating handicappers as individuals.

The use of educational assistance continues to increase, particularly in non-credit programs through **Human Resource Development (HRD)**. Participation in the *Leading/Partnering the Revolution* series remains strong. In addition, HRD is working with many departments on customized training to continue momentum developed through the Revolution series. During 1994-95, 1,421 women (41.3% of eligible women) and 224 minorities (33.1% of eligible minorities) participated in the educational assistance program. Of the minorities, Blacks accounted for 122 (32.7% of eligible), Asian/Pacific Islanders for 27 (30.3%), Hispanic for 61

(35.1%) and American Indian/Alaskan Natives for 14 (35.0%).

Michigan State University continued to expand its minority outreach efforts in 1994-95 through membership in professional associations. Membership activities promote interaction with prospective minority-owned businesses and women-owned businesses and increased the university's visibility as a leader. The database of potential suppliers, both at the state and national level, has expanded as a result.

The university through the **Purchasing Department** is also a member of the Michigan Hispanic Chamber of Commerce. The Purchasing Manager 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. The Minority Coordinator was a facilitator at the Michigan Hispanic Chamber of Commerce service supplier seminar called "Successful Marketing Techniques" held in Lansing, Michigan. On the dais were many representatives from recognized businesses such as Detroit Edison Company, Small Business Administration and Comerica Bank.

The **Human Resources Employment Office** began regular biweekly meetings with the **Office of Affirmative Action Compliance and Monitoring** to enhance communication and collaboration between the two offices. Through these meetings, affirmative action procedures were redefined and documented in order to assure the proper dissemination of information and recruitment assistance to university departments.

Climate

The **Child and Family Care Resources** program (CFCR) continued meeting the needs of families by offering coordinated 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 utilization patterns that have developed in its second year of operation, position it to advance the university's commitment to affirmative action and diversity.

In providing information about child and elder care, financial assistance for child care, and other issues, CFCR primarily serves women who are responsible for child and elder care in two-parent families, and women who head the growing numbers of families where there is only one parent. This trend holds true whether the women are faculty, staff or students.

CFCR has systematically implemented programs and services to address the needs of single-parent students, many of whom are women. These programs include a fall workshop for single-parent students, a single-parent support group (Single Parents on a Mission--SPOM), and an early-identification initiative which allows student-parents to self-identify during the admission process so that CFCR can provide information about a variety of family care issues. Also, many of the student-parents who contact CFCR for assistance are non-traditional students--many of whom are women over age 25, returning to complete undergraduate programs after being widowed or divorced.

The extent to which the university climate is supportive of the personal and family lives of students and employees is important to the retention and success of student-parents, many of

them women and minorities, and may also be a recruiting issue in the employment arena. CFCR seeks to serve those individuals who call for assistance, develop new initiatives to assist employees and students in managing their family responsibilities, and promote a climate that is supportive of those who are balancing work or education and family.

The **MSU Women's Resource Center (WRC)** continued the commitment of creating and implementing strategies that promote the status of women. The relocation to a permanent site in the MSU Student Union Building was a major step in advancing the programmatic direction. Access to a variety of facilities in the Union facilitated an aggressive start of activities which included events that celebrated the accomplishments of women and informational or educational programs for or about women.

During this 1994-95 affirmative action year, and under the Guiding Principle of "Improving Access" the WRC continued a commitment to be more responsive to the needs of non-traditional women students. To that end, the Center has continued to play an advisory and collaborative role in the operations of MSU Safe Place, the domestic violence shelter which reports administratively to the Department of Residence Life. The second initiative included jointly sponsored programs for women single parent students with the Child and Family Care Resources Program. The planning stages for an annual fall orientation for this special population encompasses the inclusion of workshops on such topics as financial aid and parenting skills, managing stress, academic support and an opportunity for building support groups.

Published monthly, **Wisdom, Words, and Women**, the Center newsletter, is the primary MSU instrument for communicating what is happening in the community that is of interest to or about women. A new brochure was developed articulating the mission and program services of the Center. The Fact Sheets on sexual harassment and date and acquaintance rape were updated, and program modules on "Gentleness is Strength" (a male and female facilitated program on sexual assault), "The Savage Cycle: A Video on Domestic Violence," and others were developed.

The **Student Activities Office** is working to provide written information to student organizations about program accessibility for handicappers. **Accessible and accommodating space** for large student events which is also available and affordable for student organizations continues to be a concern. However, student organizations are only permitted to schedule their open events in such facilities; this enforcement is accomplished through the activity planning process.

Automotive Services initiated replacement of the main bus fleet with accessible units, while integrating the handicapper transportation program with the Night Rider and Dial-A-Ride programs.

Intramural sport and recreative activities provide excellent opportunities for individuals from diverse backgrounds to interact. Staff and program materials communicate the importance of common respect for a comfortable environment in which all can recreate. Incidents of harassment are dealt with quickly, with education of offending parties as a primary goal.

Climate improving projects were developed in support areas campus wide.

- **Campus Park and Planning** continues to redesign work space to be more user-friendly for internal and external customers. A policy was instituted requiring construction of pathramps and grade level entrances where pavement and/or utility repairs occurred.
- The **Controller's Office, Housing and Food Services, Human Resources, and Planning and Budgets** all made office renovations making the work environment more user friendly and ergonomically correct.
- **Maintenance Services** included the Office of Multicultural Development in its Maintenance Conference to address diversity issues and to further the campaign against offensive language.

II. ACADEMIC HUMAN RESOURCES

Leadership

Demonstrated leadership has continued at the university, college and department levels in support of diversity, multiculturalism and pluralism. With several years of strategic planning and review, the oversight of MSU IDEA II College Level Initiative progress was surveyed not only by visiting units to learn of innovative approaches to achieve diversity, but it also was an expected component in the budget planning process. In each instance, it was also expected that activities would be integrated with implementation steps of the Guiding Principles. This concordant reporting of activity provided a broader perspective of the total effort of faculty, academic staff and academic administrators. This report includes a representative sample of these activities. The complete file of the various projects, programs, and innovations 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, ten of the University's nominees have been selected as **ACE Fellows** in the national competition. These include two Black women, three non-minority women, one Hispanic man, one American Indian/Alaskan Native man, two Caucasian men and one gay man.

Of the 39 fellows who have participated in the **CIC/ALP Program** since its inception as an MSU IDEA initiative in 1989-90, there have been 19 women, of whom five are Black. There have been 20 men, of whom seven are Black, three are Hispanic, one is American Indian/Alaskan Native, one is Asian/Pacific Islander, and two are openly gay men. Among the 33 people who have completed the program, those who have advanced to administrative positions with new titles include five non-minority women, three Black women, two Black men, one gay man and one non-minority man. Additionally, others have taken visible leadership roles in university governance or other major university service. 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 the Student Affairs and Services or Finance and Operations Vice-Presidential areas.

Meetings of Multicultural and Minority, Women and Handicapper Groups with the Provost continued to help identify and address diversity issues. During 1994-95, the Provost met with the Black Faculty and Administrators' Association, the Asian Pacific American Faculty and Staff Association, the Chicano and Latino Association, EAGLE (Educating Anishnabe: Giving, Learning, and Empowering), the Jewish Faculty and Staff Association, and the Gay and Lesbian Faculty and Staff Association.

The university responded to new concerns identified by the Gay and Lesbian Faculty and Staff Association (GLFSA). Recommendations of the Task Force were discussed with an Implementation Advisory Group and the Vice Presidents' Diversity Advisory Group. They were then widely disseminated with calls for action to many university departments and affiliated

organizations including University Relations, Student Affairs, University Outreach, Libraries, Human Resources, Intercollegiate Athletics, bargaining units and the women's advisory committees.

The issue of benefits for domestic partners was forwarded by the Provost to the University Committee on Faculty Affairs, which recommended extending benefits for both heterosexual and same-sex domestic partners. This recommendation was endorsed by the Academic Council. A discussion paper on these benefits was prepared for the Board of Trustees, which acted to postpone consideration of providing benefits to domestic partners for a period of not less than 24 months and to reaffirm the Anti-Discrimination Judicial Procedure adopted in 1993.

Administrative Appointments: During 1994-95, the total number of individuals in the Academic Manager group (deans, assistant/associate deans, chairpersons and directors) increased by 19 individuals, from 269 to 288 (7.1%). The representation of women among this group increased from 24.9% to 26.4% (compared to representation in the tenure system of 23.1%) during 1994-95 with the net gain of 9 women, bringing the total number of women to 76, an increase of 13.4%. The percentage of minority academic managers increased from 11.2% to 11.8% (compared to representation in the tenure system of 12.5%), an increase of 4 (34).

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 directors and other administrative titles. Currently there are 92 Executive Management positions, of which 27 are vacant or filled on an acting basis.

There are 63 individuals appointed in executive management positions as of October 1, 1995. Of these, 12 (19.0%) are non-minority women and 12 (19.0%) are minorities. Of the two minority women, 1 (1.6%) is Black and 1 (1.6%) is American Indian/Alaskan Native; of the 10 minority men, 8 (12.7%) are Black, 1 (1.6%) is Asian/Pacific Islander, and 1 (1.6%) is Hispanic. The total representation of protected classes members decreased from 25 to 24 (38.1%). There were ten new executive management appointments during 1994-95, including two minority men, one minority woman, 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 1994-95:

The annual workshop "**How to Survive and Thrive in the Michigan State University Tenure System**" provided information on "how to make it" in the university's tenure system. 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 1995 **New Faculty Orientation** program included a faculty panel discussion on "New Faculty and the Guiding Principles."

The **MULTI Program** series for **Department Chairpersons and School Directors** included sessions that dealt primarily with motivating change and improving quality from a leadership

perspective. **Eight Workshops for New Administrators** provided a broad overview of various administrative areas and legal requirements and included a session on **Faculty Performance Review**, which targeted 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 continued to meet for in-service training sessions during the 1994-95 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. Unique within this group is the opportunity for collaborative project development, utilizing the historical experience of one unit while implementing a new effort in another.

Recruitment and Retention

During the 1994-95 affirmative action year, the total **academic personnel workforce**, i.e., headcount, not FTE's, increased by 22 individuals, from 3,996 to 4,018. With the net gain of 12 women during 1994-95, women comprise 33.2% of all academic personnel, increasing from 33.1% in 1993-94. The representation of women increased from 1,321 to 1,333, or by 1.0%. With the net gain of 43 minorities during 1994-95, minorities now represent 15.6% of the total academic personnel system, increasing in proportion from 14.6% and increasing in number to 626, or by 7.4%. The number of Blacks in the academic personnel workforce decreased from 218 to 217, which is 5.4% of the current total workforce; Asian/Pacific Islanders increased from 266 to 312, which is 7.8% of the total; Hispanics decreased from 81 to 78, which is 1.9% of the total; American Indians/Alaskan Natives increased from 18 to 19, which is 0.5% of the total. On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,741 in Fall 1995, 43.3% of the total faculty and academic staff, increasing from 42.5% in 1993-94. In summary, there was a small gain in the overall representation of women and a significant increase in the number of minorities in the academic personnel workforce from 1993-94.

During 1994-95 the **tenure system** increased by a net of 1 individual, from 2,038 to 2,039. The proportion of **women in the tenure system** increased to 23.1%; the net gain of 6 women brought the total number of women to 472, an increase of 1.3%. The percentage of **minorities in the tenure system** rose to 12.5%; the number of minorities increased by a net of 8, to a total of 255, an increase of 3.2%. Blacks decreased from 95 to 94, or 4.6% of the tenure system; Asian/Pacific Islanders increased from 110 to 117, or 5.7% of the total; Hispanics increased from 37 to 38, or 1.9% of the total; American Indians/Alaskan Natives increased from 5 to 6, or 0.3% of the total. On a non-duplicate basis, 658 individuals, or 32.3% of the tenure system faculty, are members of protected groups; this is a net increase of 18 individuals, or 2.8%.

The proportion of **women in the tenure system** at the various ranks changed from October 1994 to October 1995 as follows: assistant professor, decreased from 42.3% to 40.7%; associate professor, decreased from 30.4% to 30.3%; full professor, increased from 15.0% to 16.0%. Similarly, the proportion of minorities at the various ranks changed in the following manner:

assistant professor, increased from 25.1% to 26.0%; associate professor, increased from 12.4% to 12.9%; full professor, increased from 9.1% to 9.3%.

During 1994-95, there were 82 **new individuals appointed in the tenure system**, including 18 minorities (22.0%) and 24 women (29.3%). On a non-duplicate basis, 39 individuals, or 47.6%, of the total appointments in the tenure system were members of protected groups.

Of colleges with opportunities to hire, the Colleges of Agriculture and Natural Resources, Business, Engineering, Human Medicine, Nursing and Veterinary Medicine were successful in appointing women in the tenure system at or above average availability during 1994-95. Average availability is the average of availability data for individual departments/schools in each college for the 1995-98 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 Arts and Letters, Education, Human Ecology, Natural Science, Osteopathic Medicine and Social Science appointed women at a rate below average availability during 1994-95. The College of Communication Arts and Sciences did not appoint any women in the tenure system during 1994-95.

Similarly, the Colleges of Agriculture and Natural Resources, Arts and Letters, Education, Human Medicine, Natural Science and Social Science appointed minorities in the tenure system during 1994-95 at or above average availability.

The Colleges of Business, Communication Arts and Sciences, Engineering, Human Ecology, Nursing, Osteopathic Medicine and Veterinary Medicine did not appoint any minorities in the tenure system during 1994-95.

It should be noted that the Colleges of Agriculture and Natural Resources and Human Medicine appointed **both** women and minorities at or above average availability. There were no tenure system appointments in James Madison College during 1994-95.

The academic personnel system includes 86 self-identified **handicappers**, including 52 tenure system faculty, 14 continuing staff, 14 temporary staff and 6 temporary faculty.

Faculty Recruitment

1. Target of Opportunity Appointments

Efforts to facilitate the recruitment of women and minority faculty members through the target of opportunity appointments continue to be permitted in units in which women and minorities are underrepresented in the tenure system. During the 1994-95 affirmative action plan year, waivers of the normal hiring procedures were used in 22 of the 82 (26.8% compared to 30.1% in 1993-94) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in 8 cases, for spousal appointments in 4 cases, for shifts from temporary where the initial screening was for a tenure system position in 8 cases, and in two unique situations.

2. Visiting Minority Faculty Program

Thirteen individuals were supported with funds from this program during 1994-95, including 3 Black women, 6 Black men, 3 Hispanic men and 1 Asian/Pacific Islander man. Additionally, funding was provided to support activities sponsored by The Graduate School, Julian Samora Research Institute and during the 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 15 participants during 1994-95 included 4 Black women, 5 Black men, 1 Hispanic woman, 3 Hispanic men, 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 the limited opportunity to hire and the moderate success achieved in recent years in hiring women and minorities as tenure system faculty which is offset by a higher rate of resignation than for majority men. This is due, in part, to the intense national competition for protected class individuals.

1. Exit Interview Program

During 1994-95, 26 tenure system faculty members resigned from Michigan State University, including 8 women (30.8%, compared to a general representation in the tenure system of 23.1%) and 4 minorities (15.4%, compared to a general representation in the tenure system of 12.5%).

Eight (25.0%) of 32 exit questionnaires were returned; the rate of return from non-minority women was 25.0% (2 out of 8), and the rate of return for minorities was 33.3% (2 out of 6). The 32 exit questionnaires included 6 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 compensation/personnel opportunities/policies was ranked as most important in both the decision to leave MSU and to accept a new position. The specific factor most frequently cited within this general category is salary level. The second most important general categories in the decision to leave MSU are intellectual climate and

institutional/social. The second most important category in the decision to accept a new position is community/family. Factors within the general categories of facilities and services and professional function were ranked lowest in terms of considerations in the decision to leave MSU and accept a new position. For minorities and women, the general category of compensation/ personnel opportunities/policies was rated as most important in both the decision to leave MSU as well as in accepting a new position.

Accessibility

Findings of evaluations of employment accessibility at MSU were included in the *Report on the Status of Handicappers at Michigan State University*, released in March 1995. The 1992 ADA Task Force review of the university's employment practices had found that, overall, the university is in compliance with legal requirements governing the employment of faculty, support staff and students. Further, a November 1994 survey of 209 self-identified handicappers (85 faculty, 124 support staff) found that, in general, handicappers satisfaction with work situations is high. Employment issues which remain to be addressed by individual departments include: a need for improved peer and supervisor sensitivity to handicapper issues; a need for occasional failure to plan departmental events in accessible and accommodating facilities when needed; a need to ensure consistency in the departmental review of accommodation requests; and a need to remove communication barriers in the dissemination of information to faculty and staff.

Instruction, Research and Outreach

As part of the Integrative Studies requirement, each undergraduate student is required to complete two courses that emphasize diversity, national and international. The courses identified for this purpose are located in the offerings of the **Centers for Integrative Studies in Arts and Humanities and Social Sciences**. In addition, many departments offer courses related to racial and ethnic minorities, as well as to gender issues. Academic majors are available in Social Relations (JMC) and Women's Studies (CAL and CSS); students also have access to specializations in African American History and Culture and many international areas specializations.

The **Department of Theater** provided a forum for addressing diversity issues with the development of a performing diversity ensemble. The "Diversity Tour" invites open participation in the form of critical commentary. Many of the performances were given at high schools throughout Michigan and the segment presentation on abusive relationships appeared to have the greatest impact.

MSU's colleges have developed a wide array of pre-college, bridge, summer research, tutorial, mentoring and apprenticeship programs, several of which also include faculty development components, to advance diversity and multiculturalism within their areas.

Residential Options for Students have been enhanced. The **living-learning residential programs** are proving to be beneficial in support of instruction and in addressing the retention of a diverse group of students, particularly those from underrepresented groups. Programs

involve cluster enrollments of participants in the same set of classes, additional tutoring, advising and counseling in residence halls. The operative belief is 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. The annual report of the Residential Initiative on the Study of the Environment (**RISE**) indicates a strong linkage between the academic program of the Environmental Studies Specialization and residence life activities. This intercollegiate effort between the Colleges of Natural Science, Engineering, Agriculture and Natural Resources, and Social Science fosters a sense of community, collegiality and collaborative learning among undergraduate students interested in environmental studies. Fifty of the 54 students who entered the RISE program Fall '93 returned to MSU Fall '94, 93% retention. The average cumulative GPA across the four colleges was 2.629. And, the return rate to Hubbard Hall for the fall semester was 57%. Similar results are expected with the Residential Option for Science and Engineering Students (**ROSES**) and Support, Teamwork, Achievement and Resources (**STAR**) programs.

The Lesbian Bisexual and Gay Studies course offered through the **Women's Studies Program** in the College of Arts and Letters was revised.

The Department of Defense (DoD)-funded Environmental Traineeship Program was started in the **College of Natural Science**. In addition to the 28 highly motivated community college graduates who have accepted undergraduate traineeships, 5 graduate fellows are participating in the program. The undergraduates will receive a certificate at the close of the 12 month training period, which includes a summer internship with State of Michigan agencies.

This was the 20th anniversary of the **Charles Drew Program**. The enrollment grew significantly with respect to the previous five-year average, and support for this successful program is expected to be continued.

The minority program for introductory accounting is considered one of the most successful in the country. Special classes in introductory accounting for minorities are offered in the **Eli Broad College of Business**. The Summer Business Institute involves faculty from colleges and departments of Sociology, Entomology, American Thought and Language (ATL), Communication, Urban Affairs, History and Criminal Justice. This interdepartmental effort provides non-credit workshops for entering minority freshmen during their week long residential experience prior to fall enrollment. It is expected that this program will become the model for all incoming freshmen in the college.

In the **College of Veterinary Medicine**, the year marked significant gains in IDEA categories, i.e., leadership, recruitment, instruction, research, outreach and climate with the success for renewal of extramural funding in support of all programs: The High School Research Apprenticeship Program for Minority Students and K-12 Teachers (SRAP), funded by NIH, was awarded funding for three years (1995-98). The program will support research experiences for a minimum of eight high school students and one science teacher each year.

A second Minority High School Research Program supported by USDA was also submitted and funded for three student positions. Vetward Bound, the umbrella program to increase the representation of disadvantaged students, was funded by the Division of Disadvantaged

Assistance, Public Health Service, Department of Health and Human Services and was renewed for three years. The pre- and post-DVM faculty development minority programs were also at significant levels with 13 individuals as externs, interns, residents, graduate students or post doctoral trainees.

The Detroit Area Pre-College Engineering Program (DAPCEP), a long-standing program in the **College of Engineering**, invited teachers and students to the campus for information workshops. During the 1994-95 affirmative action year, a brochure featuring engineering women (students and faculty) at MSU was developed. Its focus was to encourage high school students to consider the engineering professions.

The departments and units in the **College of Agriculture and Natural Resources** hosted the Agriculture and National Resources Related Sciences Conference, an activity initiated by the college. During this ten year anniversary, minority students were made aware of agriculture and natural resources careers.

The **Urban Affairs Programs** implemented a mentoring and networking program for all entering minority graduate students at Michigan State University--Minority Mentoring and Electronic Networking Program (MMENP). The intent of MMENP was to facilitate the functioning of new graduate students in the current climate and to improve the overall climate for future students. The electronic network is used to facilitate the flow of information in all directions.

The Caesar Chavez collection was established in the **MSU Libraries**. Over \$115,000 was spent on diversity related materials with an emphasis on Chicano/Latino materials. A Writer's Symposium was also sponsored that featured gay and lesbian writers. The Handicapper Access Center was established, equipped, and centrally located within the Main Library.

Diversity was a prominent theme of the one day and four day **Meet Michigan Outreach Orientation Program** trips in 1994-95. Visits to Native American Indian reservations in the State and to the city of Detroit in the Fall and Spring of 1994-95 were occasions for advancing understanding of the diversity of the State and the diverse cultures from which MSU students come.

Climate

Among lesbian and gay faculty, benefits for same-sex domestic partners continued to be the most frequently reported climate-related concern. In response to a recommendation from the **University-Wide Task Force on Lesbian and 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. However, the Faculty Seminar Program offered six two-hour seminars on "Developing a Lesbian/Bi/Gay Presence in the Classroom" during the Spring semester, 1995, which offered an opportunity to enhance the university climate on these issues.

The **MSU Women's Resource Center (WRC)** continued the commitment of creating and implementing strategies that promote the status of women. The relocation to a permanent site

in the MSU Student Union Building was a major step in advancing the programmatic direction. Access to a variety of facilities in the Union facilitated an aggressive start of activities which included events that celebrated the accomplishments of women and informational or educational programs for or about women.

The expanded focus of the "Learn at Lunch" program sponsored by the **Women's Resource Center** yielded broader faculty, staff and student participation. Such program topics included:

- "Breaking Through Barriers: Michigan Women as 'Firsts', Founder, and Suffrage Leaders,"
- "The Sun and Skin: Myths, Fantasies and Facts,"
- "Back on Track" (a program on managing back pain),
- "How to be Heart-Smart,"
- "The Human/Animal Bond,"
- "Supermarket Savvy: Understanding the New Packaging Labeling,"
- "See It...Do It...Strategic Financial Planning, Part I: Making Money Work for You,"
- "Prostate Cancer: Survival and Support,"
- "Strategic Financial Planning: What's Ahead for MSU Women?" and
- "Exercise Your Options: An Overview of MSU Fitness Programs"

During the first six months of the program year attendance in programs increased 221%.

Another initiative of significance was the activation of a group of women in administrative leadership. This group advised the Women's Resource Center on issues specific to the expectations and challenges faced by women appointed at executive levels of the university. It is anticipated that the Leadership Initiative mandated by the president will address some of these issues.

The **MSU Museum**, the Wharton Center and the **Kresge Art Museum**, continued to sponsor diversity-related exhibits and performances. 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.

III. SUPPORT HUMAN RESOURCES

Leadership

Five two-day diversity education programs were conducted which were attended by 60 executives and 30 union representatives from across the campus. They were conducted by Advanced Research Management Consultants, Inc. and involved in-depth, interactive exploration of both personal responses and broad diversity issues. These programs were designed to provide a foundation for future unit-level diversity initiatives and to expand diversity education.

Consistent with the Guiding Principle "Make People Matter," the performance appraisal program for support staff was substantially revised. The new program embraces communication and trust as bases for appraisal, and has the following objectives:

- Enhance communication between an employee and supervisor
- Develop employees
- Support continuous quality improvement throughout the organization

This program has been very positively received on campus and should address a variety of concerns identified through last year's diversity survey (e.g., lack of appraisals and career development discussions).

Support units worked with an Implementation Advisory Group and have implemented a variety of recommendations from *Moving Forward*, the report of the university-wide task force on lesbian and gay issues. In addition, the Vice President for Finance and Operations met with the Lesbian and Gay Faculty and Staff Association on a routine basis.

Support units contributed to the emerging Leadership Development and Continuous Quality Improvement programs. Through these programs MSU hopes to stimulate creative "across-the-organization" and "out-of-the-box" thinking in new leaders, and to fundamentally improve the processes used to achieve MSU's objectives.

Recruitment and Retention

The Employment Office increased its recruitment and retention activity during the past year. This was done through increased agency contacts, public speaking, use of computer networks for advertising positions and attending constituency group functions. In addition, the Employment staff took an active role in monitoring and coordinating placements in an effort to develop and retain minority staff members. The recruitment coordinator received many personal referrals from constituency groups, provided personalized assistance with the application process and actively promoted these candidates to university departments.

The Employment Office implemented a telephone-based, interactive voice response system to provide comprehensive and timely information to on and off-campus applicants about their status relative to vacancies.

Historically, the support staff statistics in the annual affirmative action report have been presented by employee group categories (i.e., Administrative-Professional, Clerical-Technical, Cooperative Extension, etc.). These categories have been revised to be consistent with external reporting requirements. Listed below are the new reporting categories and the employee group(s) within each.

Officials and Managers	APA and APSA
Professionals	APA and APSA
Clerical	Clerical-Technical Union
Technical	Clerical-Technical Union
Service and Maintenance	Cooperative Extension, Public Safety and Local 1585
Skilled Trades	Locals 274, 547 and 999

During the 1994-95 affirmative action year, the **support staff work force** decreased by 5 employees (0.1%) from 5,297 to 5,292. Women increased by 11 from 3,531 to 3,542 employees (from 66.7% to 66.9% of the work force) and minorities increased by 16 employees from 725 to 741 (from 13.7% to 14.0%). The number of minority women increased by 10 from 518 to 528 (from 9.8% to 10.0%) and minority men increased by 6 from 207 to 213 (from 3.9% to 4.0%).

Minority representation of officials and managers decreased by 2 from 65 to 63 (9.5% to 9.2% of the category). Professional minorities increased by 15 from 128 to 143 (9.9% to 10.7%). Clerical minorities increased by 1 from 209 to 210 (12.9% to 13.3%) and technical minorities decreased by 2 from 49 to 47 (remaining at 12.3%). Service and maintenance minorities increased by 5 from 253 to 258 (23.9% to 24.4%) and minorities in skilled trades decreased by 1 from 21 to 20 (8.5% to 8.1%).

Black representation in all categories increased by 8 from 395 to 403 (7.5% to 7.6% of the work force). Asian/Pacific Islander employees decreased by 6 from 97 to 91 (1.8% to 1.7%). Hispanic representation increased by 14 from 195 to 209 (3.7% to 3.9%). American Indians/Alaskan Natives remained the same at 38 employees (0.7%).

Women officials and managers increased by 5 from 399 to 404 (58.3% to 58.9% of the category). Professional women increased by 29 from 734 to 763 (56.9% to 57.0%). Clerical women decreased by 28 from 1,559 to 1,531 (96.5% to 96.8%) and women in technical classifications decreased by 10 from 270 to 260 (67.5% to 67.9%). Service and maintenance women increased by 13 women from 549 to 562 (51.8% to 53.2%) and skilled trades increased by 2 from 20 to 22 (8.1% to 8.9%).

Minority women officials and managers decreased by 1 from 46 to 45 (6.7% to 6.6% of the category). Professional minority women increased by 5 from 71 to 76 (5.5% to 5.7%). Clerical minority women decreased by 1 from 201 to 200 (12.4% to 12.6%) and technical minority women decreased by 1 from 32 to 31 (8.0% to 8.1%). There was an increase of eight minority women in service and maintenance from 167 to 175 (15.8% to 16.6%) and skilled trades remained the same with 1 minority woman (0.4%).

Support staff self-identified handicappers decreased by 6 from 121 to 115 (2.3% to 2.2% of

the work force). There were 13 (1.9% of category) officials and managers handicappers, 20 (1.5% of category) professional, 33 (2.1% of category) clerical, 7 (1.8% of category) technical, 35 (3.3% of category) service and maintenance, and 7 (2.8% of category) skilled trades. Vietnam era veterans decreased by 4 from 170 to 166 (3.2% to 3.1% of work force).

Regular new hires decreased by 86 (15.4%) from 560 to 474. Regular new hire women decreased by 11 from 351 to 340 (62.7% to 71.7% of the hires). Minority regular new hires decreased by 12 from 124 to 112 (22.1% to 23.6%) and minority women decreased by 7 from 90 to 83 (16.0% to 17.5%). Of the hires, Blacks accounted for 62 (13.1%), Asian/Pacific Islanders for 11 (2.3%), Hispanics for 35 (7.4%) and American Indians/Alaskan Natives had 4 (0.8%) hires.

There were 428 (8.1% of work force) **promotions** during the 1994-95 affirmative action year. Women received 301 (71.5% of the promotions) promotions, minorities received 69 (16.1%) promotions and 52 (12.1%) minority women were promoted. The percent of women, minorities, and minority women promotions exceeded their representation in the work force of 66.9%, 14.0%, and 10.0%, respectively. Of the promotions, Blacks accounted for 30 (7.0%), Asian/Pacific Islanders for 10 (2.3%), Hispanics for 24 (5.6%) and American Indian/Alaskan Natives for 5 (1.2%).

Of the 280 support staff employees who left the university for reasons other than retirement, 209 (74.6% of the separations) were women and 56 (20.0%) were minorities which exceeds their representation in the work force. Overall, the official reasons most indicated were "other employment," "voluntary quit," and "leaving the area." The reasons most indicated for women were 56 (26.8%) "other employment," 46 (22.0%) "voluntary quit" and 36 (17.2%) "leaving the area." The reasons most indicated for minorities were 14 (25.0%) "other employment", 12 (21.4%) "voluntary quit" and 7 (12.5%) "leaving the area." The data gathered from the exit questionnaires was consistent with that described above. The data indicate a need for ongoing efforts to improve the retention of women and minorities. Effort will be made to enhance exit questionnaire data collection and follow up in the future.

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-eight annual hiring goals were established for women and 71 (104.4%) were accomplished. No annual goals were established for officials and managers and 3 selections were accomplished. There were 42 annual goals established for professionals and 35 (83.3%) were achieved. Clerical was fully utilized and technical achieved the 5 (100.0%) annual goals established. Service and maintenance achieved 18 (94.7%) of the 19 annual goals. Skilled trades achieved the 2 (100.0%) annual goals that were established.

Forty-two minority annual hiring goals were exceeded with 63 (150.0%) accomplished. Officials and managers achieved the 2 (100.0%) annual goals that were established and professionals achieved 13 (100.0%) that were established. Clerical exceeded the 23 annual goals established with 35 (152.2%) accomplished. Technical had 2 annual goals and accomplished 5 (250.0%). Service and maintenance had 2 annual goals with 6 (300.0%) accomplished. No annual goals were established for skilled trades and 2 were accomplished.

There remain some noticeable areas of underutilization as shown below. More information is available from Human Resources upon request.

<u>Occupation Area</u>	<u>Job Groups</u>	<u># Underutilized by</u>		<u>Annual Goal</u>	
		<u>Women</u>	<u>Minorities</u>	<u>Women</u>	<u>Minorities</u>
1. Officials and Managers	A1B3		5		1
	A1B4	5	1	0	0
	A1E5	7	4	0	0
2. High Level Professionals	A2C3	13		3	
	A2E3	12	6	10	2
3. Computer Programmer/Analysts	A2J2	29	17	10	3
4. Clerical	C3A3		6		2
5. Technical	C4I1	6		1	
6. High Level Service/Maintenance	1602		6		1
	1612	6		1	
	1652	30		9	
7. Skilled Trades	9501	6		1	

Human Resources is continuing its review of "feeder" job groups which should improve the accuracy of MSU's underutilization statistics.

Staff Development

The use of educational assistance continues to increase. During 1994-95, 1,421 women (41.3% of eligible women) and 224 minorities (33.1% of eligible minorities) participated in the educational assistance program. Of the minorities, Blacks accounted for 122 (32.7% of eligible), Asian/pacific Islanders or 27 (30.3%), Hispanic for 61 (31.1%) and American Indian/Alaskan Natives for 14 (35.0%).

The use of educational assistance for non-credit programs through Human Resource Development (HRD) also continues to increase. Participation in the *Leading/Partnering the Revolution* series remains strong. In addition, HRD is working with many departments on customized training to continue momentum developed through the Revolution series.

Climate

It is troubling to note that an increasing amount of hostility toward university affirmative action efforts is being displayed within the university community. This appears to be impacted by both the external environment and internal tension over employment opportunities. Efforts to address the internal tension have included publishing articles explaining the difference between diversity and affirmative action, and clarifying that Caucasian staff continue to receive promotions which are proportionate to their representation in the work force. Human Resources also explored affirmative practices with bargaining units. Continued effort is needed to clarify that "affirmative action is the deliberate undertaking of positive steps to design and implement employment procedures to ensure that the employment system provides equal opportunity to all.

Properly implemented, it does not mean imposing quotas, allowing preferential treatment or employing or promoting unqualified people. It means opening the system and casting a wide net to recruit, train and promote opportunities for advancement for people who can contribute effectively to a corporation and, consequently, the nation's economic stability." (Recommendations from the Glass Ceiling Commission, 1995)

The Multicultural Coordinator provided support through training and other intervention methods in a variety of campus departments to address diversity/climate issues. Additionally, the Multicultural Office provided an important linkage for dialogue with constituency groups about their needs and concerns.

The Child and Family Care Resources program (CFCR) continues to help make the university more accessible to and supportive of those individuals who are balancing work and family responsibilities. Significant activities this year include:

- Implementation of a sick child care service to provide university subsidized in-home care for the mildly ill children of faculty and staff.
- Provided 700 enhanced child care referrals through the Office for Young Children (OYC). Elder care referrals were provided through an informal relationship with the Tri-County Office on Aging.
- Recruited/trained/facilitated licensure of new family care providers through a resource development contract with OYC.
- Advocated for family friendliness in MSU employment policies and practices.
- Publicized CFCR and university family support initiatives to increase awareness of available programs and services.

CFCR collaborates with community agencies to address issues related to the supply and quality of child and elder care available in the area. These efforts most directly impact women who are predominantly responsible for managing child and elder care in today's families.

- Working with the Office for Young Children (OYC), CFCR has recruited, trained and facilitated licensing for additional family day care providers in the area closest to campus.
- In ongoing training programs CFCR and OYC have cooperated to provide advanced training in infant and toddler care to licensed family day care providers.
- CFCR has worked with the Tri-County Office on Aging to provide elder care referrals and information to those members of the MSU community who are managing the care of a dependent elder.
- Through a contract with the OYC the university provides enhanced child care referrals for faculty, staff and students seeking assistance finding quality child care.

- The CFCR Coordinator serves on the advisory board of the Learning Tree/Lifespan Intergenerational Care Center.
- At the national level, MSU was one of 18 universities sponsoring the College and University Personnel Association (CUPA) and Families and Work Institute (FWI) joint survey to evaluate "family friendliness" of colleges and universities. The CFCR Coordinator represented MSU on the project advisory board with a special interest in assessing the degree to which educational institutions are addressing the child care needs of students.

The **Employee Assistance Program** provided 15 in-service training workshops to university departments on topics designed to improve the climate of those departments. Topics included team building, conflict resolution, managing the stresses of organizational change, stress management, and improving interpersonal communication.

Final regulations for the Family and Medical Leave Act (FMLA) were implemented. This was communicated by distributing an updated FMLA Resource Guide.

SPECIAL UNIT ACTIVITIES

For this report, support units were requested to provide a summary of activities and initiatives directly related to the MSU Guiding Principles, "advancing diversity within community" and "make people matter." The three specific areas of focus were: 1) leadership, 2) recruitment, retention and staff development, and 3) climate.

Leadership

There was widespread use of departmental retreats and special meetings to develop staff leadership capabilities and strengthen work teams. Through a department-wide retreat, **Human Resources (HR)** defined its mission, values and primary theme of "People Making People Matter." The statement of values was printed to serve as ongoing reminders to the HR staff. They were also distributed to HR customers who were asked to hold HR accountable to fulfill its commitment to enact these values.

The **Department of Police and Public Safety** participated in a tri-agency leadership retreat with the East Lansing and Meridian Township Police Departments.

University Housing held several retreats throughout the year. One in particular, for supervisors, dealt with problem solving, team building and customer service. The unit also held training for supervisors and department heads addressing employee relations issues.

Campus Park and Planning, Engineering Services and Physical Plant initiated regularly scheduled partnering sessions for mutual design and maintenance concerns to improve coordination, communication and efficiency.

The **Physical Plant Division** initiated an internal campaign to reduce offensive language in the workplace. The campaign is intended to reverse employee perceptions, expressed in the MSU

Employee Attitude Survey and Diversity Audit, that such language was notably more frequent within the Division than elsewhere.

An initiative utilized by Internal Audit to promote leadership is the "in-charge" approach. When audits require two or more auditors, one auditor is placed in charge of the audit. This in-charge auditor oversees the audit and assigned staff. This person also has the responsibility to bring the audit to closure. This in-charge function is rotated among the senior staff, thereby giving everyone the opportunity to be in charge of various audits. As newer staff members progress, they are given this responsibility.

Recruitment, Retention and Staff Development

The **Human Resources Employment Office** began regular biweekly meetings with the **Office of Affirmative Action Compliance and Monitoring** to enhance communication and collaboration between the two offices. Through these meetings, affirmative action procedures were redefined and documented in order to assure the proper dissemination of information and recruitment assistance to university departments.

The **Division of Housing and Food Services** has an extensive list of activities that contribute to the overall concept of "diversity within community." Recruitment efforts by Housing and Food Services Personnel Administration are made in a wide variety of locations such as, the Peckham Vocational Industries, Michigan Commission for the Blind, Heartwood School (Ingham Intermediate School District), Youth Employment Program (Ingham County School District), Cristo Rey Employment and Training Program and On-The-Job-Training Program.

The **Physical Plant Division** had an impressive record in recruitment, retention and development of a diverse work force. Seventy-five percent of the promotions to leadership classifications, and 58 percent of the new appointments to service classifications, went to protected group employees. The Trades Helper Development program received an All-University Diversity Award, for the program's support and development of women in the non-traditional skilled trades occupation. One woman in the program attained a master's license in her trade, becoming the first participant certified as master in the trade. The Power and Water department initiated teleconference employment interviewing to reach protected group candidates in distant locations at reasonable cost. Recruiting efforts included developing effective relationships with Mid-Michigan O.J.T., Inc. and Cristo Rey Community Center traveling to the Merchant Marine Academy in Traverse City, Michigan and networking with colleagues from Detroit to the Rocky Mountains.

The **Kellogg Center** participated in the School of Hospitality Business Career Expo, providing an opportunity for hospitality majors to apply for employment, internships and gather information about the Center. Recruiting efforts at Peckham Vocational Industries resulted in the hiring of four new employees at Kellogg during 1994-95.

Based on the number of units reporting ongoing training opportunities made available to their employees, staff development and retention have been major issues with support staff. Each unit in **Housing and Food Services** provided opportunities for staff to attend various training classes

and workshops during the year. Housing and Food Services approached staff development and retention several ways. They made use of the classes available through Human Resource Development as well as doing cross functional training, holding diversity seminars and encouraging minority and handicapped students to apply for promotional opportunities.

Internal Audit, Land Management, Planning and Budget, Campus Park and Planning, the Controller's Office, University Services, Department of Police and Public Safety, and Human Resources all reported employee participation in activities and initiatives, including formal training classes, that developed both technical and interpersonal skills.

Climate

Climate improving projects were developed in support areas campus wide. Below several projects are listed:

- Campus Park and Planning continues to redesign work space to be more user-friendly for internal and external customers. A policy was instituted requiring construction of pathramps and grade level entrances where pavement and/or utility repairs occurred.
- Physical Plant continues to perform numerous alterations to campus facilities to enhance accessibility.
- The Controller's Office, Housing & Food Services, Human Resources, and Planning and Budgets all made office renovations making the work environment more user friendly and ergonomically correct.
- Automotive Services initiated replacement of the main bus fleet with accessible units, while integrating the handicapped transportation program with the Night Rider and Dial-A-Ride programs.
- University Housing continues to make housing accessible for persons with varying levels of physical ability.
- Maintenance Services included the Office of Multicultural Development in its Maintenance Conference to address diversity issues and to further the campaign against offensive language.
- Residence halls show concern for the diversity of its residents, staff and visitors by presenting menus with wide ranging appeal. Residence halls and the MSU Union utilized multi-ethnic holiday decorations.
- Human Resources began discussion of concerns regarding department climate and planned a specific action plan including a major retreat to thoroughly explore the topic of diversity.
- Cooperative relations between the Power and Water staff and management led to the radical revamping of working schedules for operations and waterworks employees, and the

elimination of time-clock cards for day-shift maintenance personnel.

- University Services and University Housing participated in or conducted workshops focusing on communication, building more productive teams, customer service and other diversity issues.
- The Department of Police and Public Safety held a department wide retreat on community policing. Topics included diversity and innovation.

PURCHASING

Leadership and Administration

The Purchasing Department at Michigan State University has a commitment to minority procurement that is reflected in several initiatives. The department continually seeks to expand its support network that includes ready access to Purchasing Department buying staff and other buying groups, continuing education, and professional contacts with other business enterprises.

An additional resource in this area is the establishment of a Minority Procurement Coordinator/Purchasing Agent position. The individual selected for this position has twenty years of experience at Michigan State University. She is updating and revamping the Minority Procurement Program to coordinate the needs of the university and the services of minority businesses.

A new automated procurement system is scheduled for implementation in 1996. The new system will facilitate the purchasing process for all members of the campus community. It will enable collection of data that more accurately records the purchase activity related to minority suppliers.

Two-year trend: Potential dollars are dollars that are available for minority- as well as women-owned businesses to compete in our bidding process. For 1994-1995 the potential dollars for minority-owned businesses was \$78,851,511. Actual dollars awarded was \$4,669,409; making the percent of actual to potential dollars 6%. Comparing these figures to 1993-1994, potential dollars increased from \$26,552,264 to \$78,851,511. Actual dollars awarded show a decrease from \$5,870,479 to \$4,669,409. Percent of actual to potential dollars shows a decrease from 22% in 93-94 to the present 6%.

The potential dollars for women-owned businesses in 1994-95 was \$80,451,373. Actual dollars awarded was \$6,013,042 for a percent of actual to potential dollars of 8%. Women-owned businesses demonstrated an increase in potential dollars from \$25,341,604, to \$80,451,373 in 1994-95 and a decrease of actual from \$6,023,553 to \$6,013,042. Percent of actual to potential dollars also decreased in this category from 24% in 93-94 to 8% in 94-95.

Although the percent of actual to potential dollars decreased from 1993-94 to 1994-95, potential dollars available increased substantially. This decrease shows the limited awarding of construction contracts, but demonstrates the university's continued equal opportunity commitment, and represents significant effort, despite minimal success, in getting minority businesses to bid on multi-million dollar construction contracts.

For the fiscal year 1994-95 total expended dollars for construction was \$81,927,463, compared to the 1993-94 total of \$25,914,201. Actual minority business for 1994-95 was \$4,098,449, as compared to the 1993-94 figure of \$3,552,126. As with the other categories, although the total percentage has decreased the total dollars have increased.

Outreach

Michigan State University continued to expand its minority outreach efforts in 1994-95 through membership in professional associations. Membership activities promote interaction with prospective minority-businesses and woman-owned businesses and increased the university's visibility as a leader. The database of potential suppliers, both at the state and national level, has expanded as a result.

Michigan State University remains an active member, and continues to maintain a long and mutually beneficial relationship, with the Michigan Minority Business Development Council (MMBDC). The Michigan Minority Business Development Council aids in the development and networking of minority businesses and is responsible for certifying quality minority suppliers, and providing them with professional expertise. The Purchasing Manager is a member of the Board of Directors, also Chairperson, of the Education Sector and serves on the membership committee.

The Purchasing Manager is currently serving the second year of a two-year appointment to the "Sheltered Workshop Committee." This committee was set up by the Michigan Department of Management and Budget to enforce the Set-Aside Law for handicappers.

The Michigan State University Purchasing Manager, Minority Coordinator, and employees were very active this year on the planning committee of the 1995 National Minority Suppliers Development Council Conference. The Michigan Minority Business Development Council hosted the conference that was held in Detroit, Michigan on October 29 through November 1, 1995. Entrepreneurs and vendors came from all over the country giving this year's conference approximately 3,000 participants with 480 trade booths. Michigan State University's involvement was significant in respect to obtaining a booth at the conference and establishing many new supplier contacts as a result. The atmosphere and attitude seemed to reflect a positive and dynamic outlook on the future with regards to the strategic role with minority business development and the MSU Purchasing Department. Next year, the 1996 conference will be held in Denver, Colorado.

Michigan State University Purchasing employees are members of the National Association of Purchasing Management (NAPM), which is in the process of developing a local Minority Business Development Group (MBDG). The Minority Procurement Coordinator has been asked to serve on this committee. This organization provides professional education and guidance in Minority Business Development to individuals with purchasing or contract responsibilities within their organizations.

The University is also a member of the Michigan Hispanic Chamber of Commerce. The Purchasing Manager 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. The Minority Coordinator was a facilitator at the Michigan Hispanic Chamber of Commerce service supplier seminar called "Successful Marketing Techniques" held April 5, 1995 in Lansing, Michigan. On the dais were many representatives from recognized businesses such as Detroit Edison Company, Small Business Administration and Comerica Bank to name a few.

Other organizational affiliations include this year's appointment of the Minority Coordinator to the Lansing Regional Chamber of Commerce Business Division/Development Committee, which is in the process of implementing a brochure that minority businesses can follow at a glance on "How to Start a Business."

Michigan State University is active with the Minority Technology Council of Michigan (with representation on its Board of Directors, Educational Committee and its Membership Committee). The Purchasing Manager is currently holding the appointed position to serve on the advisory board of "New Images," a minority magazine published in Lansing, Michigan, affiliated with the "Greater Lansing Minority Business Association" (GLMBA) and the "Council of Minority Business Organizations" (COMBO).

In addition to its various memberships, Michigan State University is committed to active association involvement. Throughout the year, the Purchasing Manager and the Minority Coordinator, along with purchasing employees, attend many events in the pursuit of equal opportunity suppliers. To increase awareness and knowledge of minority businesses numerous trade shows, seminars workshops, classes and conferences are attended.

The Minority Coordinator will be attending the "Ninth Annual Minority Conference on Purchasing" this year at Wayne State University. This conference is a one-to-one discussion with potential minority businesses on building professional relationships within higher education.

Michigan State University will remain highly visible through its association involvement. Contacts have been established as a result of our involvement and have allowed the university to assist equal-opportunity suppliers and entrepreneurs in their non-university business pursuits. The minority suppliers have been 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 has been an instrumental factor in the procreation of successful partnerships between minority- and women-owned businesses and major corporations such as Ford Motor Corporation, Chrysler Corporation, General Motors, K-Mart Corporation and Detroit Edison.

Michigan State University was nominated for the 1995 Michigan Minority Business Development Council Corporation of the Year. Although the university did not receive the award in 1995 the nomination reflects the respect that the minority community has for Michigan State University.

Climate

The trend in the corporate business world continues to be to increase minority- and women-owned business participation by encouraging first and second tier companies to implement affirmative action procurement plans. Companies such as General Motors, Ford Motor Corporation and Chrysler have been writing letters to their major suppliers and have insisted they commit 5% of their purchasing to minority companies. This year Michigan State University will be conducting a study to determine the potential impact of how to implement a second tier procurement plan. Because of this initiative, more companies than ever before have minority procurement programs in place and the dollars committed to seek minority purchasing have increased substantially.

IV. STUDENTS

Student Academic Support Services, Racial, Ethnic and Multicultural Issues

Leadership

Student Academic Support Services, Racial, Ethnic and Multicultural Issues (SASS/REM) has sponsored, co-sponsored and otherwise contributed to numerous committees, conferences and other events during 1994-95 that have added to the university's knowledge of diversity issues. The purpose of their activities has been to educate the "community" on topics of diversity. Specifically, the goal of this unit has been to increase diversity awareness about various special populations through on-going programming and continued participation and collaboration with other units at Michigan State University. Following are some of the unit's 1994-95 activities:

- The Assistant Provost for SASS/REM chaired the 1995 All-University Excellence In Diversity Conference and Lecture Series Planning Committee. Featured speakers, sponsored or co-sponsored, and their topics were Murray Friedman ("What Went Wrong? The Creation and Collapse of the Black-Jewish Alliance"), Frank Chin ("The Real and the Fake"), bell hooks ("Race and Gender in Popular Culture"), and Lawrence Flores ("The Diversity Game"). The set of programs also involved showing the series of Black Issues in Higher Education Teleconferences ("Creating Ways of Finding and Keeping Faculty and Administrators of Color;" "Contemporary Gender Relationships on Campus;" "Black Studies at the Crossroads;" "Beyond the Dream VII;" "A Celebration of Black History--The Vanishing Black Male;" and "The Plight of Black Women in Higher Education").
- 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 and staff from the Office of Programs for Handicapper Students (OPHS) were actively involved with the President's Handicapper Advisory Committee (PHAC).
- OMSA took the lead in sponsoring the Seventh Annual Statewide Conference on the Black Male which attracted approximately 300 persons. Featured speakers were Walter Malone, Na'im Akbar and Joseph E. Marshall, Jr.
- OMSA was a co-sponsor of the Second Annual African American Female Conference which attracted approximately 200 participants. Featured speakers included Julia Hare and Darlene Clark Hine. OMSA's staff, along with staff from OSS were involved in its planning.
- OMSA co-sponsored the First Annual Dia de la Mujer Conference whose purpose is to expose students, faculty and staff to issues relevant to Latinos in American culture and celebrate accomplishments and challenges of Latino women. The one day conference attracted approximately 450 participants.
- OSS continued to use the concepts of Total Quality Management in serving its target population.

- Staff from OSS, OMSA, UUD, Talent Search/King Chavez Parks College Day Programs and Upward Bound were members of the Supportive Services Advisory Committee which was chaired by the Assistant Provost for SASS/REM.
- OPHS staff were participants on the Administrative Group on Handicapper Issues and were actively involved in several associations such as the Association on Higher Education and Disability (AHEAD), the Learning Disabilities Association (LDA), the American Council for the Blind and the Michigan Chapter of the Registry of Interpreters for the Deaf (MIRID).
- OMSA and the Office of the Assistant Provost for SASS/REM worked closely with the Committee Commemorating Dr. Martin Luther King, Jr. to sponsor a series of activities including the annual commemorative march, a panel discussion, film showings, and the All-University Commemorative Convocation which featured Robert L. Green as the keynote speaker.

Recruitment and Retention

Total student enrollment increased about 1% to 40,647 on the East Lansing campus of Michigan State University for Fall semester 1995 from the 40,254 students enrolled during Fall semester 1994.

The university's total affirmative action enrollment (which does not count nonresident alien students) increased 0.8% for Fall semester 1995 from 37,810 to 38,126 students. **Undergraduate enrollment** increased 0.5% from 30,384 to 30,536 and **graduate student enrollment** increased 2.2% from 7,426 to 7,590.

Minority student enrollment on campus increased 1.7% from 5,682 to 5,776 (15.0% to 15.2% of the affirmative action total) for Fall 1995. Undergraduate minority enrollment increased 0.5% from 4,532 to 4,554 (remaining constant at 14.9%). At the graduate level, minority enrollment increased 6.3% from 1,150 to 1,222 (15.5% to 16.1%).

Nine of fourteen colleges at Michigan State University had numeric increases in minority enrollment for Fall 1995. The College of Communication Arts and Sciences had the largest numeric increase with 37 more minority students enrolled for a 10.1% increase. The College of Human Ecology had the largest one year percentage increase at 17.1% with 30 more minority students enrolled. The College of Human Medicine at 28.2% (150), the College of Osteopathic Medicine at 22% (123), and the College of Engineering at 19.1% (682) had the highest percentages of minority students enrolled.

Black students, the largest minority student group on campus, increased enrollment 1.4% from 3,040 to 3,083 (8.0% to 8.1%) in Fall 1995. At the graduate level, Black student enrollment increased numerically from 508 to 558 and increased as a percentage from 6.8% to 7.4%. Black male enrollment increased from 38.5% to 38.7% of the total enrollment of all Black students and decreased from 41.5% to 39.6% 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 1.3% from 1,512 to 1,532 in Fall 1995, remaining constant at 4.0%. Enrollment of Asian/Pacific Islanders decreased at the graduate level from 350 to 347 (4.7% to 4.6%).

The growth trend of **Hispanic students** at Michigan State University continued with a 2.6% enrollment increase from 889 to 912, remaining constant at 2.4% in Fall 1995. At the graduate level enrollment by Hispanic students increased from 240 to 259 (3.2% to 3.4%).

American Indian/Alaskan Native students increased on campus from 241 to 249 (0.6% to 0.7%) in Fall 1995. Enrollment of American Indian/Alaskan Native students increased at the graduate level from 52 to 58 (0.7% to 0.8%).

Women students represented 52.2% of the total student enrollment at Michigan State University in Fall 1995 with an increase from 20,835 to 21,205. Women graduate students increased from 4,863 to 4,931 (52.3% to 52.9%). Minority women students increased from 3,212 to 3,264 (15.4%). Minority women graduate students increased from 611 to 669 (8.2% to 8.8%). Of the fourteen colleges, two had women student enrollments of less than 40%, two had women student enrollments of 40% to 50%, and ten had women student enrollments of more than 50%. Eleven of the fourteen colleges demonstrated a numerical increase in the number of women enrolled.

In recent years, more than 70 percent of the total entering freshmen class 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 graduation rates of the entering cohorts of 1984, 1985, 1986, 1987, and 1988 all exceed 70 percent.

In general, 33 percent of the entering class or 47 percent of those who eventually graduate are graduating in four years. An additional 30 percent graduate between the fourth and fifth year. Seven percent graduate after the fifth year.

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 35.2 percent was 4th and 4-year persistence rate of 71.3 percent was 5th out of the sixteen schools reporting for Fall 1989. This compares to Fall 1983 when MSU's four year graduation rate of 29.3 percent was 6th and persistence rate of 68.5 percent was 5th out of fifteen schools reporting.

The 1989 entering class at MSU has a six year graduation rate of 69.5 percent. Forty-six percent of Black students and 61 percent of Hispanic students received degrees within six years.

Eventual graduation rates for Black students continue in the 50-55 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 50-68 percent range; American Indian/Alaskan Native students, 52-75 percent range; and Asian American/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	33.4	63.2	70.5
All Minorities	16.0	41.4	52.2
Black, Non-Hispanic	10.1	35.3	46.6
Hispanic	24.1	50.2	57.5
Amer. Indian/Alaskan Native	21.0	39.2	55.6
Asian Amer./Pacific Islander	28.5	57.9	70.5
Non-Minority	36.5	66.9	73.6

*Average of recent three years

Instruction, Research and Outreach

The Office of Minority Student Affairs (OMSA), the Undergraduate University Division (UUD), the Office of Supportive Services (OSS) and the Office of Programs for Handicapper Students (OPHS) also participated in activities related to instruction, research and outreach.

- OMSA sponsored the annual False Expectations Appearing Real (FEAR) retention conference. The conference theme was "Blacks in College: Maximizing Your College Experience." Approximately 75 students participated. Workshops were held and featured speakers included Eric Thomas and Julian Earls.
- UUD sponsored its Annual Retention Conference with the theme of "The Classroom as a Retention Tool." Featured speakers were Diane Strommer and Ernest Pascarella. Approximately 200 faculty, staff, and administrators participated.
- OSS responded to 746 tutorial requests from 543 students. This resulted in 11,631 visits and 12,077 hours of service. The majority of the requests were in the area of mathematics. Tutoring in other areas involved accounting, writing, biology, computer science, economics, french, integrative studies in science, physics, and Spanish. Of the students who continued

with tutoring throughout the semester, 61% received a grade of 2.00 or better and 19% a grade of 3.00 or better.

- OSS in collaboration with the Mathematics Department and several of the colleges and support programs continued the Mathematics Enrichment Program (originally initiated in the Spring of 1993). This program assists students in Math 1825, 103 and 116 and continued to be successful in improving the grades of its participants compared to those enrolled in the regular sections of the courses.
- OSS in collaboration with The Graduate School administered the Summer Research Opportunity Program (SROP) and the Ronald E. McNair Achievement Program, both summer undergraduate research programs aimed at increasing the skills of participants (underrepresented students) so as to increase their chances of attending graduate school.
- OSS offered the Summer University Program Excellence Required (SUPER) designed for selective CAAP freshmen. Modified from prior years, 30 students were selected for an intensive summer program involving courses and workshops/seminars aimed at improving their chances of success at MSU.
- 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 1994-95, 362 students participated.
- At the precollege level, Upward Bound worked intensively with a population of 81 low income and/or first generation high school students throughout the year. Students participated in numerous academic skill enrichment and cultural programs.
- The Talent Search Program served 723 sixth through 12 graders who are first generation/low income. Tutors were provided in select schools and students participated in skill and admission workshops, and visited colleges.
- The King-Chavez-Parks College Day Program served 5084 students through its diverse offerings. The program provides college preparatory information to secondary students in grades six through eleven who live within a 90 mile radius of MSU. Students are exposed to colleges at MSU, career/decision making seminars and admissions presentations.
- OPHS transcribed numerous printed 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 students, faculty, staff and administrators.
- OPHS also provided assistance with reasonable accommodations, needs assessment, orientation, eligibility for handicapper transport, accessible housing arrangements, referral services, alternative testing arrangements, readers, scribes, tutoring coordination and personal care assistance.

- OSS continued its newsletter, Newsrun, in order to provide informative and timely articles on services and activities, which are of interest to students and other service providers.
- Staff from UUD, OSS, and OPHS participated with the undergraduate Assistant Deans' group.
- UUD staff actively participated in the STAR program and the College of Agriculture and Natural Resources Migrant Student Recruitment Program. Involvement also occurred with the RISES and ROSES programs.
- UUD continued its Forum and the Wonders Project, programs designed to help students on academic probation develop and enhance their learning skills so as to reduce their chances of being recessed or dismissed.
- The Walk, Run, Jog Program aimed at providing information about majors continued.
- The Learning Resources Center (LRC) offered a series of workshops designed to improve and increase students' study skills. Their Wilson Hall Tutoring Program was very popular with students as were the various software programs.
- OSS and the LRC's computer lab was upgraded to better meet the needs of students. Students are also able to access instructional software, computer enrollment, E-mail, GOPHER, financial aid information and MAGIC.
- The Office of the Assistant Provost for SASS/REM in collaboration with UUD and OSS continued the second phase of its longitudinal study on retention which follows a wave of 500 freshmen throughout their stay at MSU. The study is designed to determine factors that lead to continuing or dropping out.

Instruction and Outreach

OSS conducted the ORO 500 seminar for all incoming CAAP students. The seminar provides both an ongoing study and skill building format and a more detailed orientation to university procedures and resources. Seminar topics included academic and life skills, multicultural issues, time and stress management techniques, university and community resources, and test and note taking skills. The seminar is instrumental in assisting student adjustment to university life.

Staff from UUD continued leadership in fundraising for the L.U.P.E. scholarship fund.

Staff from OMSA guest lecture in several classes related to diversity issues.

Climate

In terms of overall climate for the lesbian/gay/bi-sexual/transgender community, the addition of a half-time position to provide support to students dealing with issues related to sexual

orientation has been very successful. In fact, the demands on this position are so great that an additional graduate assistant resource will be assigned to this area. Students continue to report incidents of harassment based on sexual orientation. While there have been several incidents of anti- lesbian/gay/bi-sexual graffiti, they have been quickly removed and pronouncements made to discourage them. In diversity education programs and other interventions, homophobia continues to be identified. Addressing it requires a long term educational and experiential process. Through representation on the Department of Police and Public Safety (DPPS) Citizens Advisory Committee, DPPS is building an increasingly positive relationship with the lesbian/gay/bi-sexual members of the campus community.

The Office of Minority Student Affairs (OMSA) and the Minority Aides also received training on lesbian/bi/gay issues in order to more effectively provide services.

Staff in OMSA worked closely with the Black Student Alliance (BSA), the Asian Pacific American Student Organization (APASO), the North American Indian Student Association (NAISO), and Culturas de la Raza Unidas (CRU) in their efforts to sponsor various cultural programs and in the planning of the heritage weeks/months. OMSA took the lead in working with these student groups to plan both the joint and individual welcome week programs. In addition, staff from UUD, OSS, and OMSA collectively served as advisors to these student organizations.

Additional activities of OMSA included:

- assisted racial-ethnic students groups in planning the attendance to off-campus student leadership conferences which were designed to teach skills in making one's environment more conducive to racial-ethnic groups;
- along with the Office of the Assistant Provost for SASS/REM, provided occasional funds to support speakers and cultural events for racial-ethnic and other diverse student groups.

Notable among the activities of the Office for Handicapper Affairs parking eligibility was transferred from OPHS to the Department of Police and Public Safety, in an effort to provide a more "customer friendly" environment. Also among special events is the annual programs sponsored by the Office of Support Services (OSS) and OPHS to honor graduates from their target population.

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 for graduate students is critical to the success of this commitment, since it is often a determining factor in the recruitment of underrepresented students, as well as

in their retention and degree completion. Five main categories of graduate financial support are provided to underrepresented groups through the Affirmative Action Graduate Financial Assistance Program: (1) Equal Opportunity Program (EOP) Fellowships, (2) Minority Competitive Doctoral Fellowships (MCDF), (3) Programmatic Funding (PF), (4) Affirmative Action Graduate Assistantships (AAGA), and (5) Patricia Roberts Harris Graduate and Professional Study Fellowship Program.

To be considered for financial support under the AAGFAP program, all recipients must be U.S. citizens or permanent residents. Policies and procedures for all of the Affirmative Action Graduate Financial Assistance Programs are determined by the AAGFAP Policy Committee. A brief description of each of the AAGFAP-administered programs follows.

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

Minority Competitive Doctoral Fellowships (MCDF): The Minority Competitive Doctoral Fellowship Program was initiated in 1979-80. New racial/ethnic minority doctoral candidates are nominated by participating colleges and brought to campus to participate in an expense-paid visit. The award guarantees support for three years. In the first year the award includes a minimum of \$12,000 fellowship stipend, a tuition allowance of six credits per term, and a waiver for the out-of-state tuition costs. In the second and third years of the award, there is a minimum of \$12,000 combination fellowship/assistantship and a tuition allowance for up to six credits per term. MCDF fellows also receive an annual payment of \$595.00 towards their health insurance coverage.

Programmatic Funding (PF): Programmatic Funding was developed in 1979-80 to encourage academic units to seek external funds to support minority graduate students. Programmatic funds are available to departments/schools/colleges on a matching basis 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 plus an annual payment towards health insurance converge.

Patricia Roberts Harris Graduate and Professional Study Fellowship Program: The Patricia Roberts Harris Fellowship Program (formerly Graduate and Professional Opportunity Program) is administered by the U.S. Department of Education to provide support to underrepresented groups. Graduate and Professional Opportunity and Public Service grants are awarded annually on the basis of a national competition. Michigan State University has participated in the program since 1979-80. In 1990-91, Graduate and Professional Opportunity Fellowships were awarded to graduate students in the Departments of Accounting, Audiology and Speech Sciences, Biochemistry, Botany and Plant Pathology, and Statistics and Probability. Awards to students in the Departments of Audiology and Speech Sciences, Botany and Plant Pathology, and Statistics and Probability continued in the 1991- 92 academic year. MSU was awarded two Public Service Fellowships for master's level in the Public Administration Program, effective Fall semester, 1992. These two awards also continued through 1993-94 academic year. Each student who is awarded either the Graduate and Professional Opportunity or the Public Service grant receives a stipend of up to \$10,000 plus \$5,000 for tuition and fees. Although MSU received no new awards in the 1994-95 academic year, the AAGFAP office is committed to submitting proposals for participation in the Patricia Roberts Harris Fellowship Program for 1995-96.

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. In 1994-95 academic year, 487 graduate students were supported at a total cost exceeding 2.4 million dollars.

Since budget year 1977-78, total AAGFAP expenditures have generally increased each year. For instance, from 1977-78 to 1991-92, AAGFAP total expenditures increased by over 2.3 million dollars (from \$334,869 in 1977-78 to \$2,679,568 in 1992-93). For specific AAGFAP programs, EOP expenditures increased from \$221,806 in 1977-78 to \$1,218,944 in 1994-95; AAGA expenditures increased from \$113,063 in 1977-78 to \$865,660 in 1992-93 but decreased to \$703,678 in 1994-95; MCDP expenditures increased from \$43,941 in 1979-80 to \$653,186 in 1992-93 and decreased to \$380,368 in 1994-95; and PF expenditures declined in 1985-86 to 1988-89, but increased from \$89,022 in 1979-80 to \$104,767 in 1989-90. More recently, PF expenditure declined from \$104,767 in 1989-90 to \$42,105 in 1990- 91 and increased steadily to \$122,852 in 1992-93 and to \$155,268 in 1994-95.

Although EOP expenditures constituted the largest share of the total expenditures for all AAGFAP programs, EOP expenditures have not kept pace with EOP needs. It is important to note that not all needy graduate students who qualify for need under the EOP guidelines receive EOP fellowships due to the limitation of the EOP budget.

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. Since then the number of graduate students who benefit from the EOP fellowships has continues to increase. Since 1988-89, the number of EOP awards has exceeded 200 each year and the figures in 1994-95 stood at 351.

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.

Other Relevant Activities

In January 1995, The Graduate School established the ALANA (African-Latino/a-Asian-Native-American) Graduate Student Advisory Council. The Council addresses issues related to recruitment and retention of graduate students of color. Future activities include a film and speakers series. Members of the ALANA Advisory Council, the Black Graduate Student Association (BGSA) and others in doctoral fellowship programs serve as hosts for the *Enhance Your Future Conference*, an activity designed to increase the recruitment yield of ALANA students. Additionally, The Graduate School is supporting Latino/a students in their effort to form an organization for Latino/a students.

DIVISION OF STUDENT AFFAIRS AND SERVICES

Leadership and Administration

The Division of Student Affairs and Services has long been committed to providing multicultural environment opportunities outside the classroom where all students can reach their goals. Understanding and appreciating differences are at the core of nearly all interactions with students, both individually and through their activities.

To facilitate communication between the Division and diverse student groups, Advisory groups to the Vice President for Student Affairs and Services meet periodically. They include: Diversity Advisory Committee; Lesbian/Bi/Gay Advisory Committee; and the Women's Advisory Committee. Certain other functions--Communications/Publications, Technology and Data Management, Staff Development, and Orientation are also supported by cross-unit committees which value and promote principles of diversity in their programs and materials.

Following the assessment of program initiatives and the climate in general vis a vis both the "Report of the Status of Handicappers at Michigan State University" and "Moving Forward", the Report of the University-wide Task Force on Lesbian and Gay Issues, staff were able to

focus on particular concerns, needs and accommodation of handicappers and lesbian/gay/bi-sexual/transgender persons. Support staff in the Division continue to monitor progress on initiatives derived from these reports.

During the 1994-95 year, a half-time **Assistant for Lesbian-Bi-Gay Concerns** was instituted to provide information, programs and support for students. Demand on this staff member's services suggests significant need in this area.

The staff of the **Department of Intramural Sports and Recreative Services** continues to be the most diversified IM staff of all Big Ten schools. Gender, racial/ethnic background and handicapper status are all characteristics reflected in the staff make-up and the program offerings in IM Sports.

The **Department of Residence Life** collaborated with the following units on initiatives:

- Residence Halls Association-- to add the university's policy statement on non- discrimination into the RHA constitution.
- Student Life staff and ORCBS-- to create a video that presents a positive, practical strategy for dealing with blood-borne pathogens (e.g., AIDS) in the residential environment. A grant from ACHUO-I supported this initiative.
- Olin Health Education, Women's Resource Center and the Counseling Center-- to consider and develop an "eating disorder" program for support and assessment.

MSU Safe Place, under the administration of the Department of Residence Life, had it's first year of operation during which approximately 35 clients were sheltered, including 2 requests from male clients. Programs and presentations were done in every residence hall, and with several staff, union, and greater Lansing groups, reaching an estimate of approximately 8,000 contacts. A major fund-raiser, As Safe As Possible, As Soon As Possible (ASAP2), was held jointly with Olin Health Education and Cowles House.

The **Child and Family Care Resources program (CFCR)** has helped make the university more accessible to and supportive of those individuals who are balancing work or education and family responsibilities. Faculty, staff, and students are all served through this program, but increasingly students have benefitted from programs, and more so than in most comparable programs throughout the country. Known factors about the work and class loads of student-parents indicates that this group is at greater risk without additional support. The majority of student-parents are women. Programs of particular support for students include: special orientation activities, assistance in identifying child care, a support group and monthly programs for single parents, free pre-finals child care, informational materials, and development of child care resources in the area.

There has been close cooperation between CFCR and other units and groups on campus which specifically serve women or minorities. Some of the units are: Spartan Child Development Center, the CT Union, Residence Life, the MSU Women's Resource Center, and the advisory groups to the vice presidents.

The **Student Radio Station** will move to space being renovated in Holden Hall to provide for handicapper accessibility. Building renovations include parking, automatic entrance doors, and elevator modifications. The station itself will have specially designed equipment and controls to allow operation by wheelchair users and those with special visual and hearing characteristics. Project completion and relocation of the station will take place in 1995-96. Funds for the project have been provided by the university and by the station, ðáich is funded by student tax money.

Recruitment and Retention

The Division of Student Affairs and Services has long been committed to recruiting and maintaining a diverse professional and student staff to work with students. During 1994-95, 34% of staff were male, 64% were female; 2% of positions were vacant. A total of 27% of staff were people of color: 2% Asian Pacific Islander; 17% Black; 7% Hispanic; and 1% American Indian/Alaskan Native. Percentages of people of color for each staff group were: Clerical-Technical - 19.5%; Professional Staff - 30%; and Graduate Assistants - 32%.

All searches, for both professional and student staff, include targeted recruiting among diverse populations, sensitivity to diverse issues in printed materials, language, and interview processes, and support and training of staff once hired. Diverse graduate students are recruited through extensive communication with minority students and organizations (local and national), minority faculty and staff, and placement events which draw diverse applicants. MSU once again sponsored the "Minority & Friends Networking Social" at the Oshkosh Placement Exchange. This program, thought to have contributed to an increase in candidates of color for graduate assistant and resident director positions, has become a popular model for other institutions who have sought to co-sponsor the event.

The **Counseling Center**, following a national search for the Director's position, appointed a Native American female to that position. She is the only Native American Director of a Big Ten University Counseling Center, and one of few psychologists who are North American Indian. The diversity of the Counseling Center staff includes racial/ethnic differences (50% at the professional level), as well as gay/lesbian/bi-sexual and handicapper staff. The Sexual Assault Crisis and Safety Education Program again filled one of its' positions with a male graduate student to focus on programming for men.

The percentages of U.S. racial/ethnic and/or international staff on the Residence Life staff are: 20% of full-time Hall Directors; 41% of Graduate Assistants; 29% of Resident Assistants; and 67% of Community Aides. The staff of Graduate Assistants, Resident Assistants, and Community Aides is approximately half women and half men.

Instruction, Research and Outreach

Special attention is given to having publications be inclusive of special populations in both text and photographs. **Staff development programs and resource materials** provided through the Division often focus on diverse populations. The Division continues to work collaboratively with the All-University Excellence in Diversity Conference and Lecture Series to host videoconferences relating to racial/ethnic and gender issues. Multicultural awareness and consultation is provided in an ongoing fashion through the Coordinator for Multicultural

Development. Promotion Track simulation games, created by Dr. Lawrence Flores, were purchased for the Division's Resource Center, along with videotapes on Islamic faith, "The Story of English," African culture, Latino culture, lesbian/bi-sexual/gay issues, deaf culture, using a TTY, and appreciating handicappers as individuals.

To raise awareness of and expand appreciation for the pervasiveness of diversity issues in education, both local and national, collections of clippings from The State News and The Chronicle of Higher Education are circulated regularly to professional staff.

Campus Life Orientation program presented a skit for each Freshman Academic Orientation program depicting a situation where a Black student reflects on living with a White roommate as he writes a letter home. All entering freshmen were also required to attend a 40-minute session on multicultural education before classes began in the Fall.

Informal and formal activity through **Intramural Sports and Recreative Services** gives students an opportunity to enhance their knowledge of lifelong leisure, fitness and personal safety in a context of considerable individual diversity. Friendship Games, Asian Games and support for diverse student organizations planning special events contribute to this program. The Department collaborated with Special Olympics, the Michigan School for the Blind, Cristo Rey Community Center, Big Brothers/Big Sisters, Lansing Association of Human Rights and several other local agencies, organizations, schools and churches in an attempt to break down barriers and create interactions among diverse people.

The **Assistant for Lesbian-Bi-Gay Concerns** worked extensively with the Alliance of Lesbian-Bi-Gay Students, and as a contact point for crisis and harassment concerns. Educational programs about sexual orientation were provided to staff and to students through student organizations, classes, and student staff positions. Particular attention to issues for lesbian/bi-sexual/gay students of color was the focus of a number of programs. Included were: sensitivity training for Minority Student Affairs staff; a program with the Alliance about "Strategies for Reaching out to LBG Students of Color;" support for the establishment of the Lesbian-Bi-Gay Students of Color Roundtable; and personal contact with LBG students of color needing assistance. Resource materials were developed on lesbian/bi-sexual/gay issues related to concerns of African Americans, Native Americans, Chicano/Latino Americans, and Asian Americans.

Department of Residence Life provides extensive training and learning opportunities for its many undergraduate, graduate, and professional staff. In 1994-95 additional training focused on handicapper issues and services. Additionally Residence Life staff reported over 2,300 diversity activities conducted, including: panel programs, personal safety demonstrations, movies, lectures, bulletin board packages, etc.

The Student Activities Office developed and distributed a special handout for **student organizations** and their leaders entitled, "Recruiting/Selecting a Diversified Membership." The 1995 Student Leadership Conference, attended by over 300 undergraduate students, included sessions on: cross cultural and international communication; gender differences in communication, racial awareness, and conflict management.

The **Student Leadership Training** course, EAD 315, is jointly administered by the Division of Student Affairs and the Department of Educational Administration. About 300 students, representing all colleges, classifications and characteristics, annually enroll in this class about leadership theory and skills. A primary goal of this class is to introduce information and raise awareness of individual differences so that students can take those perspectives into their leadership activities. Specific attention is given to racial and ethnic, handicapper, gender and sexual orientation perspectives.

The **Multicultural Awareness Program (MAP)** was offered to a very diverse group of students who met weekly to discuss a range of issues relative to diversity. A "Culture Through the Arts" program was also implemented, which provided tickets to various Wharton Center events and a follow-up lunch and discussion for participants.

A retreat for various Christian organizations on campus to discuss issues of racial reconciliation was conducted at an off-campus location. Several students participated and continue to be in contact with the Coordinator for Multicultural Development.

Special sections of **Recruiting Trends**, published by Career Services and Placement, focus on recruiting patterns and issues for minorities, women and handicappers who are college graduates. In 1994-95 employment **Follow-Up Reports** were published on Black Graduates, American Indian Graduates, Asian/Pacific Islander Graduates, Hispanic Graduates, Women Graduates, and Handicapper Graduates.

Career Services and Placement provided presentations for and consultations with various companies regarding effective recruiting and hiring of minorities and handicappers, maintained an employment listing notebook of employers utilizing affirmative action practices, and placed special emphasis on identifying and referring minority students to companies requesting assistance in meeting affirmative action goals.

Programming in Career Services designed to support diverse populations included:

- 30th Annual Minority Careers Program, including workshops, an employer fair and interviews.
- Programs to prepare students for the Minority Careers Program: for minority students generally; minority volunteers; and the Asian Pacific American Student Organization.
- Revision of materials, scheduling and procedures to better support handicapper student career development and placement activity.
- Emphasis in the Teacher and Administrator Recruitment Program on recruitment and placement of minority and women teachers and school administrators.

The **Counseling Center**, in collaboration with medical staff from Olin Health Center, expanded its programs for students with eating disorders including initial interviews, weekly support groups, and other psychiatric services. The Center also provides counseling and liaison services to the handicapper community, and works especially through a staff person who is visually

impaired. One male and one female professional staff member have volunteered to be identified as the Center's contact persons for lesbian/bi-sexual/gay students who would prefer to speak with a counselor sensitive to their unique issues. Center staff also served on the Student Retention Committee to promote creative efforts toward retaining students in the academic environment.

Counseling Center Staff have been involved in the following:

- Approximately 50 outreach programs on issues of diversity presented in classrooms, residence halls, etc.
- Psychology 325, Affect and Self-Esteem, a course which strongly emphasizes diversity.
- Advanced practicum placements for psychology graduate students offered by MECCA.
- Assessment of the effectiveness of the "My Brother's Keeper Program" at Malcolm X Academy, and a series of workshops for parents of students attending the Academy.
- Administration and interpretation of the Myers-Briggs Personality Type Indicator to Vetward Bound Program faculty and students.

Climate

Multicultural artwork and reading material 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 (MECCA) also continued its focus on counseling and supporting minority and international students.

Discriminatory incidents involving students in the main are directed toward U.S. racial/ethnic minorities and lesbian/bi-sexual/gay individuals. Some incidents toward Jewish students and international students have also been reported.

Staff who become aware of harassing incidents involving students may document these on the Alleged Discrimination Against Students Report forms. The Multicultural Development Coordinator serves as the collection point for these reports. The majority of incidents identified in this manner during 1994-95 involved lesbian/bisexual/gay issues; a few related to racial and ethnic incidents, and two involved sexual harassment.

At a less formal level, Residence Life staff reported 1,600 contacts with students regarding multicultural issues which could include both positive exploration, as well as reporting of negative discrimination.

Two factors became more apparent in 1994-95 relative to lesbian/bi-sexual/gay students: more freshmen report having "come out" prior to their enrollment at MSU; and more students of color who are also lesbian/bi-sexual/gay are seeking support.

Though many lesbian/bi-sexual/gay staff report positive support from within the Division, there are still acts of harassment toward staff, typically focused at the floor-level Resident Assistant. This harassment takes the form of phone messages, slurs on bulletin boards, and sometimes physical assault.

Intramural sport and recreative activities provide excellent opportunities for individuals from diverse backgrounds to interact. Staff and program materials communicate the importance of common respect to a comfortable environment in which all can recreate. Incidents of harassment are dealt with quickly, with education of offending parties as a primary goal.

A **campus climate survey** is being developed and will be distributed to students during Spring 1996. A survey for Clerical-Technical staff within the Division was also developed, to supplement the Attitude Survey and Diversity Audit conducted by Human Resources. This CT survey will be administered in 1995-96.

The Student Activities Office is working to provide written information to student organizations about program accessibility for handicappers. **Accessible and accommodating space** for large student events which is also available and affordable for student organizations continues to be a concern. However, student organizations are only permitted to schedule their open events in such facilities; this enforcement is accomplished through the activity planning process.