


1995-96  
Annual Report on  
**Affirmative Action  
& Diversity**

**MICHIGAN STATE**  
**UNIVERSITY**

MICHIGAN STATE  
UNIVERSITY

TO: MSU Community

FROM: Peter McPherson, President 

DATE: February 1997

SUBJECT: 1995-96 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.

I strongly believe that in keeping with our mission, a truly diverse population should work and study at MSU. I fully intend to see that we honor our commitment to diversifying hiring and recruitment pools significantly over the coming years. We will seek out and fully expect to hire more members of traditionally underrepresented groups. We will work harder in maintaining our diverse faculty numbers and finding diverse chairpersons of departments.

I have said that I do not believe that binding percentages are the way to achieve our objectives either in admissions or hiring; however, we must continue to look very closely at the numbers of underrepresented group members we are recruiting and hiring. We need to be vigilant. I firmly believe that if we work harder and better to create diverse hiring pools, we will end up hiring more excellent underrepresented candidates. Our student numbers have shown steady progress. If our recruiters work even harder and better to carry our message to diverse groups of prospective MSU students around the country, even better numbers will follow. I know, of course, that increasing diversity in our pools, per se, does not always translate into satisfactory results. I will hold people accountable both for creating diverse pools and for overall outcomes. We will emphasize accountability in this matter as we are emphasizing accountability with regard to all the implementation items in our Guiding Principles agenda. We need to be more aggressive and systematic. We need to look for results.

We want to offer all who work and study at MSU, regardless of race, creed, gender, handicapper status or sexual orientation, opportunities to excel. We must also hold all members of the MSU community to high standards of excellence. It would be an insult to individuals and to their colleagues and constituencies if we did not administer the procedures and practices fairly and consistently within the context of this institution's expectations and values.

We must continue to promote fairness, and to advance diversity in hiring and in recruitment so our society will not fragment further into haves and have nots by race and income; not only would this be morally unacceptable, but it would mean a huge economic drain and serious political problems for a pluralistic, free enterprise system.

At the University, we must continue to advance diversity because the ferment of intellectual difference is critical for teaching and learning. To advance diversity benefits more than traditionally underrepresented groups. It benefits everyone.



OFFICE OF  
THE PRESIDENT

Michigan State University  
450 Administration Building  
East Lansing, Michigan  
48824-1046  
517/355-6560  
FAX 517/355-4670

**ANNUAL REPORT ON  
AFFIRMATIVE ACTION & DIVERSITY**

for the Period

October 1, 1995 to September 30, 1996

**DESCRIPTIVE REPORT**

Prepared for

**MICHIGAN STATE UNIVERSITY  
BOARD OF TRUSTEES**

Compiled By

The Office of the Vice President for Academic Affairs and Provost

The Office of the Vice President for Finance and Operations

The Office of the Vice President for Student Affairs and Services

**1995-96 Annual Report on  
Affirmative Action & Diversity**

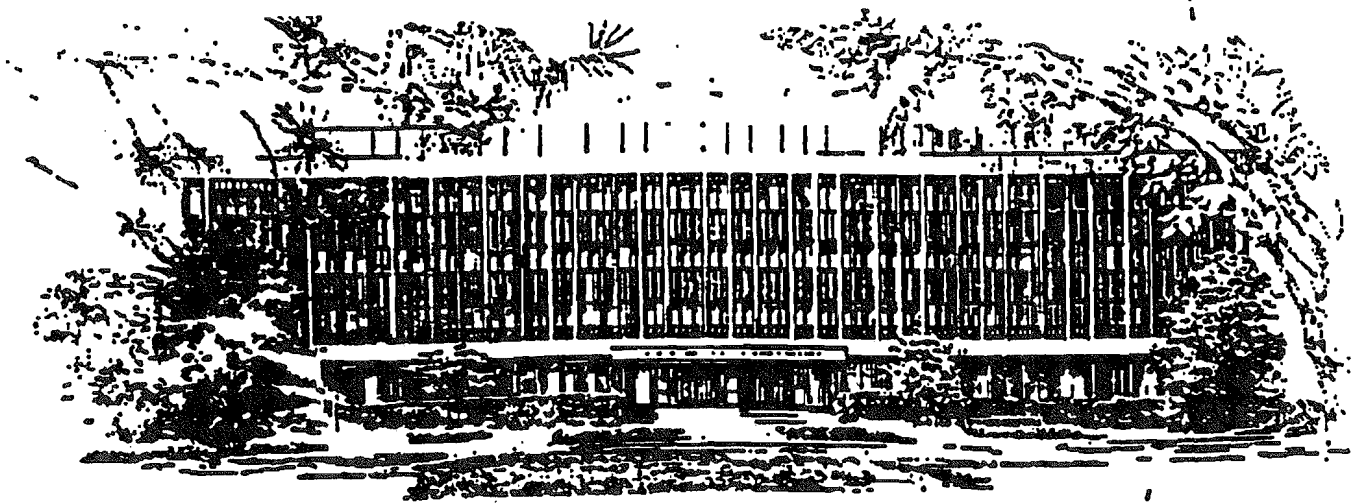
**DESCRIPTIVE REPORT**

---

**Table of Contents**

I.	Executive Summary	1
II.	Academic Human Resources	7
III.	Support Human Resources	14
	Purchasing	21
IV.	Students	23

# Executive Summary



## I. EXECUTIVE SUMMARY

### Introduction

The Diversity/Affirmative Action Descriptive Report provides the narrative context for the Affirmative Action Data Report, which numerically reflects affirmative action progress across vice presidential areas. The compilation of these data is a reporting requirement of the Office of Federal Contract Compliance Programs (OFCCP). Inclusive diversity continues to be a priority within the framework of the **MSU Guiding Principles** and descriptions of efforts for inclusiveness are reported here within the categories of Leadership, Recruitment and Retention, Instruction, Research and Outreach, and Climate.

### Leadership

A major accomplishment this year was launching the **MSU Leadership Initiative**. This initiative was called for by the President, M. Peter McPherson, and was jointly implemented by the **Offices of the Provost and the Vice President for Finance and Operations**. Its purpose was to encourage new and diverse faculty and staff leaders across all levels of the organization. Open to all employees through a self-identification process, Deans and unit administrators, who agreed to sponsor Fellows, were responsible for forwarding the nominations to the program. The fellows are participating in a combination of unit "projects," mentoring experiences, and central programs designed to broaden perspectives. One of these programs is a brown-bag series of lunchtime sessions where fellows meet informally with key campus leaders to talk about issues in areas such as technology, diversity, student affairs, and academic governance. Participation in the program is very diverse, initially including 36% faculty and academic staff, 64% support staff, 73% women, 27% men and 26% minorities. The program will continue with some modification based on experience during the first year. The anticipated outcome is that participants will, through their projects, work on real problems and issues and provide the leadership for change.

The President continued the use of an administrative forum for discussion on diversity issues that intersect multiple administrative areas. Representing the major units that have diversity responsibilities or that may be particularly sensitive to diversity issues, the group provided the President with information and thoughtful perspectives on an extensive set of issues that enhance the climate for the University. Domestic partner benefits, campus safety, handicapper access, ADA compliance, student recruitment, admissions, retention and graduation, ethnic studies, resolution regarding grape consumption in the residence halls, free speech, salary equity, cross-cultural coalition building, and leadership development were among the topics.

In keeping with the University's **Continuous Quality Improvement (CQI)** platform, two hiring processes were reviewed. Under the leadership of the **Office of Academic Human Resources**, a cross-discipline team, including individuals from both support and academic units, began the process of the review of the **14-Step Hiring Process** to determine its effectiveness, examine the review pathways within the process, and explore ways to increase the intended outcome of greater diversity in the academic workforce. The Offices of Affirmative Action, Compliance and Monitoring, and Human Resources also jointly sponsored the CQI process review designed to improve the effectiveness of the **12-Step Hiring Procedure** for support staff. With the assistance of many users of the process, a range of improvement initiatives addressing communications, procedures, and information sharing were developed. Action teams are now in the process of developing the details needed to implement these improvements.

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. Five *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 the role of chairpersons and directors in advancing the career development of faculty.

Office of Programs for Handicapper Students staff continued their active leadership involvement in regional, state, and national organizations including: the National and Michigan Association on Higher Education and Disability, Board of Directors of the Learning Disabilities Association, State of Michigan Technology 2000 State Council, Peckham Vocational Industries of Lansing, University Rehabilitation Alliance, American Council of the Blind, and the Michigan Chapter of the Registry of Interpreters for the Deaf.

All units of the **Division of Student Affairs and Services** and the **Office of the Assistant Provost for Racial, Ethnic and Multicultural Issues** created opportunities for undergraduate students with whom they work to participate in leadership workshops on campus, and to participate in national and regional student conferences. These opportunities included: regional and staff Mid-America Association of Educational Opportunity Program Personnel Conference, "Close-up" in Washington D.C., NAWES Student Leadership Conference, and the MSU Annual Student Leadership Conference.

## **Recruitment and Retention**

### ***Academic Human Resources***

During the 1995-96 affirmative action year, the total **academic personnel workforce**, i.e., headcount, not FTE's, decreased by thirty-four individuals, from 4,018 to 3,984. With the net loss of five women during 1995-96, women comprise 33.3% of all academic personnel, a slight change from 33.2% in 1994-95. The number of women decreased from 1,333 to 1,328, or by 0.4%. With the net loss of twenty-four minorities during 1995-96, minorities now represent 15.1% of the total academic personnel system, decreasing in proportion from 15.6% and decreasing in number to 602, or by 4.0%. The number of Blacks in the academic personnel workforce decreased from 217 to 197, which is 4.9% of the current total workforce; Asian/Pacific Islanders decreased from 312 to 308, which is 7.7% of the total; Hispanics decreased from 78 to 75, which is 1.9% of the total; American Indians/Alaskan Natives increased from 19 to 22, 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 1,726 in Fall 1996, 43.3% of the total faculty and academic staff, remaining at the same proportion as in 1994-95. Thus, while there was an overall decline in the size of the academic personnel workforce, the proportion of women and minorities remained steady.

The **tenure system** appointments decreased by a net of seventeen individuals, from 2,039 to 2,022. The proportion of **women in the tenure system** increased to 23.5%; the net gain of four women brought the total number of women to 476, an increase of 0.8%. The percentage of **minorities in the tenure system** remained at 12.5%; the number of minorities decreased by a net of two, to a total of 253, a decrease of 0.8%. Blacks decreased from 94 to 91, or 4.5% of the tenure system; Asian/Pacific Islanders increased from 117 to 122, or 6.0% of the total; Hispanics decreased from 38 to 33, or 1.6% of the total; American Indians/Alaskan Natives increased from 6 to 7, or 0.3% of the total. On a non-duplicate basis, 658 individuals, or 32.5% of the tenure system faculty, are members of protected groups; this is a small increase from 32.3% in 1994-95.

The proportion of **women in the tenure system** at the various ranks changed from October 1995 to October 1996 as follows: assistant professor, decreased from 40.7% to 39.1%; associate professor, increased from 30.3% to 31.5%; full professor, increased from 16.0% to 16.6%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, decreased from 26.0% to 23.7%; associate professor, increased from 12.9% to 14.2%; full professor, decreased from 9.3% to 9.2%.

There were 71 new individuals appointed in the tenure system, including fifteen minorities (21.1%) and twenty-one women (29.6%). On a non-duplicate basis, thirty one individuals, or 43.7%, of the total

appointments in the tenure system were members of protected groups. This reflects a decrease from 47.6% in 1994-95.

The academic personnel system includes 92 self-identified **handicappers**, including 59 tenure system faculty, sixteen continuing staff, eleven temporary staff and six temporary faculty.

### *Support Staff Resources*

During the 1995-96 affirmative action year, the **support staff work force** increased by 18 employees (0.3%) from 5,292 to 5,310. Women increased by 18 from 3,542 to 3,560 employees (from 66.9% to 67.0% of the workforce) and minorities increased by 16 employees from 741 to 757 (from 14.0% to 14.3%). The number of minority women increased by 7 from 528 to 535 (from 10.0% to 10.1%) and minority men increased by 9 from 213 to 222 (from 4.05 to 4.2%). The majority of progress for protected classes was in the categories of professional and skilled trades.

**Minority officials and managers** decreased by 1 from 63 to 62 (9.2% to 9.1% of the category). Professional minorities increased by 20 from 143 to 163 (10.7% to 11.9%). Clerical minorities increased by 6 from 210 to 216 (13.3% to 13.8%) and technical minorities decreased by 3 from 47 to 44 (12.35 to 11.3%). Service and maintenance minorities decreased by 9 from 258 to 249 (24.4% to 24.0%) and skilled trade minorities increased by 3 from 20 to 23 (8.1% to 8.9%).

**Women officials and managers** increased by 1 from 404 to 405 (58.9% to 59.1% of the category). Professional women increased by 23 from 763 to 786 (57.0% to 57.2%). Clerical women decreased by 19 from 1,531 to 1,512 (96.8% to 96.6%) and technical women increased by 9 from 260 to 269 (67.9% to 69.3%). Service and maintenance decreased by 5 women from 562 to 557 (53.2% to 53.7%) and skilled trades women increased by 9 from 22 to 31 (8.9% to 12.0%).

**Minority women officials and managers** remained at 45 (6.6% of the category). Professional minority women increased by 16 from 76 to 92 (5.7% to 6.7%). Clerical minority women increased by 4 from 200 to 204 (12.6% to 13.0%) and technical minority women decreased by 2 from 31 to 29 (8.1% to 7.5%). Service and maintenance minority women decreased by 12 from 175 to 163 (16.6% to 15.7%) and skilled trades increased by 1 minority woman from 1 to 2 (0.4% to 0.8%).

### *Students*

**Total student enrollment** increased about 2% to 41,545 on the East Lansing campus of Michigan State University for Fall semester 1996 from the 40,647 students enrolled during Fall semester 1995.

**Minority student enrollment** on campus increased 3.8% from 5,776 to 5,997 (15.2% to 15.4% of the affirmative action total) for Fall 1996. Undergraduate minority enrollment increased 4.5% from 4,554 to 4,760 (increasing to 15.1%). At the graduate level, minority enrollment increased slightly (1.2%) from 1,222 to 1,237 (16.1% to 16.6%).

**Black students**, the largest minority student group on campus, increased enrollment 3.7% from 3,083 to 3,198 (8.1% to 8.2%) in Fall 1996. At the graduate level, Black student enrollment increased numerically from 558 to 573 and increased as a percentage from 7.4% to 7.7%.

**Asian Pacific Islander students**, the fastest growing minority group on campus over the last ten years, increased enrollment 4.8% from 1,532 to 1,606 in Fall 1996, increasing from 4.0% to 4.1%. Enrollment of Asian/Pacific Islanders increased at the graduate level from 347 to 349 (4.6% to 4.7%).



The growth trend of Hispanic students at Michigan State University continued with a 4.6% enrollment increase from 912 to 954, increasing from 2.4% to 2.5% in Fall 1996. At the graduate level enrollment by Hispanic students decreased from 259 to 252 (the percentage remained at 3.4%).

American Indian/Alaskan Native students decreased on campus from 249 to 239 (0.7% to 0.6%) in Fall 1996. Enrollment of American Indian/Alaskan Native students increased at the graduate level from 58 to 63 (remaining constant at 0.8%).

Women students represented 52.7% of the total student enrollment at Michigan State University in Fall 1996 with an increase from 21,205 to 21,875. Women graduate students decreased slightly from 4,931 to 4,927 (but the percentage increased from 52.9% to 53.4%). Minority women students increased from 3,264 to 3,445 (15.7%). Minority women graduate students increased from 669 to 690 (8.8% to 9.3%).

In recent years, more than 70 percent of entering freshmen have earned a baccalaureate degree from MSU within a 10-year period from original date of entry. 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 32 percent of the entering class or 46 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**

Individual units within the University community implemented a collection of programs that advance diversity within the discipline. A few are identified here.

The College of Arts and Letters sponsored the Wordcraft Circle Lecture Series and Conference for Native American Writers. The Series supported visiting Native American poets and novelists who address classes in the Center for Integrative Studies and the Department of English. The writers also conducted workshops in writing, and in the discovery and presentation of one's voice, to young Native American writers from MSU, and other institutions of higher education from the upper Midwest, and high schools.

A concentration of fiction and *belles lettres* by African-American, Native American, Hispanic American, Asian American and other writers was purchased by the MSU Libraries.

The National Superconducting Cyclotron Laboratory continued the Physics of Atomic Nuclei (PAN) Fellowship Program for High School Students and Teachers. This program introduces high school students and their teachers to the fundamentals of physics. They learned interesting and important aspects of atomic nuclei, including the biological effects of ionizing radiation. One of the programs objectives is to attract women and minority students into the physical sciences.

In collaboration with the Center for Microbial Ecology, the Dean and a faculty member from the University of Maryland-Eastern Shore (UMES), submitted a grant to the USDA, which was funded. The grant supports minority student (seniors and graduate students) enrollment at MSU in specific courses not available at UMES, which permits them to complete their undergraduate degree requirements, and also allows them to be admitted as graduate students to an appropriate department at MSU. Approximately four to five minority students will be involved each year.

## Climate

The climate for **lesbian/gay/bisexual/transgendered (LGBT)** faculty, staff and students continues to vary by location. Some units are very affirming, but in others, LGBT people continue to be afraid to be "out." There have been positive results from training programs conducted in several high-impact units such as International Programs, Student Life, and Financial Aid. Experience from some training programs indicates that issues related to sexual orientation continue to be sensitive and difficult for some people to discuss. The Employee Assistance Program Advisory Committee was expanded to include a representative from the Gay and Lesbian Faculty and Staff Association (GLFSA), and the Women's Resource Center convened a lesbian focus group. Olin Health Center began a comprehensive initiative to advance sensitivity to the LGBT community. During the reporting period, MSU Police records of bias crimes show four incidents of harassment, graffiti, and destruction of property with sexual orientation as a factor. There have been two significant safety issues, one involving an assault and the other a life-threatening e-mail, both directed at students. The police response to these events was prompt and appropriate. However, the incidents sparked student action to address residence hall climate, and discussion about creating stronger, clearer approaches for reporting anti-LGBT incidents. LGBT faculty, staff, and students have continued concerns about the decision not to grant domestic partner benefits, their inclusion under the Anti-Discrimination policy, and the application of that policy to transgendered individuals. Despite this, there have been some visible displays of support for the LGBT community which indicates that some positive change is occurring.

The **residence hall environment**, which houses 14,000 students and 98% of all freshmen, sponsored over 1,000 separate learning activities with themes relating to diversity. Issues of diversity were also systematically included in the Summer Academic Orientation Program and required at orientation programs during Welcome Week.

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 many members of the MSU community. The **Child and Family Care Resources** program (CFCR) coordinates resources and information to assist faculty, staff and students who are balancing work or education and family responsibilities. While these services are publicized and available to all members of the MSU community, they especially serve women and minorities. Programs and services administered through CFCR include: child and elder care referrals, in-home sick child care, emergency well-child care, educational programming, and a variety of student-parent support initiatives.

Conversations continued about affirmative action and its impact on admission and scholarship decisions. Incidents involving hate speech and other acts of intimidation continued to occur; the **Office of Multicultural Development** in the Division of Student Affairs, served as the collection point for reports of alleged discrimination against students. During 1995-96, most attacks were directed toward the lesbian, bi-sexual and gay community, although ethnic minorities and women continued to experience negative repercussions. The administration continued to send strong messages regarding intolerance for inappropriate behavior directed at minority persons and implemented policies which provided safeguards against wrongful doing. Response teams to hate-type incidents are being created and plans for additional training are under way.

**Career Development and Placement** maintained an employment listings notebook of employers utilizing affirmative action practices, and made presentations to and met with various companies regarding effective recruiting and hiring of minorities and handicappers. Special efforts were also made to identify and refer minority students to companies requesting assistance in meeting affirmative action goals. The Teacher and Administrator Recruitment Program included special emphasis on the recruitment and placement of minority and women teachers and school administrators.

The Women's Resource Center continued the "Women Matter" theme that pays tribute to women whose contributions often go unacknowledged. This year's celebration was an opportunity for the university community to recognize the outstanding contribution made by MSU women faculty and staff who teach, engage in research, provide service, furnish the support and infrastructure of the University, and foster diversity within this community. A total of 26 women, who received the Distinguished Faculty Award, the Excellence in Teaching Award, the Teacher-Scholar Award, the All University Excellence in Diversity Award, the Presidential Award for Outstanding Community Service, the MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award, the FPWA Outstanding University Women Faculty and Women Professional Awards, and the FPWA Outstanding University Graduate Women Awards, were honored. In addition, there was a special salute to two additional women, continuing in the "Women Matter" tradition of recognizing the extraordinary efforts of those who might not otherwise have their accomplishments highlighted. The featured speaker for the occasion was Dr. Bernice Sandler, a nationally recognized scholar whose work has been focused on the climate and achieving equity for women in the academy.

## II. ACADEMIC HUMAN RESOURCES

### Leadership

**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 and staff members in the **Committee on Institutional Cooperation Academic Leadership Program (CIC/ALP)** and provided support to nominate faculty 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 included two Black women, three Caucasian women, one Hispanic man, one American Indian/Alaskan Native, two Caucasian men and one gay man.

Of the forty-five fellows who have participated in the **CIC/ALP Program** since its inception as an MSU IDEA initiative in 1989-90, there have been twenty-one women, of whom five are Black. There have been twenty-four men, of whom six are Black, two are Hispanic, one is American Indian/Alaskan Native, two are Asian/Pacific Islander, and two are openly gay men. Among the thirty-nine fellows through 1995-96, those who have advanced to administrative positions with new titles include five Caucasian women, three Black women, two Black men, one gay man and one Caucasian 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.

The **MSU Leadership Initiative** was begun in February of 1995 by President Peter McPherson. The program was intended to help develop a more diverse group of leaders at Michigan State University, particularly among minorities and women. The program was designed to develop staff and faculty leaders through a variety of leadership development activities (unit-level projects and mentoring, central educational programs, and specific programs for the Leadership Fellows). The program was open to all employees at Michigan State University through a self-nomination process. Deans and unit administrators, who agreed to sponsor Fellows, forwarded the self-nominations to the program.

A total of 141 Fellows were nominated. This was a diverse group, including faculty, academic staff, and support staff. The majority of Fellows were support staff. Seventy percent of the Fellows were women, and 26% were minority group members. Each Fellow worked with a mentor who provided guidance on the Fellow's unit-level project and advice on leadership skills. Fellows were encouraged to attend a variety of programs, including workshops for chairs and directors, teaching workshops, new administrator workshops, and programs designed specifically for the Fellows. One of these Fellow programs was a brown-bag series of lunchtime sessions where Fellows met informally with key campus leaders and talked about issues in areas such as technology, diversity, student affairs, academic governance, and so forth. Through their projects and the leadership development activities, Fellows learned more about leadership at multiple levels of the University.

**Administrative Appointments:** During 1995-96, the total number of individuals in the Academic Manager group (deans, assistant/associate deans, chairpersons and directors) decreased by one individual, from 288 to 287 (0.3%). The representation of women among this group increased from 26.4% to 28.9% (compared to representation in the tenure system of 23.5%) during 1995-96 with the net gain of seven women, bringing the total number of women to 83, an increase of 9.2%. The percentage of minority academic managers decreased from 11.8% to 11.5% (compared to representation in the tenure system of 12.5%), a decrease of one (33).

**Executive Management** position titles were approved by the Board of Trustees and include senior administrators such as: President, Vice President/Provost, General Counsel, Secretary of the Board, etc., and specifically designated director and other administrative titles. Currently, there are 93 Executive Management positions, of which twenty-three are vacant or filled on an acting basis.

There were 66 individuals appointed in Executive Management positions as of October 1, 1996. Of these, thirteen (19.7%) were non-minority women and eleven (16.7%) are minorities. Of the 11, there are three minority women, one (1.5%) is Black, one (1.5%) is Hispanic, and one (1.5%) is American Indian/Alaskan Native; of the eight minority men, six (9.1%) are Black, one (1.5%) is Asian/Pacific Islander, and one (1.5%) is Hispanic. The total number of members of protected classes remained the same as in October 1995, i.e., 24; the proportion decreased from 38.1% in October 1995 to 36.4% in October 1996. There were eleven new Executive Management appointments during 1995-96, including one minority man, one minority woman, five non-minority women and four non-minority men. Thus, 63.6% of the new executive management appointments were members of protected classes.

**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 1995-96:

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 1996 New Faculty Orientation program included a faculty panel discussion on "New Faculty and the Guiding Principles," including an emphasis on diversity within the community.

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. Five **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 information sharing and agreed that collaborative efforts in promoting diversity should be strengthened. The group recommended that a promotional vehicle be developed to improve minority student recruitment, admission, and retention.

## **Recruitment and Retention**

During the 1995-96 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, decreased by thirty-four individuals, from 4,018 to 3,984. With the net loss of five women during 1995-96, women comprise 33.3% of all academic personnel, increasing slightly from 33.2% in 1994-95. The number of women decreased from 1,333 to 1,328, or by 0.4%. With the net loss of twenty-four minorities during 1995-96, minorities now represent 15.1% of the total academic personnel system, decreasing in proportion from 15.6% and decreasing in number to 602, or by 4.0%. The number of Blacks in the academic personnel workforce decreased from 217 to 197, which is 4.9% of the current total workforce; Asian/Pacific Islanders decreased from 312 to 308, which is 7.7% of the total; Hispanics decreased from 78 to 75, which

is 1.9% of the total; American Indians/Alaskan Natives increased from 19 to 22, 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 1,726 in Fall 1996, 43.3% of the total faculty and academic staff, remaining at the same proportion as in 1994-95. Thus, while there was an overall decline in the size of the academic personnel workforce, the proportion of women and minorities remained steady.

During 1995-96 the **tenure system** decreased by a net of seventeen individuals, from 2,039 to 2,022. The proportion of **women in the tenure system** increased to 23.5%; the net gain of four women brought the total number of women to 476, an increase of 0.8%. The percentage of **minorities in the tenure system** remained at 12.5%; the number of minorities decreased by a net of two, to a total of 253, a decrease of 0.8%. Blacks decreased from 94 to 91, or 4.5% of the tenure system; Asian/Pacific Islanders increased from 117 to 122, or 6.0% of the total; Hispanics decreased from 38 to 33, or 1.6% of the total; American Indians/Alaskan Natives increased from 6 to 7, or 0.3% of the total. On a non-duplicate basis, 658 individuals, or 32.5% of the tenure system faculty, were members of protected groups; this was a small increase from 32.3% in 1994-95.

The proportion of **women in the tenure system** at the various ranks changed from October 1995 to October 1996 as follows: assistant professor, decreased from 40.7% to 39.1%; associate professor, increased from 30.3% to 31.5%; full professor, increased from 16.0% to 16.6%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, decreased from 26.0% to 23.7%; associate professor, increased from 12.9% to 14.2%; full professor, decreased from 9.3% to 9.2%.

During 1995-96, there were 71 new **individuals appointed in the tenure system**, including fifteen minorities (21.1%) and twenty-one women (29.6%). On a non-duplicate basis, thirty-one individuals, or 43.7%, of the total appointments in the tenure system were members of protected groups. This reflects a decrease from 47.6% in 1994-95.

Of colleges with opportunities to hire, the Colleges of Arts and Letters, Human Medicine, Nursing, Social Science, and Veterinary Medicine were successful in appointing women in the tenure system at or above average availability during 1995-96. Average availability is the average of availability data for individual departments/schools in each college for the 1996-99 goal-setting period. It should be noted that such data was a rough approximation for actual availability information, which was determined individually for each department or school.

The Colleges of Agriculture and Natural Resources, Business, Communication Arts and Sciences, Education, Human Ecology, Natural Science and Osteopathic Medicine appointed women at a rate below average availability during 1995-96. The College of Engineering did not appoint any women in the tenure system during 1995-96.

Similarly, the Colleges of Arts and Letters, Business, Communication Arts and Sciences, Engineering, Human Ecology, Human Medicine and Social Science appointed minorities in the tenure system during 1995-96 at or above average availability. The College of Natural Science appointed minorities at a rate below average availability during this period.

The Colleges of Agriculture and Natural Resources, Education, Nursing, Osteopathic Medicine and Veterinary Medicine did not appoint any minorities in the tenure system during 1995-96.

It should be noted that the Colleges of Arts and Letters, Human Medicine and Social Science appointed both women and minorities at or above average availability. There were no tenure system appointments in James Madison College during 1995-96.

The academic personnel system included 92 self-identified **handicappers**, which included 59 tenure system faculty, sixteen continuing staff, eleven temporary staff and six temporary faculty.

### ***Faculty Recruitment***

1. Target of Opportunity Appointments

Efforts to facilitate the recruitment of women and minority faculty members through target of opportunity appointments continued to be permitted in units in which women and minorities were underrepresented in the tenure system. During the 1995-96 affirmative action plan year, waivers of the normal hiring procedures were used in twelve of the 71 (16.9% compared to 26.8% in 1994-95) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in seven cases, for a spousal appointment in one case and in four unique situations.

2. Visiting Minority Faculty Program

Eight individuals were supported with funds from this program during 1995-96, including three Black women and five Black men. Additionally, funding was provided to support activities sponsored by the Graduate School, Julian Samora Research Institute and during Black History celebration.

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

3. Affirmative Action Postdoctoral Fellowship Program

This program was specifically directed to the **Colleges of Natural Sciences and Veterinary Medicine** in an effort to increase minority access to academic careers in these specialized fields. The fourteen participants during 1995-96 included five Black women, three Black men, one Hispanic woman, two Hispanic men, one Asian/Pacific Islander woman, one Asian/Pacific Islander man and one non-minority woman.

4. Minority Expert Resources Data Base

MSU continued to participate in a consortium of universities that were collaborating in support of a data base that will provide consortium members and other academic institutions and organizations with background data on minority faculty, and academic and administrative staff who are available for recruitment to MSU and elsewhere. Under the leadership of Dr. Gary Keller Cardenas, Arizona State University, the consortium has recently expanded the data base to include all minority groups, not just Hispanics, as it was originally established. However, the data base largely includes Hispanics at this time.

### ***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 record achieved in recent years in hiring women and minorities as tenure system faculty, due, in part, to the intense national competition for protected class individuals. Gains in recruitment were offset by a higher rate of resignation for women and minorities than for majority men, largely due to issues of climate.

## 1. Exit Interview Program

During 1995-96, 32 tenure system faculty members resigned from Michigan State University, including eight women (25.0%, compared to a general representation in the tenure system of 23.5%) and eleven minorities (34.4%, compared to a general representation in the tenure system of 12.5%).

Twenty (58.8%) of 34 exit questionnaires were returned; the rate of return from non-minority women was 33.3% (two out of six), and the rate of return for minorities was 36.4% (four out of eleven). The 34 exit questionnaires included two tenure system faculty members who resigned and were subsequently appointed in the academic specialist continuing appointment system.

Overall, the general category of compensation/personnel opportunities/policies was ranked as most important in the decision to leave MSU, while the general category of institutional/social was most important in the decision to accept a new position. The specific factors most frequently cited within these general categories were salary level and prestige of university, reputation of department and collegial relations among faculty. The second most important general category in the decision to leave MSU was institutional/social. The second most important category in the decision to accept a new position was intellectual climate. Factors within the general categories of facilities and services and institutional change were ranked lowest in terms of considerations in the decision to leave MSU and accept a new position. For minorities and women, the general category of institutional/social factors, which included such items as relationships with administrators and collegial relations among faculty, was rated as most important in both the decision to leave MSU as well as in accepting a new position.

## **Instruction, Research, Outreach**

Listed here are only a few examples of the range of contributions in which academic units engaged to enhance diversity.

The College of Arts and Letters sponsored the **Wordcraft Circle Lecture Series and Conference for Native American Writers**. The Series supported visiting Native American poets and novelists who address classes in the Center for Integrative Studies and in the Department of English. The writers also conducted workshops in writing, and in the discovery and presentation of one's voice, to young Native American writers from MSU and other institutions of higher education from the upper Midwest, and high schools.

A concentration of fiction and *belles lettres* by African-American, Native American, Hispanic American, Asian American and other writers was purchased by the MSU Libraries.

The **National Superconducting Cyclotron Laboratory** continued the **Physics of Atomic Nuclei (PAN) Fellowship Program for High School Students and Teachers**. This program introduced high school students and their teachers to the fundamentals of physics. They learned interesting and important aspects of atomic nuclei, including the biological effects of ionizing radiation. One of the program objectives was to attract women and minority students into the physical sciences.

In collaboration with the **Center for Microbial Ecology**, the dean and a faculty member from the University of Maryland-Eastern Shore (UMES), a grant was submitted by UMES to the USDA and funded. The grant supported minority students (seniors and graduate students) to enroll in specific courses not available at UMES which would allow them to complete their undergraduate degree requirements allowing them to be admitted as graduate students to an appropriate department at MSU. Approximately four to five minority students will be involved each year.



In the **College of Nursing (CON)**, two nationally recognized nursing educators were appointed as minority visiting professors. During their appointment, they lectured to students, made noon-time academic presentations, attended CON committee and faculty meetings, and met individually with faculty members. Their areas of expertise included cultural competency and minority participation in clinical research and issues in oncology.

In the **African Studies Center**, outreach activities were directed towards K-12 schools, educators, and students. Valuing of diversity has been promoted by fostering an appreciation for the history, cultures, societies and tremendous contributions of Africa and through specific endeavors to provide content and curriculum services to schools that had a predominately African American student body. Similar activities were supported by **Women and International Development (WID)**. WID brings materials about gender in cross-cultural perspective into classrooms by providing K-12 teachers with professional development programs, information about university resources, and class room materials. The WID office has compiled and disseminated information regarding the status of women in the areas of education, health, and economics in a variety of countries to aid the teaching of women's issues in the public schools.

A Minority Recruitment Coordinator was hired to work with the **Office of Study Abroad** and the **Office of International Students and Scholars**. Significant outcomes were realized in the following areas: an overseas study participant survey was conducted; development of a strategic plan for minority recruitment in study abroad; development of promotional brochures targeted for underrepresented populations; coordinated recruitment of minority students with the Peer Advisor Coordinator; and, developed and evaluated targeted activities for minority students.

## **Climate**

The **Julian Samora Research Institute** provided travel grants to support conference attendance to give visibility to MSU's Latino faculty members and students to provide an opportunity for the larger academic and professional community to see the diversity of staff present at MSU. The visibility contributed, in a positive way, to the public perception of MSU as a supportive institution.

A "Celebration and Appreciation of Diversity" Day was part of the prematriculation program in the **College of Medicine**. Students were exposed to the philosophical and spiritual aspects of respect and asked to reflect on their own behavior and attitudes on the dignity of all human beings, including themselves. Included in this day were four videos. The first two were excerpts of monologues by Whoopi Goldberg depicting issues related to being a minority in a white world and being physically handicapped. The third video had excerpts from the movie/drama "Torch Song Trilogy" which dramatized issues related to being gay. The final video related to women's issues and experiences of discrimination.

The **Women's Resource Center (WRC)** continued its thematic approach to providing information, referral, resources and assistance to individual women and to groups of student, support staff, and faculty women. Among the programs were: "Balancing Work and Family", "An Update on Breast Health and Breast Cancer: Women's Concerns", "Investing for Women", "Literature and Music by Women", "Sexual Harassment", and "Why Women Eat Chocolate". Programs were also *co-sponsored* with the American Heart Association, "Heart, Mind and Spirit: A Health conference for Women"; the Michigan Women's Historical Center and Hall of Fame, an exhibit "Michigan Women: Challenge and Change"; the Palestinian Women's Organization, "Conflict in Peace-Challenges Faced by Palestinian Women"; the Family and Child Care Resources Program, "Single Parent Orientation"; the Graduate School, "What Makes you a Good Mentee?"; Women's Studies Program, a visit by Susan Faludi, *Backlash: the Undeclared War Against American Women*; the Arts Foundation of Michigan, "Sophie's Sisters"; Office of Minority Affairs, *El Dia De La Mujer*; Lansing

Community College, "Divorce Overview"; and the U. S. Department of Labor, "A Working Woman's Summit, to list a few.

In addition to specific events presented as cluster programs, Learn At Lunch programs, unit workshops, invited presentations and co-sponsorships, WRC sponsored the University's *Take Our Daughters to Work* Program, facilitated the Eating Disorder Task Force activities, and supported the coordination for the Safety and Sexual Assault Month events. The WRC also fostered collaboration between the Women's Advisory Committees to the vice presidents, and coordinates and promotes activities among campus women's organizations through the Women's Coordinating Council. In all, WRC sponsored or co-sponsored over 65 programs during the 1995-96 academic year, with attendance exceeding 1400, and published nine newsletters, *Wisdom, Words and Women*.

### **III. SUPPORT HUMAN RESOURCES**

#### **Leadership**

A major accomplishment this year was launching the MSU Leadership Initiative. This initiative was called for by President McPherson, and was jointly implemented by the **Offices of the Provost and the Vice President for Finance and Operations**. Its purpose was to develop new faculty and staff leaders, across all levels of the organization, and from diverse groups. The program consisted of two major components: 1) specific leadership fellow projects, and 2) informal leadership development. The fellows are participating in a combination of unit "projects," mentoring experiences, and central programs designed to "broaden" perspectives. Participation in the program was very diverse, initially included 36% faculty and academic staff, 64% support staff, 73% women, 27% men, and 26% minorities. The program will continue with some modification based on experience during the first year.

A new Career Development Program was developed and implemented, which responded to needs that were identified through the 1993-94 "Attitude Survey and Diversity Audit." The program was developed with assistance from bargaining units and representatives from the Women's Advisory Committee to the Vice President for Finance and Operations. It was published in paper format and placed on the WWW as a "Virtual Career Center" with connections to national databases that contain career information. An important component of the career development support is the collaboration with two other campus units--the **Office of Adult Services in Vice Provost University Outreach** and the **Career Development Center in Career Services and Placement**.

The implementation of the 1992 "Moving Forward" continued this year. This included developing a brochure describing anti-discrimination policies and resources to contact in the event that these policies are not followed. The **Vice President for Finance and Operations** continued to meet with a lesbian/bi/gay/transgendered staff group.

The **Offices of Affirmative Action, Compliance and Monitoring and Human Resources** jointly sponsored a Continuous Quality Improvement (CQI) process review designed to improve the effectiveness of the 12-step hiring procedure. With the assistance of many users of the process, a range of improvement initiatives addressing communications, procedures, and information sharing were developed. Action teams are in the process of developing the details needed to implement these improvements.

#### **Recruitment and Retention**

The **Employment Office** accomplished a number of initiatives designed to enhance recruitment and retention efforts, including:

- A new guide and workshop for conducting legal and effective interviews was developed to assist those responsible for hiring University support staff. The guide presents suggestions and strategies for developing job-related questions and fairly evaluating candidates against objective criteria.
- Support was expanded to units in devising effective advertising and recruitment strategies to ensure diverse applicant pools.
- Working in cooperation with the Michigan Jobs Commission and affiliated agencies, procedures were defined and promoted for the "Work First" employment program. This program provided welfare recipients with opportunities to develop skills on the job, thus enhancing their prospects for long-term, permanent employment.
- Employees terminating their MSU employment are now invited to have a personal exit interview with an

Employment Representative in addition to completing the standard exit interview form. Procedures were established for more active follow-up on issues of concern to former employees.

- The ongoing affiliation with community agencies continued. The On-The-Job Training (OJT) programs, sponsored by several of these agencies, continued to be a successful means of providing employment and training to members of the community.

During the 1995-96 affirmative action year, the **support staff work force** increased by 18 employees (0.3%) from 5,292 to 5,310. Women increased by 18 from 3,542 to 3,560 employees (from 66.9% to 67.0% of the work force) and minorities increased by 16 employees from 741 to 757 (from 14.0% to 14.3%). The number of minority women increased by 7 from 528 to 535 (from 10.0% to 10.1%) and minority men increased by 9 from 213 to 222 (from 4.0% to 4.2%). The majority of progress for protected classes was in the categories of professional and skilled trades.

Minority officials and managers decreased by 1 from 63 to 62 (9.2% to 9.1% of the category). Professional minorities increased by 20 from 143 to 163 (10.7% to 11.9%). Clerical minorities increased by 6 from 210 to 216 (13.3% to 13.8%) and technical minorities decreased by 3 from 47 to 44 (12.3% to 11.3%). Service and maintenance minorities decreased by 9 from 258 to 249 (24.4% to 24.0%) and skilled trades minorities increased by 3 from 20 to 23 (8.1% to 8.9%).

Black representation decreased by 2 from 403 to 401 (remaining at 7.6% of the work force). Asian Pacific Islander employees increased by 1 from 91 to 92 (remaining at 1.7%). Hispanic representation increased by 12 from 209 to 221 (3.9% to 4.2%). American Indian/Alaskan Natives increased by 5 from 38 to 43 employees (0.7% to 0.8%).

Women officials and managers increased by 1 from 404 to 405 (58.9% to 59.1% of the category). Professional women increased by 23 from 763 to 786 (57.0% to 57.2%). Clerical women decreased by 19 from 1,531 to 1,512 (96.8% to 96.6%) and technical women increased by 9 from 260 to 269 (67.9% to 69.3%). Service and maintenance decreased by 5 women from 562 to 557 (53.2% to 53.6%) and skilled trades women increased by 9 from 22 to 31 (8.9% to 12.0%).

Minority women officials and managers remained at 45 (6.6% of the category). Professional minority women increased by 16 from 76 to 92 (5.7% to 6.7%). Clerical minority women increased by 4 from 200 to 204 (12.6% to 13.0%) and technical minority women decreased by 2 from 31 to 29 (8.1% to 7.5%). Service and maintenance minority women decreased by 12 from 175 to 163 (16.6% to 15.7%) and skilled trades increased by 1 minority woman from 1 to 2 (0.4% to 0.8%).

Self-identified **handicappers** increased by 9 from 115 to 124 (2.2% to 2.3% of the work force). There were 13 (1.9% of category) official and manager handicappers, 24 (1.7%) professional, 36 (2.3%) clerical, 7 (1.8%) technical, 38 (3.7%) service and maintenance, and 6 (2.3%) skilled trades. **Vietnam era veterans** increased by 2 from 166 to 168 (3.1% to 3.2% of work force).

In 1995-96 **regular new hires** were down by 59 (12.4%) from 474 to 415. Regular new hire women decreased by 48 from 340 to 292 (71.7% to 70.4% of the hires). Minority regular new hires decreased by 25 from 112 to 87 (23.6% to 21.0%) and minority women decreased by 23 from 83 to 60 (17.5% to 14.5%). Of the hires, Blacks accounted for 47 (11.3%), Asian Pacific Islanders for 8 (1.9%), Hispanics for 28 (6.7%) and American Indian/Alaskan Natives for 4 (1.0%) hires.

There were 461 (8.7% of work force) **promotions** during the 1995-96 affirmative action year. Women received 330 (71.6% of promotions), minorities received 82 (17.8%) promotions and 59 (12.8%) minority women were promoted. The percent of women, minorities, and minority women promotions continued to

exceed or meet their representation in the work force of 67.0%, 14.3%, and 12.8%, respectively. Of the promotions, Blacks accounted for 43 (9.3%), Asian Pacific Islanders for 10 (2.2%), Hispanics for 25 (5.4%) and American Indian/Alaskan Natives for 4 (0.9%).

Of the 254 support staff employees who left the University for reasons other than retirement, 189 (74.4% of the separations) were women and 53 (20.9%) were minorities, which exceeded their representation in the work force. "Other employment," "leaving the area" and "voluntary quit" were reasons most often given on termination documents for women and minorities leaving MSU. For women, there were 59 (31.2%) "other employment," 41 (21.7%) "leaving the area" and 38 (20.1%) "voluntary quit." For minorities, there were 18 (34.0%) "other employment," 10 (18.9%) "leaving the area" and 10 (18.9%) "voluntary quit." The data gathered from the exit questionnaires was consistent with that described above. In addition, "inadequate promotion opportunity" was frequently indicated on the returned exit questionnaires.

During the 1995-96 affirmative action year, the support staff work force increased by 18 employees (0.3%) from 5,292 to 5,310. Women increased by 18 from 3,542 to 3,560 employees (from 66.9% to 67.0% of the workforce) and minorities increased by 16 employees from 741 to 757 (from 14.0% to 14.3%). The number of minority women increased by 7 from 528 to 535 (from 10.0% to 10.1%) and minority men increased by 9 from 213 to 222 (from 4.05 to 4.2%). The majority of progress for protected classes was in the categories of professional and skilled trades.

Minority officials and managers decreased by 1 from 63 to 62 (9.2% to 9.1% of the category). Professional minorities increased by 20 from 143 to 163 (10.7% to 11.9%). Clerical minorities increased by 6 from 210 to 216 (13.3% to 13.8%) and technical minorities decreased by 3 from 47 to 44 (12.35 to 11.3%). Service and maintenance minorities decreased by 9 from 258 to 249 (24.4% to 24.0%) and skilled trade minorities increased by 3 from 20 to 23 (8.1% to 8.9%).

Women officials and managers increased by 1 from 404 to 405 (58.9% to 59.1% of the category). Professional women increased by 23 from 763 to 786 (57.0% to 57.2%). Clerical women decreased by 19 from 1,531 to 1,512 (96.8% to 96.6%) and technical women increased by 9 from 260 to 269 (67.9% to 69.3%). Service and maintenance decreased by 5 women from 562 to 557 (53.2% to 53.7%) and skilled trades women increased by 9 from 22 to 31 (8.9% to 12.0%).

Minority women officials and managers remained at 45 (6.6% of the category). Professional minority women increased by 16 from 76 to 92 (5.7% to 6.7%). Clerical minority women increased by 4 from 200 to 204 (12.6% to 13.0%) and technical minority women decreased by 2 from 31 to 29 (8.1% to 7.5%). Service and maintenance minority women decreased by 12 from 175 to 163 (16.6% to 15.7%) and skilled trades increased by 1 minority woman from 1 to 2 (0.4% to 0.8%).

Promotional and hiring patterns for support staff vacancies were studied in depth this year and related updates were made in the 8-factor availability analysis for support staff job groups. This is part of an ongoing effort to ensure credibility of utilization statistics on which annual goals and timetables are based.

Some noticeable areas of underutilization remain as shown below. More details on the underutilized areas are 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>
Business Managers	A1B3		5		1
Business Directors and Managers	A1B4	4	2	1	0
Farm Managers	A1E5	7	4	1	1
Science Professional/Technical	A2E3		4		2
Computer Programmer/Analyst	A2J2	4	13	4	3
Clerical, levels 9-10	C3A3		7		2
Audio and Electronics Technician	C4I1	6		1	
Agricultural and Animal Care	1602		5		1
Agricultural Equipment And Driver	1612	6		0	
Custodial and Laundry	1652	11		6	

The skilled trades job group for Physical Plant has been removed from the above table. A combination of restructuring/combining small job groups and an aggressive program to hire and train protected class employees has addressed this issue. The representation of women went from 8 to 20 and from 11 to 17 for minorities between October 1993 and September 1996.

### *Staff Development*

Support units continued their involvement in implementing continuous quality improvement at MSU. This included ongoing collaboration with Ford Motor Company to bring in training programs and new methodologies for accomplishing process improvement. These training programs addressed communication and teamwork, which are critical to achieve high performance, diverse work teams.

A new, personalized orientation program was implemented to help give new employees the best possible start. Through this program, new employees receive an overview of applicable human resource policies, see a video describing what MSU is all about and their role within it, and receive comprehensive "take home" materials to ease their transition into MSU. Since the quality of a new employee's initial experiences has been found to impact their long term success, this program is an important investment in MSU new hires.

In 1995-96 the number of women using the **educational assistance program** increased by 150 from 1,421 to 1,571 (41.3% to 45.9% of eligible women). Minority participants increased by 114 from 224 to 338 (33.1% to 49.2% of eligible). Of the minorities, Blacks accounted for 193 (49.2% of eligible), Asian Pacific Islanders for 36 (40.5%), Hispanic for 94 (48.0%) and American Indian/Alaskan Natives for 15 (40.5%).

### **Climate**

There continues to be significant tension around issues of diversity and affirmative action at MSU, as in the nation. The debate over affirmative action seems to become more and more polarized between those who view it as "favoritism" which should be ended, and those who believe it is critical to maintain in order to "level the playing field." There have been requests for MSU to clearly articulate its support of affirmative action programs and eliminate ambiguity that administrators may feel about their accountability.

Within the above context, the Multicultural Coordinator provided support through training and other intervention methods in a variety of campus departments to address diversity/climate issues. A major initiative of this office was to complete a "Train the Diversity Facilitator" training program. This effort resulted in ten support employees from various units across campus becoming certified diversity workshop facilitators. The

diversity workshops will be available through **Human Resource Development (HRD)** beginning January of 1997. The challenge of this work is to get beyond surface behaviors/symptoms by generating constructive dialogue about underlying conscious or unconscious behaviors, assumptions, understanding of others' perspectives, and impact of different life experiences. The Multicultural Coordinator also provides an important linkage for dialogue with constituency groups about their needs and concerns.

The **Child and Family Care Resources (CFCR)**, in its third year of operation, continued to help the University become more accessible to and supportive of those individuals who are balancing work and family responsibilities. CFCR continued to arrange a wide range of services to address support staff family care needs, including:

- The Office for Young Children and Tri-County Office on Aging provided child and elder care referrals.
- Emergency back-up child care services were provided by Spartan Child Development Center.
- An in-home sick-child care service for mildly ill children was successfully pilot-tested and implemented as an ongoing service.
- In collaboration with three other University offices, CFCR planned and implemented a new lunchtime educational program series called "Wellness, Work and Family."
- The Benefits Office continued to administer the Dependent Care Spending Account as a source of financial assistance to employees in certain income groups.

The University's range of family care initiatives positioned MSU to be named as one of the nation's top 29 family-friendly universities through a survey conducted by the College and University Personnel Association Foundation and the Families and Work Institute. In the coming year, CFCR will increase efforts to impact the overall family friendliness of the University climate, with special emphasis on advocacy for flexible scheduling in the work force. Recent studies show that workplace flexibility and family friendliness are more important than salary to many employees as they consider job changes or promotions. CFCR-coordinated programs such as enhanced referral services, sick child care, and workplace consultation, provided positive elements to the workplace for employees with family responsibilities.

MSU maintained a quality **Employee Assistance Program** that provided couples counseling and family counseling to MSU faculty, staff, and their families. The MSU Employee Assistance Program was an approved site for the American Association of Marriage and Therapy's Graduate Intern Program. During the reporting year, over 300 MSU employees and family members were assisted by this program.

### Special Unit Activities

This portion of the report provides a summary of initiatives and activities reported by units that report to the office of the Vice President for Finance and Operations. The information contained herein relates directly to the MSU Guiding Principles, "advancing diversity within community" and "make people matter." Units were requested to provide highlights of activities focusing on: 1) leadership, 2) recruitment, retention and staff development, and 3) workforce, workplace and overall MSU climate.

In previous reports the three areas mentioned above have been reported separately. Due to the nature of the activities reported this year, many of the activities and initiatives overlap into two and sometimes all three of the areas. For this reason, this year's report will simply summarize the activities and not assign them to a specific area.

At the Kellogg Center, individuals from Peckham Vocational Industries were recruited, hired and trained for employment in the Kitchen Sanitation department. The number of handicappers employed at Kellogg increased

from four to seven in 1995-96. The 132 staff members (management, full-time and students) at the Kellogg Center attended "Excellence in Action," a training seminar focused on guest services and empowering staff to implement changes/ improvements in their work areas. Also at Kellogg Center a survey was conducted to identify training needs of full-time employees in an effort to further develop job skills.

Human Resources, Housing and Food Services, University Services, Grounds Maintenance, Athletics, Physical Plant, Land Management, and Student Affairs and Services had staff members participate in and successfully complete a "train the facilitator" process which resulted in ten employees becoming certified diversity facilitators. (Certified by the consulting firm of Advanced Research Management Consultants, ARMC.) These facilitators are currently conducting diversity workshops in their respective units. The workshops will be available campus-wide starting January of 1997.

In the Department of Police and Public Safety (DPPS), Community Police Officers met regularly with caucus groups to keep abreast of campus activities and enhance community relations. The department also had a supervisor who served as a liaison with the Alliance of Lesbian-Bi-Gay and Transgendered Students. The Chief and Director of DPPS was a member of the President's Diversity Issues Committee, and a DPPS officer/supervisor was on the Minority Advisory Council to the President.

Human Resources brought Lee MunWah, producer/director of the film "The Color of Fear," to campus to work with the Human Resource staff in two-day retreats in the winter and spring of 1996. The retreats helped staffers become more aware of and deal with racism. Regular departmental follow-up meetings were held to discuss diversity concerns. Human Resources stayed abreast of the varied multicultural activities and concerns on campus by taking active roles in the following committees:

**Assistant Vice President for Human Resources:**

- President's Diversity Issues Committee
- Vice President's meetings
- Gay and Lesbian Faculty and Staff Association
- Vice Presidential Diversity Administrative Group
- President's Handicapper Advisory Council

**Director of Human Resource Services:**

- President's Diversity Issues Committee
- Women's Advisory Committee for Finance and Operations
- Implementation Advisory Group
- Gay and Lesbian Faculty and Staff Association
- Vice Presidential Diversity Administrative Group

**Multicultural Development Coordinator:**

- President's Diversity Issues Committee
- Women's Advisory Committee for Finance and Operations
- Minority Advisory Council
- Gay and Lesbian Faculty and Staff Association
- Vice Presidential Diversity Administrative Group

The Athletics Department compiled the first ever overall Diversity Plan for the department which outlines objectives and strategies for implementation. The plan has been accepted by both President McPherson and Vice President Wilkinson and will serve as a working model for all Athletics Department staff members.



The **Controller's Officer's** has been developing a new employee orientation process which coincides with Human Resources' "Starting State" notebook and new orientation process. This action was taken to help acclimate new staff with the general office and University operations and procedures.

**Maintenance Services** moved further in a family-friendly direction by granting selected employees a degree of flex-time and by allowing private devices (cellular phones, pagers, etc.) to meet family communication needs. Flex-time, cellular phones, and private pagers had been previously prohibited for business reasons.

**Custodial Services** gathered building head custodians together for the first time ever for a series of half-day seminars. Sessions entitled *Dimensions of Behavior* and *Building Bridges to Understanding* focused on diversity among the student employment work force and diversity among all students.

In University Services, the **Purchasing Department** introduced an internship program and **Breslin Center** formalized a recruitment program. Both target diverse students.

**Purchasing and University Stores** were in the final stages of implementing an innovative purchasing system that will improve the relationship with vendors and the University community. Additionally, an outreach program was being developed with several local agencies to improve the relationship with minority and women-owned businesses in the greater Lansing area.

The **Office of Recycling and Waste Reduction**, in cooperation with **University Stores**, sponsored learning-disabled students from Heartwood School in a work skills training program.

The Hidden Lake of **Campus Parks and Planning** sponsored PROJECT BLOOM which brings 4-H'ers and handicapper students together to explore and experience the wonders of nature. They planted vegetables and flowers in wheelchair accessible raised beds, experienced nature photography and fishing, built bird houses, and generally learned about each other.

**University Housing** was involved in many activities that contributed to the overall goal of making the MSU campus more welcoming to our diverse population. Space does not allow everything to be listed. Below are but a few of the many diversity management activities that took place during 1996:

- **Case Hall** provided special storage rooms for handicapper students to store extra personal effects, rather than hauling them back-and-forth to their homes. They also hosted the State Cerebral Palsy Olympic Games, which called for immense numbers of special facility set-ups.
- **Wilson Hall** hired a non-speaking Cerebral Palsy student employee for a position in the cafeteria. The student, admitted under the Lifelong Education Program, returned for a second year.
- For the second year, **Holden Hall** employees dressed in tropical attire to welcome residents. The tropical attire made employees look friendly and helpful. Residents and parents felt comfortable and welcomed. Residents commented that the employees' attire made them feel that Holden Hall was a warm and diverse place to live. This positive first impression made the residents feel more at home and helped minimize the culture shock of attending a large university.
- **McDonel Hall** employees participated in an all-staff retreat, facilitated by the School of Labor and Industrial Relations, on conflict resolution, that helped address diversity issues..
- **Housing Services** continued to provide support (facilities and maintenance) to the Gateway Clinic located in Spartan Village.

- "Global Festival," a co-sponsored event between the **Union Activities Board** and **International Studies Programs**, provided a diverse program of cultural activities, food sampling, and gift sales. This year's annual event drew more than 4,000 people from on and off campus.

Units throughout campus reported employee participation in numerous forms of training, educational workshops, seminars and retreats, all with the common goal of making the MSU community a global university that attracts, welcomes and values the diversity that each individual brings.

### Purchasing

The University Purchasing Department continues to be actively involved in promoting and developing a diverse supplier base and creating a climate that is conducive to strong customer relations and business community involvement. What follows is a listing of some of the most successful activities for the 1995-96 fiscal year.

### **Leadership, Recruitment and Retention**

With continuous support of the university administration and the Board of Trustees, Michigan State University's Affirmative Action in Procurement Program has been recognized throughout the state and nation for its success. This voluntary program to assist minority- and women-owned businesses or otherwise disadvantaged small businesses has helped strengthen many local businesses desiring to supply goods and services to the University.

It has been Michigan State University's policy to encourage small businesses to participate in the bidding process, due to the cooperative effort between **Purchasing**, **Physical Plant**, and **Housing and Food Services**.

The **Purchasing Department** continued to be actively involved in promoting and developing strong partnerships with minority- and women-owned businesses. Purchasing's strong involvement in many professional organizations and local chambers of commerce continued the effort to recruit new enterprises and to help them do business with Michigan State University. Major objectives of the Affirmative Action Procurement Program were to:

1. Create and retain Minority Business Enterprises partnerships among small- to mid-size companies.
2. Provide a means through which minority owned and women owned businesses have the opportunity to be contractors or sub-contractors on University projects.
3. Significantly improve the diversity of our suppliers.

These goals were accomplished through the following:

1. Changing the University's bid requirements for supplies and materials from \$2,500 to \$5,000. This gave greater discretion to the **Purchasing Department** to direct small-dollar orders to minority suppliers.
2. Developing and monitoring the minority participation percentage in all construction projects. This provided the ability for many small construction companies to sub-contract on many projects if they could not manage the size of the project as a prime contractor.
3. Advertising construction bids in minority journals and other related publications.

4. Training the purchasing agents in the area of cultural diversity, and how to work with small and minority owned businesses.
5. Participation in the Michigan Minority Business Development Council, the Hispanic Chamber of Commerce, and the Greater Lansing Chamber of Commerce, providing us the opportunity to have greater access to and interaction with minority business enterprises.

The following is the three-year analysis of MSU's minority procurement efforts:

Fiscal Year	Total <sup>1</sup>	Actual Women \$ <sup>2</sup>	Minority <sup>3</sup>	Total <sup>4</sup>	%
1993-1994	\$171,170,065	\$ 6,023,553	\$5,870,479	\$11,894,032	6.95%
1994-1995	\$228,550,050	\$ 6,013,042	\$4,669,409	\$10,682,451	4.67%
1995-1996	\$222,467,182	\$10,594,658	\$7,537,276	\$18,131,934	8.15%

<sup>1</sup>Total expenditures for supplies, material & construction.

<sup>2</sup>Total expenditures with women-owned businesses.

<sup>3</sup>Total expenditures with minority-owned businesses (Asian, Hispanic, African American...etc.).

<sup>4</sup>Total expenditures for all minority groups.

#### **Instruction, Research and Outreach**

MSU's **Purchasing Department** and its agents were expanding the University's minority outreach efforts through participation in national and regional professional organizations. These organizations included National Organization of Educational Buyers (NOEB), Purchasing Management Association (PMA), Michigan Minority Business Development Council (MMBDC), Greater Lansing Minority Business Development Organization, Big Ten Purchasing Directors, and Michigan Association of Educational Buyers (MAEB). Membership activities promoted interaction with prospective minority businesses and increased the University's visibility as a leader in minority business recruitment.

The purchasing manager served on the boards of the MMBDC and the Michigan Hispanic Chamber of Commerce. One purchasing agent was the president of the regional PMA, another purchasing agent was vice president of the regional National Association of Educational Buyers (NAEB), and another purchasing agent was on the planning committee of the 1997 Michigan Minority Development Council conference as well as the chairperson of the National Association of Purchasing Management Minority Business Group. Another purchasing agent was the chairperson of the Minority Business Chamber.

The purchasing staff attended several conferences during the year, which allowed them the opportunity for one-on-one discussion with potential suppliers, and for a chance to build relationships with counterparts in higher education.

MSU was nominated as the Higher Education Institution of the Year for its strong visibility in developing and assisting minority businesses in the area. Although we did not win, the nomination reflects the respect we have in the minority community.

#### **IV. STUDENTS**

##### **The Office of Undergraduate Education**

##### **Student Academic Support Services, Racial, Ethnic, and Multicultural Issues (SASS/REM)**

##### **Leadership**

Members of the Office of Supportive Services (OSS), Upward Bound, Office of Programs for Handicapper Students (OPHS), Office of Minority Student Affairs (OMSA) and University Undergraduate Division (UUD) staff served on a variety of University committees: Assistant/Associate Undergraduate Deans, Support Services Advisory Committee, President's Handicapper Advisory Council, Administrative Group on Handicapper Issues, Communications and Computer Systems Advisory Committee (CCSAC) Accommodating Technology Committee, All-University Traffic Committee, and the Minority Advisory Council.

Staff in Upward Bound, OSS, King-Chavez-Parks/Talent Search, and Pre-College Programs participated in the regional and state MAEOPP conferences, attending workshops about management skills, physical and learning characteristics in students, and the use of technology in providing program services. Members of these staffs also attended the Hispanic Leadership Conference and the Higher Educational National Conference on Race & Ethnicity. OPHS staff attended a variety of conferences including the National Summit on Disability Policy and the Cal State Northridge Conference on Technology and Persons with Disabilities.

The Office of Programs for Handicapper Students staff continued their active involvement in regional, state, and national organizations including: the National and Michigan Association on Higher Education and Disability, Board of Directors of the Learning Disabilities Association, State of Michigan Technology 2000 State Council, Peckham Vocational Industries of Lansing, University Rehabilitation Alliance, American Council of the Blind, and the Michigan Chapter of the Registry of Interpreters for the Deaf.

A UUD staff person was appointed to be the regional chairperson of the Great Lakes Regional Multicultural Committee for the National Academic Advising Association (NACADA). Several staff attended national retention conferences.

OMSA and the Office of the Assistant Provost for SASS/REM worked together 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 Dr. Martin Luther King, Jr. Commemorative Convocation which featured Nelson Diaz, General Counsel for the Department of Housing and Urban Development, as the keynote speaker. OMSA co-sponsored the Third Annual African American Female Conference which attracted approximately 200 participants. Featured speakers include Iyan Vanzant and Reanae McNeal.

The Undergraduate University Division sponsored its Annual Retention Conference for faculty and staff with the theme "Partnering for a Better Connection." The featured speaker was Dr. Mario Rivas and 200 faculty and staff participated.

The Michigan College University Partnership (MICUP) was successful in obtaining funds from the Michigan Office of Equity for a model program. The model is an innovative residential program which houses a target group of students traditionally underrepresented who were denied admission to MSU as well as LCC students expressing an interest in transferring to MSU.

The Office of Supportive Services (OSS) staff were awarded a Career Development Model Grant by the

Career Services and Placement Selection Committee to assist program students with career exploration through the development of a life work portfolio. OSS continued to upgrade the computer lab to better meet the needs of students. Students are also able to access instructional software, computer enrollment, E-mail, GOPHER, financial aid and general resources through this center. OSS also expanded its office hours to be open from noon-1:00 p.m., Monday through Thursday.

Student staff in OMSA, Upward Bound, and OSS all received training around issues of diversity including race and ethnicity, sexual orientation, handicapping condition, and learning style differences.

The Office of the Assistant Provost for Student Academic Support Services, Racial, Ethnic, and Multicultural Issues worked with the All-University Excellence in Diversity Conference and Lecture Series Committee in sponsoring numerous speakers including Joseph Jarab and Jeanne Kincaid. Under this umbrella was also sponsored the series of Black Issues in Higher Education Teleconferences including: "Affirmative Action Under Siege," "Finding and Keeping Faculty and Administrators of Color," "American Community College Opportunities for People of Color," "Successful Blacks in American Business," and "Sexual Harassment."

The Annual Excellence in Diversity Awards Ceremony was held, highlighting units and individuals who had made significant contributions to enhancing diversity. Student essay winners were also recognized.

### **Recruitment and Retention**

**Total student enrollment** increased about 2% to 41,545 on the East Lansing campus of Michigan State University for Fall semester 1996 from the 40,647 students enrolled during Fall semester 1995.

The university's total affirmative action enrollment (which does not count nonresident alien students) increased 2.0% for Fall semester 1996 from 38,126 to 38,881 students. **Undergraduate enrollment** increased 0.3% from 30,536 to 31,451 and **graduate student enrollment** decreased 2.1% from 7,590 to 7,430.

**Minority student enrollment** on campus increased 3.8% from 5,776 to 5,997 (15.1% to 15.4% of the affirmative action total) for Fall 1996. Undergraduate minority enrollment increased 4.5% from 4,554 to 4,760 increasing from 14.9% to 15.1%. At the graduate level, minority enrollment increased slightly (1.2%) from 1,222 to 1,237 (16.1% to 16.6%).

**Eleven of fourteen colleges at Michigan State University had numeric increases in minority enrollment** for Fall 1996. The College of Engineering had the largest numeric increase with 74 more minority students enrolled for a 10.9% increase. The College of Human Medicine had the largest one year percentage increase at 12.0% with 18 more minority students enrolled. The College of Human Medicine at 32.5% (168), the College of Osteopathic Medicine at 24.8% (132), and the College of Engineering at 20.5% (756) had the highest percentages of minority students enrolled.

**Black students**, the largest minority student group on campus, increased enrollment 3.7% from 3,083 to 3,198 (8.1% to 8.2%) in Fall 1996. At the graduate level, Black student enrollment increased numerically from 558 to 573 and increased as a percentage from 7.4% to 7.7%. Black male enrollment decreased from 38.7% to 36.6% of the total enrollment of all Black students and decreased from 39.6% to 38.0% 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 4.8% from 1,532 to 1,606 in Fall 1996, increasing from 4.0% to 4.1%. Enrollment

of Asian/Pacific Islanders increased at the graduate level from 347 to 349 (4.6% to 4.7%).

The growth trend of **Hispanic students** at Michigan State University continued with a 4.6% enrollment increase from 912 to 954, increasing from 2.4% to 2.5% in Fall 1996. At the graduate level enrollment by Hispanic students decreased from 259 to 252 (the percentage remained at 3.4%).

**American Indian/Alaskan Native students** decreased on campus from 249 to 239 (0.7% to 0.6%) in Fall 1996. Enrollment of American Indian/Alaskan Native students increased at the graduate level from 58 to 63 (remaining constant at 0.8%).

**Women students** represented 52.7% of the total student enrollment at Michigan State University in Fall 1996 with an increase from 21,205 to 21,875. Women graduate students decreased from 4,931 to 4,927 (52.9% to 53.4%). Minority women students increased from 3,264 to 3,445 (15.7%). Minority women graduate students increased from 669 to 690 (8.8% to 9.3%). Of the fourteen colleges, two had women student enrollments of less than 40%, one had women student enrollments of 40% to 50%, and eleven had women student enrollments of more than 50%. Eight of the fourteen colleges demonstrated a numerical increase in the number of women enrolled.

In recent years, more than 70 percent of entering freshmen have earned a baccalaureate degree from MSU within a 10-year period from original date of entry. The graduation rates of the entering cohorts of 1984, 1985, 1986, 1987, 1988, and 1989 all exceed 70 percent.

In general, 32 percent of the entering class or 46 percent of those who eventually graduate are graduating in four years. An additional 30 percent graduate between the fourth and fifth year. Eight percent graduate after the fifth year.

MSU participates in the Consortium of Student Retention Data Exchange (CSRDE) conducted by the University of Oklahoma. Currently, the data exchange involves 164 U.S. colleges and universities and includes Fall 1987-91 cohorts. The recent report released in May of 1996 provides retention and graduation rates for 36 **Highly Selective**, 72 **Selective**, and 56 **Less Selective** institutions. MSU is one of the 72 **Selective** institutions defined as "1994 ACT composite scores between 21.5 and 23.4, or SAT composite between 950 and 1049."

A review of MSU values in relation to other **Selective** institutions indicates that in general the retention and graduation rates at MSU exceed the 4, 5, and 6 year rates at **Selective** institutions. This may be due in part to the fact that MSU is near the upper boundary of the ACT selectivity for the group. With the exception of the four year graduation rates for some minorities, MSU graduation rates exceed the average for **Selective** institutions. In addition, the five and six year graduation rates for MSU cohorts exceed the average values for 36 **Highly Selective** institutions. **Highly Selective** institutions are those with ACT greater than 23.4.

The 1990 entering class at MSU has a six year graduation rate of 66.3 percent. Forty-three percent of **Black** students and 58 percent of **Hispanic** students in the 1990 cohort 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		
	4 yrs	5 yrs	6 yrs
All Students	32.3	61.6	64.8
All Minorities	15.4	41.8	50.6
Black, Non-Hispanic	9.4	35.5	44.4
Hispanic	24.8	44.9	59.3
Amer. Indian/Alaskan	14.4	34.9	44.5
Native			
Asian Amer./Pacific	25.7	57.5	68.8
Islander			
Non-Minority	35.4	65.0	71.9

\*Average of recent three years.

The Office of Supportive Services (OSS) provided tutorial service to 752 students, resulting in 9,995 visits and 11,024 hours of service. Forty-four percent (44%) of the requests were in the area of mathematics; other areas included writing, biology, economics, psychology, integrative studies in science, physics, and Spanish. Of the students who continued with tutoring throughout the semester, 91% passed the course. OSS also outreached to Asian Pacific American students through the MAP (Mentoring Asian Americans with Promise) program. This program is designed to increase interaction between students and faculty.

OSS collaborated with the Mathematics Departments and several other college academic support programs to continue the Mathematics Enrichment Program. This program assisted students in Math 1825 and 103 and continued to be successful in improving the grades of its participants compared to those enrolled in the regular sections of the course.

The Office of Minority Student Affairs, Office of Supportive Services, and the Undergraduate University Division co-sponsored the annual False Expectations Appearing Real (FEAR) retention conference. The conference theme was "Blacks In College - Maximizing Your College Experience," with featured speakers Dr. Julian Earl and Eric Thomas. Approximately 212 students participated, including CAAP students with less than a 2.00 GPA who were required to participate.

OMSA, with cooperation from OSS, Financial Aids, Residence Life, and UUD, began planning a pilot summer orientation program for minority students. Maximizing Academic Growth in College (MAGIC) will involve a week long session, designed for 155 incoming first year students, and will address academic and personal resources across campus.

The Office of Minority Student Affairs took the lead in sponsoring the Eighth Annual Statewide Conference on the Black Male which attracted approximately 300 persons. Featured speakers were Dr. Jawanza Kunjufu, Cain Hope Felder, and Mr. Eric Thomas.

OMSA co-sponsored the Second Annual Dia de la Mujer Conference designed to expose students, faculty,

and staff to issues relevant to Latinos in American culture and celebrate accomplishments and challenges of Latino women. The conference attracted 500 participants; featured speakers included Gloria Anazaldua, Guadalupe Lara, and Marie Elena Reyes.

Undergraduate University Division (UUD) staff routinely contacted at-risk students and those on probation to urge them to contact academic advisors, seek career support, and offer general assistance. UUD sponsored information sessions for each college as well as the Marathon of Majors program to inform students about opportunities available at MSU.

The Learning Resource Center of UUD offered a series of workshops aimed at increasing students' study skills. The Wilson Hall Tutoring Program and the software programs in the lab were very popular with students.

The Undergraduate University Division continued its efforts on behalf of Native American students in the form of the Native American Leadership Academy and the Michigan Indian Youth Retreat.

All units made opportunities for undergraduate students with whom they work to participate in leadership workshops on campus as well as take part in national and regional student conferences. These opportunities included: regional and staff Mid America Association of Educational Opportunity Program Personnel Conference, "Close-up" in Washington D.C., and the MSU Annual Student Leadership Conference.

Approximately 480 students were registered with the Office of Programs for Handicapper Students (OPHS) during 1995-96. Special efforts were made to contact 112 newly admitted students in Summer 1995 and Spring 1996. OPHS continued to provide students with reasonable accommodations including: needs assessment, orientation, alternative format, interpreters, eligibility for handicapper transport, accessible housing arrangements, referral to campus and community resources, alternative testing arrangements, readers, scribes, tutor coordination, and personal care assistance referral.

OPHS developed a Student Advisory Committee to provide input for the Director, published a monthly newsletter The Harbinger, coordinated donor scholarships to outstanding handicapper graduate students, and recognized outstanding student scholars and achievers at its Annual Awards Reception.

Two support groups were developed by OPHS: one for Attention Deficit Hyperactivity Disorder, and one for lesbian/bi/gay students with disabilities. A specialist was also assigned as the support person for lesbian/bi/gay students.

Arrangements for special content tutoring were made for 38 high risk handicapper students; 22 students had learning assessments and also received learning strategies tutoring; and 50 print impaired students used the reader service supported by 95 Tower Guard volunteers, accounting for 160 books and other supplemental reading. Twenty-five (25) students registered with OPHS graduated in 1995-96.

Efforts of the Upward Bound recruitment, screening and selection process yielded 84 students enrolling in program services this year, and a waiting list of 42 additional students. Students participated in numerous needs assessment, academic skill, and cultural programs. A Mentoring Program component was added to provide 41 positive role models for program students, and resulted in enhanced career information.

The Talent Search Program served 704 sixth- through twelfth-graders who are first generation/low income students. Tutors were provided in select schools, and students participated in skills and admissions workshops, and visited colleges.



The King-Chavez-Parks College Day Program served 5,084 students through its diverse offerings. The program provides college preparatory information to secondary students in grades six through eleven who live within a ninety-mile radius of MSU. Students were exposed to colleges at MSU, career/decision making seminars and admissions presentations. Special efforts were made to include parents in the on-campus portions of this program.

### **Instruction, Research and Outreach**

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

The Office of Supportive Services (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 were aimed at increasing the skills of participants (underrepresented students) so as to increase their chances of attending graduate school. Dr. Eric T. Crumpler, a 1990 MSU McNair Scholar, became the first McNair Scholar in the country to receive a Ph.D. His doctorate is in Materials Chemistry; and he currently holds a post-doctorate position at MIT.

OSS conducted the ORO 500 seminar, required for all incoming CAAP students. The seminar is instrumental in assisting student adjustment to university life and includes: academic, career and life skill building, multicultural issues, and university and community resources. CAAP students whose cumulative GPA is below 2.00 at the end of their first semester are required to participate in the ORO seminar spring semester. OSS Student Assistants (peer counselors) also sponsored several motivational/diversity programs for below 2.00 CAAP students and other freshman CAAP students. The Student Assistants accompanied the OSS staff on the Detroit Outreach Visitations.

OSS continued its newsletters, OSS NEWRUN and the OSS Parent Newsletter, in order to provide information and timely articles on services and activities which are of interest to students, other service providers and parents.

A survey was sent to all handicapper students registered with OPHS asking their satisfaction with services. The results were positive.

Staff in the Undergraduate University Division were involved in various outreach activities that benefited the Hispanic, African-American, American Indian, and Asian Pacific Islander communities in the greater Lansing and mid-Michigan area through pre-professional societies, churches and community organizations.

The Office of the Assistant Provost for Student Academic Support Services, Racial, Ethnic, and Multicultural Issues and UUD continued its longitudinal research study on Factors Affecting Retention of MSU Undergraduate Students.

### **Climate**

The Office of Supportive Services (OSS) continued to:

- ◆ sponsor the Latino Supper Club with the intent of having the Latino students and the community come together to network and share commonalities of their cultural backgrounds

and to become familiar with the services offered within the unit.

- ◆ receive training on AIDS awareness and lesbian/bi/gay issues in order to more effectively provide services.
- ◆ recognize CAAP graduate seniors and outstanding students at its Eighteenth Annual Honors and Appreciation Reception.

Staff in OMSA worked closely with and served as advisors to 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, in the planning of the heritage weeks/months, and in developing Welcome Week programs.

Staff in UUD were involved in activities that have significant impact on creating a positive climate for all populations at Michigan State University. Each college's student affairs staff has an Undergraduate University Division liaison. UUD staff advise student organizations, and alumni associations, and benefit from having offices in the residence halls. All staff are required to create an environment of caring and support and to maintain informal and high profile contact with students.

### **Graduate Education**

The Graduate School awarded 29 Summer Acceleration Fellowships to African American, Latino(a)/Chicana(o), Asian American, Native American, (ALANA) graduate students. These fellowships are awarded to students by their colleges for academic progress during the year. The fellowships assist students in maintaining the continuity of their academic work without the necessity to interrupt their study and research to find and engage in nonacademic related financial support activities.

Seven King-Chavez-Parks (KCP) Future Faculty Fellows were selected for the \$25,000 fellowships, which are supported by the State of Michigan. This brings our total number of active KCP Fellows to eighteen. Many of these fellows attended the first State-wide KCP conference which was sponsored by the Equity Office of the State Department of Education. The theme of the conference was: Networking for Success.

The Graduate School fully supported or cost-shared 55 trips for the recruitment of graduate students. All colleges with graduate programs were represented in these trips to recruitment fairs, college visits, or relevant conferences.

The DREAMS (Developing Research Expertise at Michigan State) summer research program has the goal of attracting academically distinguished ALANA graduated student prospects to MSU. This year we accepted 20 of the 79 applicants from across the country. Ten of these students participated in the program and three have enrolled in our graduate programs. Four colleges participated in this cost-share program: Arts and Letters, Engineering, Human Ecology, and Osteopathic Medicine.

Faculty in 12 MSU colleges invited 81 undergraduate students and 4 faculty advisors from 38 colleges and universities across the country to attend the Enhance Your future Conference. This conference brings promising prospective undergraduate juniors and seniors to campus to meet with our faculty and graduate students to see what we have to offer and to see what these students may have to offer for our programs. The institutions sending students included the University of California at Davis, Syracuse University in New York, St. Mary's College in Texas, Hampton University in Virginia, Spellman College in Georgia, Jackson State University in Mississippi, and the University of Michigan.

### 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 minorities and women graduate students. This action represents the university's commitment to improve the enrollment, retention and quality of education of 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. Four 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).

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 Program 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 Program Fellowships for disadvantaged and minority graduate 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 coverage.

**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 the 1995-96 academic year, 498 graduate students were supported at a total cost exceeding 2.8 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 1,351,215 in 1995-96; AAGA expenditures increased from \$113,063 in 1977-78 to \$865,660 in 1992-93 but decreased to \$787,710 in 1995-96; MCDF expenditures increased from \$43,941 in 1979-80 to \$653,186 in 1992-93 and decreased to \$405,182 in 1995-96; 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 \$190,000 in 1995-96.

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 have continued to increase. Since 1988-89, the number of EOP awards has exceeded 200 each year and the figures in 1995-96 stood at 381.

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 commitments to AAGA, MCDF, or PF programs.

#### Division of Student Affairs and Services

##### **Leadership**

Michigan State University has experienced the impact of an increasingly diverse community. The Division of Student Affairs and Services continued to integrate its commitment to diversity through staff and

programs which are both reflective of and responsive to a diverse student population and the challenges they face.

Staff included a Counseling Center Director, who is one of few Native American psychologists in the country, a Counseling Center staff which is 50% racial/ethnic minority, an Intramural Sport and Recreative Services staff which is the most diverse in the Big Ten including 23% of student staff who are racial/ethnic minorities, an undergraduate Resident Assistant staff which is 30% racial and ethnic minority, lesbian/bi/gay staff throughout the Division including a half-time staff member to address lesbian/bi/gay/transgendered student concerns, handicapper staff in nearly every unit, staff who speak fluent Spanish in several locations, a male graduate assistant hired to work in the Sexual Assault and Safety Education Program, and a diverse student staff across the Division.

Training programs across the Division emphasize multicultural themes and attention to individual differences. All levels of Residence Life and Intramural Sports and Recreative Services staff participate in extensive orientation and training programs about understanding and facilitating the success of diverse students. Two members of the Division staff were certified through the Human Resources training-the-trainers program, and can now facilitate diversity awareness sessions for others in the Division.

The Division Resource Library, which provides materials for student programming and staff training, was enhanced with several new videos; 41 tapes relating to racial/ethnic diversity, multicultural awareness, sexual orientation, gender issues, and handicapper issues accounted for 142 checkouts from that Library.

Staff in the Division participated on numerous campus-wide committees focusing on diverse populations: Multicultural Advisory Committee, Black Faculty Advisory Association, Vice Presidents Diversity Advisory Group, All University Excellence in Diversity Committee, Black History Committee, Black Male Conference. The Women's Advisory Committee, which includes students, faculty and staff, continued in an advisory capacity to the Vice President for Student Affairs and Services. The Vice President also met regularly with student representatives from the lesbian/bi/gay transgendered advisory committee, Homophobia Action Group, and Students of Color Roundtable. Staff representing these populations did not meet in an official advisory capacity with the Vice President, however, plans are being made to do so.

Special training events in the Division included a four-hour session with Lee Mun Wah ("Color of Fear"), departmental training on the use of TTY equipment, a teleconference titled "Educating Students with Disabilities," and encouragement to participate in a variety of multicultural activities and programs offered on campus. The Division coordinated several additional teleconferences paid for by the Excellence in Diversity Conference and Lecture series, with themes about affirmative action, recruitment and retention of faculty of color, opportunities in community colleges, and sexual harassment.

### **Recruitment and Retention**

Student programs and services within the Division flow from the recruitment and training of a diverse staff, who interact with students in a variety of ways in support of their academic success. Professional and student staff in all three IM facilities are prepared to support and work with diverse students with diverse recreative needs. Staff recruitment included careful contact with networks of diverse candidates. For example, efforts by the Department of Residence Life included: mailing to all graduate and upper division students of color at MSU, presentations at minority student organizations, and financial support for networking activities at regional and national conferences.

Counseling Center staff provide counseling and liaison services to the handicapper community, to lesbian/bi/gay/transgendered students, to a limited number of more severely disturbed clients, and (with Olin Health Center) to students with eating disorders.

The **Child and Family Care Resources program (CFCR)** coordinated resources, programs and information to assist student-parents in balancing their education and family responsibilities. Optional contacts were made through the admissions process so that students could make appropriate family arrangements in advance of their enrollment. A special student-parent orientation program, co-sponsored with **Residence Life** and the **Women's Resource Center**, provided information and linkages with students and staff in the University. Student Parents on a Mission (SPOM), a student organization supported by CFCR, attracted about 35 student-parents and their children to monthly meetings, and provided an important network for all types of information and assistance. Many student-parents have additional financial and emotional needs which challenge staff across the university to be understanding and flexible.

Student-parent initiatives, including enhanced referrals, information programs and support groups, and free final child care, help students meet their academic goals. Studies indicate that student-parents tend to work more hours than students without children, enroll for fewer credits, and therefore take longer to complete their degrees. **Child and Family Care Resources (CFCR)** support for these students may contribute to their retention and timely graduation.

To obtain a diverse representation of the MSU campus student body is a prominent goal in the recruitment and selection of the Campus Life Orientation Student Affairs and Services Skit Players for the summer Academic Orientation Program. The skits' scripts address issues of racism, tolerance and acceptance of differences in the areas of race and sexual orientation, sexual assault, sexual health, and other topics to assist new Spartans in their transition to college. During training and throughout the skit experience the actors have information sessions on stereotyping, alcohol and drugs, women's issues, and diversity to increase their own awareness and their impact on new freshmen.

All new freshmen (6,000) attended Required Sessions during Welcome Week which included a forty minute program on multicultural issues, including international considerations. In Fall 1995 a new video on relationship violence created by staff from MSU Safe Place, was also included in the Required Sessions.

Internationalizing Student Life (ISL) staff provided intercultural training sessions for the College of Engineering's Minority Student Education class, Crop and Soil Science's "Mentoring in a Multicultural Environment" class, coordinated presentations for over 7,000 new students through the required Welcome Week sessions, facilitated sessions for the new International Teaching Assistant Orientation, and provided pre-departure orientations for summer overseas study students. ISL and the Coordinator for Lesbian/bisexual/gay Concerns in Student Affairs provided training for International Programs staff with a special focus on lesbian/bi/gay transgendered students adjusting to the U.S. culture.

The "Welcome Week Handbook" provided valuable information about resources on campus and a schedule of receptions and welcoming events for diverse student populations. These receptions provide important connections with faculty, staff and students who can be crucial to student success and persistence. Bulletin boards containing information about services and programs are also provided to residence halls.

The Multicultural Awareness Program, attracting very diverse participants, met weekly to discuss issues relative to diversity. The Culture through the Arts program continued to offer students opportunities to visit Wharton Center for cultural events. Tickets were provided to students and follow-up lunches scheduled so that students could reflect on their experiences.

## **Instruction, Research and Outreach**

Division staff offered a variety of credit courses, academic support and outreach activities. Counseling Center staff taught Psychology 325, Affect and Self-Esteem, which emphasizes diversity. Advanced practicum placements for psychology graduate students were offered by **Multi-Ethnic Counseling Center Alliance (MECCA)**, and other practicum experiences were offered throughout the Division to Student Affairs Administration students. The Testing Office further computerized its Graduate Record Examinations and made the TOEFL and GED available to an increasingly diverse clientele.

Staff and graduate students in the Division continued to serve as instructors for 13 sections of EAD 315, Student Leadership Training, enrolling approximately 325 students from all classes and majors. This course systematically integrates the concept of multiculturalism and individual difference as a principle of effective leadership.

The Multicultural Development Coordinator circulated among staff daily clippings from The State News and the Chronicle of Higher Education on issues of diversity.

Through the Women's Advisory Committee to the Vice President for Student Affairs and Services, four women undergraduates were recruited to attend the National Conference for College Women Student Leaders in Washington, D.C. during June 1996.

The Alcohol and Other Drug Education Program provided statistical data and discussion about "Alcohol and College Women" to the Women's Advisory Committee to the Vice President. Information about abuse rates among different racial and ethnic women were discussed as well as options for improving the climate in this regard.

The Intramural Sports and Recreative Services Department collaborated with several organizations to provide meaningful services and positive experiences to the surrounding community. Special Olympics, Big Brother/Big Sister, Lansing Association for Human Rights, the Michigan School for the Blind, Cristo Rey Community Center are but a sampling of groups who use IM facilities and expertise. Several pre-college summer programs (e.g. Upward Bound, Mathematics-Science-Technology, Multicultural Business Program) also use the IM facilities.

The Employment Research Institute continued to publish Recruiting Trends, articles in the Black Collegian and a series of follow-up reports on the employment of American Indian, Asian/Pacific Islander, Hispanic, women, and handicapper graduates.

Career Development and Placement maintained an employment listings notebook of employers utilizing affirmative action practices, and made presentations to and met with various companies regarding effective recruiting and hiring of minorities and handicappers. Special efforts were also made to identify and refer minority students to companies requesting assistance in meeting affirmative action goals. The Teacher and Administrator Recruitment Program included special emphasis on the recruitment and placement of minority and women teachers and school administrators.

In March 1996, Residence Life conducted a student opinion survey with a 56% response rate. Highlights included:

- 1% identified as transgendered; 3% as lesbian, bisexual or gay.
- 12% identified as mixed or of a bi-racial background.

African-American students were the most satisfied of all racial/ethnic groups with the hall social programs, Hispanic students recommended residence hall living at the highest rate of all groups, and Caucasian student reported more positive relationships with floor members than did African-American students.

Women and men felt equally safe in residence halls, and heterosexuals felt significantly more safe than lesbian/bi/gay students.

Students from all racial/ethnic backgrounds had about the same perception that the RA cared how they were doing.

Freshman identified "relating to others from different backgrounds" in their top six gains during the year.

## Climate

A Braille printer was purchased this year to provide alternate format materials for all units within the Division of Student Affairs and Services.

Career Development and Placement sponsored several initiatives to improve services to handicappers. Doors to the career fairs were opened 30 minutes earlier to accommodate mobility needs of some students, the Vacancy Bulletin was formatted to be read by a voice computer, and interview schedules for handicapper students were organized with several employers. The President's Committee on Employment for People With Disabilities visited campus to recruit students for full-time and internship employment.

Career Services and Placement held the 31st Annual Minority Careers Program including student workshops, an employer fair and interviews designed to facilitate contact between students and employers to discuss permanent, summer, internship and co-op employment. Special workshop preparation sessions were also sponsored for the Asian Pacific American Student Organization, for minority students, and for the minority volunteers.

Staff in Career Services and Placement provided numerous tours and workshops focusing on career issues, leadership and placement for minority groups and individual students. They also participated in the Eighth Annual Minorities in Communication Arts and Sciences Career Fair.

Of the students registered at the Career Development Center (CDC) in 1995-96, 20% were students of color and 3% were international students. Sixteen undergraduate minority student groups took tours of the CDC, accounting for a total of 718 students representing 15% of the total number of students touring the facility.

The 14th Annual Leadership Conference, "Leadership: Dimensions of Success," attracted 338 students and included sessions focusing on gender, cross-cultural awareness, sexual orientation, and race and ethnicity as they relate to leadership.

Four hundred and thirty-six (436) student organizations were registered during 1995-96; 68 listed Minority/Protected Class as the organization type. "Party at the Aud '95", a program during Welcome Week, included 122 student organizations introducing themselves and their programs to over 6,000 students who attended.

Conversations continued between University personnel and the Greek Councils and their alumni, including the National Panhellenic Council, toward developing a Greek advisor position.



Staff in the Division used daily events and incidents as vehicles for helping students learn more about their own identities while developing an understanding of other's uniqueness. Residence halls and intramural sports facilities hold particularly rich opportunities for diverse students to interact on a daily basis. Trained and vigilant staff in these areas strive to provide a climate supportive of individual difference as well as making swift responses to negative incidents when they do occur.

Conversations continued about affirmative action and its impact on admission and scholarship decisions. Incidents involving hate speech and other acts of intimidation continued to occur; the **Office of Multicultural Development** served as the collection point for reports of alleged discrimination against students. During 1995-96, most attacks were directed toward the lesbian, bisexual and gay community, although ethnic minorities and women continued to experience negative repercussions. The administration continued to send strong messages regarding intolerance for inappropriate behavior directed at minority persons and implemented policies which provided safeguards against wrongful doing. Response teams to hate-type incidents are being created and plans for additional training are under way.

**Multicultural Development** continued to work on a campus climate survey and hopes to distribute the survey in Spring 1997. A survey for CT's in the Division has also been developed to assist in assessing the levels of exposure to diverse communities/cultures among CT staff.

Multicultural artwork, reading materials, and office decor are evident throughout the Division. Staff are trained and strive to provide multiculturally sensitive services and programs to students.

During 1995-96 over 1,000 separate learning activities with themes relating to diversity were provided in the residence hall system. Packaged program materials were also upgraded with assistance from Minority Student Affairs, the **Women's Resource Center**, Hillel, **Internationalizing Student Life**, and **Lesbian/Bi/Gay/Transgendered Student Services**. In the same time period, over 500 separate residence hall student incidents were noted, involving themes of race, sexual orientation, diversity of thought, religion, age, etc. Select incidents were forwarded to the Multicultural Development Coordinator for summarizing.

A Women's History Banquet and Program was developed by/for/with the women staff and students in Holmes Hall, and celebrated women's heritage, talents and strengths. The Wax Museum program encouraged African-American students to research, script and act out the life of various African-American leaders.