

1996-1997
Annual Report on
**Affirmative Action
& Diversity**

MICHIGAN STATE
UNIVERSITY

**ANNUAL REPORT ON
AFFIRMATIVE ACTION & DIVERSITY**

for the Period

October 1, 1996 to September 30, 1997

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

MICHIGAN STATE UNIVERSITY

TO: MSU Community

FROM: Peter McPherson, President 

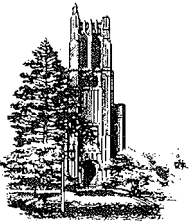
DATE: March 1998

SUBJECT: 1996-97 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.

Because we strongly believe that in keeping with our mission, a truly diverse population should work and study at MSU, we are committed to diversifying hiring and recruitment pools significantly over the coming years. We plan to seek and fully expect to hire more members of traditionally underrepresented groups. Maintaining our diverse faculty numbers and finding diverse chairpersons of departments are priorities.

While I do not believe that binding percentages are the way to achieve our objectives either in admissions or hiring, we must continue to look very closely at the numbers of underrepresented group members we are recruiting and hiring. We need to be vigilant. 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 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. The entire MSU community must be responsible for creating diverse pools and for overall outcomes. Accountability in this matter is as important as it is with regard to all the implementation items in our Guiding Principles agenda. We need to look for results.



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All who work and study at MSU, regardless of race, creed, gender, handicapper status or sexual orientation should have opportunities to excel. MSU must also hold all members of the 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 will 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 continue to advance diversity because intellectual difference is critical for teaching and learning. We must work together to assure that our campus environment is hospitable and welcoming to all.

**1996-97 Annual Report on
Affirmative Action and Diversity**

DESCRIPTIVE REPORT

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I. EXECUTIVE SUMMARY

Introduction

Annually, the university must comply with the reporting requirement of the Office of Federal Contract Compliance Programs (OFCCP) and describe the progress achieved towards furthering diversity and affirmative action. During the 1996-1997 year, the university satisfied an external affirmative action compliance review by the U.S. Department of Labor. The university reported some progress on placement of minorities and women in various organizational units and job groups. Several procedures and action-oriented plans were outlined to advance MSU's commitment to equal employment opportunities. It is believed that under the leadership of the President, the Provost, the Office of Affirmative Action, Compliance and Monitoring, and the Vice President for Finance and Operations, good faith efforts to achieve hiring goals have been made. An important inclusion among the effective methodologies was the reaffirmation that MSU encourages all employees to become involved in community activities, such as serving on community boards and supporting community agency programs, as a means of enhancing employment opportunities for underrepresented groups.

Following several weeks of auditing the submitted documentation of the university's affirmative action program and plan, compliance with implementation of federal law, and descriptions of the institutional management of the associated responsibilities, it was found that the university had "no apparent deficiencies or violations."

This Descriptive Report provides the narrative context for the Affirmative Action Data Report, which numerically reflects affirmative action progress across vice presidential areas. Inclusive diversity continues to be a priority within the framework of the 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

The MSU Leadership Initiative, called for by President McPherson, continues as a program to develop a diverse set of new faculty and staff leaders across all levels of the organization. Leadership Fellows participate in a combination of unit "projects," mentoring experiences, and central programs designed to "broaden" perspectives. The first group of leadership fellows completed their fellowship year in May 1997. Feedback from them indicates that mentoring and projects were deciding factors in the program's success, and they learned a great deal about how to get things done from exposure to various leaders on campus. There are twenty-two leadership fellows in the 1997-98 program, consisting of eight minorities and sixteen women. The program will continue to be reviewed to ensure that it is meeting its objectives.

A significant accomplishment across vice presidential lines was the participation of over forty faculty, staff, and students in a unique conference that recognized the "best practices" for developing a greater and reflective understanding of organizational diversity. MSU submitted nineteen proposals to the **CIC Best Practices in Diversity Conference**, held at Pennsylvania State University. Of those submitted, ten were selected for presentation. Among those attending were representatives from the CIC (Committee for Institutional Collaboration) institutions and private industry; MSU had the largest contingent, particularly for students whose attendance was fully supported. Presenters from MSU provided information on the following programs and activities:

- ➡ Building Mutuality and Resolving Conflicts Between Graduate Students and Faculty:
A Proactive Approach (The Graduate School)

- ⇒ Center of Excellence Initiatives to Impact Diversity Through Curriculum Development and Faculty Recruitment and Development Activities at the Medical School (College of Human Medicine)
- ⇒ Diversity In Faculty Development: Across the Mission and Across the Career-Span (Office of the Provost)
- ⇒ Preparing Minority Students for Graduate Degree Programs in Science (Department of Biochemistry)
- ⇒ Changing the Climate in the Majority Community to Enhance Retention (Department of Botany and Plant Pathology)
- ⇒ Collaboration and Coalition Building Among Racial-Ethnic Student Groups (Student Affairs and Services)
- ⇒ Increasing the Presence and Success of Domestic Minority Students in Graduate Education: a Model of University-Wide Collaboration (The Graduate School, Urban Affairs Programs, and the College of Veterinary Medicine)
- ⇒ Creating "Safe Place" for Lesbian-Bi-Bay Persons: A Model Training Program (Student Affairs and Services)
- ⇒ Not Content to Let the Chips Fall as They May: the Multiracial Living Experience-- A Case Study of a Large Residence Hall (Urban Affairs Programs)
- ⇒ Preparing for Performance: Enhancing Workplace Readiness Among Undergraduate Populations (Student Affairs and Services)

MSU IDEA coordinators appointed to lead diversity efforts in each of the 14 Colleges met for collaborative quality enhancement and information exchange sessions during the year. Discussions focused on how to improve minority undergraduate and graduate student recruitment and admissions, ways to assess and enhance the climate for diversity and pluralism in colleges and departments, and how to better utilize collective effort in meeting goals of the college (unit) level planning programs of the MSU IDEA. In addition, the cross-vice presidential advisory group (VPDAG) on diversity issues began an evaluation process to examine the cumulative effect of all of the IDEA initiatives. It is anticipated that a platform for a new impetus for strengthening the Guiding Principle, Diversity in Community, will ensue from this review.

The Minority Advisory Council to the President recommended that there be a change in the name of the Council, the structure, and its membership. It was recommended that the Council membership include only the presidents of the four racial ethnic group (Asian Pacific Islander, Black, Chicano/Latino, American Indian/Alaskan Native) associations for students and for faculty and staff. The proposed Coalition of Racial/Ethnic Minorities will replace the Council as the advisory group to the President. Its mission will be to function as a coalition on minority issues to articulate the needs, concerns, and views of minority students, staff, and faculty. The President has concurred with this recommendation.

The President reinforced a continuing priority for furthering diversity at MSU by dedicating a plaque to those who have been honored for their contributions to diversity. The celebration of those who were honored this year with the All University Excellence in Diversity Awards individual awards were Dr. Evelyn M. Rivera, Professor, Department of Zoology, Sandra M. Griffin, 4-H Youth Agent, MSU Extension Program, Wayne County and James M. Lucas, graduate resident advisor, Department of Residence Life. The recipient of the

unit award was the Department of Human Resources for their drive to exceed beyond the normal efforts to enhance diversity.

The President's Handicapper Advisory Committee (PHAC) continues to provide counsel on handicapper issues.

The Department of Telecommunication was involved in the Blue Ribbon committee on Education led by Lansing Mayor David Hollister and co-chaired by President McPherson and Abel Sykes, President of Lansing Community College (LCC). The department assisted in bringing information systems to low income neighborhoods and developed approaches on use of information technologies as part of the curriculum.

Staff in **Academic Student Services and Multicultural Issues** continue to demonstrate a firm commitment to affirmative action and diversity by patterns of hiring and training of staff and student employees. This staff numbers 205, including 104 student assistants and 22 graduate assistants. Of the 79 non-student staff, 73% are female, 33% Black, 9% Hispanic, 3.5% American Indian/Alaskan Native, and 6% Asian Pacific Islander. Among the student staff, 70% of student assistants and 45% of graduate assistants are racial and ethnic minorities and more than half are female.

Multicultural themes are evident in staff development and training programs across the University including: five national videoconferences produced by Black Issues in Higher Education, a workshop with Jane Elliot, "Blue Eyes-Brown Eyes," and a Diversity Profile Workshop with Dr. Marvel Lang from Urban Affairs. Diversity-related publications and videos continue to be added to the Student Affairs and Services Resource Center. The Vice President of Student Affairs and Services meets periodically with groups representing diverse populations: Women's Advisory Committee to the Vice President, Diversity Advisory Committee, and members of the Alliance of Lesbian-Bi-Gay and Transgendered Students.

Recruitment and Retention

During the 1996-97 affirmative action year, the total **academic personnel workforce**, i.e., headcount, not FTE's, increased by 100 individuals, from 3,984 to 4,084. With the net gain of 76 women during 1996-97, women comprise 34.4% of all academic personnel, increasing slightly from 33.3% in 1995-96. The number of women increased from 1,328 to 1,404, or by 5.7%. With the net gain of twenty three minorities during 1996-97, minorities now represent 15.3% of the total academic personnel system, increasing slightly in proportion from 15.1% and increasing in number to 625, or by 3.8%. Of colleges with opportunities to hire, the Colleges of Engineering, Human Medicine, James Madison, Nursing and Social Science were successful in appointing women in the tenure system at or above average availability during 1996-97. Similarly, the Colleges of Arts and Letters, Education, Engineering, Human Medicine and Natural Science appointed minorities in the tenure system during 1996-97 at or above average availability.

Among the faculty recruitment programs is the Affirmative Action Postdoctoral Fellowship Program which is specifically directed to the Natural Sciences and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized fields.

The 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 are offset by a higher rate of resignation for women and minorities than for majority men.

During the 1996-97 affirmative action year, the **support staff work force** increased by 85 employees (1.6%) from 5,310 to 5,395. Women increased by 62 from 3,560 to 3,622 employees (67.0% to 67.1% of the work

force) and minorities increased by 3 employees from 757 to 760 (14.3% to 14.1%). The number of minority women decreased by 2 from 535 to 533 (10.1% to 9.9%) and minority men increased by 5 from 222 to 227 (remaining at 4.2%).

The number of minority support staff officials and managers decreased by 1 from 62 to 61 (9.1% to 8.8% of the category). Professional minority employees decreased by 7 from 163 to 156 (11.9% to 11.2%); clerical minorities decreased by 3 from 216 to 213 (13.8% to 13.5%); technical minorities increased by 4 from 44 to 48 (11.3% to 11.9%). Service and maintenance minorities increased by 8 from 249 to 257 (24.0% to 24.2%) and skilled trades minorities increased by 2 employees from 23 to 25 (8.9% to 9.4%).

The number of women support staff officials and managers increased by 7 from 405 to 412 (59.1% to 59.5% of the category). Women in the professional category continue to grow with an increase of 24 employees from 786 to 810 (57.2% to 58.2%). The number of women in clerical positions increased by 4 from 1,512 to 1,516 (96.6% to 96.3%); women in technical positions increased by 21 from 269 to 290 (69.3% to 71.6%). The service and maintenance category increased by 6 women from 557 to 563 (53.6% to 52.9%) and skilled trades remained the same with 31 (12.0% to 11.6%) women.

The number of support staff promotions increased by 53 (11.5%) from 461 to 514. Women received 350 (68.1% of promotions) promotions, minorities received 73 (14.2%) promotions and 50 (9.7%) minority women were promoted.

Some noticeable areas of underutilization remain. While significant progress has been made in some problem areas, the high level Administrative-Professional job groups continue to need further diversity. In fact, these job groups experienced a decrease in minority representation this year. In addition, turnover data for support staff was reviewed in greater detail in the past year. Dialogue has begun with units reflecting unusual rates. Additional follow-up actions to determine root causes and any needed change in strategies will occur. The use of exit questionnaire data will be reconsidered in the coming year so it can be more available as a feedback mechanism for units.

Self-identified handicapper employees among support staff decreased by 5 from 124 to 119 (2.3% to 2.2% of the work force). The number of handicappers in the officials and managers category remained the same at 13 (1.9% of category) and handicappers in the professional category remained at 24 (1.7%). Handicappers in the clerical category decreased by 1 from 36 to 35 (2.3% to 2.2%) and the technical category decreased by 2 handicappers from 7 to 5 (1.8% to 1.2%). In the category of service and maintenance, handicappers decreased by 1 from 38 to 37 (3.7% to 3.5%) and the skilled trades category decreased by 1 handicapper from 6 to 5 (2.3% to 1.9%). Vietnam era veteran employees decreased by 9 from 168 to 159 (3.2% to 2.9% of work force).

The recruitment and retention of women and minority staff is assisted by the benefit package, which includes the Child and Family Care Resources (CFCR) services helping families balance their responsibilities at work and home. Women tend to be the primary caregivers of dependent children and elders. The Referral Program assists staff in obtaining licensed care for dependents. The Sick-Child Care program provides employees with in-home health care when they need to work and their children are mildly ill. All of the CFCR programs contribute to the recruitment and retention of employees.

The 1997 admission year recorded the second-largest freshman applicant pool in the history of Michigan State University. Virtually all categories of minority students were represented in that strong year. Specifically, all minority categories grew in terms of application volume with the exception of Hispanic, which was down only modestly. All categories, including Hispanic, were ahead in offers of admission and all minority categories enrolled an increased number of students with the exception of Asian/Pacific Islander, which was down by 1.0% after years of steady growth.

Total student enrollment increased about 2.6% to 42,603 on the East Lansing campus of Michigan State University for Fall semester 1997 (from the 41,545 students enrolled during Fall semester 1996).

Minority student enrollment on campus increased 3.6% from 5,997 to 6,215 (15.4% to 15.6% of the affirmative action total) for Fall 1997. Undergraduate minority enrollment increased 4.6% from 4,760 to 4,980 (increasing from 15.1% to 15.4%). At the graduate level, minority enrollment decreased slightly (0.2 %) from 1,237 to 1,235 (remaining at 16.6%).

Black students, the largest minority student group on campus, enrollment increased by 4.4% from 3,198 to 3,340 (8.2% to 8.4%) in Fall 1997. At the graduate level, Black student enrollment decreased numerically from 573 to 558 and decreased as a percentage from 7.7% to 7.5%.

Asian Pacific Islander students, the fastest growing minority group on campus over the last ten years, increased enrollment 2.1% from 1,606 to 1,639 in Fall 1997, remaining at 4.1%. Enrollment of Asian/Pacific Islanders increased at the graduate level from 349 to 357 (to 4.7% to 4.8%).

The growth trend of **Hispanic students** at Michigan State University continued with a 2.2% enrollment increase from 954 to 975, remaining constant at 2.5% in Fall 1997. At the graduate level, enrollment by Hispanic students increased from 252 to 263 (3.4% to 3.5%).

American Indian/Alaskan Native students increased on campus from 239 to 261 (0.6% to 0.7%) in Fall 1997. Enrollment of American Indian/Alaskan Native students decreased at the graduate level from 63 to 57 (decreasing 9.5%).

Women students represented 52.9% of the total student enrollment at Michigan State University in Fall 1997 with an increase from 21,875 to 22,555. Women graduate students increased from 4,927 to 5,002 (from 53.4% to 53.8%). Minority women undergraduate students increased from 3,445 to 3,582 (15.9%). Minority women graduate students increased slightly from 690 to 697 (9.3% to 9.4%).

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. Current cohorts (1990-95) are not likely to reach the 70 percent level. 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

Academic units within the University developed or continued many program that advanced inclusiveness. Among them were:

- ⇒ **James Madison** updated and revised the college video for recruitment to reflect the diversity among new administrative personnel and faculty, to strengthen the focus on student community and to highlight diverse student leadership.
- ⇒ **The Honors College** continued to provide leadership and direction for the Mobray Scholarship Program. The scholarship is named for the first minority graduate of MSU and was created to offer special opportunities and enriched academic experience to outstanding, academically-talented minority students.

→ A unique offering by the **Department of Human Environment and Design** is the *Shopping Around the World Series*. The intent is to provide content that is strongly rooted in marketing and economics but is presented in a manner to assist students in applying the concepts to their daily lives. In addition, the series focuses on the diversity present in the international as well as domestic marketplace.

Several student programs were designed by Academic Support Student units to serve Latino students: the Latino College Achievement Admissions Program (CAAP) Mentor Program, Latino CAAP Forum, Latino Supper Club, support for the alternative spring break trip to Merida, Mexico, and support for 30 students to attend a Chicano/Latino leadership conference.

Special summer programs also are designed to increase the success and retention of new students who would be at risk. For the ninth year, the Office of Supportive Services (OSS) offered the Summer University Program Excellence Required (SUPER) for selective CAAP freshmen. Modified from prior years, 30 students were selected for an intensive program involving courses and workshops/seminars aimed at improving their chances of success at MSU. The Office of Minority Student Affairs, Undergraduate University Division, and OSS co-sponsored the optional weeklong summer orientation program MAGIC (Maximizing Academic Growth In College) for new students of color. One hundred fifty-five (155) incoming freshmen participated in this program designed to introduce participants to the academic culture and to campus resources.

Climate

On September 12, 1997, the MSU Board of Trustees passed a resolution providing benefit eligibility for same sex domestic partners and their dependents. This action was very significant for members of MSU's lesbian/gay/bisexual community because it responded to long term requests for equity in this policy area. The lesbian/gay/bisexual community was also pleased about the constructive manner in which the decision was approached this year. One staff member described the positive impact of the Board resolution by saying, "It values lesbian/gay/bisexual faculty and staff and their families as fully participating members of the MSU community. It set the stage for an equitable, supportive environment."

In the past year, there have not been publicized hate crimes directed against lesbian/gay/bisexual/transgendered individuals on campus, although there have been reports of threats for which suspects could not be identified. This reflects the ongoing attention needed to provide an environment where all members of the MSU community can feel safe. Beyond safety concerns, the level of support perceived by lesbian/gay/bisexual/transgendered faculty, staff and students varies by location, cohort group, supervisor, and employment status/level within the organization. The lack of clarity on the application of the Anti-Discrimination Policy to transgendered individuals remains a concern.

International Studies and Programs provided staff development for all International Center staff. Two workshops were held. The first focused on issues relating to serving the lesbian/bisexual/gay/transgendered community. The second was directed towards issues of sexism in cross-cultural perspectives.

II. ACADEMIC HUMAN RESOURCES

Leadership

MSU submitted nineteen proposals to the **CIC Best Practices in Diversity Conference**, held at Pennsylvania State University. In the ten proposals that were accepted, MSU faculty, staff, and students provided conference attendees with an inclusive and rich understanding of the commitment given to diversity issues, activities and programs at MSU.

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 to provide 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 include two Black women, three Caucasian women, one Hispanic man, one American Indian/Alaskan Native, two Caucasian men and one gay man.

Of the fifty one fellows who have participated in the **CIC/ALP Program** since its inception as an MSU IDEA initiative in 1989-90, there have been twenty five women, of whom five are Black and one is American Indian/Alaskan Native. There have been twenty six 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 forty five fellows through 1996-97, those who have advanced to administrative positions with new titles include five Caucasian women, four Black women, two Black men, one Hispanic man, one gay man and two Caucasian men. 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**, called for by President McPherson, continues as a program to develop a diverse set of new faculty and staff leaders across all levels of the organization. Leadership Fellows participate in a combination of unit "projects," mentoring experiences, and central programs designed to "broaden" perspectives. The first group of leadership fellows completed their fellowship year in May, 1997. Feedback from them indicates that mentoring and projects were deciding factors in the program's success, and that they learned a great deal about how to get things done from exposure to various leaders on campus. There are twenty-two leadership fellows in the 1997-98 program, consisting of eight minorities and sixteen women. The program will continue to be reviewed to ensure that it is meeting its objectives.

Administrative Appointments: During 1996-97, the total number of individuals in the Academic Manager group (deans, assistant/associate deans, chairpersons and directors) increased by four individuals, from 287 to 291 (1.4%). The representation of women among this group decreased from 28.9% to 25.8% (compared to representation in the tenure system of 23.8%) during 1996-97 with the net loss of eight women, bringing the total number of women to 75, a decrease of 9.6%. The percentage of minority academic managers increased from 11.5% to 12.7% (compared to representation in the tenure system of 12.9%), an increase of four (37).

Executive Management position titles are approved by the Board of Trustees and include senior administrators such as President, Vice President/Provost, General Counsel, Secretary of the Board, etc., and specifically designated director and other administrative titles. Currently there are 95 Executive Management positions, of which twenty three are vacant or filled on an acting basis.

There are 69 individuals appointed in Executive Management positions as of October 1, 1997. Of these, sixteen (23.2%) are non-minority women and ten (14.5%) are minorities. Of the three minority women, one (1.4%) is Black, one (1.4%) is Hispanic, and one (1.4%) is American Indian/Alaskan Native; of the seven minority men, five (7.2%) are Black, one (1.4%) is Asian/Pacific Islander, and one (1.4%) is Hispanic. The total number of members of protected classes increased by two, for a total of 26; the proportion increased from 36.4% in October 1996 to 37.7% in October 1997. There were seven new Executive Management appointments during 1996-97, including three non-minority women and four non-minority men. Thus, 42.9% of the new executive management appointments are 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 1996-97:

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 1997 New Faculty Orientation program included a faculty panel discussion on "Making an Impact as a Scholar at Michigan State University," including an emphasis on diversity within community.

The MULTI Program series for Department Chairpersons and School Directors included sessions that dealt with shared responsibilities for managing change and improving quality and discussion of issues of policy and practice relating to tenure, including a session on faculty performance reviews. Four Workshops for New Academic Administrators provided a broad overview of various administrative areas and legal requirements.

Recruitment and Retention

During the 1996-97 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, increased by 100 individuals, from 3,984 to 4,084. With the net gain of 76 women during 1996-97, women comprise 34.4% of all academic personnel, increasing slightly from 33.3% in 1995-96. The number of women increased from 1,328 to 1,404, or by 5.7%. With the net gain of twenty three minorities during 1996-97, minorities now represent 15.3% of the total academic personnel system, increasing slightly in proportion from 15.1% and increasing in number to 625, or by 3.8%. The number of Blacks in the academic personnel workforce increased from 197 to 201, which is 4.9% of the current total workforce; Asian/Pacific Islanders increased from 308 to 324, which is 7.9% of the total; Hispanics increased from 75 to 80, which is 2.0% of the total; American Indians/Alaskan Natives decreased from 22 to 20, 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 1,815 in Fall 1997, 44.4% of the total faculty and academic staff, increasing from 43.3% in 1995-96. Thus, there was an overall increase in the size of the academic personnel workforce and in the proportion of women and minorities.

During 1996-97 the tenure system decreased by a net of thirty four individuals, from 2,022 to 1,988. The proportion of women in the tenure system increased to 23.8%; the net loss of two women brought the total number of women to 474, a decrease of 0.4%. The percentage of minorities in the tenure system increased from 12.5% to 12.9%; the number of minorities increased by a net of four, to a total of 257, an increase of 1.6%. Blacks decreased from 91 to 89, or 4.5% of the tenure system; Asian/Pacific Islanders increased from 122 to 126, or 6.3% of the total; Hispanics increased from 33 to 34, or 1.7% of the total; American Indians/Alaskan Natives increased from 7 to 8, or 0.4% of the total. On a non-duplicate basis, 661 individuals,

or 33.2% of the tenure system faculty, are members of protected groups; this is a small increase from 32.5% in 1995-96.

The proportion of women in the tenure system at the various ranks changed from October 1996 to October 1997 as follows: assistant professor, decreased from 39.1% to 38.8%; associate professor, increased from 31.5% to 32.7%; full professor, decreased from 16.6% to 16.4%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, decreased from 23.7% to 23.4%; associate professor, remained at 14.2%; full professor, increased from 9.2% to 9.9%.

During 1996-97, there were 72 new individuals appointed in the tenure system, including sixteen minorities (22.2%) and twenty four women (33.3%). On a non-duplicate basis, thirty five individuals, or 48.6%, of the total appointments in the tenure system were members of protected groups. This reflects an increase from 43.7% in 1995-96.

The Office of Affirmative Action, Compliance and Monitoring and the Office of the Assistant Provost and Assistant Vice President for Academic Human Resources jointly sponsored a Continuous Quality Improvement process review of the academic hiring procedures. With input from unit administrators and faculty groups, a number of changes were recommended and have been implemented. The major changes include search committee composition, including designation of an affirmative action advocate; increased accountability of deans and separately reporting directors to advance diversity; and, central review of the final candidate list.

Of the colleges with opportunities to hire, the Colleges of Engineering, Human Medicine, James Madison, Nursing and Social Science were successful in appointing women in the tenure system at or above average availability during 1996-97. Average availability is the average of availability data for individual departments/schools in each college for the 1997-2000 goal-setting period. It should be noted that such data are a rough approximation for actual availability information, which is determined individually for each department or school.

The Colleges of Agriculture and Natural Resources, Arts and Letters, Communication Arts and Sciences, Education and Natural Science appointed women at a rate below average availability during 1996-97. The Colleges of Business and Veterinary Medicine did not appoint any women in the tenure system during 1996-97.

Similarly, the Colleges of Arts and Letters, Education, Engineering, Human Medicine and Natural Science appointed minorities in the tenure system during 1996-97 at or above average availability. The Colleges of Agriculture and Natural Resources and Social Science appointed minorities at a rate below average availability during this period. The Colleges of Business, Communication Arts and Sciences, James Madison, Nursing, and Veterinary Medicine did not appoint any minorities in the tenure system during 1996-97.

Worthy of note is that the Colleges of Engineering and Human Medicine appointed **both** women and minorities at or above average availability. There were no tenure system appointments in the Colleges of Human Ecology and Osteopathic Medicine during 1996-97.

The academic personnel system includes 93 self-identified **handicappers**, including 58 tenure system faculty, seventeen continuing staff, twelve 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 continue to be permitted in units in which women and minorities are underrepresented in the tenure system. During the 1996-97 affirmative action plan year, waivers of the normal hiring procedures

were used in fifteen of the 72 (20.8% compared to 16.9% in 1995-96) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in eight cases, for a spousal appointment in five cases and in two unique situations.

2. Visiting Minority Faculty Program

Fifteen individuals were supported with funds from this program during 1996-97, including four Black women, ten Black men, and one Hispanic woman. Additionally, funding was provided to support activities sponsored by the Plant Research Laboratory, 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 is specifically directed to the Natural Sciences and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized fields. The sixteen participants during 1996-97 included four Black women, two Black men, three Hispanic women, four Hispanic men, one Asian/Pacific Islander woman and two Asian/ Pacific Islander men.

4. Minority Expert Resources Data Base

MSU continues to participate in a consortium of universities that are collaborating on the development of a data base that will provide consortium members and other academic institutions and organizations with background data on minority faculty, 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 database to include all minority groups, not just Hispanics as it was originally established. However, the database 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 are offset by a higher rate of resignation for women and minorities than for majority men.

1. Exit Interview Program

During 1996-97, 31 tenure system faculty members resigned from Michigan State University, including twelve women (38.7%, compared to a general representation in the tenure system of 23.8%) and eight minorities (25.8%, compared to a general representation in the tenure system of 12.9%).

Thirteen (39.4%) of 33 exit questionnaires were returned; the rate of return from non-minority women was 70.0% (seven out of ten), and the rate of return for minorities was 33.3% (three out of nine). The 33 exit questionnaires included two tenure system faculty members who resigned and were subsequently appointed in the academic personnel system on a fixed term basis.

Overall, the general category of institutional/social was ranked as most important in the decision both to leave MSU and accept a new position. The specific factor most frequently cited within this general category is collegial relations among faculty. The second most important general category in the decision to leave MSU and accept a new position is compensation/personnel opportunities/policies. The specific

factors cited most frequently within this general category are future income potential and promotion possibilities. Factors within the general category of facilities and services were ranked lowest in terms of considerations in the decision to leave MSU and accept a new position. The pattern of responses from minorities and women was broadly the same as for the total group.

Instruction, Research, Outreach

Initiatives mentioned here are representative of a large number and variety of projects to advance diversity and pluralism in MSU's colleges, departments and schools. These programs are reviewed annually by the Office of the Provost and members of the college have the opportunity to discuss progress, challenges and opportunities that are undertaken.

Jointly with the Department of Sociology, James Madison College and its Social Relations field participate in the American Sociological Association's Minority Opportunity and School Transformation (MOST) program, aimed at preparing minority students for professional success and strengthening institutional programming at MSU. The college supports a student participant each summer in the American Sociological Association's national minority opportunity program at a host university site.

The MSU Library budgeted a substantial amount of its annual allocation to enhance its diversity material and to build and sustain the current collection. The Chronicles of the African American Experience, a CD ROM digitized collection of 19th century newspapers, was added to the collection. Also, in conjunction with the Accommodation Technology Committee, the Library purchased equipment, a multi-media PC system, an Optical Character Recognition (OCR) reading machine, and a phonic ear amplification system, for the Handicapper Access Center in the Library.

In the College of Arts and Letters, the Women's Studies Program concluded a three year pilot for Women's Studies 204 Introduction to Lesbian, Bi, Gay Studies. The pilot allowed the course to be developed, attract students and establish effective methods, syllabi, and reading lists.

The African Literature Association's 1997 Conference brought established scholars and graduate students from around the world to MSU for an annual event that focused on African Film. In addition, arrangements were made to bring the world-renowned Ki-Yi M'bock African Dance Troupe to MSU. Another activity in the college included the Kresge Art Museum exhibits of the Prints of Jacob Lawrence, an African American artist. The exhibit was part of "What Is An American: Changing Faces of Identities in AMERICAN Life."

The College of Osteopathic Medicine established a course on "Issues in Minority Health," which examined the social, economic and environmental issues of health and illness affecting various minority populations. It offered students an opportunity to investigate the discrepancies in mortality and morbidity rates between racial, cultural and ethnic populations in Michigan and the US. Students investigated viable strategies for providing improved health promotion, disease prevention and culturally sensitive options for improving access to health care services.

The College of Communication Arts and Sciences invited several visiting minority faculty and presenters to conduct multicultural workshops and to engage in collaborative research with faculty and students. Among them was Dr. Patricia Sias, a faculty member from Washington State University. The Department of Telecommunication was involved in the Blue Ribbon Committee on Education led by Lansing Mayor David Hollister and co-chaired by President McPherson and Abel Sykes, President of Lansing Community College (LCC). The department assisted in bringing information systems to low income neighborhoods and developed approaches on the use of information technologies as part of the curriculum.

Climate

In order to address the specific needs of Hispanic business students in the **Eli Broad College of Business**, the Native American Hispanic Business Students (NAHBS) Association of MSU and the Multicultural Business Programs sponsored an area for which university students from the Midwest region would come together to create a strong network and advance their professional goals. They established goals of improving communication and networking among Hispanic students, sharing resources which can enhance their professional growth, increasing recruitment and retention of Hispanic business students and providing opportunities for Hispanic business organizations to share their values and goals.

The **College of Osteopathic Medicine** also established a college-level diversity award, which was given to Kathie Schafer and William Anderson.

The **College of Veterinary Medicine** held an inaugural event in its Leadership Series with a forum for women leaders in the profession which addressed issues relative to the increased demographic shift in numbers of women entering the profession, personal and professional observations and challenges, and the importance of women assuming leadership roles in the profession. Dr. Joan Arnoldi, Deputy Administrator, USDA/APHIS/VS, Dr. Shirley Johnston, Chairperson, Department of Veterinary Clinical Sciences at Washington State University, and Dr. Mary Beth Leininger, Past President, AVMA, were panelists. The day's events also included interactions with various constituencies and concluded with the Dean's annual dinner for women faculty, which is an opportunity for conversation and networking.

The **Women's Resource Center** hosted its first retreat which provided an opportunity for all volunteers who advise the Center to evaluate services and resources and plan for future programming. The Center continued the "Women Matter" Celebration Lunch and paid tribute to women who often go unacknowledged and also celebrated those women faculty and staff who had been recognized for outstanding contributions made in teaching, research, service, furnishing support and infrastructure for the university, and fostering diversity within this community. To that end all women receiving 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 Jack Breslin Distinguished Staff Award, the Faculty and Professional Women's Association Outstanding University Women Faculty and Women Professional Awards, and the FPWA Outstanding University Graduate Women Awards were honored, a total of 21 women. In addition, a special salute was paid to the accomplishment of Title IX compliance with remarks by Kathy Lindahl, the Associate Athletic Director.

In addition to the well established programs coordinated by the Center, the first political candidate debate with the Lansing League of Voters was held, and a Hispanic Working Women Network was established. The Center also collaborated with the Minority Women's Health Conference, co-sponsored the Year of Women's Health, and hosted "Cup of Java Coffeehouse," a cultural activity organized by the Lesbian-Bi-Transgendered Advisory Group to the Center. In all, the Center sponsored or co-sponsored over 65 programs with attendance exceeding 1,400 persons.

III. SUPPORT HUMAN RESOURCES

Leadership

The MSU Leadership Initiative, established by President McPherson, continues as a program to develop a diverse set of new faculty and staff leaders across all levels of the organization. Leadership Fellows participate in a combination of unit projects, mentoring experiences, and central programs designed to broaden perspectives. The first group of Leadership Fellows completed their fellowship year in May 1997. Their feedback indicates that mentoring and projects were deciding factors in the program's success, and they learned a great deal about how to get things done from various leaders on campus. There are twenty-two leadership fellows in the 1997-98 program, consisting of eight minorities and sixteen women. The program will continue to be reviewed to ensure that it is meeting its objectives.

On September 12, 1997, the MSU Board of Trustees passed a resolution providing benefit eligibility for same sex domestic partners and their dependents. This action was very significant for members of MSU's lesbian/gay/bisexual community because it responded to long term requests for equity in this policy area. The lesbian/gay/bisexual community was also pleased about the constructive manner in which the decision was approached this year. One staff member described the positive impact of the Board resolution by saying, "It values lesbian/gay/bisexual faculty and staff and their families as fully participating members of the MSU community. It sets the stage for an equitable, supportive environment."

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 wide range of improvement initiatives were identified and have now been implemented. The initiatives include creation of a web-based reference guide on applicable procedures and unit utilization statistics, consolidated procedures to eliminate redundant paperwork/steps, and tools to assist with effective interviewing and documenting hiring decisions. Making these resources directly available to hiring units allows them to better understand their affirmative action status and how to achieve desired results.

Recruitment and Retention

The **Office of Affirmative Action, Compliance and Monitoring and Human Resources** invited a group of hiring units to meet and discuss recruiting for computer-related positions, an area of long-term underutilization. This group shared strategies and successful techniques and continues to explore collaborative recruitment methods. Affirmative efforts in this area have shown results as the largest computer professional job group is near full utilization for women, and has reduced underutilization of minorities. This is a dramatic change from prior years. Fifty-seven vacancies were filled in the computer professional job group, 19 (33.3% of vacancies) with women and 9 (15.8%) with minorities.

The recruitment and retention of staff is assisted by the benefit package, which includes the **Child and Family Care Resources (CFCR)** services helping families balance their responsibilities at work and home. Women tend to be the primary caregivers of dependent children and elders. The Referral Program assists staff in obtaining licensed care for dependents. The Sick-Child Care program provides employees with in-home health care when they need to work and their children are mildly ill. All of the CFCR programs contribute to the recruitment and retention of employees who care for dependent family members.

During the 1996-97 affirmative action year, the support staff work force increased by 85 employees (1.6%) from 5,310 to 5,395. Women increased by 62 from 3,560 to 3,622 employees (67.0% to 67.1% of the work force) and minorities increased by 3 employees from 757 to 760 (14.3% to 14.1%). The number of minority

women decreased by 2 from 535 to 533 (10.1% to 9.9%) and minority men increased by 5 from 222 to 227 (remaining at 4.2%).

The number of **minority officials and managers** decreased by 1 from 62 to 61 (9.1% to 8.8% of the category). Professional minority employees decreased by 7 from 163 to 156 (11.9% to 11.2%); clerical minorities decreased by 3 from 216 to 213 (13.8% to 13.5%); technical minorities increased by 4 from 44 to 48 (11.3% to 11.9%). Service and maintenance minorities increased by 8 from 249 to 257 (24.0% to 24.2%) and skilled trades minorities increased by 2 employees from 23 to 25 (8.9% to 9.4%).

Of the total workforce, Black representation decreased by 5 employees from 401 to 396 (7.6% to 7.3% of the work force). Asian Pacific Islander employees decreased by 2 from 92 to 90 (remaining at 1.7%). Hispanic representation was the only minority group that made progress with 12 more employees from 221 to 233 (4.2% to 4.3%). The number of American Indian/Alaskan Natives decreased by 2 from 43 to 41 employees (remaining at 0.8%).

The number of **women officials and managers** increased by 7 from 405 to 412 (59.1% to 59.5% of the category). Women in the professional category continue to grow with an increase of 24 employees from 786 to 810 (57.2% to 58.2%). The number of women in clerical positions increased by 4 from 1,512 to 1,516 (96.6% to 96.3%); women in technical positions increased by 21 from 269 to 290 (69.3% to 71.6%). The service and maintenance category increased by 6 women from 557 to 563 (53.6% to 52.9%) and skilled trades remained the same with 31 (12.0% to 11.6%) women.

The number of **minority women** in the officials and managers category did not change, remaining at 45 employees (6.6% to 6.5% of the category). Professional minority women decreased by 4 from 92 to 88 (6.7% to 6.3%) and clerical minority women decreased by 3 from 204 to 201 (13.0% to 12.8%). Minority women in the technical category increased by 5 employees from 29 to 34 (7.5% to 8.4%). Service and maintenance minority women decreased by 1 employee from 163 to 162 (15.7% to 15.2%) and skilled trades increased by 1 minority woman from 2 to 3 (0.8% to 1.1%).

Self-identified handicapper employees decreased by 5 from 124 to 119 (2.3% to 2.2% of the work force). The number of handicappers in the officials and managers category remained the same at 13 (1.9% of category) and handicappers in the professional category remained at 24 (1.7%). Handicappers in the clerical category decreased by 1 from 36 to 35 (2.3% to 2.2%) and the technical category decreased by 2 handicappers from 7 to 5 (1.8% to 1.2%). In the category of service and maintenance handicappers decreased by 1 from 38 to 37 (3.7% to 3.5%) and the skilled trades category decreased by 1 handicapper from 6 to 5 (2.3% to 1.9%). **Vietnam era veteran** employees decreased by 9 from 168 to 159 (3.2% to 2.9% of work force).

Comparing 1995-96 and 1996-97, the number of **regular new hires** significantly increased by 98 (23.6%) employees from 415 to 513. Regular new hire women increased by 45 from 292 to 337 (70.4% to 65.7% of the hires) employees. Minority regular new hires increased by 16 from 87 to 103 (21.0% to 20.1%) and minority women increased by 7 employees from 60 to 67 (14.5% to 13.1%). Of the hires, Blacks accounted for 56 (10.9%), Asian Pacific Islanders for 16 (3.1%), Hispanics for 29 (5.7%) and American Indian/Alaskan Natives for 2 (0.4%) hires.

The number of **promotions** increased by 53 (11.5%) from 461 to 514. Women received 350 (68.1% of promotions), minorities received 73 (14.2%) promotions and 50 (9.7%) minority women were promoted. The percent of women, minorities, and minority women promotions remain consistent with their representation in the work force of 67.1%, 14.1%, and 9.9%, respectively. Of the promotions, Blacks accounted for 39 (7.6%), Asian Pacific Islanders for 10 (1.9%), Hispanics for 21 (4.1%) and American Indian/Alaskan Natives received 3 (0.6%) promotions.

Of the 279 support staff employees who left the University for reasons other than retirement, 185 (66.3% of the separations) were women. Minority separations continue to exceed their representation in the work force with 61 (21.9%) separations. "Other employment," "leaving the area" and "voluntary quit" were still the reasons most often given on separation documents for women and minorities leaving MSU. For women there were 56 (30.3%) "other employment," 41 (22.2%) "leaving the area" and 34 (18.4%) "voluntary quit." For minorities there were 23 (37.7%) "other employment," 8 (13.1%) "leaving the area" and 9 (14.8%) "voluntary quit."

Turnover data for support staff was reviewed in greater detail in the past year. Dialogue has begun with units reflecting unusual rates. Additional follow-up actions to determine root causes and any needed change in strategies will occur. The use of exit questionnaire data will be reconsidered in the coming year so it can be more available as a feedback mechanism for units.

Annual hiring goals are set based on underutilization and anticipated hiring opportunities. When there are no projected opportunities, the annual goal will be zero. If a vacancy occurs, a goal is set. In 1996-97 annual hiring goals were established in 32 (42.7%) of the 75 job groups. Annual hiring goals were met or exceeded in 20 job groups.★

Eighty-two annual hiring goals were established for women at the beginning of the year and were exceeded by accomplishing 85 (102.4%). The officials and managers job groups set 6 annual goals and 10 were (166.7%) accomplished. Professional job groups achieved 37 of the 38 (97.4%) annual goals. Clerical job groups were fully utilized for women and technical job groups had 9 annual goals and accomplished 12 (133.3%). The service and maintenance job groups achieved 23 of the 28 (82.1%) annual goals established. One annual goal in skilled trades was exceeded with 3 (300.0%) goals accomplished.

Accomplishing 48 (141.2%) annual hiring goals for minorities exceeded the 34 annual goals that were established at the beginning of the year. The officials and managers job groups had 3 annual goals established and accomplished 4 (133.3%). The professional job groups had 14 annual goals and accomplished 17 (121.4%). Three annual goals in clerical job groups were exceeded with 8 (266.7%) accomplished. Technical job groups had 8 annual goals and accomplished 15 (187.5%). Service and maintenance job groups achieved 3 (60.0%) of the 5 annual goals set. Skilled trades achieved the 1 (100.0%) annual goal established.

Some noticeable areas of underutilization remain as shown in the following table.★ While significant progress has been made in some problem areas, the high level Administrative-Professional job groups continue to need further diversity. In fact, these job groups experienced a decrease in minority representation this year.

<u>Occupation Area</u>	<u>Job Groups</u>	# Underutilized by		Annual Goal	
		<u>Women</u>	<u>Minorities</u>	<u>Women</u>	<u>Minorities</u>
Business Managers	A1B3		4		1
Business Directors and Managers	A1B4	6	2	1	0
Farm Managers	A1E5	8	4	1	1
Science Professional/Technical	A2E3		9		2
Computer Programmer/Analyst	A2J2	2	9	2	3
Clerical, levels 9-10	C3A3		6		2
Audio. and Electronics Technician	C4I1	6	1	1	0
Agricultural and Animal Care	1602		7		1
Agricultural Equipment And Driver	1612	6		0	
Custodial and Laundry	1652	12		7	

★More details are available upon request from Human Resources.

Staff Development

In addition to the diversity training described in the Climate section, MSU continues to offer numerous courses to assist units in improving their effectiveness. Continuous Quality Improvement (CQI) programming addresses communication, conflict resolution, team building, customer service and alternative methods of solving work problems at their foundation. These concepts are very relevant to the "Make People Matter" principle and to successfully managing diversity. The Human Resource Development unit has begun development of a comprehensive Supervisory Development Program to also advance these principles.

Climate

The Multicultural Development Coordinator continues to conduct a variety of educational programs aimed at enhancing awareness and understanding of diversity issues. One of the most successful has been the "Color of Fear," which explores the impact of racism. Additionally, the Diversity Trainers certified last year have begun conducting programs in various units. These proactive events strengthen diverse work teams to better achieve unit missions. In some cases units have requested special assistance to deal with sensitive diversity and human resource issues. A range of resources including the Multicultural Coordinators, the Employee Assistance Program Coordinator, Human Resource Development, and Compensation consulting have been used to help identify issues and develop action plans to address them.

The Child and Family Care Resources (CFCR) service continues to help the university be more accessible and supportive of individuals as they balance work and family responsibilities. The newest CFCR service, the Emergency Well Child Care Evening Program, is now available for employees when their regular night time child care provider is unavailable. This is particularly helpful to support staff working on the second or third shift.

Special Unit Activities

Support staff units are engaged in a wide range of diversity related activities. The activities continue efforts to foster a campus environment where employees are respected, valued and their talents and skills fully utilized.

Activities are reported in three areas: 1) leadership, 2) recruitment, retention and staff development, and 3) climate.

Units reporting to the Vice President for Finance and Operations submitted extensive reports of their activities in the above mentioned areas of diversity. The reports are extensive and it is impossible to list all activities submitted by the units. Below are some of the highlights of the year's events.

Leadership

- The Department of Police & Public Safety (DPPS) hosted the Big Ten Law Enforcement Conference, which had among its topics a discussion of diversity and race relations.
- One Black female from DPPS is a member of the Minority Advisory Council to the President and the Chief/Director of DPPS continues on the Presidents Diversity Issues Group.

- In Physical Plant, a successful Custodial Services Training Program was extended to line custodians, who received training in interpersonal skills as well as information on workplace violence, sexual harassment, diversity and customer service. Several members of the Division's management team attended the "Color of Fear" workshop on the impact of racism.
- In University Services, the operational mission of the Breslin Center focuses on diversity of programming. The management office, in association with the East Lansing Entertainment and Public Facilities Authority and Club Sanchez, a Latino organization, jointly produced the Fiesta Del Verano at Oldsmobile Park. This one-day event brought together the Latino community within Mid-Michigan. It was partly financed by the Breslin Center, whose financial and promotional support was vital to its success. The experience was gratifying and continued involvement in the future is planned.
- Breslin Center management continues to make expansion of diverse programming a priority, especially for the Black community. Much of the minority-based national programming occurs at only primary and major markets; the top 50 population bases in the United States. Promoters do not favor the secondary markets such as Lansing, making it difficult to attract these events.
- A woman in Human Resources was promoted to the executive management level as Director of Benefits.
- Human Resources members serve as ongoing liaisons on the following committees:
 - President's Handicapper Advisory Committee
 - President's Diversity Issues Group
 - Women's Advisory Committee to the Vice President for Finance and Operations
 - Vice Presidents Diversity Advisory Group
 - Minority Advisory Council to the President
 - Gay and Lesbian Faculty and Staff Association
- Coordinator of the Food Services Office incorporated elements of team building and issues of diversity of staff in Round-Table Workshops with cooks and food service workers.
- Housing and Food Services had three women participants in the Leadership Initiative Program.

Recruitment, Retention and Staff Development

- University Stores, Recycling, the Tennis Facility, and the Breslin Center effectively recruited a diverse group of student employees to reflect the population they serve. All employees in the division attended a diversity workshop introducing concepts of managing diversity and the impact of changing population demographics. The workshops were prepared and presented by the division's multicultural education facilitator.
- In the Controller's Office, all staff participated in a seminar entitled, "Understanding Behavioral Styles" and another on "The Business Case for Managing Diversity." A workshop on cross-cultural issues is being planned for 1997-98.
- Three women in Physical Plant entered the Trades Helper Development Program during the year, emphasizing the continued success of the program. One woman completed her training, moving to "journey" status.

- Human Resources conducted a unit-wide survey on preferred learning styles. This will help staff to work more effectively with persons of diverse styles.
- All Wonders Hall full-time employees participated in the following seminars and training programs:
 Stress Management & Employee Assistance Program Orientation
 Communication and Conflict Resolution
- In Food Stores, two Hispanic women attended a two-day Latino Leadership Institute workshop.
- Kellogg Center participated in the 1997 MSU Career Services and Placement Minority Career Fair to enhance and increase recruiting efforts of minority students at the center.
- Twenty-three full-time employees from the MSU Union participated in a one-day workshop to bring about improved teamwork and communication among all staff. Full-time staff also participated in a one day Diversity Awareness Workshop. Eight of the full-time employees participated in the "Rapid Process" training to promote better communication and team building between the Scheduling/Sales Department and ARAMARK, (privately contracted food services company).
- Housing and Food Services Personnel Administration had 295 women and 76 minority staff members attend over 100 different training programs to assist them in their work performance and career development.

Climate

- The Division of Campus Park and Planning has developed construction details that unobtrusively integrate the needs of handicappers. The Division continues to build parking lots with well-designed accessible parking spaces. With the installation of additional spaces and the construction of heated travel paths for parking spaces to building entrances, handicapper parking has greatly improved.
- Also a policy has been developed and instituted by the Division, which requires construction of pathramps and grade level entrances where pavement and/or utility repairs occurred, resulting in the construction of many new pathramps.
- Staff continues to review all proposed projects, including new buildings, to insure that site designs meet or exceed State and Federal American Disabilities Act (ADA) standards.
- Certified diversity facilitators presented a daylong "Diversity Awareness" workshop for the Land Management Office farm managers.
- The Women's Resource Center presented a seminar on sexual harassment at the Clarksville Horticulture Research Station. This seminar was attended by all employees of the station as well as the Land Management Office Director and Administrative Assistant.
- Human Resources continues all-staff diversity meetings. Topics have included the impact of being different, diversity tension in the workplace, and the impact of socio/economic issues on behavior.
- Human Resources conducted the policy analysis on domestic partner benefits, and implemented the Board resolution. This required collaboration with the lesbian/gay/bisexual community to communicate issues related to the change.

- Physical Plant refurbished the transit bus fleet to be handicapper-accessible and comply with ADA requirements.
- Telecommunications Systems added software to the voice-mail system allowing teletype writer (TTY) access for those with hearing characteristics.
- Physical Plant's Business and Personnel Office expanded its business hours which permits flexibility for family-friendly schedule adjustments, allowing staff to arrive early or late, and leave correspondingly early or late, including shortened or lengthened lunch hours.
- Physical Plant performed alterations on nine buildings to enhance handicapper accessibility.
- A DPSS supervisor serves as a liaison with the Alliance of Lesbian/Gay/Bisexual Transgendered students.
- The Athletic Department sponsored two staff retreats addressing the promotion of diversity, pluralism and implementing affirmative action and non-discriminatory policies. The department also held four diversity training workshops. Issues included managing diversity, the difference between affirmative action and diversity, sexual orientation and demographic trends.
- University Stores has purchased a power cart for an employee with advanced arthritis.

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 our outstanding activities for the 1996-1997 fiscal year.

Leadership, Recruitment, and Retention

With continuous support of the university administration and the Board of Trustees, Michigan State University's Supplier Diversity 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 do business with the University.

The **Purchasing Department** continues 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 Chambers of Commerce continued the effort to recruit new businesses and help them develop a business relationship with Michigan State University. Major objectives of the 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 supplier base.

These goals were accomplished through the following:

1. First Annual Round Table Discussion was conducted during Minority Business Month (October) with minority and majority companies to discuss ways the two could network with each other, and understand each other's business.
2. Nine minority companies made presentations to the combined group of people from Purchasing and the campus community.
3. Participated in Minority Trade Shows and Buyers/Suppliers luncheons in Detroit, Lansing and Grand Rapids.
4. Attended the 1997 National Minority conference in New York in an effort to create a better supplier diversity program.
5. 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.
6. Advertising construction bids in minority journals and other related publications.
7. Michigan Minority Business Development Council conducted training the purchasing agents in the area of business diversity, and how to work with small and minority-owned businesses.
8. 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.
9. Increased the number of Minority Business Enterprises MSU partners from 190 in 1996 to 289 in 1997.

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

Fiscal Year	Total ¹	Women ²	Minority ³	Total ⁴	%
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%
1996-1997	\$225,000,000	\$ 6,721,389	\$6,948,571	\$13,669,960	6.08%

¹Total expenditures for supplies, material, and small construction projects.

²Total expenditures with women-owned businesses.

³Total expenditures with minority-owned businesses (Asian Pacific Islander, Hispanic, Black, American Indian/Alaskan Native.)

⁴Total expenditures for all minority groups.

Instruction, Research and Outreach

MSU's Purchasing Department and its agents expanded the University's minority outreach efforts through participation in national and regional professional organizations. These organizations included: The National

Association of Educational Buyers (NAEB), 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. She is also the chairperson of Training and Development for small and minority businesses. One purchasing agent was the president of the regional Purchasing Management Association (PMA), another purchasing agent is 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.

Recruitment/Retention and Staff Development

1. Diversity training: The Purchasing Department participated in the first session of Cultural Diversity Training and the second session is under planning.
2. Promotion: Promoted two minority employees, one to a team leader and one to a senior level purchasing agent/team leader.
3. Training of Purchasing Agents in the area of cultural diversity and how to work with small and minority-owned businesses. Challenging each Purchasing Agent as part of their performance evaluation to increase their minority vendor participation, developing new contacts with minority businesses, and retain current minority vendors.
4. Encouraging several minority vendors to establish joint venture and strategic alliances. Example: the director of Purchasing invited two minority suppliers, Solution System and JT Technology, who did not know each other, introduced them to several of the buying groups at MSU, spent a lunch time with them; talked about the advantages and the power of joint venture and strategic alliances to strengthen their company profiles and the opportunity to work together. The remainder of the day they visited with buyers and users on campus.
5. Participated with six of our Purchasing Agents in the Michigan Minority Business Development annual trade show this year. This allows for the opportunity to create new contact with minority suppliers.

Awards

MSU's Purchasing Department received the Educational Sector Corporate of the Year Award by the MMBDC for the second time in four years. MSU is the only educational institution to have received this award twice. This award goes to the corporation whose winning team has gone the "extra mile" in its efforts toward assisting and promoting minority business development. In addition to that, a Purchasing agent was nominated as Corporate Buyer of the Year, and the Purchasing Manager was nominated for Corporate Minority Business Advocate of the Year. These two nominations are for the persons who best symbolize through their actions

the spirit and intention of minority economic development. These nominations and selections are conducted by the minority membership of the MMBDC.

Commitment to MBE Mentor Programs

The Purchasing Department at MSU continues to be actively involved in promoting and developing a strong partnership and relationship with minority- and women-owned businesses. A strong involvement with MMBDC, as a Board Member and Chairperson of the Training and Technology-Development committee, plus serving on the Annual Minority Procurement conference planning committee in addition to the Hispanic Chamber of Commerce as a board member provides the opportunity to strengthen our relationship with the MBE's on an on-going basis. The type of mentoring program MSU is involved with includes, but is not limited to:

1. Maintain regular meeting with the vendors.
2. Become and remain interested in the development and growth of their organization.
3. Provide encouragement when needed and act as a liaison with departments to assure relationship.
4. Act as a resource for the MBE's providing them with information about the users, about MSU, about a particular project, and referring them to other resources when appropriate.
5. Continue to make the relationship mutually beneficial, i.e. learn from them as they learn from us.

IV. STUDENTS

Academic Support Services and Multicultural Issues

Leadership

Staff in Academic Support Services and Multicultural Issues continue to demonstrate a firm commitment to affirmative action and diversity by patterns of hiring and training of staff and student employees. This staff numbers 205, including 104 student assistants and 22 graduate assistants. Of the 79 non-student staff, 73% are female, 33% Black, 9% Hispanic, 3.5% Native American, and 6% Asian Pacific Islander. Among the student staff, 70% of student assistants and 45% of graduate assistants are racial and ethnic minorities and more than half are female.

Staff in Academic Support Services units are involved as participants, presenters and leaders in a variety of professional activities which focus on issues of diversity. Examples of these groups are: Mid-America Equal Opportunity Programs, Higher Educational National Conference on Race and Ethnicity, the Lansing School District Mentoring Program, Hispanic Symposium, Michigan Disability Rights Coalition, Learning Disabilities Association, Michigan Association of Higher Education and Disability, American Council of the Blind, Minority Advisory Committee to the President, MSU racial/ethnic faculty-staff groups, National Association of Women in Education, TRIO, Michigan Festival Native American Heritage Pow-Wow Committee and the American Friends Service Committee.

The Office of Programs for Handicapper Students staff represent disability concerns on numerous committees across the campus (e.g. President's Handicapper Advisory Committee, All-University Excellence in Diversity Committee), and have provided special presentations in a number of classes in Counseling, Educational Psychology and Special Education (CEP), Electrical Engineering (EE), Park, Recreation and Tourism Resources (PRR) and Social Work (SW). Staff have also made off campus presentations on disability issues, for example: Kellogg Eye Center Annual Retinal and Macular Degeneration Conference, Michigan Jobs Commission Rehabilitation Services Counselors, and the Michigan Department of Education Interpreter Training Workshop Series.

Recruitment and Retention

Freshmen

The 1997 admission year saw the second-largest freshman applicant pool in the history of Michigan State University. Virtually all categories of minority students participated in that strong year. Specifically, all minority categories grew in terms of application volume with the exception of Hispanic, which was down only modestly. All categories, including Hispanic, were ahead in offers of admission and all minority categories enrolled an increased number of students with the exception of Asian Pacific Islander, which was down by 10% after years of steady growth.

Transfer

Transfer applications among minority students were down with the exception of American Indian/Alaskan Native and Asian Pacific Islander as were offers of admission. In spite of those trends, both of those categories ended up with larger enrollments. There was a modest decline in Black transfer student enrollment and a more significant decline among Hispanic transfer students.

Graduate

Graduate applications declined for the third straight years, but most minority categories showed growth. In spite of that, offers of admission in several minority categories declined as did ultimate enrollment.

Recruitment and Retention

Total student enrollment (Table I) increased about 2.6% to 42,603 on the East Lansing campus of Michigan State University for Fall semester 1997 from the 41,545 students enrolled during Fall semester 1996. The university's total affirmative action enrollment (which does not count nonresident alien students) increased 2.3% for Fall semester 1997 from 38,881 to 39,780 students. **Undergraduate enrollment** increased 2.8% from 31,451 to 32,331 and **graduate student enrollment** decreased 0.9% from 7,449 to 7430.

Minority student enrollment on campus increased 3.6% from 5,997 to 6,215 (15.4% to 15.6% of the affirmative action total) for Fall 1997. Undergraduate minority enrollment increased 4.6% from 4,760 to 4,980 increasing from 15.1% to 15.4%. At the graduate level, minority enrollment increased slightly (0.2%) from 1,237 to 1,235 (remaining at 16.6%).

Eleven of fourteen colleges at Michigan State University had numeric increases in minority enrollment for Fall 1997. The College of Engineering had the largest numeric increase with 70 more minority students enrolled for a 9.3% increase. The College of Human Ecology had the largest one year percentage increase at 12.0% with 26 more minority students enrolled. The College of Human Medicine at 34.3 % (17.1), the College of Osteopathic Medicine at 25.1 % (13.1), and the College of Engineering at 21.3% (826) had the highest percentages of minority students enrolled.

Black students, the largest minority student group on campus, increased enrollment by 4.4% from 3,198 to 3,340 (8.2% to 8.4%) in Fall 1997. At the graduate level, Black student enrollment decreased numerically from 573 to 558 (7.7% to 7.5%). Black male enrollment remained at 36.6% of the total enrollment of all Black students and decreased from 38.0% to 35.8% 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 2.1% from 1,606 to 1,639 in Fall 1997, remaining at 4.1%. Enrollment of Asian/Pacific Islanders increased at the graduate level from 349 to 357 (4.7% to 4.8%).

The growth trend of **Hispanic students** at Michigan State University continued with a 2.2% enrollment increase from 954 to 975, remaining at 2.5% in Fall 1997. At the graduate level enrollment by Hispanic students increased from 252 to 263 (from 3.4% to 3.5%).

American Indian/Alaskan Native students increased on campus from 239 to 263 (0.6% to 0.7%) in Fall 1997. Enrollment of American Indian/Alaskan Native students decreased at the graduate level from 63 to 57 (decreasing 9.5%).

Women students represented 52.9% of the total student enrollment at Michigan State University in Fall 1997 with an increase from 21,875 to 22,555. Women graduate students increased from 4,927 to 5,002 (53.4% to 53.8%). Minority women undergraduate students increased from 3,445 to 3,582 (15.9%). Minority women graduate students increased slightly from 690 to 697 (9.3% to 9.4%). Of the fourteen colleges, three had women student enrollments of less than 40%, one had women student enrollments of 40% to 50%, and ten had women student enrollments of more than 50%. Ten of the fourteen colleges demonstrated a numerical increase in the number of women enrolled.

TABLE I
STUDENT ADMISSION TRENDS, 1994-95, 1995-96, 1996-97

	APPLICATIONS					ADMISSIONS					ENROLLMENTS				
	1994	1995	1996	1997	% OF CHANGE	1994	1995	1996	1997	% OF CHANGE	1994	1995	1996	1997	% OF CHANGE
FRESHMEN															
Caucasian	14102	14894	15326	15783	2.98%	12276	12604	12976	13300	2.50%	5183	5288	5587	5563	-0.43%
Black	2344	2490	2734	2744	0.37%	1733	1673	1758	1821	3.58%	570	552	593	627	5.73%
Hispanic	573	639	651	633	-2.76%	479	558	543	547	0.74%	125	148	146	160	9.59%
Amer.Indian/Alaskan Nat.	122	102	121	136	12.40%	106	85	105	108	2.86%	48	45	42	45	7.14%
Asian/Pacific Islander	933	979	1075	1103	2.60%	846	854	933	1002	7.40%	266	236	273	263	-3.66%
Other/No Resp./Foreign	126	104	136	137	0.74%	100	79	103	110	6.80%	23	21	37	33	-10.81%
International	463	455	473	615	30.02%	260	258	229	335	46.29%	107	100	98	123	25.51%
TOTAL	18663	19663	20516	21151	3.10%	15800	16111	16647	17223	3.46%	6322	6390	6776	6814	0.56%
TRANSFER STUDENTS															
Caucasian	3924	3699	3679	3622	-1.55%	2204	2343	2286	2294	0.35%	1536	1608	1598	1630	2.00%
Black	304	313	326	304	-6.75%	110	104	121	112	-7.44%	60	66	79	70	-11.39%
Hispanic	137	117	124	112	-9.68%	65	68	75	54	-28.00%	41	45	56	34	-39.29%
Amer.Indian/Alaskan Nat.	60	35	27	32	18.52%	33	19	17	22	29.41%	22	16	10	13	30.00%
Asian/Pacific Islander	160	147	182	190	4.40%	91	72	111	116	4.50%	54	40	66	73	10.61%
Other/No Resp./Foreign	72	50	54	35	-35.19%	30	32	25	21	-16.00%	13	18	11	15	36.36%
International	470	383	471	494	4.88%	202	184	201	214	6.47%	101	96	99	96	-3.03%
TOTAL	5127	4744	4863	4789	-1.52%	2735	2822	2836	2833	-0.11%	1827	1889	1919	1931	0.63%
GRADUATE STUDENTS															
Caucasian	3935	3810	3393	3165	-6.72%	1893	1912	1744	1589	-8.89%	973	946	951	885	-6.94%
Black	330	335	318	326	2.52%	130	151	137	122	-10.95%	71	99	85	77	-9.41%
Hispanic	128	139	134	146	8.96%	65	65	68	70	2.94%	38	35	32	38	18.75%
Amer.Indian/Alaskan Nat.	22	32	26	23	-11.54%	12	15	12	8	-33.33%	8	8	6	4	-33.33%
Asian/Pacific Islander	238	219	236	531	125.00%	102	102	109	113	3.67%	54	39	44	52	18.18%
Other/No Resp./Foreign	114	91	260	85	-67.31%	48	44	200	39	-80.50%	14	20	22	21	-4.55%
international	3939	3768	3791	3758	-0.87%	738	760	705	828	17.45%	328	377	383	384	0.26%
TOTAL	8706	8394	8158	8034	-1.52%	2988	3049	2975	2769	-6.92%	1486	1524	1523	1461	-4.07%

As of Fall 1994, Other/No Response and International are counted separately.

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. Current cohorts (1990-95) are not likely to reach the 70 percent level.

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 1991 entering class at MSU has a six year graduation rate of 66.3 percent. Forty-seven percent of Black students and 54 percent of Hispanic students in the 1991 cohort received degrees within six years. Ten year graduation rates for Black students continue in the 50-55 percent range for the 1980-89 cohorts. There is greater fluctuation from class to class for other minority groups due in part to the relatively small size of some entering classes. Ten year 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.

Instruction, Research and Outreach

All activities of the Undergraduate University Division (UUD), Student Academic Affairs and Learning Resource Center, have as a primary focus the successful retention of undergraduate students. Consistent consulting takes place between staff of the UUD and various academic units, academic support units, and student affairs and services. All events sponsored by UUD are attended by and benefit a wide array of minority students.

Of the student contact made by UUD academic advisers during the Spring semester 1997, 12% were with Black students, 2.5% with Chicano and other Hispanic students, 0.4% with Native American students, 5% with Asian Pacific Islander students and 51% with women students. The Marathon of Majors was sponsored each semester to assist students in choosing appropriate majors.

UUD advising staff continued to participate in the Early Warning System and work with the Academic Progress Reports. Students who were doing poorly were called, given resources, and urged to communicate

directly with their professors and academic advisers. A Forum for Change was conducted for students on academic probation in each residence hall complex. These forums are useful in helping students return to good standing.

Efforts continued in UUD on behalf of American Indian/Alaskan Native students in the form of the Native American Leadership Academy and the Michigan Indian Youth Retreat. A Career Development Grant awarded to UUD, helped establish an Academic and Career Resources Center with general information and information on special programs and opportunities available to minority students and other target populations.

The UUD established a Target Population team to develop academic interventions for minority and international students. Letters were sent to each minority No Preference student introducing the ethnically diverse staff at UUD and urging students to utilize academic advising resources.

UUD held discussions with the College of Natural Science about developing a pilot teaching seminar for "at-risk" high school students in the city of Detroit. In addition, a workshop was conducted on the Teacher Education Basic Skills Test entitled "Reading and Writing for Minority Students."

The Office of Supportive Services (OSS) provided necessary intrusive and comprehensive support for underprepared, low income and first generation students. These students access advising, academic, cultural, educational and social support. OSS provided tutorial services for 760 students, resulting in 10,240 visits and 10,696 hours of service. Of the students who continued with tutoring throughout the semester, 88% passed the course.

OSS continued its collaboration with the Mathematics Department for the Mathematics Enrichment Program. The program assisted students in Math 1825 and 103 and continued to be successful improving the grades of its participants compared to those enrolled in the regular sections of the courses. OSS also designed a pilot non-credit seminar, Student Achieving Math (SAM)) to provide students with increased confidence in math.

Incoming College Achievement Admissions Program (CAAP) students participate in the ORO 500 seminar to provide ongoing study and skill building as well as extended orientation to university procedures and resources. The seminar is instrumental in assisting student adjustment to university life. In Fall '97 OSS implemented a University-wide mentoring program and established the Alpha Beta Chapter of Chi Alpha Epsilon Honor Society for CAAP students who have held a cumulative GPA of 3.0 or better for the past two semesters.

Special summer programs also are designed to increase the success and retention of new students who would be at risk. For the ninth year OSS offered the Summer University Program Excellence Required (SUPER) for selective CAAP freshmen. Modified from prior years, 30 students were selected for an intensive program involving courses and workshops/seminars aimed at improving their chances of success at MSU. The Office of Minority Student Affairs, UUD, and OSS co-sponsored the optional weeklong summer orientation program MAGIC (Maximizing Academic Growth In College) for new students of color. One hundred fifty-five (155) incoming freshmen participated in this program designed to introduce participants to the academic culture and to campus resources.

OSS collaborated with The Graduate School to continue the Summer Research Opportunity Program (SROP) and the Ronald E. McNair Achievement Program, both summer undergraduate research programs aimed at increasing the skills of participants (underrepresented students) so as to increase their chances of attending graduate school. The Undergraduate Research Opportunity Program (UROP) is designed to engage students more directly with faculty, connect early with a faculty mentor, and increase retention and learning.

Pre-college programs, both King-Chavez-Parks College Day Programs (KCP) and Talent Search, continued multi-phased programming for 6 to 12 graders who are considered to be "at risk" and disproportionately less likely to seek a post-secondary educational option. Programs included outreach, on-campus visits, academic planning and educational seminars. In 1996-97, a total of 3504 students, 1501 men and 2003 women, were served through KCP. Of those who indicate racial/ethnic background, 2% were American Indian/Alaskan Native, 6% Asian Pacific Islander, 75% Black, 2% multiracial, and 9% Latino/Hispanic. The Rising Star component of this program is particularly effective, with 450 students and parents participating. Among the 700 students involved in Talent Search, approximately half were women, 86% were Black (non-Hispanic), and 91% were racial/ethnic minorities.

A total of 82 students were enrolled in **Upward Bound** and 41 others were on the waiting list. Students are widely recruited via the media, presentations and through alumnae. Students are carefully screened and go through a probationary period before their final selection. The Coalition for Hope, Opportunity, Incentives Careers and Education (C.H.O.I.C.E), is a collaborative program between MSU and the Ingham Intermediate School District Career Center. This program served 24 students who are disadvantaged by income, disabilities or social barriers by generating the skills and motivation necessary to consider post-secondary education.

Staff in Upward Bound organized a trip for 15 students to attend the Student Leadership Conference sponsored by the Mid-America Association of Educational Opportunity Program Personnel. Three of the participants entered the essay competition with one winning third place. Twenty-one students attended TRIO DAY and Student Leadership Conference sponsored by the Michigan Chapter of Mid-America Association of Educational Opportunity Program Personnel (MAEOPP). One of MSU's Upward Bound students was recognized as an outstanding academic achiever. Four additional students, with high aptitude in science and math and recognized as outstanding students of the year, attended a seven-day Space Camp in Alabama.

Several student programs were designed by Academic Support Services units to serve Latino students: the Latino CAAP Mentor Program, Latino CAAP Forum, Latino Supper Club, support for the alternative spring break trip to Merida, Mexico, and support for 30 students to attend a Chicano/Latino leadership conference.

A number of student-focused conferences were sponsored by staff from Academic Support Services:

False Expectations Appearing Real (FEAR) – A retention conference drawing 200 attendees. CAAP students with GPA's below a 2.00 were required to participate.

Student Leadership Retreats for the Council of Racial and Ethnic Students (CORES) leaders were co-sponsored by CORES and the Office of Minority Student Affairs (OMSA).

Dia de la Mujer Conference attracted 600 participants, primarily women of color.

Ninth Annual Black Male conference, featuring Dr. Naim Akbar and other noted speakers and attracting over 300 participants.

African American Female Conference reached an all-time high participation.

Staff assisted Culturas de las Razas Unidas (CRU) in sponsoring the National MeCha Conference which brought together over 500 college students from across the country.

The Office of Programs for Handicapper Students (OPHS) staff continued to provide students registered with that office with reasonable accommodations including: needs assessment, orientation, alternative format,

interpreters, eligibility for accessible transport, accessible housing arrangements, referral to campus and community resources, alternative testing arrangements, readers, scribes, tutor coordination, personal care assistance referral etc.

During 1996-97 approximately 580 students registered with OPHS and staff contacted 109 newly admitted students. Arrangements were made for 22 students to have learning disabilities testing by the MSU Psychological Clinic. Forty-seven (47) students used the reading service and 150 books were read and added to the tape library. A specialist coordinate 3 Michigan Jobs Commission/Rehabilitation Service (MJC/RS) sponsored tutors for 2 students providing 210 tutoring contact hours. A specialist provided 900 study skills tutoring hours to 189 students, and 5300 interpreter contact hours were used.

OPHS hosts an annual awards reception to recognize outstanding student scholars and achievers and coordinates donor scholarships for outstanding graduate students with disabilities. A total of 103 students registered with OPHS graduated during the year: 25 in Fall '96; 45 in Spring '97; and 33 in Summer '97.

Of the students served by the Learning Resource Center (LRC), 66% were women, 54% Caucasian, 32% Black, 4% Hispanic, less than 1% American Indian, and 8.5% Asian Pacific Islander. A total of 40 students were identified as having special needs and requiring accommodating classrooms or other services. The LRC offered workshops, seminar, and individual sessions on learning strategies, and began a second residence hall-based tutorial program in Brody. The LRC Learning Lab was extensively used and its software increased and updated.

Climate

The primary purpose for all student Academic Support Services programs is to create a climate which is truly supportive of diverse students on the campus from which information and services can be delivered. When students have such support agencies from which to seek assistance, their chances of success are increased and their performance and satisfaction are enhanced.

Success of the Pre-College Programs is based largely on student and community support of programs. During the 1996-97 academic year, the program had a dramatic increase in participation by Latino/Chicano students. The increase was based solely on the program outreach into the communities. Recruiting American Indian/Alaskan Native students continues to be a challenge, but new efforts have been made through contacts with the Native American Youth Retreat. Although coordinated efforts between colleges and pre-college programs have improved, more should be done to educate college personnel about the mission of pre-college programs.

The structure and activities of the Upward Bound program are designed to develop a closeness among students and staff and a sense of belonging, a climate that facilitates student retention. Field trips and non-traditional education experiences generate an enthusiasm for learning and helped students develop a positive self-image. The small student-to-staff ratio allowed staff to communicate a sense of caring which in turn, motivated students to achieve in subjects in which their performance levels had been low.

All five of the UUD office units have a representation of minority staff as well as student workers and tutors. UUD staff have attended ethnic conferences and several serve as mentors for minority students, and advisors to student organizations and alumni associations. All offices and staff are required to create and maintain an environment of caring and support for all who utilize their services. The implementation of the assigned advisor for each new No-Preference student should improve the quality of the advising relationship generally and the sense of better connection and support at MSU for non-traditional and minority students.

Graduate Education

The Graduate School awarded 30 Summer Acceleration Fellowships (SAF) to Black, Latino(a)/Chicana(o), Asian Pacific Islander, American Indian/Alaskan Native (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 during the summer without interrupting 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 Equity Office of the Department of Education, State of Michigan. This fellowship strengthens our recruitment and retention programs by giving support to underrepresented minority students during the conceptualizing, research, and writing phases of their doctoral program.

The Graduate School fully supported or cost-shared 24 trips for the recruitment of graduate students. All colleges with graduate programs were represented in these trips to recruitment fairs, college visits, and relevant conferences.

A total of 15 Discretionary Fellowship awards in various amounts were awarded to ALANA graduate students with documented need and making satisfactory progress toward a degree.

The Graduate School administered a new program entitled the ALANA Bridge Summer Fellowship to provide fellowships to minority graduate students who have been accepted for Fall semester as an incentive to begin graduate studies during Summer semester. This allows students to become acclimated to the university environment and facilitates better use of the Fall semester experience. Ten fellowships in the amount of \$3,000 each were awarded.

The DREAMS (Developing Research Expertise at Michigan State) summer research program, partially supported by Chrysler Corporation, has the goal of attracting distinguished ALANA graduate student prospects to MSU. This year we accepted 17 of the 55 junior and senior applicants from across the country. Twelve of these students participated in the program and two of the seniors enrolled in our graduate programs. Five colleges participated in this cost-share program: Arts and Letters, Human Ecology, Natural Science, Osteopathic Medicine and Social Science.

Faculty in 12 MSU colleges invited 108 participants (undergraduate students, Master's students, and persons who are employed and considering returning to school) and 6 faculty advisors from 40 colleges and universities across the country to attend the Enhance Your Future (EYF) conference. This conference brings promising prospective graduate students to campus to meet with our faculty and graduate students in their chosen field to see if our programs fit their needs and to assess contributions the students may offer to our programs. Some of the institutions sending students include: Grambling State University in Louisiana, Hampton University in Virginia, Jackson State University in Mississippi, North Carolina A&T State University, Prairie View A&M University in Texas, 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 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), and (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 \$12,000 minimum 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 \$12,000 minimum combination fellowship/assistantship and a tuition allowance for up to six credits per term. MCDF fellows also receive an annual payment of \$615.00 toward their health insurance coverage.

Programmatic Funding (PF): Programmatic Funding was developed in 1979-80 to encourage academic units to seek external funds to support 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 Eli Broad College of Business, and the College of Veterinary Medicine.

Affirmative Action Graduate Assistantships (AAGA): Affirmative Action Graduate Assistantships are used to fund graduate study in areas where women and/or racial/ethnic minorities are underrepresented. Eligible units are those units having a percentage of women and/or minority enrollments below the University's total enrollment percentage of women and/or minorities. This program was initiated in 1976-77. To encourage recruitment and enrollment, the first-year assistantship is supported by AAGFAP's graduate assistantship fund, with the department agreeing to continue funding thereafter in accordance with unit procedures for evaluating graduate students. Eligible underrepresented graduate students receive quarter-time or half-time assistantships 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 1994-95 the University's graduate affirmative action financial commitment administered through AAGFAP stood at more than 2.9 million dollars and supported 455 graduate students attending Michigan State University through the four AAGFAP programs. In the 1996-97 academic year, 600 graduate students were supported at a total cost exceeding 2.9 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 \$1,351,25 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 \$159,000 in 1996-97.

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 to 1977-78 to 107 in 1980-81; increased to 228 in 1985-86; and declined to 165 in 1987-88. Since then the number of graduate students who benefit from the EOP fellowships has continued to increase. Since 1988-89, the number of EOP awards has exceeded 200 each year and the figures in 1996-97 stood at 393.

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 increased 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

The Division of Student Affairs and Services provides leadership in the university and in the community relative to issues of diversity. Leading by example, the Division is 35% racial and ethnic minority (including half of the leadership), 50% female, and also includes persons with handicapping characteristics, and gay and lesbian staff.

Multicultural themes are evident in staff development and training programs across the Division including: five national videoconferences produced by Black Issues in Higher Education, a workshop with Jane Elliot, "Blue Eyes-Brown Eyes," and a Diversity Profile Workshop with Dr. Marvel Lang from Urban Affairs. Diversity-related publications and videos continue to be added to the resource center. The Vice President meets periodically with groups representing diverse populations: Women's Advisory Committee to the Vice President, Diversity Advisory Committee, and members of the Alliance of Lesbian-Bi-Gay and Transgendered Students.

The staff in Intramural Sports and Recreative Services are the most diverse in the Big Ten and Dr. Mary Clearing-Sky, Director of the Counseling Center, is the only American Indian/Alaskan Native Counseling Center Director in the Big Ten and one of few North American Indian psychologists in the country. Dr. Elba Santiago, a Latina and a newly appointed Assistant Vice President and Director of Student Life, has co-facilitated the Hispanic Issues Continuous Quality Improvement (CQI) committee, addressed a number of groups in the university and community, and served as a prominent role model and resource for Hispanic students and staff.

The Lesbian/Bi/Gay/Transgender Coordinator has forged partnerships across the Division and the campus (e.g. the Women's Resource Center, Office of the Provost, K-12 Faculty) for the purpose of training, consulting and targeted programming. Training for senior level staff in the Department of Residence Life included more focused training on underserved populations with special attention to Hispanic/Latinos.

Three members of the Vice President's staff participate in the Vice President's Diversity Advisory Group. Nine staff members presented and participated in the Best Practices Conference at Pennsylvania State University in September '97 and the Division sponsored the participation of eight MSU students at that conference as well. MSU had the largest student contingency present, and the student sessions and input greatly enriched the conference.

Two students, a woman of color, sponsored by the Vice President's Office, and a lesbian, sponsored by the Women's Resource Center, participated in the National Conference for College Women Student Leaders in Washington, D.C., June 1997.

Recruitment and Retention

Student programs and services within the Division flow from the students and staff who develop and provide those programs and services. Therefore extensive efforts are made to recruit, train and retain a staff sensitive to the needs of diverse populations. Recruitment materials intentionally include people from diverse backgrounds, and special mailings target diverse populations. In Fall 1997 the Divisional staff numbered 155, 60% Caucasian and 60% are female. Of the 35% minority staff, 50% are female, 7% are Asian Pacific Islander, 21% Black, 6% Chicano/Latino, and 3% American Indian/Alaskan Native. An additional 225 undergraduate Resident Assistants are employed, 27% are racial and ethnic minorities, and 52% are female.

Residence Life co-hosts a multicultural reception at a Midwestern placement conference where candidates are questioned on their attitudes and experiences with multicultural populations. Of undergraduate Resident Assistants, 52% are female and 27% are people of color; however nearly half of the initial offers were to racial and ethnic minorities.

The **Counseling Center** staff is particularly diverse at all levels and includes staff from diverse racial/ethnic backgrounds, sexual orientation, and handicapping characteristics. A male graduate student continues to provide programming through the Sexual Assault and Safety Education Program, and one intern speaks fluent Spanish.

Special efforts are also made to recruit diverse student participation in other activities including Hispanic students for alternative spring breaks, minority and international students in campus-wide alcohol-free tailgates, minority and international students in Intramural activities, and diverse students to sit on judicial boards.

Campus Life Orientation activities and publications emphasize the presence and benefits of a diverse campus population. Skits at the Academic Orientation Program (AOP) developed by Campus Life Orientation

emphasize diversity themes and are performed by a diverse student cast. Required orientation sessions for 6,000 new students in the fall address multiculturalism and cross-cultural skills and attitudes.

Instruction, Research and Outreach

Staff within the Division of Student Affairs and Services represent a variety of functional areas and thus are affiliated with wide-ranging local and national professional activities both as participants and presenters. Some examples include:

- "From Oh, No to OK: Communicating with your International TA", invited session, University of Michigan, Internationalizing Student Life
- "Communicative Style and Culture: Two dimensions of Working with International Students," NAFSA Region V Conference, November 1996, Internationalizing Student Life.
- "Building Community Within A Residential Setting", Madonna University's Campus Climate Conference, May 1997, Student Life Staff.

Several staff in the Division teach in academic units in courses with significant emphasis on diversity issues:

Dr. Bill Metcalfe, CEP 962, Counseling, Educational Psychology and Special Education.
Dr. Ellie Bossie, CEP 994 A and B, Counseling Psychology Practicum
Dr. Gersh Kaufman, Psychology 325, Affect and Self-Esteem
Dr. Patricia Enos, EAD 315, Student Leadership Training
Dr. Lee June, CEP 966, Psychological Diagnosis and Assessment I

The **Student Leadership Training Course**, EAD 315, includes a significant emphasis on issues of individual differences across leadership themes. Race, gender, disability, sexual orientation and cross-culture issues are all included. During 1996-97, twenty-two full time staff or graduate students employed in the Division served as instructors for this course, and many staff from other units (e.g. alcohol education, GLBT, Internationalizing Student Life) contributed significantly through class presentations.

The Assistant Vice President and **Director of Student Life**, Dr. Elba Santiago, has contributed to a variety of MSU and community groups including: Latino/Native American prospective students and parents, the Dia le la Mjuer Conference, the Hispanic Working Women's Committee, the LCC MICA Program, Midwest Girl Scout Conference honoring women of color, McNair/SROP/UROP program, and Consumer Energy's Minority Excellence Conference.

The **MSU Alcohol & Other Drug Student Activist Training**, a new Fall 1997 initiative, focused on particular alcohol and other drug issues for segments of the population including Blacks, Lesbian-Bi-Gays, Handicappers, American Indian/Alaskan Natives, Hispanics, Men and Women, Caucasians and Asian Pacific Islanders.

Staff and students in **residence halls** have contributed in many ways to diversity awareness including: coordination of the African American Student Pictorial History Exhibit with the MSU Archives, development of informative bulletin boards about different racial and ethnic groups, co-authoring a grant with Lyman Briggs for a minority recruitment effort in the school, sponsored special dinners to raise awareness of handicapper issues, and development of an extensive series of special events across the residence hall system featuring issues of difference.

MSU Safe Place developed a new video and program for prevention-based programs on workplace violence. The Sexual Assault and Safety Education Program recruited and trained volunteers to advocate for male and

female victims of assault and other violent crimes. Once again that program employed a male graduate student to focus on programming for men.

Through its richly diverse staff, the **Counseling Center (CC)** provides services and special programs for diverse students. The CC completed its second year of special programming for students with eating disorders and sponsors a support group in collaboration with medical staff from Olin Health Center. The CC continues to provide counseling and liaison services to the handicapper community and hired a psychologist in Fall '97 to work with LGBT students. Three other CC staff are also identified to work with LGBT students.

The **Pilot Case Management Project** in the Counseling Center was refined during its second year. Social work students were trained to work with a limited number of more severely disturbed clients and offer a bipolar depression group which aids student retention.

In January 1997, the Office of Judicial Affairs sponsored a one-day workshop on racial justice and the MSU judicial process. Twenty student and faculty judiciary members and judiciary advisors attended the workshop. In Fall 1997, all six student judiciaries participated in required training on stereotyping and diversity.

Internationalizing Student Life (ISL) collaborated with several departments on program initiatives. In November 1996 eighty clerical staff who work with international students participated in a program co-sponsored by the Graduate School targeting cross-cultural communication and awareness. The ISL Assistant Director and public relations staff in the Graduate School also worked with a diverse group of international graduate students who wrote about their experiences for the Graduate School Newsletter. ISL also developed two staff development programs for International Studies Program staff. The first, facilitated by Brent Bilodeau, focused on LGBT concerns. The second focused on Gender Communication issues, and was repeated as part of the Women's Resource Center program series as a panel discussion of international women.

Climate

The general climate at Michigan State University has not changed from last year to this year. Generally speaking, minority students perceive Michigan State University as a welcoming environment, however, they often speak of experiencing racism. The same can be said of women. The gay, lesbian, bi-sexual and transgendered community feels less safe than the other communities. The Alleged Discrimination Reports provided by Residence Life staff focus more on incidents related to discrimination against gay, lesbians, bi-sexual and transgendered persons. Most incidents involve defacing public property. Very few reports involve physical and/or verbal confrontations, yet they have occurred.

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

The **Department of Residence Life** engaged in several activities designed to provide an environment safe, welcoming and inclusive of all students particularly those who are racial and ethnic minorities, women, LGBT

students, and students with disabilities. Staff training is extensive, programming and bulletin boards seek to educate residents, and supervisory staff, to insure appropriate attention, review incidents of harassment and discrimination.

LGBT students continue to make selective decisions about where to choose to be "out" on campus, if at all. These decisions are informed by perceptions of the degree of physical and emotional safety of the campus environment. This varies by classroom, university office or department, and living environment. Few students are "out" in all dimensions of their lives. Leaders of LGBT student organizations report greatest concerns about climate of residential environments. Students continue to report negative impacts on climate from the 1995 failure to pass domestic partner benefits. Although benefits were later approved in September 1997, the earlier decision continued to have prevailing impact for this reporting period. LGBT students also report a dramatic positive change in the climate of Olin Health Center. This appears related to a comprehensive approach taken in implementing *Moving Forward* recommendations in that unit.

Assuring participants a safe and supportive environment for recreation and work is a high priority for **Intramural Sports and Recreative Services**. To insure this climate training and materials are developed to promote common respect. Rare incidents of harassment towards other participants are addressed quickly so that the offender may be educated, the victim's concerns put to rest, and all concerned can enjoy a friendly environment.

Physical and accessibility changes like those in the student radio station, WDBM-FM, continue to demonstrate the impact of accessibility on inclusiveness. WDBM has a wheelchair user on the student management staff and the station is gaining national visibility as a leader for handicapper accessibility. In addition, both music and information programs feature a wide range of cultures, issues, and interests, further enriching the listener's exposure to diverse ideas.