



1997-1998  
Annual Report on  
**Affirmative Action**  
and Diversity

## I. EXECUTIVE SUMMARY

### Introduction

Organizationally, many units share the collective responsibility for implementing the many diversity initiatives originally identified in the MSU IDEA II (Institutional Diversity: Excellence in Action) document. These major units have provided written commentary on the synchronous and synergistic effort necessary to impact a complex, diverse, and inclusive environment.

Just as individuals and organizations go through specific phases of development, so has the University's diversity plan. MSU IDEA has evolved into the University's Guiding Principle "Advance Diversity Within Community." Embedded in the Principle is an acknowledgment that "diversity in the faculty, students, and staff is a major source of MSU's intellectual vitality and innovative spirit." The language of the Principle further states that "MSU encourages people to become *fully engaged* in the challenging issues of diversity within community." Annually, this narrative report provides the context for the Affirmative Action Data Report and is produced to satisfy the reporting requirements of the Office of Federal Contract Compliance Programs (OFCCP). More significantly, it provides a clearer understanding of the *full* range of *engagement* throughout the University community as diversity issues are addressed.

It is important to indicate not only that there are specific major units with definitive responsibility for implementation and monitoring of specific diversity and diversity-related activities, there are also many other sub-units within the institution that undertake a seamless integration of diversity tools, techniques and processes to achieve inclusiveness. Only through comprehensive and sequenced planning is there sustained effort. Under the leadership of President M. Peter McPherson and Provost Lou Anna K. Simon, the University has made significant progress in achieving "an environment...that develops respect for differences while fostering caring relationships, cross-cultural understanding, and common educational commitments."

The format of this report chronicles accomplishments and indicates areas of insufficiencies in the categories of Leadership, Recruitment and Retention, Instruction, Research and Outreach, and Climate.

### Leadership

Among the most significant accomplishments of the year was the development of a 3,000 square-foot **Multicultural Center** in the MSU Union. Ongoing communication between racial and ethnic student groups, the administration, and the Board of Trustees resulted in a compromise plan for the Center, scheduled to be open in October 1998. Planning, development and construction were all expeditiously completed during a six month period. The Center will facilitate cross-racial communication and enhance the academic climate for students. CORES' (Council of Racial Ethnic Students) offices will be housed in this facility. The appointment of the director is anticipated early in the 1998-99 academic year.

The University supported several programs that encourage the professional pursuit of academic leadership skills and opportunities. Among these programs are the Committee on Institutional Cooperation/Academic

**ANNUAL DESCRIPTIVE NARRATIVE REPORT  
ON AFFIRMATIVE ACTION & DIVERSITY**

for the period

October 1, 1997 to September 30, 1998

Prepared for

**MICHIGAN STATE UNIVERSITY  
BOARD OF TRUSTEES**

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**MICHIGAN STATE**  
**UNIVERSITY**

TO: MSU Community

FROM: Peter McPherson, President / 

DATE: April 1999

SUBJECT: **1997-98 Annual Report on Affirmative Action and Diversity**

Michigan State University has a long history of support for efforts to ensure diversity among the student body, faculty, and staff. Support for such efforts throughout the University is essential if we are to continue to serve the needs of our society and the world community.

One of our greatest strengths is our commitment to diversity within community. This is borne out of a belief that all qualified applicants, students, faculty and staff should have equal educational and employment opportunity. The University's Mission Statement, adopted in 1982 by the Board of Trustees reaffirmed the importance of diversity in fulfilling our primary mission of "extending knowledge to all people in the state; to melding professional and technical instruction with quality liberal education; to expanding knowledge as an end in itself as well as on behalf of society; to emphasizing the applications of information; and to contributing to the understanding and the solution of significant societal problems."

Over the years our efforts have assured steady progress in increasing the numbers of underrepresented groups at MSU. Certainly much work remains. But we will be vigilant in our efforts to eliminate obstacles to progress. We are committed to diversifying recruitment pools and to efforts for identifying and recruiting underrepresented groups to our undergraduate and graduate programs. Finally, we believe that all individuals, who join the MSU community, whether for education or employment, should feel they are in a supportive, hospitable environment that encourages success. I will continue to hold people accountable in this program area, just as we continue to emphasize accountability in other program areas of the University.

The educational experience at MSU is enriched by our diversity. Intolerance of others--their experiences and ideas--undermines our educational mission to provide a quality education. In the pursuit of an education or employment opportunity within the diverse MSU community, no individual on campus should feel threatened or unwelcome. When an individual or group feels threatened or excluded we all suffer and again our mission cannot be achieved. Intolerance that manifests itself in threats has no place within this community, and we should respond immediately when such concerns are brought to our attention.

We reaffirm our commitment that all who work and study at MSU, regardless of race, ethnicity, gender, disability, or sexual orientation will be provided the opportunity to excel. We will continue to carry the message that at MSU we promote fairness and support diversity.



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

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

# 1997-98 Annual Descriptive Narrative Report on Affirmative Action and Diversity

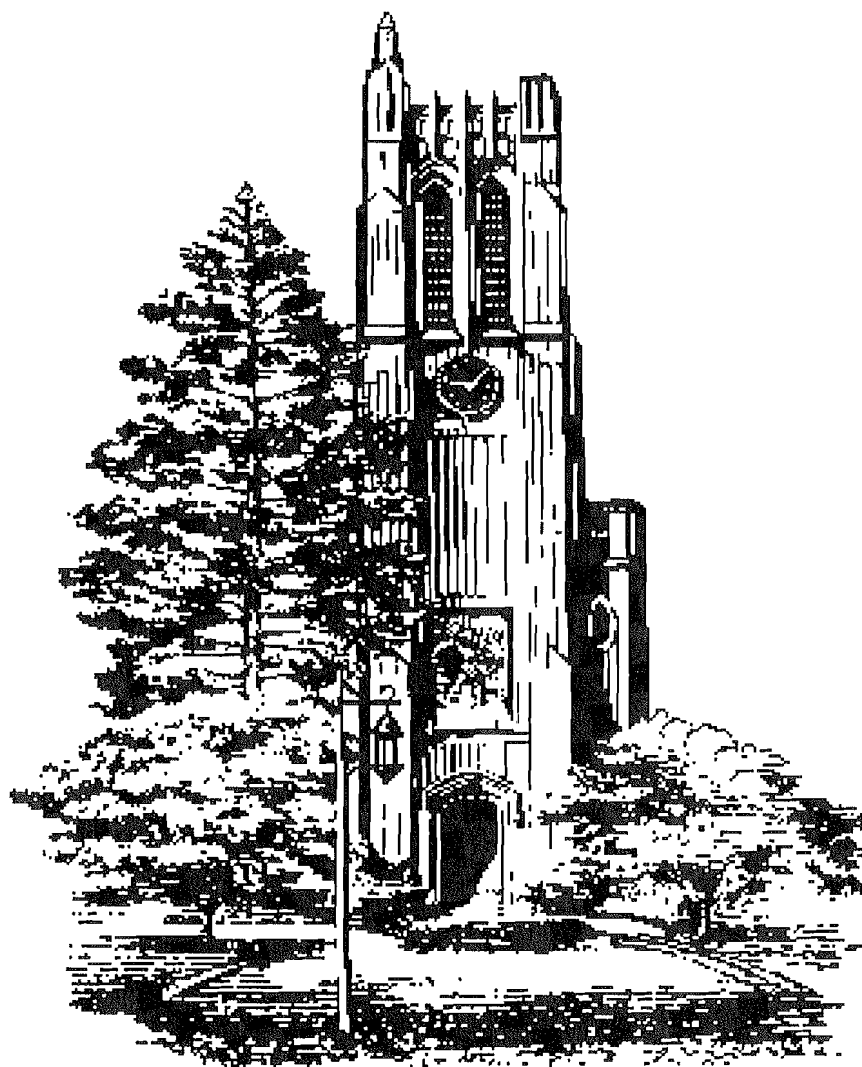
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# Executive Summary



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Leadership Program (CIC/ALP), the American Council on Education (ACE) Leadership Development Program, the MSU Leadership Initiative, the MULTI Program Series for Department Chairpersons and School Directors, and the Workshops for New Academic Administrators.

Coordination of CIC/ALP originates from Michigan State University under contract from the CIC. Representatives from the Offices of the President and the Provost provide program planning support, logistical infrastructure, and programmatic oversight for all activities associated with this leadership effort.

Several key administrative appointments were made during the year. Seven new Executive Management appointments occurred during 1997-98. Five appointments were women (two of whom were minority women), representing 71.4% of the new Executive Management appointments.

The administrative leadership of University Services encouraged professional development for staff at every level, including:

- a division-wide program on "Cross-Cultural Communication" attended by all staff as part of the division's ongoing diversity education activities;
- a series of leadership workshops for management staff in University Printing, focusing on ADA (Americans with Disabilities Act) awareness, sexual harassment and general management issues; and,
- a custom training program for all University Printing staff that utilized personal behavior attributes to develop more effective employee relations for diverse customer service.

Another important leadership activity during this reporting period was the completion of an audit of the original MSU IDEA II initiatives to determine progress and to begin the process of developing the next iteration of the University diversity plan. Of the fifty (50) initiatives, representing 160 individually defined action items, eighty-three percent (83%) have been completed. The cross vice-presidential diversity administrative group (VP-DAG) assumed the responsibility for this audit.

In University Services, major initiatives make it easier for minority- and women-owned businesses to conduct business with MSU and thus increase the number of contracts they hold. These initiatives resulted in doubling the number of contracts held with minority-owned businesses, from 56 to 112. The Purchasing Department also worked to promote outreach by participating in the Michigan Minority Business Development Council, recruitment trips to Detroit, Flint and Grand Rapids, and networking through community organizations.

## **Recruitment and Retention**

During the 1997-98 academic year, the total academic personnel workforce, i.e., headcount, not full time equivalents (FTE's), increased by 90 individuals, from 4,084 to 4,174, with the net gain of 117 women and 28 persons of color. Women comprised 36.4% of all academic personnel and minorities represent 15.6%. On a non-duplicate basis, the number of women and minorities was 1,936 in Fall 1998, 46.4% of the total faculty

and academic staff, increasing from 44.4% in 1996-97. Thus, there was an overall increase in the size of the academic personnel workforce and in the proportion of women and minorities.

The Human Resources Employment Office implemented special efforts to identify minority candidates for staff positions. The resumes of all candidates for positions were reviewed to assure that the candidates had specified the optimal job category for selection. Staff contacted all clerical and secretarial candidates to determine if they were still interested in employment; to review their current resume and make suggestions for possible changes or inclusions; and, to encourage candidates to retake skill assessments to improve their results.

Specialty recruitment for information technology positions remains a challenge at the University as well as nationwide. In spite of the highly competitive marketplace for this specialty area, we were extremely successful in recruiting and placing 23 (35.9% of vacancies) women and 14 (21.9%) minorities into 64 information technology positions. This resulted in the computer professional job group reaching full utilization for women and reducing minority underutilization by half.

Total student enrollment increased 1.4% to 43,189 Fall semester 1998; up from the 42,603 students enrolled during Fall semester 1997. A continued upward trend in the number of **new applicants** to the University was shared in most minority categories. Applicants among all minority students increased modestly except for American Indian/Alaskan Native students, which declined by three applicants. Offers were higher in all minority categories except for Black, which declined by 3.7%. Of those who were admitted, enrollment increases occurred among all minority groups except American Indians/Alaskan Natives, which decreased by two students from the previous year.

**Transfer** applications declined overall but were up in all minority categories except for Asian/Pacific Islander students. Both offers of admission and actual enrollment were mixed, with increases among Black and Hispanic students, and declines for American Indian/Alaskan Native and Asian/Pacific Islander students.

**Graduate** applications overall were up. This was attributable to a substantial 43% increase among Asian/Pacific Islander students. All other ethnic groups showed declines in the number of applicants. Offers of admission, however, increased for all minority groups except Asian/Pacific Islander students, which declined by 4%. In terms of enrollment, Hispanics showed a mild decline while all other categories of minority students increased by at least 9%.

Positive effects on diversity are explicit goals of the FIPSE *Conflict Resolution Project* in the Graduate School, since women and minority students (except for Asian/Pacific Islanders) experience a higher attrition rate in their doctoral programs than do Caucasian males. Improved methods of communication, setting and understanding explicit expectations and using interest-based negotiation techniques are all expected to improve retention and ultimately, the diversity of the pool of candidates successfully completing a doctoral degree.

**Minority student enrollment** on campus increased from 6,215 to 6,525 for Fall 1998. Undergraduate minority enrollment increased 5.9% from 4,980 to 5,273. At the graduate level, minority enrollment increased slightly (1.4 %) from 1,235 to 1,252.



Black students increased in enrollment by 4.2% from 3,340 to 3,480 in Fall 1998. At the graduate level, Black student enrollment increased numerically from 558 to 560. Asian/Pacific Islander students, the fastest growing minority group on campus over the last ten years, increased enrollment 4.9% from 1,639 to 1,720 in Fall 1998. Enrollment of Asian/Pacific Islander students increased at the graduate level from 357 to 362. The growth trend of Hispanic students at Michigan State University continued with a 9.3% enrollment increase from 975 to 1,066. At the graduate level, enrollment of Hispanic students increased from 263 to 277. American Indian/Alaskan Native students decreased on campus from 261, Fall 1997, to 259 (-0.7%) in Fall 1998. Enrollment of American Indian/Alaskan Native students decreased at the graduate level from 57 to 53 (decreasing 7.0%).

**Women students** represented 53.1% of the total student enrollment at MSU in Fall 1998 with an increase from 22,555 to 22,927 (1.6%). Women graduate students decreased slightly from 5,002 to 4,913 (-1.8%). Minority women students increased from 3,582 to 3,782 (5.6%). Minority women graduate students increased slightly from 697 to 722 (3.6%).

Ten year graduation rates for Black students continue in the 50-57 percent range. There is greater fluctuation from class to class for other minority groups due in part to the relatively small size of some entering classes. It appears that graduation rates for Hispanic students are in the 50-70 percent range; American Indian/Alaskan Native students, 50-75 percent range; and Asian/Pacific Islander students, 66-78 percent range.

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

Diversity remains a prominent theme of the Meet Michigan Program. In May 1998, visits to the cities of Detroit and Flint and to the Isabella Native American Indian Reservation were occasions for advancing an understanding of the diversity of the State, the diverse cultures from which MSU students come, and the diversity of MSU program interactions.

Indicative of the innovative activities that amplify diversity is the establishment of a residential learning program for freshmen and sophomore students in the College of Arts and Letters. Residential Option In Arts & Letters (ROIAL) is designed to bring together diverse students with common academic interests in humanities and the arts, to share residential living and to participate in cooperative learning experiences in languages, writing, humanities, and the arts.

The College of Agriculture and Natural Resources reported significant progress in expanding opportunities for Hispanic/Latino(a)/ Chicano(a) persons in training programs, i.e. Dairy Management, Turf Management, etc. Specific outreach recruitment activities have been directed at high schools that have agricultural curricula and high enrollments of underrepresented individuals. In addition, a migrant issues advisory council has been established to insure that programming is inclusive of that population. For example, bilingual sections for MAP and AMES have been developed.

Student participation in *study abroad* activities increased substantially and fifteen (15) additional programs were established. Of these, seven were semester length at a cost that approximates remaining on campus

and eight were short term, faculty-driven courses. Another nine study abroad courses have been approved for next year. New programs will be in China, Costa Rica, Hungary, India, Mexico, Thailand, the Czech Republic, Ecuador, and the Philippines.

The MSU Libraries purchased two closed-circuit portable TV viewing units to use in the branch libraries for assisting patrons needing enhanced visual aids and purchased an AMIGO cart for use in the Main Library by persons needing assistance moving about the building. Another activity of the Library was to initiate a video oral history project for mid-Michigan Hispanics, jointly co-supported by the Julian Samora Research Institute and the History Department.

The Julian Samora Research Institute (JSRI) also supported other activities to promote diversity. A welcome reception marks the beginning of each academic year for Chicano/Latino faculty, staff and students. This reception gives newcomers a chance to meet members of the diverse MSU community and learn about JSRI resources. During the year, JSRI hosted more than 30 Chicano/Latino Visiting Scholars. These scholars are potential faculty in various disciplines. The *Dia de los Muertos* celebration, hosted by JSRI, allowed people to learn first-hand about Chicano/Latino cultures. Notably, JSRI hosted a conference, *Innovations in Chicana/o Psychology: Looking Towards the 21<sup>st</sup> Century*, which drew almost 200 participants. More than two dozen scholars and almost as many graduate students from across the nation presented at the conference.

Pre-College Programs has established relationships with K-12 districts throughout the State of Michigan in urban areas. The addition of the Michigan College University Partnership/Collaborative Opportunities Reshaping Education (MICUP/CORE) provided an effective linkage between these organizations. School districts provided the program with space and personnel resources to assist in the delivery of services, and success of these programs was based largely on student and community support. Among others, MSU's Rising Star program, this year with 450 participants, included parent committees in programming, education, and social actions.

## Climate

All academic units are expected to undertake initiatives and activities that promote the Diversity in Community Principle. In the academic program planning and review process, colleges have the opportunity to request support for new projects and ideas within the context of MSU IDEA (Institutional Diversity: Excellence in Action) that will substantially advance diversity and pluralism. Examples of such initiatives are:

The College of Veterinary Medicine received the 1998 All-University Excellent Progress in Achieving Diversity Award. This was the first time that an entire college earned this distinction. The College was cited for its sustained and consistent efforts in maintaining outstanding programs and projects that promote diversity. Among the programs were Vetward Bound, an organized leadership forum for women in veterinary medicine, and a longstanding alliance with Tuskegee University School of Veterinary Medicine.

Accomplishments in the College of Natural Science included the Charles Drew Program's receipt of a retention grant for disadvantaged students from the King, Chavez, Parks Program in the Michigan

Department of Education, Equity Programs. The Women's Advisory Committee to the Dean and the Women in Science and Engineering (WISE) initiative had a very active program year. WISE held its first Spring Conference involving undergraduate and graduate student women. The theme was "Strategies for Success."

Human Resource Development (HRD) offered a wide range of catalog classes and customized unit activities designed to improve interpersonal and group interactions in the workplace. Classes that have potential impact on workplace climate included such topics as cross-cultural diversity, personal style assessment, effective communication, and successful work teams. All classes were publicized to the entire University support staff. Organization development consulting is conducted in collaboration with the Compensation Director at the request of individual units. These activities address unit performance and interpersonal conflict issues in order to improve the work environment of the units involved.

The Fall '97 Student Residential Environmental Survey revealed improvement on measures relating to community climate for diverse students. In recognition of the importance of their responsiveness to discriminatory incidents in the hall, staff responses were more swift, and collaboration with other campus units and departments more streamlined. Support for the victim and of the targeted community was at the forefront of efforts, along with a restatement of community principles and beliefs around tolerance and acceptance of diversity.

The Multi-Racial Unity Living Experience continues to bring together a variety of students to explore and affect their own racial attitudes and behaviors through positive and interactive experiences. The program was expanded to additional residence halls.

This year was characterized by extremes in terms of perception of climate. At one level, there was greater visibility and more LGBT support initiatives than in the past three years combined. Yet, during Fall 1998, a call for the "public execution" of homosexuals in a *State News* "letter to the editor," the anti-LGBT graffiti at the Farm Lane "rock," and the murder of Wyoming college student, Matthew Sheppard worked together to create perceptions of heightened hate and intolerance for LGBT persons on the MSU campus. The visible and active response of University leadership to these incidents, especially by President McPherson and Provost Simon helped many students, faculty and staff to feel a greater degree of support and care. In addition, the lesbian-bi-transgendered women's focus group of the Women's Resource Center sponsored a major program featuring Suzanne Pharr. While on campus Ms. Pharr participated in an academic colloquium, a training session for residence life staff, and delivered a major public presentation.

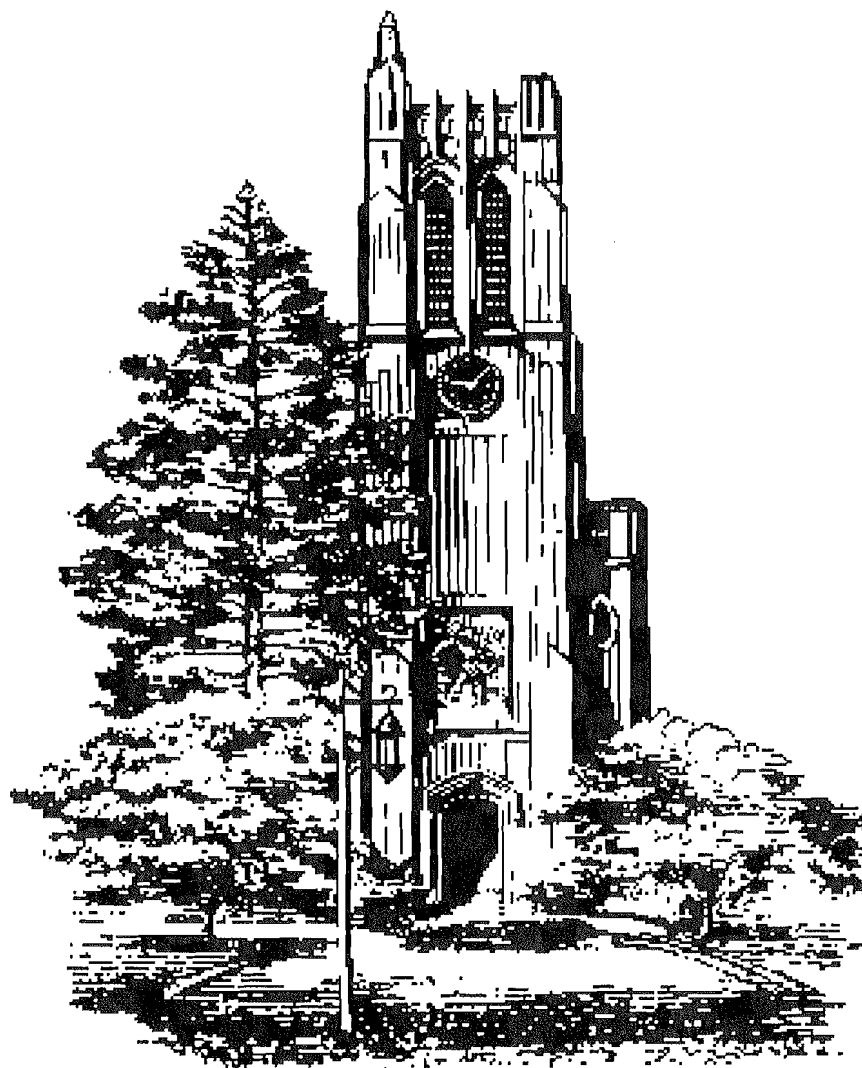
The University leadership launched a renewed effort to inform the full community about the University's policy on sexual harassment. All Deans, Directors, Chairpersons and supervisors were provided copies of the policies, guidelines for complaint investigations and other relevant information for mass distribution in all units. Workshops outlining the impact of new case law and its implications for the University are being developed and will take place over the next several months.

The Child and Family Care Resource (CFCR) programs serve the family needs of women staff. Women tend to be the primary caregivers of children and elders. Regardless of family constellation (single parent, partnered

lesbian/bi/gay/transgendered, or elder caregivers of aging spouses/parents) the services of CFCR help MSU families balance their work, educational and personal lives. Employees benefit from the consultation, personal support and programs provided by CFCR, such as sick child care, emergency well child care, and elder/child care referrals.

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# **Academic Human Resources & Executive Management**



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## II. ACADEMIC HUMAN RESOURCES

### Leadership

**Commitment to Leadership Development:** To encourage greater involvement and advancement of women and minorities in leadership and administration at all levels of the University, the Office of the Provost has continued to support the participation of faculty and staff members in the **Committee on Institutional Cooperation Academic Leadership Program (CIC/ALP)** and to provide support to nominate faculty candidates for the **American Council on Education (ACE) Leadership Development Program**. Since the inception of MSU IDEA, eleven of the University's nominees have been selected as **ACE fellows** in the national competition. These include two Black and four Caucasian women, one Hispanic man, one American Indian/ Alaskan Native, two Caucasian men, and one gay man.

Of the fifty seven fellows who have participated in the **CIC/ALP Program** since its inception as an MSU IDEA initiative in 1989-90, twenty eight have been women, six of whom are Black and one is American Indian/Alaskan Native. There have been twenty nine men, of whom seven are Black, two are Hispanic, one is American Indian/Alaskan Native, two are Asian/Pacific Islander, and two are openly gay men. Among the fifty one fellows through 1997-98, those who have advanced to administrative positions with new titles include six 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 services. The CIC/ALP Program is an academic affairs initiative, with four faculty members and one academic staff member selected by the Office of the Provost; additionally, each year's class of fellows includes one individual who is selected from the Student Affairs and Services or Finance and Operations vice-presidential areas. It should be noted that CIC/ALP coordination originates from Michigan State University under contract from the CIC. Representatives from the Offices of the President and the Provost provide program planning support, logistical infrastructure, and programmatic oversight for all activities associated with this leadership effort.

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. The program is coordinated jointly by Human Resources and the Office of the Provost. Leadership fellows participate in unit "projects," mentoring experiences, and central programs designed to broaden perspectives. The second group of leadership fellows completed their fellowship year in May 1998. Feedback indicated that mentoring and project work were the 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/mentors on campus. There are 21 leadership fellows in the 1998-99 program, consisting of 3 minorities and 14 women. The program focus has been changed to emphasize work on a project of importance to the University under the guidance of a mentor administrator. The Leadership Initiative will continue to be reviewed to ensure that it is meeting its objectives.

The **Provost**, in consultation with the **Consultant to the Provost on Racial, Ethnic, Multi-cultural, and Diversity Issues** and others, meets periodically with all racial/ethnic, women's, and handicapper constituent groups and provides opportunities for inclusion in policy development and implementation. From these discussions, programmatic initiatives have evolved. For example, the Asian Pacific American Faculty and

Staff Association designed an Asian American Lecture Series which progressed to discussions on how to incrementally establish an Asian American Studies program to enhance a national network, while offering opportunities for enriched study for undergraduate students. The Consultant often represents the Provost in matters where diversity dialogue improves the climate of individual units and may also offer counsel to individuals, assisting them in negotiating unfamiliar barriers that may impact success.

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 1997-98:

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.

The Fall 1998 **New Faculty Orientation** program included faculty discussions on "Your First Few Years at MSU: What are the Questions?" and "Navigating the Next Few Years: Where are the Answers?" which included an emphasis on diversity within community.

The **MULTI Program series for Department Chairpersons and School Directors** included sessions that dealt with fostering organizational change, especially with regard to faculty roles, rewards and rebalancing responsibilities for scholarship across the mission, including a session on writing faculty performance reviews. Four **Workshops for New Academic Administrators** provided a broad overview of various administrative areas and legal requirements.

**The MSU IDEA coordinators** began the academic year by providing reactions to and observations relative to the potential impact of the revisions to the academic hiring procedure. Discussions centered on the change that no longer required final approval by the Office of Affirmative Action, Compliance and Monitoring (AACM) before an offer could be made and clarification of the role of deans, directors and chairpersons during the process. AACM will now review the pool of candidates on the front end of the search process and an end-of-the-year summary review of the unit will occur -- examining the overall success of a unit in filling positions in the aggregate. The coordinators continued throughout the year to focus on how to provide leadership collaboratively to enhance minority undergraduate and graduate student recruitment and retention, utilizing the best practices of the various academic units.

**Administrative Appointments.** There are 215 individuals in the Academic Manager group, which includes deans, assistant/associate deans, chairpersons and directors. (NOTE: Beginning October 1998, individuals holding the title of "director" who were not the equivalent of deans or chairpersons or were not directors of Centers or Institutes are no longer included in the Academic Manager category.) The representation of women in this group is 21.9% (compared to representation in the tenure system of 25.1%) during 1997-98, with a total number of 47. The percentage of minority academic managers is 8.8% (compared to representation in the tenure system of 13.3%); there are 19 minority academic managers.

**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 one are vacant or filled on an acting basis.

There are 66 individuals appointed in Executive Management positions as of October 1, 1998. Of these, eighteen (27.3%) are non-minority women and twelve (18.2%) are people of color. Of the twelve, five are minority women of whom three (4.5%) are Black, one (1.5%) is Hispanic, and one (1.5%) is American Indian/Alaskan Native; of the seven minority men, five (7.6%) are Black, one (1.5%) is Asian/Pacific Islander, and one (1.5%) is Hispanic. The total number of members of protected classes increased by four, for a total of 30; the proportion increased from 37.7% in October 1997 to 45.5% in October 1998. There were seven new Executive Management appointments during 1997-98, including three non-minority women and two minority women. Thus, 71.4% of the new executive management appointments are members of protected classes.

### **Recruitment and Retention**

During the 1997-98 affirmative action year, the total **academic personnel workforce**, i.e., headcount, not FTE's, increased by 90 individuals, from 4,084 to 4,174. With the net gain of 117 women during 1997-98, women comprise 36.4% of all academic personnel, increasing from 34.4% in 1996-97. The number of women increased from 1,404 to 1,521, or by 8.3%. With the net gain of twenty eight minorities during 1997-98, minorities now represent 15.6% of the total academic personnel system, increasing slightly in proportion from 15.3% and increasing in number to 653, or by 4.5%. The number of Blacks in the academic personnel workforce increased from 201 to 209, which is 5.0% of the current total workforce; Asian/Pacific Islanders increased from 324 to 340, which is 8.1% of the total; Hispanics increased from 80 to 82, which is 2.0% of the total; American Indians/Alaskan Natives increased from 20 to 22, which is 0.5% of the total. On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 1,936 in Fall 1998, 46.4% of the total faculty and academic staff, increasing from 44.4% in 1996-97. Thus, there was an overall increase in the size of the academic personnel workforce and in the proportion of women and minorities.

During 1997-98 the **tenure system** decreased by a net of one individual, from 1,988 to 1,987. The proportion of **women in the tenure system** increased to 25.1%; the net gain of 24 women brought the total number of women to 498, an increase of 5.1%. The percentage of **minorities in the tenure system** increased from 12.9% to 13.3%; the number of minorities increased by a net of seven, to a total of 264, an increase of 2.7%. Blacks increased from 89 to 90, or 4.5% of the tenure system; Asian/Pacific Islanders increased from 126 to 130, or 6.5% of the total; Hispanics increased from 34 to 35, or 1.8% of the total; American Indians/Alaskan Natives increased from 8 to 9, or 0.5% of the total. On a non-duplicate basis, 686 individuals, or 34.5% of the tenure system faculty, are members of protected groups; this is an increase from 33.2% in 1996-97.

The proportion of **women in the tenure system** at the various ranks changed from October 1997 to October 1998 as follows: assistant professor, increased from 38.8% to 40.1%; associate professor, increased from 32.7% to 33.7%; full professor, increased from 16.4% to 17.5%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, decreased from 23.4% to 22.8%; associate professor, increased from 14.2% to 15.3%; full professor, increased from 9.9% to 10.0%.



During 1997-98, there were 86 **new** individuals appointed in the tenure system, including sixteen minorities (18.6%) and thirty-four women (39.5%). On a non-duplicate basis, forty-four individuals, or 51.2% of the total appointments in the tenure system, were members of protected groups. This reflects an increase from 48.6% in 1996-97.

Of the colleges with opportunities to hire, Agriculture and Natural Resources, Arts and Letters, Communication Arts and Sciences, Human Medicine, James Madison, Natural Science, Nursing, Osteopathic Medicine and Veterinary Medicine were successful in appointing women in the tenure system at or above average availability during 1997-98. Average availability is the average of availability data for individual departments/schools in each college for the 1998-2001 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 Business, Education, Human Ecology and Social Science appointed women at a rate below average availability during 1997-98. The College of Engineering did not appoint any women in the tenure system during 1997-98.

Analogously, the Colleges of Arts and Letters, Education, Engineering, Human Ecology, Social Science and Veterinary Medicine appointed minorities in the tenure system during 1997-98 at or above average availability. However, the Colleges of Agriculture and Natural Resources and Natural Science appointed minorities at a rate below average availability during this period. The Colleges of Business, Communication Arts and Sciences, Human Medicine, James Madison, Nursing, and Osteopathic Medicine did not appoint any minorities in the tenure system during 1997-98.

It should be noted that the Colleges of Arts and Letters and Veterinary Medicine appointed **both** women and minorities at or above average availability.

The academic personnel system includes 96 self-identified **individuals with disabilities**, including 57 tenure system faculty, sixteen continuing staff, sixteen temporary staff and seven temporary faculty.

#### *Specific Faculty Recruitment Activities*

- 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 1997-98 affirmative action plan year, waivers of the normal hiring procedures were used in sixteen of the 86 (18.6% compared to 20.8% in 1996-97) tenure system appointments. Waivers were used in units underrepresented for minorities and/or women in six cases, for a spousal appointment in five cases and for shifts from a temporary appointment where the initial screening was for a tenure system position in five cases.
- Visiting Minority Faculty Program. Eleven individuals were supported with funds from this program during 1997-98, including two Black women, seven Black men, one Hispanic woman, and one Hispanic man. Additionally, funding was provided to support activities sponsored by the Plant

Research Laboratory, The Graduate School, the Julian Samora Research Institute and during the Black History celebration.

The main objectives of the Visiting Minority Faculty 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 experiences.

- Affirmative Action Postdoctoral Fellowship Program. This program is specifically directed to the Colleges of Natural Science and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized fields. The eleven participants during 1997-98 included two Black women, two Black men, three Hispanic women, two Hispanic men, and two Asian/Pacific Islander men.
- Minority Expert Resources Database. MSU continues to participate in a consortium of universities that have developed a database to 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.

#### *Specific Faculty Retention Activities*

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. Over the past several years, gains in recruitment have generally been offset by a higher rate of resignation for women and minorities than for majority men.

- Exit Interview Program. During 1997-98, 24 tenure system faculty members resigned from Michigan State University, including six women (25.0%, compared to a general representation in the tenure system of 25.1%) and two minorities (8.3%, compared to a general representation in the tenure system of 13.3%). It should be noted that this is the first year that the proportion of women and minorities who resign is lower than their general representation in the tenure system.

Six (25.0%) of 24 exit questionnaires were returned; four were received from non-minority men and two did not provide any background information.

Overall, the general categories of intellectual climate and professional function (e.g., teaching load/assignment, support for research, etc.) were ranked as most important in the decision both to leave MSU and accept a new position. The one specific factor within these general categories cited most frequently was administrative commitment to excellence. The second most important general categories in the decision to leave MSU and accept a new position are compensation/personnel opportunities/policies and community/family. No one specific factor cited within these general categories was cited more frequently than others. Factors within the general categories of facilities

and services, institutional/social, and institutional change were ranked lowest in terms of considerations in the decision to leave MSU and accept a new position.

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

Academic units within the University developed or continued many programs that advanced inclusiveness. Several of them are collaborative among two or more units, and a variety are described here representing the broad range of activities required to enhance diversity across the University.

To enhance outreach efforts and to foster a climate of inclusion, the **College of Agriculture and Natural Resources** has several initiatives. The college has a well articulated *Diversity Makes Sense* program that promotes diversity training for personal and professional development. The College is also developing multimedia computer-based modules that permit individuals to perform confidential self-assessments of their awareness of gender, cross cultural, ethnic and/or disability issues. MSU Extension also has implemented a "Train-the-Trainer" diversity intervention which involves an intensive training, facilitated by an outside consultant, for an internally selected group who themselves become trainers. These individuals subsequently train administrators and regional staff. An early targeted program was delivered on lesbian, bisexual, gay, and transgendered issues. A leadership program which targets diversity was also developed for long-term impact.

The college also reported significant progress in expanding opportunities for Hispanics/Latino(a)s/ Chicano(a)s in other training programs, i.e. Dairy Management, Turf Management, etc. Specific outreach recruitment activities have been directed at high schools that have agricultural curricula and high enrollments of underrepresented persons.

Supporting jazz studies was a curricular initiative in the School of Music in the **College of Arts and Letters (A&L)**. Targeted funds were used to bring visiting musicians to campus to serve as adjunct instructors in this program. Supported this year were Rodney Whittaker, Ken Cox, Randy Gelispie, and Francisco Mora. MSU's jazz studies program differs from other programs in Michigan in its traditional blues-based focus. Andrew Speight and Branford Marsalis have led this curricular direction.

Several new college faculty hires supported new course offerings in Caribbean History, Post-Colonial literature, and Asian-American literature. The annual Wordcraft Circle was continued and the college hosted the "Locations of Culture" Modern Literature Conference through comparative literature. WS321 Lesbian Cultures and Identities and WS322 Lesbian Literature, Arts and Popular Culture were approved also.

Additionally, the College of Arts and Letters established a residential learning program for freshmen and sophomore students. Residential Option In Arts & Letters (ROIAL) is designed to bring together diverse students with common academic interest in humanities and the arts, to share residential living and to participate in cooperative learning experiences in languages, writing, humanities, and the arts. The program features language study tables, writing workshops and events such as poetry readings and dramatic performances, museums and gallery visits, living history field trips, and music ensemble concerts. In addition, students also have access to peer mentors, co-curricular program activities, and enroll in special one-credit

seminars on the integration of humanities with the community for freshmen students, and the role of humanities and its relationship to the world for sophomore students.

Diversity in the Workplace (MGT414), a course offered in the **Eli Broad College of Business**, is designed to foster an understanding of human diversity for future managers. The course continues to explore racial and ethnic diversity, discrimination, differences in lifestyles, international diversity and values, physical differences and challenges in an interactive seminar format.

The David Walker Research Institute in the **College of Human Medicine** conducts research on health and health-related issues that impact public policy development directly affecting the lives of African American males in particular, and African Americans in general. African American males have the highest prostate cancer incidence in the world. In an effort to identify effective ways to communicate the importance of early detection throughout Michigan and to increase awareness of treatment alternatives, the Institute conducted a Prostate Cancer Awareness Program utilizing focus groups with prostate cancer survivors and their families. This led to the collaboration between the Institute and local hospitals in Lansing, Michigan to intensify prostate cancer screening efforts. African American churches in the area participated in the drive to increase prostate cancer screening. As a result, twelve African American men who were identified with abnormally high Prostate Specific Antigen levels were referred to urologists and are being treated.

Students in the **College of Osteopathic Medicine** are being trained as advocates, given instruction in leadership, public speaking, media relations and core messages to support the College's mission. Many of these advocates are working in conjunction with the Office of Admissions and are involved in the recruitment of minority and disadvantaged students.

The **MSU Libraries** received MSU IDEA funding of \$25,000 to continue to support diversity collection development. These funds were added to the base library materials budget and supported all areas of diversity during this reporting period. Over \$100,000 was allocated to purchase diversity related materials in 1997-1998. One initiative was to support a video oral history project for mid-Michigan Hispanics, jointly with the Julian Samora Research Institute (JSRI), the History Department, and the Libraries.

The Libraries also purchased two closed-circuit portable TV viewing units to use in the branch libraries for assisting patrons needing enhanced visual aids and purchased an AMIGO cart for use in the Main Library by persons needing assistance moving about the building.

The Julian Samora Research Institute (JSRI) supported a number of activities to promote diversity at MSU during the October 1, 1997 - September 30, 1998 time frame. At the beginning of each academic year, JSRI hosted welcome receptions for Chicano/Latino faculty, staff, and students. These receptions gave newcomers a chance to meet members of the diverse MSU community and learn about JSRI resources. JSRI also hosted more than 30 Chicano/Latino Visiting Scholars throughout the year. These scholars are potential job candidates in various disciplines. JSRI also hosted events such as the *Día de los Muertos* celebration which allowed people to learn firsthand about Chicano/Latino cultures. In April of 1998 JSRI hosted a conference *Innovations in Chicana/o Psychology: Looking Toward the 21<sup>st</sup> Century*, which drew almost 200 participants. More than two dozen scholars and almost as many graduate students from across the nation presented at the

conference. JSRI also hosted a number of community groups, (*Dia de la Familia* participants, migrant children's groups, a Chicano/Latino mentoring group, and participants of the "Mexican Voices, Michigan Lives" Oral History project). These groups met with JSRI faculty and staff to discuss JSRI research and visited MSU's campus.

In an ongoing effort to diversify staff, from December 1997 through June 1998, the Libraries identified and hired a minority librarian through the Visiting Minority Faculty Program providing general library instruction and reference service in the sciences.

## Climate

The **College of Arts and Letters** surveyed ALANA (African American, Latino(a), Asian and Native American) graduate students to ascertain what programs or types of support would assist them in attaining their degrees. Although return was sparse, good mentoring and sufficient funding were the predominant responses. Other important activities in the college included the James VanderZee exhibit at the Kresge Art Museum (KAM), August Wilson as part of the Celebrity Lecture Series, Lloyd Richards as a minority visiting faculty member in Theatre, and Richard Hunt as a visiting minority artist/sculptor in Art/KAM.

With support from the DeRoy Testamentary, Endesha and General Mills Foundations, the **Eli Broad College of Business** Multicultural Business Programs sponsored the Broad Business Student Camp and the Summer Business Institute. The Broad Business Student Camp brings 54 high achieving high school students from all racial ethnic backgrounds together from across the country to explore fields of study in business. The Summer Business Institute facilitates business career exposure and college orientation for 57 entering MSU freshmen from underrepresented racial ethnic backgrounds.

The Broad College also engaged in intensive, persistent dialogue around issues of gender and sexual harassment. All administrative and management personnel examined attitudes and perceptions of climate that impact women in the college.

The Department of Advertising in the **College of Communication Arts and Sciences** hosted a visiting advertising professional, Carol Williams. Ms. Williams, an African American, is chairperson and creative director of her own company, Carol Williams Advertising in Oakland, California. She taught a one credit class entitled "Diversity in Creativity: The Strategy of 2000," lectured in several other advertising classes, and met informally with the faculty. Julio Desir (African American) and Shone Rathbone, both Department of Advertising alumni and currently advertising executives in Chicago, also team taught a one credit class and interacted with other classes within the department.

The School of Journalism brought in five African American visitors: Wanda Herndon, Director of Public Relations for Starbucks Coffee; Ernie Freeman, Anchor/Reporter for WXIA-TV in Atlanta; Robin Stone, Editor, Essence Magazine; Pam Sherrod, Editor, Chicago Tribune; and Ty Ahmad-Taylor, Art Director, The Home Network. The School hosted open forums providing students with an opportunity to meet the visitors and participate in question/answer sessions. Lunches and dinners attended by students with a specific interest

in that career area provided further exchange with the professionals. A journalism minority student organization (ALANA: Minorities in Journalism) was established as a result of these visits.

The **College of Education** awarded scholarships to 12 minority students in their internship year using an IDEA allocation. The awards varied from \$500 to \$2000 based on need. Significant effort has been devoted to increasing minority representation in the internship year, with minorities at 11%. Full development of the teacher in residence program is in progress, which encourages interns to select assignments in urban areas.

The **College of Human Ecology** conducted workshops to foster collegiality and inclusion among staff and faculty. One workshop, in collaboration with the **College of Veterinary Medicine**, addressed conflict management. Participants learned how their individual personalities impact their management of conflict, their approaches to resolution, and the significance of difference. The college also continued to develop strategies specifically targeting the recruitment of Hispanic/Chicano students in the college. Implementation of targeted recruitment and retention will continue into the next academic year.

The Women's Advisory Committee to the Dean in the **College of Human Medicine** still provides counsel to the dean on issues of interest and concern to women in the college although it has been reconfigured to include only senior women faculty within the college. Women and minorities were appointed to key dean's office administrative positions. However, there has been limited success in identifying members of underrepresented groups to seek departmental leadership positions. The college reported that the Center for Excellence for Minority Health has substantially enabled the recruitment and retention of minority faculty and the integration of culturally sensitive material into the content of courses for medical students.

**International Studies and Programs** utilized a graduate student in Women's Studies to focus on women and international studies, and lesbian, bisexual, gay and transgender issues and the international institution. The program continues to identify staff training as a critical need and has made significant progress in promoting study abroad opportunities for minority students.

Several programs have had firm beginnings in the **College of Natural Science (CNS)**. The Johnson Scholars Project, a collaboration with the **MSU College of Engineering** and Wayne State University and Oakland Community College, provides 30 talented minority students with early intensive opportunity for a strong engagement with college and the start of their careers. The program includes both a summer and academic year component. Small grants are awarded to help cover the costs of summer research experiences and other departmentally sponsored programs. Also, the CNS Lyman Briggs School initiated the Briggs Students of Color programming which includes special recruitment days, a role model speaker series, a diversity resource center, a web site and other activities.

Other accomplishments in the college include the Charles Drew Program which received its first retention grant for disadvantaged students from the King, Chavez, Parks Program in the Michigan Department of Education, Equity Programs. The Women's Advisory Committee to the Dean and the Women in Science and Engineering (WISE) initiative had a very active program year. WISE held its first Spring Conference involving undergraduate and graduate student women. The theme was "Strategies for Success."

A new vision statement in the **College of Nursing (CON)** includes a strong diversity objective with the following statement: "By the year 2000 the College of Nursing will: ....reflect the diversity of society within a supportive environment." Among the year's activities was the continuation of Diversity Day and the support of two visiting minority professors. The Diversity Day program had a new approach with a "poverty simulation." As a visiting faculty, Dr. Campinha-Bacote, a certified transcultural nurse, reviewed the College's elective on Multicultural Aspects of Health Care and met with faculty. She also presented the commencement address and attended the college brunch.

Dr. Antonia Villarruel provided telephone and electronic consultation for the CON Study Abroad Program in Mexico. She met with involved faculty and students enrolled in the Mexico course prior to their departure.

The **College of Osteopathic Medicine (COM)** surveyed the college's 1100 clinical faculty to determine ethnic backgrounds, populations served and practice patterns to assist in curriculum development and outreach. Activities to support recruitment of minority students included the support of a graduate assistant to publish a minority recruitment newsletter and to participate in various recruitment fairs and conferences. In the area of retention, the college purchased textbooks for a library from which economically disadvantaged osteopathic students could check course books out on loan.

Clinical experiences provide an area of concern for female COM students. The COM Office of Student Services has conducted a pilot survey among student leaders and will survey all classes regarding issues of harassment and discrimination particularly to address verbal and nonverbal cues from faculty that may impact the learning atmosphere for women.

COM continued its tradition of supporting the Black History Month Celebration. The featured keynote speaker of this annual dinner was Leatha Hayes, DO, an MSU alumnae and author of Blossom Bit By Bit.

The Native American Institute (NAI), **Urban Affairs Programs**, has been involved in numerous outreach activities since 1997. The NAI has been working with Bay Mills Community College, Michigan's only Tribal Land Grant College, on a project funded by the W. K. Kellogg Foundation. The program is aimed at providing expanded educational services to Michigan Indian reservations. Additionally, the NAI has been working with the Saginaw Isabella Chippewa Tribe at Mt. Pleasant to start a second tribal college in Michigan. The NAI also continues to work with the National Museum of the American Indian (NMAI). Dr. George L. Cornell, the NAI Director is currently a Trustee for NMAI and is serving his second three-year term. The NAI has also worked closely with the W. K. Kellogg Foundation's American Indian Higher Education Initiative that was funded by the Foundation for over 22.8 million dollars. At the present time, the NAI is working with a Northern Michigan ISD in putting together a NSF Grant to work with Indian children in public school districts throughout Michigan.

The **College of Veterinary Medicine** received the 1998 All-University Excellent Progress in Achieving Diversity Award. The college was cited for its sustained and consistent efforts with outstanding programs and projects promoting diversity. Among the programs was Vetward Bound, an organized leadership forum for women in veterinary medicine and a longstanding alliance with Tuskegee University School of Veterinary Medicine. The second unit Diversity Award was received by the African American Police Alliance, a student group.

Other individual **All-University Excellence in Diversity Award** winners were Ann Hinsdale-Knisel, MSU Extension, Kenneth L. Poff, Department of Botany and Plant Pathology, and June Manning Thomas, Department of Geography and Urban Affairs Programs.

During this reporting period, the **Women's Resource Center** (WRC), a jointly reporting unit across vice - presidential areas, sustained established programming with the assistance of the many volunteer faculty, staff and students who constitute the WRC thematic clusters. Programs sponsored or co-sponsored by the Center included "Personal Power and Healthy Healing in a Health Crisis," "Get Real: Straight Talk About Women's Health," "Understanding Hormone Therapy," "Grief: Difficult Times--Simple Steps" and "Positive Approaches to Workplace Conflicts," to mention a few.

An expansion area for the Center was to develop programming that explored the dynamics associated with women, race and privilege. Those activities will commence during the next academic year. In addition, specific activities were initiated for faculty women of color, including cultural field trips.

The collaboration with the MSU Federal Credit Union continued by offering programs on personal finances, e.g. "Get a Grip on Your Finances: Budgeting Strategies for Students," "Looking Forward to Retirement," "Auto Buying Suggestions," "Be Credit Wise," etc. The second year of LINK Programs was implemented. These programs are co-sponsored with Healthy U, Child and Family Care Resources, and Employee Assistance Program. The Wednesday Wellness Series occurred each Wednesday in the month.

Other WRC activities that targeted leadership development, recruitment and retention, and/or improved climate for women were:

- ▶ quarterly meetings with women chairpersons for conversations on leadership strategies and University processes were initiated in conjunction with the Office of the Provost;
- ▶ staffing and support of activities initiated by the Women's Advisory Committee to the Provost (WACP);
- ▶ re-establishment of the All-University Safety Committee collaboratively with the Vice President for Student Affairs and Services;
- ▶ co-sponsoring of the orientation for Single Parents on a Mission with Child and Family Care Resources;
- ▶ participation in the CIC WISE (Committee on Institutional Cooperation, Women in Science and Engineering) Leadership Conference in Champaigne Illinois, and the CIC Women's Advocacy Group, whose membership is composed of women's center directors of CIC institutions;
- ▶ co-sponsoring of the sexual harassment workshop entitled, *What is it? Conflict of Interest from Consensual Amorous & Sexual Relationships Policy and Recognizing Sexual*



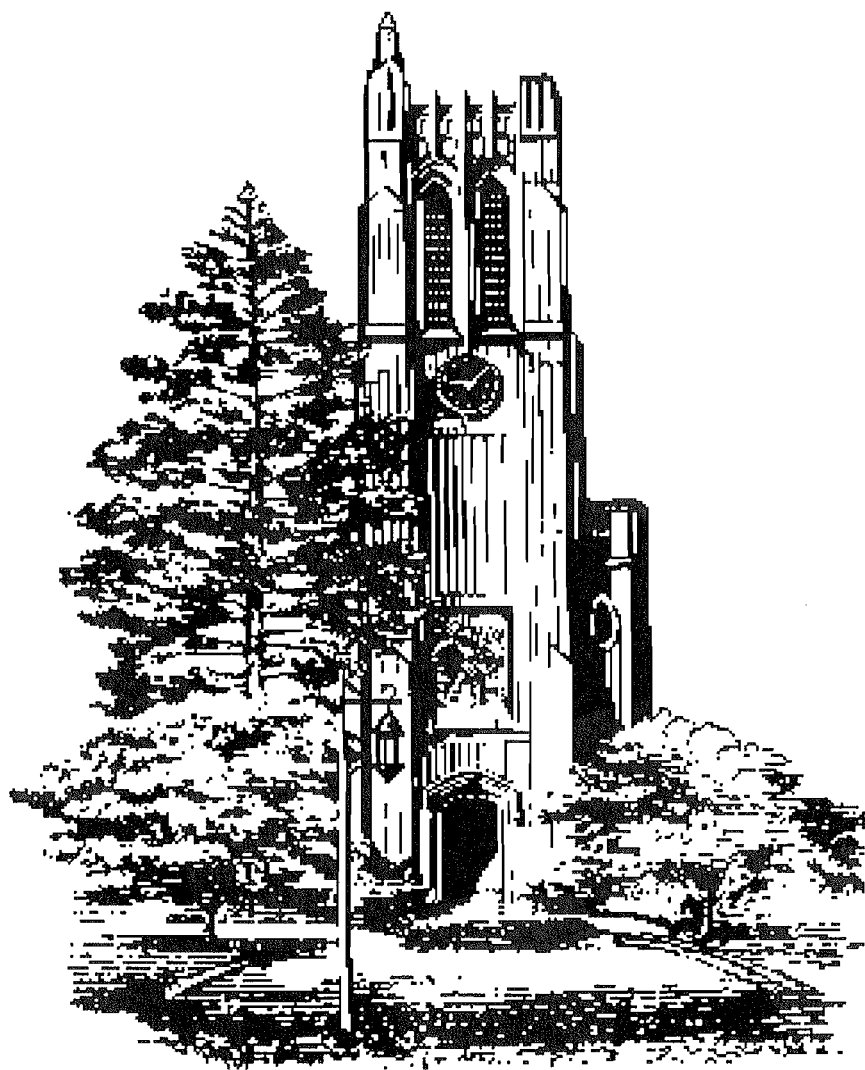
*Harassment in the Workplace* with WACP and the Faculty Professional Women's Association (FPWA);

- ▶ continuation of the Women Matter Program to acknowledge the achievement of MSU women. The 1998 keynote speaker for this luncheon event was Augustine Pounds, Ph.D., President, American Association of University Women (AAUW), Legal Advocacy Fund;
- ▶ coordination of the University's Take Your Daughter To Work Program; assisting with the All-University Diversity Awards Program; and, staffing the IDEA Coordinators Group.

In addition to day-to-day activities, and publishing the newsletter, Wisdom, Words, Women, the Center continues to be a place for support in gender discrimination or sexual harassment concerns, education, and/or complaints. In collaboration with the University leadership, the responsibility to launch a renewed educational effort to inform the full University community about the University's policy on sexual harassment was delegated to the Center.

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# Support Human Resources



MICHIGAN STATE  
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### III. SUPPORT HUMAN RESOURCES

#### Leadership

As previously discussed, 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. The program is coordinated jointly with the Office of the Provost. Leadership fellows participate in unit "projects," mentoring experiences, and central programs designed to broaden perspectives.

Human Resource Development, in cooperation with a diverse and representative design team, planned, designed and piloted a supervisor development program, *Foundations of Effective Leadership: Succeeding at Supervision*. In eleven full and partial day sessions the program addressed foundational skills and knowledge areas needed for effective supervision. *Foundations* is designed for those relatively new to supervision but also offers value for individuals aspiring to supervision and to experienced supervisors who want to refresh their skills and acquire new knowledge. By developing skills that will help supervisors perform critical functions more effectively the program can have a major impact on workplace climate. The fall 1998 pilot group of 25 employees consisted of 5 (20.0%) minorities and 16 (64.0%) women.

Human Resource Development seeks continuously to diversify its cadre of program facilitators and trainers. In 1997-98 four new minority facilitators were identified.

#### Recruitment and Retention

The Human Resources Employment Office identified all minority candidates and reviewed their resumes to assure the candidates had specified the optimal job category for selection. Staff contacted all clerical and secretarial candidates to determine if they were still interested in employment, to review their current resumes and make suggestions for possible changes or inclusions, and to encourage candidates to retake skill assessments to improve their results.

Specialty recruitment for information technology positions remains a challenge at the University as well as nationwide. In spite of the highly competitive marketplace for this specialty area, we were extremely successful by recruiting and placing 23 (35.9% of vacancies) women and 14 (21.9%) minorities into 64 information technology positions. This resulted in the computer professional job group reaching full utilization for women and reducing minority underutilization by half.

The 1997-98 affirmative action year had significant increases in the **support staff work force** and minority representation. The work force increased by 107 employees (2.0%) from 5,395 to 5,502. Women increased by 48 from 3,622 to 3,670 employees (67.1% to 66.7% of the work force) and minorities increased by 26 employees from 760 to 786 (14.1% to 14.3%). The number of minority women increased by 19 from 533 to 552 (9.9% to 10.0%) and minority men increased by 7 from 227 to 234 (4.2% to 4.3%).

The number of **minority** officials and managers increased by 6 from 61 to 67 (8.8% to 9.5% of the category). Professional minority employees increased by 6 from 156 to 162 (11.2% to 11.1%). Clerical minorities increased by 9 from 213 to 222 (13.5% to 14.3%) while the total number of clerical employees decreased. Technical minorities decreased by 6 from 48 to 42 (11.9% to 10.3%). Service and maintenance minorities increased by 11 from 257 to 268 (24.2% to 24.3%) and skilled trades minorities remained the same with 25 employees (9.4%).

Black representation in the work force increased by 2 employees from 396 to 398 (7.3% to 7.2% of the work force). Asian/Pacific Islander employees increased by 7 from 90 to 97 (1.7% to 1.8%). Hispanic representation made the most progress with 16 more employees from 233 to 249 (4.3% to 4.5%). The number of American Indian/Alaskan Natives increased by 1 from 41 to 42 employees (remaining at 0.8%).

The number of **women** officials and managers increased by 2 from 412 to 414 (59.5% to 58.6% of the category). Women in the professional category increased by 28 employees from 810 to 838 (58.2% to 57.2%). The number of women in clerical positions decreased by 23 from 1,516 to 1,493 (96.3% to 96.1%). Women in technical positions continued to grow with an increase of 9 from 290 to 299 (71.6% to 73.3%). The service and maintenance category experienced the largest increase with 34 additional women from 563 to 597 (52.9% to 54.1%) and skilled trades decreased by 2 from 31 to 29 (11.6% to 10.9%) women.

The number of **minority women** officials and managers increased by 4 from 45 to 49 employees (6.5% to 6.9% of the category). Professional minority women increased by 5 from 88 to 93 (remaining at 6.3%) and clerical minority women increased by 9 from 201 to 210 (12.8% to 13.5%). Minority women in the technical category decreased by 7 from 34 to 27 (8.4% to 6.6%). Service and maintenance minority women increased by 8 employees from 162 to 170 (15.2% to 15.4%) and skilled trades minority women remained the same with 3 employees (1.1%).

The number of self-identified employees with a **disability** remained the same at 119 (2.2% of the work force). The number of employees with a disability increased by 1 in the officials and managers category from 13 to 14 (1.9% to 2.0% of category) and increased by 1 in the professional category from 24 to 25 (1.7%). Employees with a disability in the clerical category decreased by 2 from 35 to 33 (2.2% to 2.1%) and the technical category decreased by 1 employee from 5 to 4 (1.2% to 1.0%). In the category of service and maintenance employees with a disability increased by 1 from 37 to 38 (3.5% to 3.4%) and the skilled trades category remained the same with 5 (1.9%). The number of **Vietnam era veteran** employees remained the same at 159 (2.9% of work force).

**Regular new hires** increased by 58 (11.3%) employees from 513 to 571. Regular new hire women increased by 52 from 337 to 389 (65.7% to 68.1% of the hires) employees. Minority regular new hires increased by 12 from 103 to 115 (remaining at 20.1%) and minority women increased by 16 employees from 67 to 83 (13.1% to 14.5%). Of the hires, Blacks accounted for 70 (12.3%), Asian/Pacific Islanders for 10 (1.8%), Hispanics for 34 (6.0%) and American Indian/Alaskan Natives for 1 (0.2%) hire.

The number of overall **promotions** decreased by 7 (1.4%) from 514 to 507. Women received 350 (69.0% of promotions) promotions, minorities received 86 (17.0%) promotions and 60 (11.8%) minority women were

promoted. The percent of women, minorities, and minority women promotions exceeded their representation in the work force of 66.7%, 14.3%, and 10.0%, respectively. Of the promotions, Blacks accounted for 35 (6.9%), Asian Pacific Islanders for 9 (1.8%), Hispanics for 35 (6.9%) and American Indian/Alaskan Natives received 7 (1.4%) promotions.

Of the 318 support staff employees **who left the University** for reasons other than retirement, 240 (75.5% of the separations) were women and 70 (22.0%) were minorities. Women and minority separations exceeded their representation in the work force. "Other employment," "voluntary quit" and "leaving the area" remain the reasons most often given on separation documents for women and minorities leaving MSU. For women there were 96 (40.0% of women separations) "other employment," 52 (21.7%) "voluntary quit" and 40 (16.7%) "leaving the area." For minorities there were 28 (40% of minority separations) "other employment," 11 (15.7%) "voluntary quit" and 9 (12.9%) "leaving the area."

The data gathered from the **exit questionnaires** was consistent with that described above. In addition, some employees also indicated low pay as a factor. Use of the exit questionnaire has been expanded and is more visible as a tool to counsel and advise units of specific turnover issues. Units now receive a cover letter and a copy of returned questionnaires, and are asked to carefully review them and make appropriate changes at the unit level if needed. Human Resources also offers support if other issues need to be addressed. Responses from the questionnaire are tracked to determine if patterns exist, or if the further involvement of Human Resources is needed.

**Annual hiring goals** are set at the beginning of the year based on underutilization and anticipated hiring opportunities. When there are no projected opportunities, the annual goal will be zero. If additional vacancies occur, a goal is set. As the support staff work force continues to diversify, the number of job groups with annual hiring goals decreased to 28 (37.3%) of the 75 job groups. Annual hiring goals were met or exceeded in 22 job groups.\*

Sixty (107.1%) **annual hiring goals** were accomplished for **women**, exceeding the 56 annual goals that were established. The officials and managers job groups set 3 annual goals and 6 were (200.0%) accomplished. Professional job groups had 26 annual goals with 27 (103.8%) accomplished. Clerical job groups were fully utilized for women and technical job groups had 6 annual goals and accomplished 8 (133.3%). The service and maintenance job groups set 17 annual goals and accomplished 19 (111.8%). The one annual goal set in skilled trades was not achieved.

Accomplishing 56 (155.6%) **annual hiring goals** for **minorities** exceeded the 36 annual goals that were established. The officials and managers job groups had 5 annual goals established and accomplished 9 (180.0%). The professional job groups had 18 annual goals and accomplished 28 (155.6%). Four annual goals in clerical job groups were exceeded with 10 (250.0%) accomplished. Technical job groups achieved 2 (50.0%) of the 4 annual goals set. Service and maintenance job groups had 5 annual goals set and accomplished 7 (140.0%). Skilled trades job groups had no annual goals due to low or no hiring opportunities.

Some noticeable areas of underutilization remain as shown in the following table.\* The high level Administrative-Professional and the Science Professional/Technical job groups continue to need further

diversity. The clerical job group (C3A3) consisting of levels 9 and 10 has been removed from the following table. Due to recruiting efforts, minority representation in this job group increased by 9 and as a result underutilization was eliminated.

<u>Occupation Area</u>	<u>Job Groups</u>	<u># Underutilized by</u>		<u>Annual Goal</u>	
		<u>Women</u>	<u>Minorities</u>	<u>Women</u>	<u>Minorities</u>
Business Managers	A1B3		3		1
Business Directors and Managers	A1B4	7		1	
Farm Managers	A1E5	8	4	0	0
Science Professional/Technical	A2E3		10		2
Computer Programmer/Analyst	A2J2		4		3
Audio. and Electronics Technician	C4I1	4		1	
Agricultural and Animal Care	1602		7		1
Agricultural Equipment And Driver	1612	6		1	
Custodial and Laundry	1652	14		7	

\*More details are available from Human Resources upon request.

## Climate

The **Office of Multicultural Development (OMD)** continues to offer a variety of customized workshops to units across campus. Such workshops serve to enhance individuals' awareness and understanding of diversity issues. "The Color of Fear" continued to be the most marketed and requested program through Human Resource Development (HRD) and within specific units. The Diversity Trainers, certified in 1995, also offered programs in their own units as well as across campus. Some of the requests for programs have come as proactive measures from units. In other cases, units requested assistance with specialized issues. In such instances, other campus resources, including HRD, the Employee Assistance Program Coordinator, Child and Family Care Resources and Compensation have been involved in developing solution-oriented programming.

**Human Resource Development (HRD)** offered a wide range of catalog classes and customized unit activities designed to improve interpersonal and group interactions in the workplace. Classes that have potential impact on workplace climate include such topics as cross-cultural diversity, personal style assessment, effective communication, and successful work teams. All classes are publicized to the entire University support staff. Organization development consulting is conducted in collaboration with the Compensation Director at the request of individual units. These activities address unit performance and interpersonal conflict issues in order to improve the work environment of the units involved.

Although the **Child and Family Care Resource (CFCR)** observed that the majority of family care issues on campus revolve around child care needs, there is an increasing demand for resources regarding elder care. As the aging population grows, CFCR anticipates an increase in need for elder services for MSU families. The CFCR office participates in new faculty and staff orientations to describe services, answer questions and give special attention to those who may have special needs or requests. To outreach to the lesbian/bi/gay/transgendered population, the CFCR coordinator met with their organization's associates. CFCR changed promotional literature to be more sensitive and inclusive of their population.

## ***Special Unit Activities***

Each year, support staff units are involved in numerous diversity activities that enhance the MSU community. These activities are important to the continual development of a campus that recognizes the value of creating an environment where each student, faculty and staff member is appreciated for their unique contributions. Support staff units reporting to the Vice-President for Finance and Operations submitted detailed accountings of their activities and the entire report is housed in both the Office of the Vice-President and the Office of Multicultural Development for support staff. The activities are reported in the areas of Leadership, Recruitment, Retention and Staff Development, and Climate. Following are some of the highlights of the year's events.

### ***Leadership***

Customized workshops provided by the Office of Multicultural Development (OMD) were offered to a variety of units across campus. Workshops were attended by approximately 500 MSU staff members from various units including Housing and Food Services, Physical Plant, Olin Health Center, the main library and many others. Topics included dealing with sexual orientation, family work issues, the impact of racism in the workplace, exploring personal attitudes about diversity, and acknowledging differences and the impact that those differences have on the campus community.

OMD conducted monthly all-staff diversity workshops dealing with diversity topics that HR employees encounter in their daily work environment: sexual orientation; understanding personal attitudes about diversity; and, differences between AA/EEO and diversity. OMD also established a multicultural resources library which includes books and videos covering a wide range of multicultural and diversity issues. All materials are available to be checked out by MSU employees.

HR staff members sit on the following committees:

- Excellence in Diversity Awards
- Selection Committee for the Senior Advisor to the President on AA/EEO/Diversity
- Presidents' Diversity Issues Group
- Vice-Presidents – Diversity Administrative Group (VP-DAG)
- Presidents' Handicapper Advisory Committee
- Vice-Presidents' Advisory Committee for Gay/Bi/Lesbian/Transgendered Issues
- Department of Police and Public Safety Community Advisory Committee
- Women's Advisory Committee for Finance, Operations and Personnel

In cooperation with a design team representing a variety of campus departments and constituent groups, Human Resources Development planned and piloted a supervisor development program, *Foundations of Effective Leadership: Succeeding at Supervision*. The series addresses the foundational skills and knowledge needed for effective supervision. In part, session content addresses such topics as understanding different personal styles, flexing to adapt to the style of others, recruiting and hiring a diverse workforce and managing diversity.

University Services major initiatives are intended to make it easier for minority- and women-owned businesses to conduct business with MSU, which in turn showed an increase in the number of contracts held. These initiatives resulted in doubling the number of contracts held with minority-owned businesses, from 56 to 112. The Purchasing Department also worked to promote outreach by participating in the Michigan Minority Business Development Council, recruitment trips to Detroit, Flint and Grand Rapids, and networking through community organizations.

The Department of Police and Public Service (DPPS) provides a forum at the monthly Community Advisory Committee meetings to discuss current diversity issues within the community (groups represented include the Black Student Alliance (BSA) and the Gay and Lesbian Faculty and Staff Association (GLFSA). The Chief and Director is a member of the President's Diversity Issues Group.

Physical Plant facilitated the construction of the Multicultural Center at the Union Building, in a unique partnership with Facilities, Planning and Space Management, the Office of Minority Student Affairs, Housing and Food Services, and private architectural and construction firms. The Office of Minority Student Affairs gave a Multicultural Award to one of the project representatives for his outstanding efforts in support of the project. A woman engineer was appointed a Leadership Fellow and is taking a substantial role in studying standards for the sale of electrical power in a deregulated industry. The Custodial Services management team furthered insight and respect for a population in adapting to transgender staff, with consulting assistance from the Gay, Lesbian, Bisexual and Transgendered Faculty and Staff Association.

The academic representative for Campus Parks and Planning and the Curator of Beal Garden undertook consulting for construction of an accessible woodland trail in Grayling, MI. The Grounds Maintenance Department approved and supported a mentoring effort by protected group members (women) for the College Achievement Admissions Program (CAAP). In November 1997, Hidden Lake Gardens completed an Awareness, Attitude and Usage Study with the assistance of a consulting firm. This study provided an evaluation for three distinct user groups: recent visitors, annual passholders, and gardeners from the Detroit area, regarding our current facility and programs. What was learned will be incorporated into a programmatic marketing plan to reach a broader audience.

The Athletics Director represents the Conference Athletics Directors on the Big Ten Conference Advisory Commission. The Commission is established to review and examine academic, cultural and financial issues confronting minority student-athletes.

Management staff from University Housing/Residence Halls attended sexual harassment training and the LCC Sign Language Interpreter Program. All full-time employees and student supervisors at McDonel, Shaw and Wonders Halls attended diversity training.

The Controller's Office Action Team presented the video, "Skin Deep" to the department. This video depicts a powerful discussion by a diverse group of college students from across the country about their prejudices, attitudes and experiences in various environments. Viewing of the video was voluntary and approximately 80-90 percent of Controller's staff attended. All staff participated in a "Cross-Cultural Communication Workshop"



facilitated by the Director and Assistant Director of the Office for International Students and Scholars and an international student assistant advisor from the English Language Center (February & March 1998).

### ***Recruitment, Retention and Staff Development***

University Services encourages professional development for staff at every level, including: a division-wide program on "Cross-Cultural Communication" attended by all staff as part of the division's ongoing diversity education activities; a series of leadership workshops for management staff in University Printing, focusing on ADA awareness, sexual harassment and general management issues; and, a custom training program for all University Printing staff that utilized personal behavior attributes to develop more effective employee relations and customer service.

Within **Physical Plant**, Maintenance Services promoted a skilled tradeswoman into a management-staff position (Planner/Inspector/Analyst), only the second woman to occupy the classification in the department. A minority person was recruited and hired to fill a similar position, the department's first minority in the job. A skilled tradeswoman and a minority skilled tradesman passed the necessary tests to be promoted to Electrician II. This is a "master" classification, achieved through long experience and by completing a rigorous State of Michigan examination.

One minority person and three non-minority women became Level I mechanics in their trades, promotions recognizing attainment of journey-level skill and knowledge.

Maintenance Services expects to continue a substantial pace of hiring and promoting protected-group candidates, particularly women in non-traditional occupations, e.g. skill trades and nontraditional skill trades support.

Custodial Services' staffing was enhanced by the promotion of seven minorities and five women to leadership --Building Head Custodian--positions. Diversity increased as a result of the selection of a new group of supervisor trainees in Custodial Services, a group that includes three minorities and three women.

Through its formidable student employment program, Custodial Services continued fostering mutual appreciation between the youthful student population and a comparatively older staff population. Among the registered student groups hired by Custodial Services for event work are the Multicultural Business Student Organization, the Student National Association of Black Accountants, Native American and Hispanic Business Students, the Sociedad de Estudiantes Dominicanas and the *Women of Color* Task Force. The department continues to welcome *all* student groups to participate.

All members of the Grounds Maintenance department participated in the HRD seminar, "Developing and Communicating Expectations" as well as the semi-Annual Departmental meeting which included a presentation on the Family Medical Leave Act by representatives of Human Resources.

The Concessions Department sub-contracted concessions food locations to include Cajun-style food at home football games. Concessions promoted fund-raising opportunities with a diverse group of non-profit organizations by allowing them to staff concessions stands at various events on campus.

### ***Climate***

Within the Vice Presidential area of Finance, Operations and Personnel, several activities have taken place. Among them are:

- In the Department of Police and Public Safety (DPPS), one Black female supervisor addressed the 6<sup>th</sup> Annual African American Female Conference, held at the Kellogg Center. Community Police Officers meet regularly with Caucus Groups. One Caucasian female supervisor serves as a liaison with the Alliance of Lesbian-Bi-Gay-Transgendered Students. Three police detectives were trained in the investigation of Hate Crimes. One Black female supervisor and one Black male police officer participated in the King-Chavez-Parks Program. Several minority police officers attended an open forum sponsored by Phi Beta Sigma to discuss police-minority student relations.
- Custodial Services' annual holiday gathering brought a wide variety of student employees and regular staff together to socialize and sample ethnic holiday foods.
- For Physical Plant, the 1990's have been the University's second-greatest era of construction, and each new facility has been built with complete accessibility in mind. In addition, many alterations were undertaken to enhance accessibility in existing structures.
- Campus Park and Planning has developed construction details that unobtrusively integrate the needs of persons with disabilities. One example is the development of grade level building entrances that visually blend unobtrusively into the landscape, rather than ramp abruptly up to a door threshold. Additionally, pathramp slopes were designed to be shallower than maximums allowed by law. Enhanced slope design improved wheelchair accommodation by allowing the ability to remove snow more effectively and efficiently.
- One special accessibility project of note was the Judy K. Gentile Atrium at Bessey Hall for the Office of Programs for Handicapper Services. The small east courtyard of Bessey Hall (north wing) was made accessible for providing a frost-free, flush concrete slab with ramped brick approaches. The courtyard serves the Office of Programs for Handicapper Services and was named in memory of a University staff member who was a leading advocate for the rights of persons with disabilities.
- Hidden Lake Gardens, in the Division of Campus Park and Planning, supported flexible working schedules for staff members (women) and allowed staff (women) to bring children to work when absolutely necessary.

- Land Management worked with Dr. Jayne Schuiteman to present a program on sexual harassment at the Farm Managers' annual seminar.
- The Athletics Department developed two seminars for student-athletes to help address the issues of sexual harassment and alcohol abuse. The department also initiated five workshops for more than 100 staff members. Each half-day workshop consisted of a mix of administrators, coaches and support personnel. Participants had individual exercises and interacted in small groups. Some of the topics discussed included racial discrimination, conscious and unconscious stereotyping, and helping employees identify key skills needed to interact more effectively in a multicultural environment.
- Crossroads Food Court conducted sexual harassment training for student supervisory staff. The entire management/supervisory staff of the Concessions Department attended a sexual harassment seminar.
- Within the residence halls, McDonel Hall conducted an International Student Reception Fall semester for our large population of international students. In January 1998, West Circle Complex prepared a Chinese New Year Dinner in the special Party Room for the International Group and guests. Local TV stations had a live remote during the meal. And, Wilson Hall cooperated with the former Office of Programs for Handicapper Services to provide a keyless entry device on the door of a resident with disabilities.
- Several residence halls' food services served International-themed dinners during the year, working with the Office of Internationalizing Student Life. Each dinner included a number of cultural displays, music and dance presented by various international groups.
- Cable and Publications Offices developed and completed University Housing 'Options' movies in June 1998 for prospective students and parents, promoting inclusion and attention to diverse student population and housing services. Themes were also reinforced in cable and print promotions produced by both offices for consistent marketing messages.
- University Housing/Residence Halls co-sponsored the first East Lansing Film Festival in March 1998 and the development of East Lansing Film Society film program to bring independent, alternative and diverse movie offerings to the MSU campus.
- University Apartments scheduled a yearly maintenance program to maintain the soccer field located in Spartan Village. This facility is used by a wide range of under-represented groups. University Apartments continues to provide support for MSU Safe Place and Gateway Clinic. These two programs serve a large number of cultural groups. University Apartments provides apartments to the African Student Union to assist this group with Academic Orientation of new students each semester. Apartment 1515B, University Apartments, was used by the Puerto Rico Student Association as a collection site for supplies for the victims of hurricanes George and Mitch.
- The Benefits unit of Human Resources sponsored a luncheon at Refugee Services. Guests included people from Cuba, Haiti, Iraq, Vietnam, Laos, Nigeria and the Dominican Republic.

## ***Purchasing Department University Services Division***

The MSU Purchasing Department believes that business success is based upon building a diverse supplier pool to enhance operations. It 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.

### ***Leadership***

Purchasing directs its efforts in two primary areas: (1) assisting minority businesses enterprises (MBEs) and women business enterprises (WBEs) to become successful suppliers to the University, and (2) working with the MSU community to promote diversity in purchasing decisions.

### ***Recruitment and Retention***

Recruiting trips to Detroit, Flint, Grand Rapids, and other out-state areas are made on a regular basis. Meetings are held with individual MBEs and WBEs, and contacts are made to locate new suppliers. Throughout the year Purchasing presents numerous sessions for suppliers on how to conduct business with the University. Emphasis is placed on identifying and working closely with the MBEs and WBEs. Purchasing also participates in community roundtable discussions that assist non-minority owned suppliers to identify new minority- and women-owned business enterprises. These discussions encourage new contacts in the business sector that promote diversity. Minority business directories on cd rom are used in Purchasing to expand the supplier base.

Purchasing improved its internal staffing diversity by hiring an African American male and promoting an Hispanic female to professional positions as Buyers.

All Buyer and Purchasing Agents are encouraged to increase their minority supplier participation, by developing new contacts with minority businesses, and retaining current minority suppliers.

The following is a chart of the expenditures to MBEs and WBEs as a result of the purchasing departments procurement efforts:

FISCAL YEAR	TOTAL <sup>1</sup>	WOMEN <sup>2</sup>	MINORITY <sup>3</sup>	TOTAL <sup>4</sup>	%
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%
1997- 1998	\$196,412,503	\$10,427,351	\$3,045,844	\$13,473,195	6.86%

1. Total expenditures for supplies, equipment, services and construction projects.
2. Total expenditures with women-owned businesses (51% owned by a woman).
3. Total expenditures minority-owned businesses (Asian/Pacific Islanders, Hispanic, Black, American Indian/Alaskan Native Indians).
4. Total expenditures for all disadvantaged groups.

*Table notes: The above table for FY 97-98 includes just six months of data from credit card purchases. This is due to transition from old software without reporting capability to current software.*

*Food Stores reported ten (10) months of data, while the Cyclotron Laboratory reported nine (9) months of data. The above table does not include expenditures from the Libraries for books.*

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

- Joint ventures with local agencies create promotional opportunities for MBEs and WBEs which they could not achieve independently. As an active member of the Michigan Minority Business Development Council (MMBDC), Purchasing assists in sponsoring events that enable minority- and women-owned businesses to market themselves to the Lansing, East Lansing, and other local business communities. Without this sponsorship, it would be difficult for potential suppliers to afford the financial and time commitments to individually market themselves. Additionally, these events provide opportunities for MBEs or WBEs to network with other corporations. This involvement helps to promote the University's visibility, as well as build its database for potential suppliers, both statewide and nationally.
- Participated in the Michigan Minority Business Development trade show, including a promotional appearance by the MSU mascot "Sparty."
- Maintained contacts by participation in community efforts with the Lansing Regional Chamber of Commerce and the Hispanic Chamber of Commerce.
- Received recognition from the President of the Lansing Regional Chamber of Commerce for being a voice in the minority community. Purchasing provides input into the *Guide to Minority Growth Opportunities* - a resource published through the Chamber of Commerce.
- All staff participated in diversity education programs.
- The department was nominated for the third time to receive the "Educational Sector Corporation of the Year Award," presented by the Michigan Minority Business Development Council.
- Received special recognition from Dr. Ralph Bonner, Director of Affirmative Action Compliance and Monitoring, for departmental achievements and effort.
- The Minority Procurement Coordinator attended a conference on "Doing Business with Minority Suppliers." This involved promoting and planning Tier Two buying.

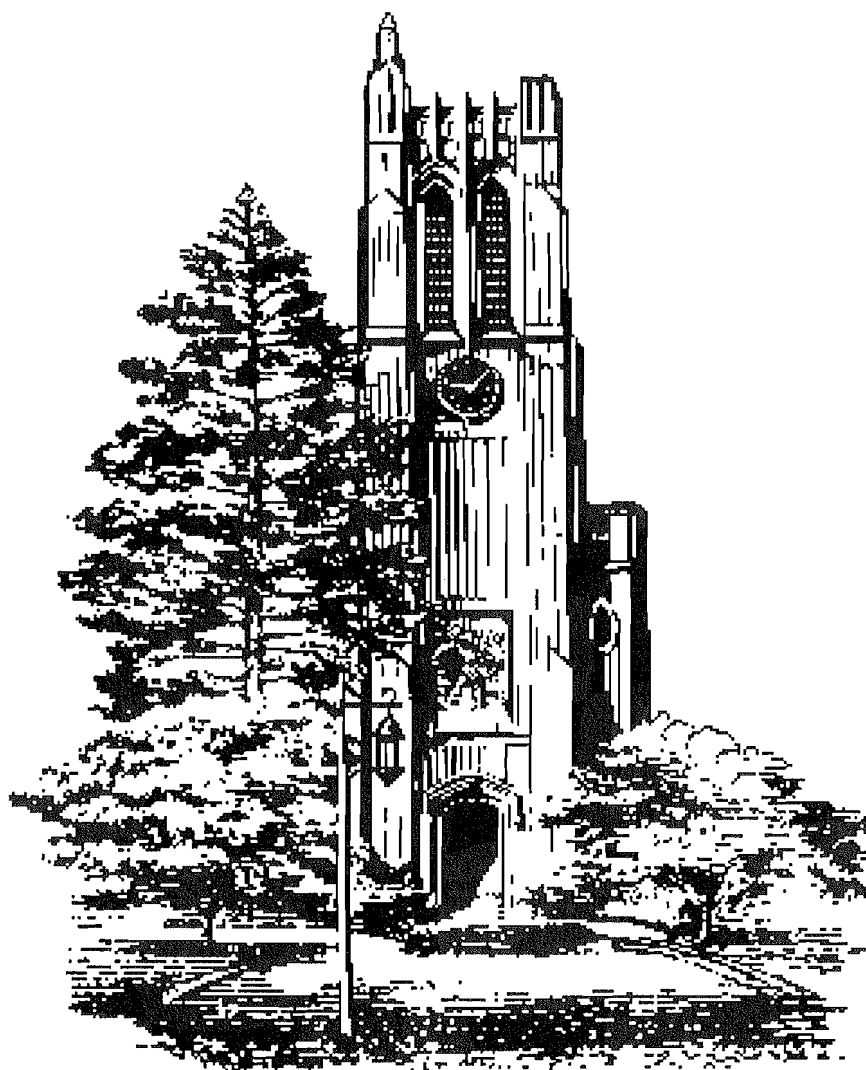
- Ongoing training of Purchasing Agents in cultural diversity and how to work with small and minority-owned businesses.
- Participated in buyer/supplier luncheons in Lansing, Detroit and Grand Rapids.

### ***Climate***

Purchasing strives to achieve a welcoming and sustaining atmosphere for Minority and Women Business Enterprises. Consideration of diversity occurs throughout the Purchasing process on a daily basis. Part of achieving the goal of diversity includes efforts to increase the confidence and desire of the MSU community to provide the necessary business opportunities. Purchasing welcomes its roles as ambassadors, educators, and mentors to foster lasting relationships that make a difference.

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# Students



MICHIGAN STATE  
UNIVERSITY

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## IV. STUDENTS

### *Academic Support Services and Multicultural Issues*

#### *Leadership*

Leadership staff in units reporting to the **Assistant Provost for Academic Support Services and Multicultural Issues** represent an extremely diverse group of people, committed to and engaged in daily work with diversity-related programs, and active in leadership roles for enhancing diversity on the campus and in the broader community. Members of the Assistant Provost's staff serve on nearly every University committee focusing on racial and ethnic concerns and on recruitment and retention of underrepresented groups.

Of the staff, racial and ethnic minorities comprise 48% of full-time staff, 52% of graduate assistants and 100% of the minority aides. Women outnumber men among full time staff (73%), among Graduate Assistants (62%) and only slightly among minority aides (51%). Opportunities for enhancement and promotion have been given to minority staff.

Among the most significant accomplishments of the year was the development and eventual support for the creation of a 3,000 square-foot Multicultural Center in the MSU Union. Ongoing communication between racial and ethnic student groups, the administration, and the Board of Trustees resulted in a compromise plan for the Center, scheduled to be open in October 1998.

Staff from the Undergraduate University Division (UUD) are active in the development of a residential program for American Indian/Alaskan Native students and is a member of the Statewide Hispanic Symposium.

The Office of Programs for Handicapper Students (OPHS) advocates for the inclusion of individuals with disabilities into the total Michigan State University experience. In doing so they provide reasonable accommodation for students, and act as a resource to the University and the community at large. Responsibility for the accommodation assessment and support process for employees was transferred to OPHS this year. A Disability Management Team representing the University Human Resources Department and the OPHS/DRC is in place. OPHS has begun the process of recommending the replacement of "handicapper" with "disability" in the unit's name and in references and publications.

OPHS staff assumed leadership roles in state, regional and national organizations such as the Statewide Independent Living Council and the Michigan Association of Higher Education and Disability, and helped sponsor the Women and Disability State Conference. During the past year OPHS became one of the first programs in the country to begin staff real-time interpretation, a service that will significantly support persons who are deaf or hard of hearing.

#### *Recruitment and Retention*

**Total student enrollment** increased 1.4% to 43,189 on the East Lansing campus of Michigan State University for Fall semester 1998 up from the 42,603 students enrolled during Fall semester 1997.



The University's total affirmative action enrollment (which does not count nonresident alien students) increased 1.7% for Fall semester 1998 from 39,780 to 40,442 students. **Undergraduate enrollment** increased 2.3% from 33,308 to 34,089 and **graduate level student enrollment** decreased 2.1% from 9,295 to 9,100.

**Minority student enrollment** on campus increased 5.0% from 6,215 to 6,525 (15.6% to 16.1% of the affirmative action total) for Fall 1998. Undergraduate minority enrollment increased 5.9% from 4,980 to 5,273 (increasing from 15.4% to 15.9%). At the graduate level, minority enrollment increased slightly (1.4%) from 1,235 to 1,252 (increasing from 16.6% to 17.2%).

Ten of fourteen colleges at Michigan State University had numeric increases in minority enrollment for Fall 1998. The Eli Broad College of Business with 998 minority students exhibited the largest numeric increase with 122 more minority students for a 13.9% increase. The Eli Broad College of Business also enrolled the greatest number of minority students surpassing the College of Natural Science. The College of Human Medicine at 36.9% (182), the College of Osteopathic Medicine at 22.7% (120), and the College of Engineering at 21.1% (842) had the highest percentages of minority students enrolled. Eight of the instructional colleges increased the percentage of minority students enrolled in the college.

**Black students**, the largest minority student group on campus, increased enrollment by 4.2% from 3,340 to 3,480 in Fall 1998. At the graduate level, Black student enrollment increased numerically from 558 to 560. Black male enrollment as a percentage of the total enrollment of all Black students decreased slightly to 36.1% and graduate Black males continued to decrease from 35.8% to 33.2% of the total enrollment of Black graduate students.

**Asian/Pacific Islander students**, the fastest growing minority group on campus over the last ten years, increased enrollment 4.9% from 1,639 to 1,720 in Fall 1998. Enrollment of Asian/Pacific Islanders increased at the graduate level from 357 to 362.

The growth trend of **Hispanic students** at Michigan State University continued with a 9.3% enrollment increase from 975 to 1,066. At the graduate level enrollment by Hispanic students increased from 263 to 277.

**American Indian/Alaskan Native students** decreased on campus from 261 to 259 (-0.7%) in Fall 1998. Enrollment of American Indian/Alaskan Native students decreased at the graduate level from 57 to 53 (decreasing 7.0%).

**Women students** represented 53.1% of the total student enrollment at Michigan State University in Fall 1998 with an increase from 22,555 to 22,927 (1.6%). Women graduate students decreased slightly from 5,002 to 4,913 (-1.8%). Minority women students increased from 3,582 to 3,782 (5.6%). Minority women graduate students increased slightly from 697 to 722 (3.6%). Of the fourteen colleges, only one had women student enrollments of less than 40%, three 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.

In recent years more than 70 percent of entering freshmen have earned a baccalaureate degree from MSU within a 10-year period from original date of entry. Current cohorts are likely to remain near the 70 percent level.

Utilizing the conventions developed by the IPEDS Graduation Rate Survey for the 1991 cohort it appears that in general, about 24 percent of the entering class or slightly more than one-third of those who eventually graduate are graduating in four years. An additional 33 percent are graduating between the fourth and fifth year, while about nine percent graduate after the fifth year.

MSU participates in the Consortium of Student Retention Data Exchange (CSRDE) conducted by the University of Oklahoma. MSU is one of the **Selective** institutions defined as an entering class with "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 percent. Forty-five percent of Black students and 54 percent of Hispanic students in the 1991 cohort received degrees within six years.

#### Graduation Rates\* Years After Entry

	<u>4 yrs</u>	<u>5 yrs</u>	<u>6 yrs</u>
All Students	24%	57%	66%
All Minorities	11%	36%	50%
Black, Non-Hispanic	06%	27%	45%
Hispanic	15%	48%	54%
Amer. Indian/Alaskan Native	13%	43%	53%
Asian Amer./Pacific Islander	19%	50%	58%
Non-Minority	27%	61%	69%

\*IPEDS Graduation Rate Survey - 1997

Ten year graduation rates for Black students continue in the 50-57 percent range. There is greater fluctuation from class to class for other minority groups due in part to the relatively small size of some entering classes. It appears that graduation rates for Hispanic students are in the 50-70 percent range; American Indian/Alaskan Native students, 50-75 percent range; and Asian American/Pacific Islander students, 66-78 percent range.

## STUDENT ADMISSION TRENDS, 1995-96, 1996-97, 1997-98

	APPLICATIONS					ADMISSIONS					ENROLLMENTS				
	1995	1996	1997	1998	% OF CHANGE	1995	1996	1997	1998	% OF CHANGE	1995	1996	1997	1998	% OF CHANGE 1997-98
<b>FRESHMEN</b>															
Caucasian	14894	15326	15783	16073	1.84%	12604	12976	13300	12715	-4.40%	5288	5587	5563	5425	-2.48%
Black	2490	2734	2744	2750	0.22%	1673	1758	1821	1752	-3.79%	552	593	627	631	0.64%
Hispanic	639	651	633	680	7.42%	558	543	547	549	0.37%	148	146	160	166	3.75%
Amer.Indian/Alaskan Nat.	102	121	136	133	-2.21%	85	105	108	111	2.78%	45	42	45	43	-4.44%
Asian/Pacific Islander	979	1075	1103	1164	5.53%	854	933	1002	1009	0.70%	236	273	263	294	11.79%
Other/No Response	104	136	137	228	66.42%	79	103	110	162	47.27%	21	37	33	54	63.64%
International	455	473	615	610	-0.81%	258	229	335	299	-10.75%	100	98	123	101	-17.89%
TOTAL	19663	20516	21151	21638	2.30%	16111	16647	17223	16597	-3.63%	6390	6776	6814	6714	-1.47%
<b>TRANSFER STUDENTS</b>															
Caucasian	3699	3679	3622	3507	-3.18%	2343	2286	2294	2208	-3.75%	1608	1598	1630	1555	-4.60%
Black	313	326	304	338	11.18%	104	121	112	145	29.46%	66	79	70	106	51.43%
Hispanic	117	124	112	115	2.68%	68	75	54	66	22.22%	45	56	34	51	50.00%
Amer.Indian/Alaskan Nat.	35	27	32	35	9.38%	19	17	22	14	-36.36%	16	10	13	9	-30.77%
Asian/Pacific Islander	147	182	190	181	-4.74%	72	111	116	107	-7.76%	40	66	73	58	-20.55%
Other/No Response	50	54	35	49	40.00%	32	25	21	28	33.33%	18	11	15	14	-6.67%
International	383	471	494	413	-16.40%	184	201	214	163	-23.83%	96	99	96	84	-12.50%
TOTAL	4744	4863	4789	4638	-3.15%	2822	2836	2833	2731	-3.60%	1889	1919	1931	1877	-2.80%
<b>GRADUATE STUDENTS</b>															
Caucasian	3810	3393	3165	3069	-3.03%	1912	1744	1589	1583	-0.38%	946	951	885	877	-0.90%
Black	335	318	326	322	-1.23%	151	137	122	155	27.05%	99	85	77	97	25.97%
Hispanic	139	134	146	140	-4.11%	65	68	70	72	2.86%	35	32	38	36	-5.26%
Amer.Indian/Alaskan Nat.	32	26	23	13	-43.48%	15	12	8	9	12.50%	8	6	4	7	75.00%
Asian/Pacific Islander	219	236	531	761	43.31%	102	109	113	108	-4.42%	39	44	52	57	9.62%
Other/No Response	91	260	85	70	-17.65%	44	200	39	31	-20.51%	20	22	21	12	-42.86%
International	3768	3791	3758	4112	9.42%	760	705	828	903	9.06%	377	383	384	417	8.59%
TOTAL	8394	8158	8034	8487	5.64%	3049	2975	2769	2861	3.32%	1524	1523	1461	1503	2.87%

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.

Retention of the MSU minority student population is a primary responsibility of the Office of Minority Student Affairs (OMSA). The Minority Aide Program serves as a supplemental support to both academic and student affairs units. Cultural program offerings provided additional support to the community to both educate students, faculty and staff, and to celebrate the diverse achievements and accomplishments within the campus community. OMSA helps students "fit in" and thereby directly contributes to retention. Transitional programs for racial and ethnic minority students included MAGIC, a summer bridge program that was held for the second time during 1998 and served 200 students. A Minority Student Resource Fair and Welcome Receptions, as well as receptions for each of the racial and ethnic groups, were again successful.

OMSA, in collaboration with other Assistant Provost units, offered numerous conferences, workshops, and cultural programs to attract, support and help with the retention of students from a wide variety of backgrounds. In 1997-98 some of these included: The Sixth Annual African American Female Conference, Asian Pacific American Weekend Conference, APA Heritage Month opening presentation by Professor Ronald Takaki, Native American Film Series, FEAR Conference, 10<sup>th</sup> Annual Statewide Conference on the Black Male, Puerto Rican Culture Week, Dia de la Mujer, and the Native American POW WOW. OMSA also provided or supported extensive training and development for student leaders and student staff including: the Asian Pacific American Student Leadership Retreat, NAISO Retreat, Minority Aide Orientation and Training, and the United States Hispanic Leadership Conference.

The Office of Supportive Services (OSS) provided necessary intrusive and comprehensive support for underprepared, low income and first generation students, (CAAP). Students making four or more visits to the office were found to have higher grades than those making fewer visits. A University-wide mentoring program continued for the second year, with strong interest on the part of both students and mentors. Thirty freshmen CAAP students were selected to participate in an intensive summer program (SUPER) aimed at improving their chances of success at MSU.

OSS staff also designed targeted interventions around career issues, support for extended and final probation students, single parent students, high drop-out prone students, and LGBT students. OSS provided tutorial services for 543 students for 5151 visits and 5703 hours of service. Of those continuing tutoring throughout the semester, 81% passed the course. OSS also continued its collaboration with the Mathematics Department for the Math Enrichment Program, assisting students in Math 1825 and 103 and continuing to improve the grades of students over and above those enrolled in other sections.

UUD received a Career Development Model Grant to help establish an Academic and Career Resources Library, including information on special programs and opportunities for minorities and other target populations. Once again UUD sponsored the Annual Retention Conference, attended by a diverse set of professionals and workshop presenters.

Of the student contacts made by UUD advisors, 58% were female, 12% Black, 2.5% Chicano/Latino, .7% Native American, 5.5% Asian/Pacific Islander, and 3% non-traditional. Of students participating in the Learning Resource Center (LRC) workshops, seminars and individual sessions, 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 requiring accommodating classrooms or other services. A third residence hall based tutorial program was established in Akers Hall which houses a significant number of minority students. The LRC (Learning Resource Center) Alliance with ATL and the English Language Center, helped international students with reading and learning in ATL and IAH courses.

Staff from UUD, OSS, OPHS and OMSA assisted with targeted recruitment and retention efforts such as the MSU Latino Committee, the Advocates for Latino Student Advancement in Michigan Education (ALSAME) Retention Conference of Latino students, the Math Enrichment Program and the Emerging Scholars program. UUD also established a Target Population Team to develop academic interventions for minority and international students.

A total of 646 students were registered with OPHS by Spring 1998, and 95 students graduated during the year. Among the many hours of service provided by OPHS were: 4864 interpreter contact hours with students in class and 247 contact hours in extra curricular activities, 560 real time contact hours with students, 198 interpreter contact hours with faculty and staff, 46 students screened for learning disabilities, 385 alternative tests were facilitated within OPHS, and 141 books and 42 course-packs or articles recorded. New OPHS initiatives with Student Athletic Support Services have established a satellite in the Clara Bell Smith Building to better serve students with disabilities who are athletes; in the first year 25 students were assisted.

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

The primary role of the King-Chavez-Parks (KCP) College Day Programs and the Talent Search program are to provide college preparatory information and academic and personal services for secondary students in 6-12<sup>th</sup> grade. Students are recruited based on academic, personal and financial need and are considered "at risk". Many students come from diverse backgrounds. Of the 3510 participants in the KCP Programs, 70% were African American, 8% Latino/Hispanic, 1% Native American and 9% Caucasian. Of the 458 students served by Talent Search, 55% were female, 77% Black, 13% White, 5% Hispanic, and 2% each American Indian and Asian Pacific Islander.

The MSU Upward Bound staff continues to work in a nearly one-on-one relationship with economically and educationally disadvantaged youth to encourage and facilitate their completion of high school and enrollment in college. In addition to extensive academic support, this program also provides exposure to fine arts and the campus culture. Since their entry into the Upward Bound program, 84% of the students have been retained.

Pre-College Programs has established relationships with K-12 districts throughout the state of Michigan within urban areas; the addition of the Michigan College University Partnership/Collaborative Opportunities Reshaping Education (MICUP/CORE) provided an effective linkage between these organizations. School districts provided the program with space and personnel resources to assist in the delivery of services, and

success of these programs was based largely on student and community support. Among others, MSU's Rising Star program, this year with 450 participants, included parent committees in programming, education and social actions.

An OSS freshmen 500 seminar emphasizing academic support and University resources was again conducted by Office of Supportive Services (OSS) staff for all incoming CAAP students. OSS staff collaborated with The Graduate School in sponsoring the Summer Research Opportunity Program (SROP) and the Ronald E. McNair Achievement Program, and designed an Undergraduate Research Opportunity Program (UROP) for freshmen and sophomore students to engage them more directly with faculty in active learning and research.

### ***Climate***

OMSA coordinates extensive social programming events which contributed to a supportive climate for diverse students. Some of these included: APASO Coffee House, APA Student Awards Banquet and Semi-Formal, Asian Games, and Latin Explosion. Recognition of student success is also an important component of a supportive climate. As such, each of the Assistant Provost units sponsored spring programs to recognize and reward students for their performance and achievements.

Approximately 300 faculty, staff and alumni were present to celebrate the Office of Supportive Service CAAP Reunion, "Celebrating 30 Years of Student Success." Alumni returned to share stories of their successes, demonstrating the achievements possible when students are given necessary support and care during the educational process.

During the year the Pre-College Programs had a dramatic increase in the participation of Latino/Chicano students, based solely on the program outreach into those communities. Outreach efforts with the Native American community are still preliminary. Although coordination with college personnel has improved, increased knowledge of the Pre-College mission would further enhance recruitment efforts.

## ***Division of Student Affairs and Services***

### ***Leadership***

The Division of Student Affairs and Services has long appreciated the importance and value of recruiting and retaining a diverse staff as a means of supporting students and creating a climate where all students can be successful. Students from many backgrounds can find Student Affairs staff with whom to identify and several units where Spanish is spoken. Overall 28% of full time staff, 32% of Graduate Assistant staff, and 30% of Resident Assistants are racial and ethnic minorities. Women generally outnumber men with 63% among full time staff, 60% among Graduate Assistants, and 52% among Resident Assistants. The exception to this is Residence Life Directors where men comprise 71% of the group. Select units have considerably higher diversity, such as the Counseling Center, 50% of whose staff are people from diverse backgrounds.

Student Affairs programs, whether they focus on leadership, recreational sport, service opportunities, or Greek affairs, offer students extensive opportunities to interact with, learn about, and gain appreciation for people from backgrounds different from their own. Exposure to and reflection on difference is a core value of the Division and a core component for all program initiatives.

Staff were informed of and encouraged to participate in campus-wide programs relating to diversity, and helped sponsor and serve as facilitators for those programs as well, including the Teleconference on *Race Relations in Higher Education* (11/97) and *Color of Fear* (12/97). A staff member with particular interest in diversity issues has also served as a member of the campus-wide design team for development of the Supervisor Training Program and the Sexual Harassment Training program. The Student Affairs Resource Center continued to acquire diversity-related books and media. Twenty-four different tapes with diversity themes were checked out 78 times, including 10 to the Department of Management.

### ***Recruitment and Retention***

The Minority Career Fair attracted 2,300 participants, the most in its twenty-three years of operation. Career Services program initiatives such as Career Enhancement and Resume Writing workshops, helped prepare racial and ethnic minority students to enter the workforce and to prepare for the Career Fair and their job search.

Residence Life provided extensive diversity training to all levels of staff and 1200 educational programs about diversity for residents. A newly-developed training module was designed to help Resident Assistants become more sensitive to language and jokes as well as more overt forms of harassment toward the LGBT community.

Of the nearly 3300 students registered in the Career Development Center (CDC), 23% were racial and ethnic minorities compared with 14% in the overall undergraduate population. These higher numbers were in part the result of collaborative relationships with Minority Student Affairs and the Office of Supportive Services, whose programs included required or recommended visits to the CDC and strongly support the career development process. Another 4% of those registered are international students, compared to nearly 7% in the overall student population.

Extended hours were implemented in the Counseling Center from 5:00-7:00 p.m. on Tuesdays and Wednesdays, to accommodate the schedules of students for whom daytime hours were not convenient.

In an effort to more adequately address the perspectives of students of color, Judicial Affairs sponsored a one-day workshop in January 1998, for judiciary members on racial justice and the MSU judicial process. All six judiciaries also participated in training on stereotyping and diversity. Student caucus members and minority aides were invited to be members of the selection committees for area judiciary members.

Members of the Student Life Staff provided numerous keynote addresses, workshop and classroom presentations on issues of diversity and multiculturalism, both on campus and in the larger community.

Recruitment and selection efforts in the Department of Residence Life were tailored to attract minority candidates. These included special mailings and numerous presentations to student and faculty groups on campus. In addition the theme of diversity and the importance of individual difference to the residence life program was a primary theme in the contact with over 900 candidates for full time and graduate positions.

In every undergraduate community, Residence Life staff advised a minority student organization either at the building or area level. Staff also served as liaisons with the Multi-racial Unity Living Experience (MRULE) program in five undergraduate residence halls. Residence Life staff continued to serve as catalysts for several notable and large-scale student events that received positive media attention: e.g. the Chinese New Year Dinner, Ebony Reflections, and Akers Showcase.

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

In addition to initiatives designed to provide for underrepresented students, Career Services and Placement (CS&P) has taken on responsibility for educating professional organizations and their recruiters. Sharing the importance of considering these populations for future employment was one of the many strategies used to provide professional insight and consulting for companies interested in recruiting at MSU. Employers participating in the Minority Career Fair were provided a pre-fair workshop on recruiting and retaining minorities.

Staff in the Career Services and Placement Research Institute developed an assessment instrument for the America Reads program whose focus is on youth literacy in urban schools. The Institute also included a section in the Student Profile Report about how students of various racial and ethnic backgrounds utilized campus resources, studied, and related to their professors.

CS&P also continued to collaborate with academic and non-academic units whose emphasis lies in serving underrepresented groups, providing consultation and workshops. Staff were linked with residential programs (e.g. Roses), staff groups (Minority Aides), colleges (Annual Minorities in Communication Arts and Sciences Career Fair), and service learning opportunities designed especially for underrepresented groups.

Internationalizing Student Life initiated the Linking All Types of Teachers in International Cross Cultural Education (Lattice) program, which provided staff development for teachers and administrators incorporating international teaching materials in the Lansing, East Lansing and Haslett K-12 schools. In 1998, Project Lattice received the Michigan Education Award for Excellence.

Several staff from the Division participated as teaching faculty, particularly in Counseling and Educational Psychology, Psychology, and Educational Administration. These staff bring to their curricula a particular emphasis on diversity concerns. In partnership with Educational Administration, the Division continued to provide administrative leadership and many instructors for EAD315, Student Leadership Training. The curriculum features significant attention to exposure to issues of diversity, and introduces appreciation for diversity as a hallmark of college graduates and a valuable skill for effective citizenship.



Intramural Sports collaborated with a number of community groups such as Special Olympics, Cristo Rey, the Michigan School for the Blind and the Lansing Association for Human Rights, and summer pre-college programs like Magic from Minority Student Affairs and the Multicultural Business Program.

### *Climate*

Student organizations increasingly struggled with their ability to talk about and find solutions for concerns about equal representation for diverse students. While some racial and ethnic groups are already represented, other groups are seeking the same type of recognition and voting power. These dialogues among students demonstrated the complexity of the issues, the variety of biases that all groups bring to these situations, and the importance of a staff presence to support and facilitate student engagement of these important conversations.

The Fall '97 Residential Environmental Survey revealed improvement on measures relating to community climate for diverse students. In recognition of the importance of their responsiveness to discriminatory incidents in the hall, staff responses were more swift and collaboration with other campus units and departments more streamlined. Support for the victim and of the targeted community was at the forefront of efforts, along with a restatement of community principles and beliefs around tolerance and acceptance of diversity.

In addition to ongoing programs with students, Career Services and Placement enhanced its attention to educating employers about how to attract and retain employees from diverse backgrounds, particularly racial and ethnic minority and LGBT persons. In so doing CS&P contributed to student success and provided enhanced perspectives and cultural sensitivity to employers.

Student Affairs programs offered diverse students a variety of ways in which to interact and served as vehicles for students to learn about people different from themselves. As such, these programs facilitated a climate where students could enhance their appreciation of difference and learn the skills and attitudes that characterize well-prepared graduates.

Supportiveness within the climate for LGBT persons varied considerably from unit to unit and classroom to classroom. This year was characterized by extremes in terms of perception of climate. At one level, there was greater visibility and more LGBT support initiatives than in the past three years combined. Yet, during Fall 1998, a call for the "public execution" of homosexuals in a *State News* "letter to the editor," the anti-LGBT graffiti at the Farm Lane "rock," and the murder of Wyoming college student, Matthew Sheppard, all worked together to create perceptions of heightened hate and intolerance on the MSU campus. The visible and active response of University leadership to these incidents helped many students, faculty and staff to feel a greater degree of support and care.

The Child and Family Care Resources (CFCR) program as a cross-Vice Presidential initiative designed to assist staff, faculty, and students continued to assist employees with the negotiation of flexible work schedules, and encouraged supervisors to support nontraditional work schedules. To better serve the LGBT population,

the CFCR Coordinator met with representatives of the Gay and Lesbian Faculty Staff Association. CFCR has changed promotional literature to be more sensitive and inclusive of the LGBT population. CFCR supports all families, regardless of their constellation.

CFCR hired single student-parent support staff and minority Graduate Assistants to work primarily with student parents to promote their academic success. Orientation programs included an emphasis on academic, health, financial, and referral concerns. International students have recently been identified as a more distinct population who warrant additional program support. New students and employees coming from out-of-state who were unfamiliar with child/family services in the greater Lansing area benefitted from the **Family Resource Guide**, published annually in collaboration with University Apartments/ Residence Life.

CFCR supported quality parenting and caregiving with ongoing educational workshops geared towards particular populations such as international student families, single parents, and employees in search of nontraditional work schedules. The workshops offered financial, health and career planning resources. This integrated approach to the special complexity that family responsibility presents for both students and staff, is thought to support both recruitment and retention of staff and students at Michigan State University.

### **Graduate Students**

The Graduate School continues in year two of its FIPSE-funded project on "Setting Expectations and Resolving Conflicts between Graduate Students and Faculty." Departmental programs including both faculty and graduate students, as well as programs for graduate students alone, continue to be offered. This program is aimed at improving mentoring in graduate programs and preventing interpersonal conflicts between faculty and graduate students. Ultimately, the program is focused on a greater retention rate, particularly for students at the Ph.D. level (the national attrition rate is 50% for doctoral students). Positive effects on diversity are explicit goals, since women and minority students (except for Asian/Pacific Islanders) experience a higher attrition rate in their doctoral programs than do white males. Improved methods of communication, setting and understanding explicit expectations and using interest-based negotiation techniques are all expected to improve retention and ultimately, the diversity of the pool of candidates successfully completing a doctoral degree.

All ethnic groups showed declines in the number of applicants to The Graduate School. Programs sponsored by The Graduate School to enhance minority interest in pursuing graduate education at MSU include:

Project 1000, a national program that offers students an opportunity to apply to over eighty (80) institutions, using a single application and fee waivers;

DREAMS, a summer research program for undergraduates that is partially funded by the Chrysler Foundation and MSU;

CIC Free App, a CIC (Committee for Institutional Cooperation) supported program, that allows fee waivers to up to three participating CIC institutions;

King/Chavez/Parks Future Faculty Development Program, a program funded for four years by the State Department of Education, Office of Equity that supports underrepresented graduate students who commit to teaching in Michigan for at least three years after the graduate degree is conferred;

Enhance Your Future Conference, a program that supports the visitation of underrepresented minority students to MSU to explore opportunities with participating graduate departments. Visiting students interact with faculty and students and mutual assessment of potential for the pursuit of graduate education at MSU.

Adequate financial support for students is critical to the success of the University's commitment to improve enrollment, retention and quality of education of minority and women at the graduate level. Graduate education financial assistance programs and allocation trends indicate that even through years of financial crisis, financial support for minority and women graduate students at MSU has modestly increased.

A brief description of specific financial assistance programs that provide financial assistance to help support women and minority students include the following. The Equal Opportunity Program Fellowships is a need-based award determined by a needs analysis completed by the Office of Financial Aids. The Minority competitive Doctoral Fellowship provides minority doctoral candidates who are nominated by participating colleges to participate in an expense-paid visit to campus. The award guarantees support for four years. Programmatic Funding encourages academic unit to seek external funds to support minority graduate students. Programmatic funds are available to departments/schools/colleges on a matching basis to increase the total available financial resources for minority graduate students. Finally, graduate assistantships are made available to units to fund graduate study in areas where women and/or racial/ethnic minorities are underrepresented.

In the 1997-98 academic year, 504 minority and women graduate students received support through these programs. This is a modest increase over the 498 graduate students supported in the previous year.

The editors of this Report wish to acknowledge, on this occasion of his retirement, Dr. Ralph W. Bonner for his numerous contributions to the advancement of achieving excellence in diversity at MSU.