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ANNUAL REPORT
ON
AFFIRMATIVE ACTION

prepared for
Michigan State University
Board of Trustees

January 21, 1982

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I. Affirmative Action Program

Michigan State University is committed to principles of equal opportunity, non-discrimination and affirmative action. University programs, activities, and facilities are available to all without regard to race, color, sex, religion, creed, national origin, political persuasion, sexual preference, marital status, handicap, or age. The University is an Affirmative Action, Equal Opportunity Employer.

The Affirmative Action Plan is the basis upon which the University organizes and evaluates its efforts to meet the legal and policy commitments to the principles of equal opportunity, non-discrimination and affirmative action. Attached is the Index of documents for the 1981-82 plan and the Overview describing the components of the plan. Also attached are the affirmative action plans required by Section 503 of the Rehabilitation Act and Section 402 of the Vietnam Era Veterans Readjustment Act. Administrators at all levels are responsible for implementation of the University's policies and the explicit elements of the Affirmative Action Plan.

The Affirmative Action Plan is a pledge to pursue our objectives aggressively and diligently and to honestly and openly evaluate both procedures and outcomes with a commitment to continuously and systematically improve the status of minorities, women, and members of other protected classes at Michigan State University. An essential component of this dynamic, proactive process is the identification of problem areas that will receive special attention and the development of action plans that are designed to attenuate these problem areas. The problem areas for the 1981-82 plan for employment are attached.

The quality and effectiveness of the University's affirmative action program is validated through review by external agencies. During 1980-81, the Office for Civil Rights of the U. S. Department of Education completed an audit of compliance with Title IX in all aspects except intercollegiate athletics. The Agency found the University in compliance in all areas (e.g., admissions, financial aid, housing, student support services). A copy of the report from the Agency is available upon request. The Office of Federal Contract Compliance Programs (OFOCCP) of the U. S. Department of Labor audited the University's written affirmative action compliance program with respect to Executive Order 11246 as amended, Section 402 of the Vietnam Era Veterans Readjustment Act and Section 503 of the Rehabilitation Act of 1973. This audit was concluded with a Letter of Commitment in December 1981. The Letter of Commitment affirms Michigan State's compliance with the laws and regulations and recognizes the University's good faith efforts to meet its commitments to equal opportunity, non-discrimination, and affirmative action. Copies of the Letter of Commitment are available upon request, and findings from the audit have been incorporated into the problem areas for the 1981-82 Affirmative Action Plan.

The data in this annual report provide a basis for evaluating the effectiveness of the affirmative action program. In-depth analyses of data referenced in the Index are required to identify sources of problems and to adequately assess good faith effort. A careful assessment of policies, practices and procedures covering all aspects of the University's operations from employment to publications has been and will continue to be an important part of the University's affirmative action program. These efforts are difficult to quantify for purposes of an annual report but are partially reflected in the section labeled "Other Activities."

The attached letter from President Mackey reinforces that eliminating the barriers to access and improving the quality of the work/learning environment are the responsibility of all members of the University community. Within this context, it is recognized that attitudes and values change painfully and slowly. Continuing and strong efforts are required to increase awareness and sustain the progress that has been made. Affirmative action programs have had limited success even in good financial times. Traditional measures of progress have focused on numerical increases. Within difficult financial circumstances and declining workforce size, absolute increases are still desirable but are not sufficient indicators of effort toward affirmative action. Rather, maintaining proportional representation given factors such as variable distribution across programs and across categories of employment, differential mobility patterns, and seniority requires a well-conceived and strongly enforced affirmative action program.

The basic structure of the University's affirmative action program with primary responsibility for implementation assigned to line administrators provides the framework for implementing the University's commitment to equal opportunity, non-discrimination, and affirmative action under severe economic circumstances. The success of the program is ultimately dependent on the efforts of all members of the University community.

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AFFIRMATIVE ACTION COMPLIANCE PROGRAM

An Overview

Introduction

As stated in the federal regulations, "an affirmative action program is a set of specific and result-oriented procedures to which a contractor commits himself to apply every good faith effort." (41 CFR 60.2.10) The required contents of an acceptable affirmative action program are outlined in Revised Order Number 4, Revised Order Number 14, and the Gerry Memorandum. Michigan State University has developed and indexed its affirmative action program to correspond to these regulations. This paper is the overview statement that is the interface between the regulations and the volumes of support material that are part of the written affirmative action program.

Before specifically outlining the program, it is important to emphasize that these procedures are means by which the University meets its moral and legal commitments to equal opportunity, non-discrimination, and affirmative action in employment. The affirmative action plan focuses attention on problem areas and on solutions to be implemented within the lines of administration and accountability and through processes that are consistent with the mission and organization of a major institution of higher education. Since true progress in civil rights depends on human behavior as well as on law and university policies and procedures, an affirmative action plan does not guarantee a total absence of prejudice or bias or assure that the University will meet every goal and resolve problems to the satisfaction of various constituent groups. Rather, the affirmative action plan is a pledge to pursue our objectives aggressively and diligently and to honestly and openly evaluate both procedures and outcomes with a commitment to continuously and systematically improve the employment status of women, minorities, and members of other protected classes at Michigan State University.

Plan Period

Historically, the affirmative action plan has not had all the elements currently required by the regulations. A general statement was approved by the Department of Health, Education, and Welfare (HEW) in 1975 as acceptable, assuming good faith implementation. (See Volume 1 - Tab A) The progress toward this plan was evaluated annually at the end of the fiscal year (June 30) and a report submitted to HEW.

Between January and March 1979, the Office of Federal Contract Compliance Programs of the Department of Labor audited the University's affirmative action program. During this audit the University's written affirmative action program was rewritten and reorganized to more closely parallel the requirements in the Executive Order.

The written affirmative action plan for 1979-80 was in the same basic format as the revised 1978-79 plan and began on July 1.

However, during the course of the audit the Equal Opportunity Specialists recommended a change in the plan year, particularly for academic personnel so that the hiring cycle and the plan year were more congruent. The Equal Opportunity Specialists believed that with the data from the 14-step monitoring system, the University would be able to set goals based on a knowledge of the hiring record. This would affect the validity of the goals. The University concurred and during the 1979 OFCCP audit set the goals for temporary faculty and staff based on October 1 data. Two sets of goals for tenure system faculty were established for the transition year; one based on July 1 data and one on October 1, 1979 data. The job groups for non-academic personnel were restructured as part of the conciliation agreement with the Agency. In lieu of formal Agency approval of the restructured job groups it was decided to continue the job groups for 1979-80 in the July-June base year. Multiple sets of goals for 1980-81 were set on July 1 and October 1 to complete the transition for non-academic personnel.

Thus, for 1980-81, plan goals and personnel practice data were available for the October through September plan year as recommended by the Agency. The 1981-82 plan year continues the October 1 to September 30 accounting period.

External Reports

The University is required to complete the Equal Employment Opportunity Higher Education Staff Information Reports. These EEO-6 reports are filed with the Higher Education Reporting Committee. The most recent report was based on Fall 1981 data. This report and preceding reports are in Volume 1 - Tab B.

The University has also submitted a series of reports to OFCCP under the terms of a conciliation agreement signed on March 6 and approved at the regional level on July 3, 1979. The conciliation agreement is in Volume 1 - Tab C.

In 1981, another compliance review by OFCCP was concluded by a Letter of Commitment which is in Volume 1 - Tab D.

University Organization

Prior to the discussion of the components of an affirmative action plan, the organization, upon which analyses are based, is described. A list of units within reports lines is displayed in Volume 1 - Tab E.

The Cooperative Extension Service is a unit that organizationally reports to the President through the Provost and the Dean of the College of Agriculture and Natural Resources. However, the Cooperative Extension Service is a unique agency that has not been considered an integral part of the University's affirmative action plan. This unit is a human service agency that historically serves rural populations and more recently expanded its scope to include other sectors. The Cooperative Extension Service has its own personnel system including federal retirement programs for some employees. In addition, the

affirmative action compliance program for the Cooperative Extension Service functions under the guidance and approval of U.S. Department of Agriculture. (See Volume 1 - Tab F for documentation). The OFCCP review team raised the issue of separate establishment status for the Cooperative Extension Service during the 1979 audit and the University requested a policy clarification from the Agency. During the 1981 review, the University received oral assurance that the Cooperative Extension Service could be considered a separate establishment for affirmative action purposes. The employees are counted in the work force analysis, but the affirmative action program for the Cooperative Extension program is evaluated separately by the Cooperative Extension Service, the Office of the Provost, and the U. S. Department of Agriculture.

Job Groups

Job groups are assumed to reflect the structure of the personnel system, in addition to job content, wage rates, and opportunity. The aggregation of employees into job groups is a prerequisite to the development of required utilization analyses. The Gerry Memorandum provided the basis for the identification of job groups in the academic personnel system. The distinction between instructional and non-instructional personnel in the Gerry Memorandum is particularly important at Michigan State University since the personnel functions for non-academic staff and academic faculty and staff are separately administered. The line responsibility for the non-academic personnel system is with the Vice President for Administration and Public Affairs, and the responsibility for the academic personnel system is with the Provost. As such, any discussion about job groups is divided into academic and non-academic.

Academic — The job groups in the academic area are based on categories of employees in the academic personnel system within academic departments or clusters of like departments/units. Prior to the 1978-79 plan year, the University had developed job groups for tenure system faculty only. During the 1978-79 plan year, goals were set for all categories of academic personnel. The department is the preferred level of aggregation since the availability data by discipline most closely reflects department-based position requirements. However, if necessary, job groups have been aggregated by college and across colleges to achieve a sufficient numerical base. Principles of aggregation were applied in developing job groups for temporary faculty, continuing staff, and temporary staff. The tenure system faculty has been maintained on a departmental basis. The major categories of academic employees are tenure-system faculty, temporary faculty, continuing staff, and temporary staff. These categories are described in Volume 1 - Tab G.

Non-academic — Prior to 1978-79, the EEO-6 categories were used as the definition of job groups in the non-academic area. For 1978-79 plan year, a review of the federal guidelines revealed that further analysis based on job content, wage rates, and opportunities for advancement was required in order to have a more technically correct and effective affirmative action program. By applying very stringently the guidelines for job group development taught at a Department of Labor Seminar, the University developed 274 job groups with similar job content, promotional opportunities, and salary ranges. During the 1979 review the Agency indicated that to better meet the technical requirements and the spirit of the regulations, the job groups should be collapsed. This was done with the assistance and review of the Agency. For the 1980-81 plan year the 807 classifications in the non-academic personnel system were

aggregated into 86 job groups. The same job groups have been utilized for the 1981-82 plan year with modifications for changes in classification and job title. A description of the non-academic personnel system and the job group structure is in Volume 1 - Tab H and I.

Required Utilization Analysis

The required utilization analysis, as outlined in 41 CFR 60.2.11, has two components for both the academic and non-academic areas: (1) an analysis of the work force and (2) an analysis of major job groups to determine if women and minorities are currently underutilized.

Academic Work Force Analysis — Using the Gerry Memorandum, a computer program has been written to produce a work force array by type of employee within department and college. For the work force analysis, executive management is defined as people with the title of President, Vice-President/Provost, Associate Vice-President/Provost, Assistant Vice-President/Provost, Assistant to the President, Assistant to Vice-President/Provost, General Counsel, and associate General Counsel and Secretary to the Board. Managers are defined as people with the title of Dean, Assistant/Associate Dean, Chairperson, Supervisors and Directors of separately reporting units. Per the discussion of the transition of the plan year, the academic work force analysis for October 1981 is in Volume 2 - Tab A. A print out of the total faculty and staff for October 1, 1981, which is one of the bases for the discussion of goal achievement is in Volume 2 - Tab B.

Non-Academic Work Force Analysis — Management needs and legal requirements could only be adequately addressed by generating three work force analyses for the non-academic area. First, since the University's personnel classifications do not easily track EEO-6 non-instructional categories or job groups, a useful tool in formulating our AACP was a work force array by University Personnel Classifications (Volume 3 - Tab A). For example, a list of Administrative-Professional Job Titles from lowest to highest salary is part of this analysis. Second, a work force analysis by job group was done (Volume 3 - Tab B). This analysis correlates to the utilization analysis and is particularly appropriate for assessing equal pay for positions of substantially similar work content. Third, the departmental work force analysis provides data aggregated by major administrative unit (Volume 3 - Tab C). Each job title within the major administrative unit is organized and summarized by (1) job group, (2) level, (3) EEO-6 category, (4) EEO-6 salary code, and (5) employee frequency by total, male, female, and minorities. Since each job group utilization analysis references each organizational unit in which members of the job group are assigned, the departmental work force array can also be used in conjunction with the job group utilization and availability information. A current list of non-academic employees is in Volume 3 - Tab D.

Academic Utilization Analysis — In Volume 4, the utilization analysis (availability and percent underutilization) for tenure-system faculty, temporary faculty, continuing staff, and temporary staff is documented. Since the derivation of the availability data differs for each type of employee, an explanation of the procedure is included in Volume 4.

Non-Academic Utilization Analysis — In Volume 5, the eight factor analysis (consistent with 41 CFR 60.2.11b) to determine availability is documented by each job group and displayed in conjunction with the goals. Analyses by classification title and major administrative unit within each job group are also included.

Goals and Timetables

Goals and timetables for underutilized job groups as required by 41 CFR 60.2.12 have been established.

Academic Goals — The ultimate goals and interim goals for each category of employee have been established by the appropriate organizational unit. These goals are expressed as a whole number and as a percent of total employees in that category in the job group. Interim goals based on projected opportunities for a three-year period were also established and were expressed as whole numbers for tenure system faculty. Annual goals were not established because of low projected turnover. Annual goals have been established for temporary faculty, continuing staff, and temporary staff except temporary librarians which are on a three-year base because of small numbers. The goals for women and minorities by category are displayed in Volume 4 along with category specific documentation.

It is understood that if actual openings exceed projected opportunities, the rate of hiring of women and minorities should at least equal availability and the requirements of Revised Order No. 14. The same principle applies to opportunities in departments that are not underutilized.

Non-Academic Goals — The ultimate and annual goals for each job group are expressed as a whole number and as a percent of the total employees in the job group. Non-academic goals are University goals and any unit with a vacancy is held accountable for the goal. Annual goals are based on the projected opportunities for the plan year. Michigan State University instituted a position management program in April 1980 and will continue to experience reduction in force through layoffs and attrition during 1981-82. As such, the projection of opportunities for 1981-82 is very difficult. Based on the University's experiences during October through March, the projected opportunities and goals will be adjusted.

It is understood that if actual openings exceed projected opportunities, the rate of hiring of women and minorities should at least equal availability and the requirement of Revised Order No. 14. The same principles apply to opportunities in job groups that are not underutilized.

Additional Required Ingredients

In 41 CFR 60.2.13, other components that must be specifically addressed in an acceptable written affirmative action program are indicated:

- (a) Development or reaffirmation of the contractor's equal employment opportunity policy in all personnel actions.

The purposes/goals of the University's affirmative action program are stated in a general statement of the University's affirmative action plan patterned after the plan approved by HEW in 1975. In addition, the actions of the Board of Trustees are the framework for policies and practices in employment. Both elements are documented in Volume 6 - Tab A.

(b) Formal internal and external dissemination of the contractor's policy.

Examples of internal and external dissemination of Michigan State University's policy are listed in Volume 6 - Tab A. The Department of Human Relations also has a brochure that outlines its responsibilities for dissemination to the University community, including students at registration.

The University has developed a new brochure on affirmative action that was distributed in Fall 1980. A copy of the brochure is in Volume 6 - Tab C. In January 1980, President Mackey instructed each vice president to implement the policy that an affirmative action statement appear on all printed material associated with Michigan State University. Included in Tab D is the 1981 letter from President Mackey to the members of the University community reaffirming the commitment to equal opportunity, non-discrimination and affirmative action. Also included in Volume 6 - Tab E is President Mackey's letter on sexual harassment. The 1981 OFCCP Letter of Commitment and employment data will be disseminated to advisory groups and administrators within the University and to any internal or external person or group that requests information.

The Source published by the Office of Personnel and Employee Relations is used for disseminating information to administrators and supervisors. Copies of Source for 1980-81 are in Volume 6 - Tab F. Discussions about the University's affirmative action program are included in orientation programs for new faculty and staff. Finally, through discussions about personnel practices and procedures and special in-service education programs, affirmative action issues have been discussed with the Executive Advisory Council, the Council of Deans, and comparable non-academic administrators.

(c) Establishment of responsibilities for implementation of the contractor's affirmative action program.

As indicated in Volume 6 - Tab A, the primary responsibility for implementing the program rests with the President and the line administration. The responsibilities for coordination and monitoring were reassigned effective November 1, 1978. In the restructuring, a position of Assistant to the President was created; the Department of Human Relations was moved to report jointly to the Provost and the Vice President for Administration and Public Affairs, and the responsibility and accountability for affirmative action was reaffirmed and strengthened for line administrators at all levels.

The evaluation for deans and chairpersons and administrative-professional personnel, displayed in Volume 6 - Tab G, reflects this administrative responsibility.

The responsibilities listed in 41 CFR 60.2.22 are assumed to be under the Assistant to the President with staff support provided by the Department of Human Relations. The Department of Human Relations provides consultation and support for the line administrators who also have required responsibilities for affirmative action. The mission statement for the Department of Human Relations is in Volume 6 - Tab H. (Note: The position of Assistant to the President is currently vacant. Transitional responsibilities have been assigned to the former incumbent who now holds the position of Assistant Provost for General Academic Administration and to the Department of Human Relations. The organization structure is currently being reassessed. However, all responsibilities required under regulations are being met in the transition.)

- (d) Identification of problem areas (deficiencies) by organizational units and job group.

In Volume 7, problem areas are identified for job groups in the academic and non-academic areas. In addition, problems related to the organization and implementation of the affirmative action program (monitoring) are identified. The process of general problem identification is primarily data based and related to achievement of established goals. However, interpretations of data based on the perceptions of various constituent groups are essential information used in the problem identification in a responsible and responsive affirmative action program. Therefore, communication and consultation with these groups is an essential element of the AAP.

- (e) Establishment of goals and objectives by organizational units and job groups, including timetables for completion.

The establishment of goals and/or timetables for each problem area is part of Volume 7. So that each problem area can stand independently, this discussion is an integral part of the documentation for each problem area.

- (f) Development and execution of action-oriented programs designed to eliminate problems and further designed to attain established goals and objectives.

The framework for the development and execution of action-oriented plans for each problem area is part of Volume 7. So that each problem area can stand independently, this discussion is an integral part of the documentation for each problem area.

- (g) Design and implementation of internal audit and report systems to measure effectiveness of the total program.

The University has developed systems for monitoring the hiring processes that have affirmative action overlays requiring EEO reviews prior to hiring. The Department of Human Relations is the unit with the primary responsibility for evaluating each personnel action in light of the University's affirmative action commitment and hiring goals. The 14-Step Procedure was implemented in October 1978 and is described in Volume 8 - Tab A. The 12-Step Procedure for non-academic personnel was implemented in March 1979 and is described in Volume 8 - Tab B. The category of academic personnel called research associates represents special hiring considerations because of the project orientation of the assignment. Special hiring procedures for research associates have been developed and are described in Volume 8 - Tab C. The Board of Trustees adopted special hiring principles for Executive/Management positions in October 1979. The group was expanded in July 1981 to include directors previously categorized as A-P 17 through 19. These principles are documented in Volume 8 - Tab D. Finally, special procedures have also been developed for hiring academic administrators. These are documented in Volume 8 - Tab E.

As part of the University's self-evaluation of its affirmative action program, each of these systems are reviewed in terms of process efficiency and effectiveness based on applicant flow data and selection rates. Since each of the systems are relatively new, the University recognizes a need for continuous modification of review procedures and data collection to increase the quality of the systems. Reports on each aspect are contained in Volume 8. See the index for a list of reports.

The University recognizes the need to monitor personnel actions such as promotions, demotions, transfers, new hires, tenure actions, reappointment decisions and salary levels. The University has begun the systems development work for a comprehensive employee information system that will meet the periodic reporting requirements that are necessary to monitor our affirmative action program. In the interim, the personnel systems went on-line effective April 1, 1980. Through special programming, data on personnel actions are obtained on a quarterly basis during the plan year.

The reports on various aspects of the academic and non-academic personnel system that are used by the University to identify problem areas and to evaluate personnel actions, policies and procedures are prepared each year. Relevant reports for 1980-81 plan year are contained in Volume 9. See the index for a list of reports.

- (h) Compliance of personnel policies and practices with the Sex Discrimination Guidelines (41 CFR Part 60-20).

The actions of the Board of Trustees (Volume 6 - Tab A) provide the commitment and framework for all policies and practices specifically prohibiting discrimination based on sex and promoting affirmative action. The personnel policies and procedures for academic and non-academic personnel have been reviewed and are consistent with Board policy and state and federal regulations. These policies and procedures are documented for academic personnel in the Faculty Handbook (Volume 10 - Tab A) and for non-academic personnel in the Personnel Policies and Procedures Manual (Volume 10 - Tab B) and in the Employee Handbook (Volume 10 - Tab D). Of particular concern under these regulations is a comparison of the benefits available to men and women. Staff Benefit's brochures are in Volume 10 - Tab C. The insurance and retirement programs have been reviewed based on 41 CFR 60-20, on proposed EEOC guidelines and on pending litigation. The insurance plan conforms to these requirements. The retirement program has equal contributions (equal in) but has unequal payments based on actuarial tables. In keeping with its concern for affirmative action, the University began payments to TIAA-CREF and is accompanied by a stipulation that TIAA-CREF not irrevocably commit this money in a manner which would preclude it from being available to comply with a final adjudication of the issue of sex discrimination in retirement plans.

The position descriptions for academic and non-academic personnel contain an affirmative action clause. In addition, gender restrictions are not part of classification descriptions. In those cases, such as a locker room attendant where gender is a bona fide occupation qualification, each request is individually reviewed and validated on an exception basis for an individual posting. No such restrictions exist in the academic personnel system. Position postings are available upon request for review.

- (i) Consideration of minorities and women not currently in the work force having requisite skills who can be recruited through affirmative action measures.

The 14-step process for academic hiring and the 12-step process for non-academic hiring (Volume 8) both emphasize and monitor recruitment of women and minorities. Options for part-time and/or temporary employment can also be viewed as ways of expanding opportunities in the work force as re-entry for people to sharpen skills required for employment in a different category within the personnel system or for people (traditionally women) who are bound geographically and/or by life style commitments.

The University utilizes a nation-wide base for the recruitment of faculty positions, particularly those in the tenure system. However, as a graduate research institution, the University recognizes its responsibility to increase the pool of applicants for faculty positions through action-oriented plans to increase the representation of minorities and women in graduate and graduate-professional programs. The memorandum initiating the program is in Volume 11 - Tab A. Details of this separate affirmative action program are available upon request. The Office of Personnel and Employee Relations utilizes many community based agencies and groups as recruitment sources. These contacts are listed in Volume 11 - Tab B.

The University also sponsors a number of special programs to enhance the employment status of members of protected classes and to enhance the quality of the work and learning environment. These are summarized in an annual report prepared by the Department of Human Relations (Volume 11 - Tab C). Budgetary constraints force the mix of these opportunities to change but not the level of effort of the University's line administrators.

Other Components

(A) 41 CFR 50 — Discrimination based on religion and national origin.

The actions of the Board of Trustees specifically identify national origin and religious belief as protected classes (Volume 6 - Tab A). In addition, religious observance is accommodated through the personal leave policy (Volume 6 - Tab A and Volume 9).

(B) Union Contracts

The University has both unionized and non-unionized employees in the non-academic labor force. The contracts for these bargaining units are documented in Volume 12.

(C) Grievance Procedures

The monitoring systems are designed to permit the University to identify and correct problems with respect to equal opportunity, non-discrimination, and affirmative action. In recognition that this system is not infallible, the University has in place grievance procedures which involve peer review for individuals who perceive themselves as victims of illegal discrimination.

1. Non-Academic Grievance Procedures

a. Administrative

Employees in the University are encouraged to discuss fully and candidly any employment problems (including potential discrimination) with their line supervisor. Further, an employee who is not satisfied with discussions and/or results of meetings with the line supervisor may approach the supervisory chain of command for similar discussions and resolutions.

b. Department of Human Relations

The Department of Human Relations offers a second entry into employee problems related to alleged discrimination in violation of federal or state laws and University policies. The Department of Human Relations has an intake interview process for these employees and often-times is able to resolve these matters through conciliation or mediation, acting as a communications facilitator.

c. Anti-Discrimination Judicial Board (ADJB)

The University has in place the Anti-Discrimination Judicial Board (ADJB). The ADJB consists of individual representatives from the faculty, non-academic employees, and student body. The ADJB interfaces with the Department of Human Relations, who provides the necessary staff support. It has the power to investigate, conduct hearings, and to recommend to the President of the University a resolution of any complaint, based upon its decision. Further details of the role function and responsibility are set forth in Volume 12 - Tab H.

d. Union Grievance Procedures

For some groups of employees who are organized into collective bargaining units (MSUEA, MSUSA, IUOE Local 547, FOP Lodge 141, AFSCME Local 1585, and AFSCME Local 999), each of the employees has available the grievance procedure provided for in the labor agreement. The grievance procedure set forth in these contracts appears in Volume 12 - Tab I.

e. General University Grievance Procedure

All employees, including those in category (d) above, have available to them the grievance procedures set forth in the University's personnel procedure and which appears in Volume 12 - Tab J.

2. Academic Grievance Procedures

a. Administrative

Each member of the academic faculty or staff is encouraged to discuss fully and candidly any employment problems (including potential discrimination) with his/her department chairperson. Further, that each academic faculty or staff member who is not satisfied with discussions and/or results of meeting with the department chairperson may approach his/her Dean's office or the Office of the Provost for similar discussions and resolutions.

b. Department of Human Relations

The Department of Human Relations offers a second entry into employee problems related to alleged discrimination in violation of federal or state laws and University policies. The Department of Human Relations has an intake interview process for these employees and oftentimes is able to resolve these matters through conciliation, mediation, and as a communications facilitator.

c. Anti-Discrimination Judicial Board (ADJB)

The University has in place the Anti-Discrimination Judicial Board (ADJB). The ADJB consists of individual representatives from the faculty, non-academic employees, and student body. The ADJB interfaces with the Department of Human Relations, who provides the necessary staff support. It has the authority and power to investigate, conduct hearings and to recommend to the President of the University a resolution of any complaint, based upon its decision. Further details of the role function and responsibility is set forth in Volume 12 - Tab H.

d. Faculty Grievance Procedure

The University has a faculty grievance procedure which was developed by the Academic Council and approved by the President and the Board of Trustees. See Volume 12 - Tab K. This procedure provides for an initial review of an alleged grievance by a faculty grievance officer (a faculty member), who has the authority to informally investigate and to attempt to mediate a resolution. If this informal step fails to resolve the matter, a faculty hearing committee is appointed, consisting of a faculty peer group.

Both the grievant, who may be represented by counsel of his/her choice, and the respondent may present and cross-examine witnesses. The hearing committee makes a finding of fact and a recommendation for resolution. Either party may appeal the decision of the hearing committee to a college hearing board or University appeals panel, which again consist of faculty peers, who hear the matter de novo. The college hearing board or appeals panel renders a finding of fact and a proposed recommended resolution, which is reported to the President. If the President agrees with the appeals panel, it is so indicated. If the President disagrees, the basis of disagreement must be set out in writing. The President's decision is final with respect to this matter.

(D) CFR 740 — AAP for Employing Handicappers

An affirmative action plan for the employment of people with handicaps - was originally adopted by the Board of Trustees on January 30, 1976, and is displayed in Volume 13 - Tab A.

(E) 41 CFR 250 — AAP for Disabled Veterans and Veterans of the Vietnam Era

An affirmative action plan for the employment of disabled veterans and Vietnam Era veterans was originally approved by the Board of Trustees on November 12, 1976, and is displayed in Volume 13 - Tab B.

AFFIRMATIVE ACTION PLAN

FOR

EMPLOYING HANDICAPPERS

October, 1981

I. INTRODUCTION

"Michigan State University is committed to the principles of equal opportunity, non-discrimination, and affirmative action. Programs, activities, and services are available to all without regard to race, color, creed, religion, sex, national origin, political persuasion, sexual preferences, marital status, age or handicap. Michigan State is an Affirmative Action/Equal Opportunity Employer."

Inherent in the general statement of the University's affirmative action commitment is the spirit of both the "Michigan Handicappers Civil Rights Act" and Sections 503 and 504 of the Rehabilitation Act of 1973. This Affirmative Action Plan for the employment of individuals with handicaps is maintained as a separate document to cover the special requirements of handicappers employed at Michigan State and to emphasize the University's commitment to ensuring equal opportunities for handicappers. Creating a University environment physically and attitudinally conducive to equal opportunities for handicappers is a challenge MSU has accepted.

This Affirmative Action Program consists of a set of results-oriented procedures to which the University commits itself. These procedures are designed to achieve the University's affirmative action objectives and to identify and correct any problems encountered in meeting these objectives. The Affirmative Action Plan is also designed to meet the compliance requirements promulgated by the Office of Federal Contract Compliance Programs in 41 CFR 60-741 as amended.

II. POLICY STATEMENT

On November 15, 1974, the Board of Trustees of Michigan State University adopted a policy on employment of handicappers. This policy statement requires that the University take affirmative action to employ, advance in employment, and otherwise treat qualified handicappers at all levels of employment without discrimination based on an individual's physical or mental handicap in employment practices such as hiring, promotion, reclassification, transfers, recruitment, advertising, layoff or terminations, rates of pay or other forms of compensation and selection for training. A copy of the statement adopted by the Board of Trustees is in Appendix A.

The administration of the University is committed to the principle of equal employment opportunity and requires each unit within the University to conduct its recruitment and employment practices in conformity with this principle and in accordance with this Affirmative Action Plan. This policy is designed to provide equal opportunity as an integral part of the University's academic and non-academic personnel systems. As such, this policy is reaffirmed as part of all the statements about affirmative action at Michigan State. Evidence exists in the material supporting the University's general affirmative action plan for employment.

III. RESPONSIBILITY FOR IMPLEMENTATION

The responsibility for the administration and implementation of the Affirmative Action Plan for Handicapper Employment parallels that for the general affirmative action plan. Specifically, the President, as the chief executive

officer, has the overall administrative responsibility for the University compliance with federal and state laws, regulations and executive orders, and for the University's affirmative action program. This responsibility is met primarily through the line relationship of the Vice President for Administration and Public Affairs and the Provost, and with the support of the Assistant to the President.

The Assistant to the President shall coordinate, monitor, evaluate and recommend structure, policies and practices related to the University's affirmative action program, including Title IX, Sec. 504, Aging and Vietnam-Era Veterans. (Note: The position of Assistant to the President is currently vacant. Transitional responsibilities have been assigned to the former incumbent who now holds the position of Assistant Provost for General Academic Administration and to the Department of Human Relations. The organization structure is currently being reassessed. However, all responsibilities required under regulations are being met in the transition.)

Within the line relationship under the Provost, the Assistant Provost for Academic Personnel Administration is responsible for the oversight of academic personnel procedures. Responsibilities under this position include consulting with Deans and separately reporting Directors on Academic personnel policies, procedures and practices, and assisting Deans in the interpretation and implementation of those policies, procedures and practices. In addition, the Assistant Provost for Academic Personnel Administration reviews actions and interprets procedures to achieve affirmative action goals with the assistance of the Department of Human Relations, and assists colleges and other academic units in the conduct of affirmative action programs. The affirmative action programs implemented by department chairpersons are reviewed by the Deans who are in turn reviewed by the Assistant Provost for Academic Personnel Administration and the Provost.

Within the line relationships under the Vice President for Administration and Public Affairs, the Assistant Vice President for Personnel and Employee Relations has primary responsibility for the non-academic personnel. This Assistant Vice President develops, coordinates and assists with the implementation of policies and programs including the following - employment, labor relations, wage and salary administration, job classification, training programs (non-faculty), insurance benefits and affirmative action for non-academic staff. The staff of the Assistant Vice President for Personnel and Employee Relations processes, monitors and evaluates requisitions for non-academic personnel from all units and with the assistance of the Department of Human Relations reviews actions and interprets procedures to achieve affirmative actions goals.

The Office of Personnel and Employee Relations has identified a staff person who has particular responsibility for employment concerns of handicappers and for liaison with community agencies.

The Office of Programs for Handicapper Students is the focal point for services for handicapper students and is a valuable resource for conducting needs assessments for handicapper employees, for identifying reasonable accommodations, and for advising those responsible for the implementation of this affirmative action program. The staff of the Office of Programs for Handicapper Students also have established contacts with agencies and handicapper advocacy groups that facilitate the recruitment of handicappers.

IV. POLICY DISSEMINATION/OUTREACH

The University recognizes that in order for the Affirmative Action Program to succeed, the policy must be communicated clearly and understood by members of the University community, the surrounding Lansing-East Lansing community, and other agencies and constituencies with which the University transacts business.

The University's policy on employing handicappers is disseminated as part of the information on the general affirmative action program. These dissemination techniques are documented in the preceding volumes and include brochures; periodic communications about the program to the President, the Board of Trustees, administrators, and University community through reports and news articles; special in-service training programs; discussions at new employee orientation programs; notification of the handicapper policy to all vendors, subcontractors and suppliers; direct contacts with social and community agencies for handicappers; notification to recruitment sources, and the inclusion of an affirmative action/equal opportunity statement on all employment advertisements.

V. ARCHITECTURAL BARRIERS

The University recognizes that physical barriers often affect the employment opportunities of handicappers by impeding access to the work site and by limiting the ability of handicappers to function effectively and safely in the work environment. The University has initiated and continues to expand its construction and renovation programs to establish and increase participatory equality for handicappers in the University community. The continuing enhancement of the built-environment on campus, such as through Project Access, is specifically intended to fully provide for equitable handicapper participation in University life. These efforts will continue in accordance with the Transition Plan and will be made as more handicappers enter the work force and needs are identified.

VI. DEVELOPMENT AND EXECUTION

All applicants for employment will be considered solely on the basis of their ability to meet the requirements of the job/position qualifications. To the extent that job qualification requirements tend to screen out otherwise

qualified handicappers, these requirements must be wholly justifiable as job-related and truly consistent with business necessity and safe performance on the job. Adherence to this requirement is ensured by means of an on-going review of position classification descriptions and posted qualifications, as well as an on-going review of decisions involving handicappers who are applicants or employees. These reviews are the responsibility of the Office of the Provost and the Office of Personnel and Employee Relations with staff support provided by the Department of Human Relations. During the 1981-82 plan year, these reviews must be more systematic and better documented.

Before any known handicapper is denied a position, promotion, or training opportunity, the supervisor or administrator must determine that all job qualifications which screen out the individual are job related and consistent with business necessity and safe performance. Decisions to screen out handicappers are documented by the employing department and reviewed by the Department of Human Relations and the Office of the Provost or the Office of Personnel and Employee Relations.

The University also conducts all job-related physical and health examinations in accordance with the above principles. All information obtained through such examinations is kept confidential except that: 1) supervisors and administrators are informed regarding restrictions on the work duties of handicappers and regarding accommodations, and 2) hospital and safety personnel may be informed, where and to the extent appropriate, if the condition might require emergency treatment. Job-related physical and health examinations are conducted after a job offer has been made.

Handicappers access the employment process primarily through the Office of Personnel and Employee Relations (non-academic personnel) or by direct contact with employing departments (academic personnel). The facilities of the Office of Personnel and Employee Relations are fully accessible. Should an interview site for an employing unit prove to be inaccessible to a handicapper applicant, an alternate site accessible for the applicant will be selected.

Individuals are invited to self identify any mental or physical handicap and to advise the University of ways to accommodate such handicaps in order to qualify them for positions for which they are otherwise qualified. Handicappers are also encouraged to identify things that would enable them to perform a job properly and safely, including special equipment, changes in the work environment, or job restructuring. When accommodations for handicapper employees are made, a description of the accommodation should be sent to the Office of Personnel and Employee Relations or the Office of the Provost for inclusion in the employee's file, and the employee should be notified. During the 1981-82 plan year, the University will extend the invitation to self identify to academic employees and will review the process for identifying and documenting reasonable accommodations. During the 1981-82 plan year, the University will also extend an invitation to self-identify to current non-academic employees and will review the process for identifying and documenting reasonable accommodations.

Reasonable accommodations for handicappers may include, but are not limited to, any cost-effective alteration, adjustment or change in the job, workplace, or terms and conditions of employment which enables an otherwise qualified handicapper, including one who is a veteran, to perform a particular job successfully. Such accommodation is to be determined on a case by case basis, depending upon individual circumstances. Examples of appropriate, reasonable accommodation may include but not be limited to: job redefinition; modification of work procedures; renovation and relocation of work areas and equipment; time off to get necessary adjustments to equipment and to procure prosthetic devices; transfer to a more appropriate position; lowering or raising of work areas, and the use of technical devices.

Compensation, including wages and benefits, is granted without regard to handicapped status or other forms of compensation accorded such individuals through various sources unrelated to Michigan State University.

VII. GRIEVANCE PROCEDURE

In March, 1978, the Board of Trustees amended the Anti-Discrimination Policies and Procedures to include allegations of discrimination based on handicap under the jurisdiction of the Anti-Discrimination Judicial Board. The staff of the Department of Human Relations and Office of Programs for Handicapper Students participate in the informal resolution of individual complaints. Finally, other complaint and grievance procedures described in the general affirmative action plan are available to handicappers.

VIII. AUDITING AND MONITORING

The Office of Personnel and Employee Relations utilizes a self-identification procedure for applicants that want to be considered under the University's Affirmative Action Plan. This card is displayed in Appendix B. The form used by the Office of the Provost for self-identification of current employees is displayed in Appendix C. However, the information will be more systematically analyzed and utilized for employment advancement. The University can document good faith efforts and cite aggregate statistics as in Appendix D. With sufficient time, case histories of handicapper employees could probably be developed. During the 1981-82 plan year, the University will monitor and evaluate in a systematic manner each aspect of the programs implemented as part of the Affirmative Action Plan for Employing Handicappers.

The University recognizes that record keeping and evaluation associated with the Affirmative Action Plan for Employing Handicappers must be more complete and systematic and has developed an appropriate system which was implemented during the 1980-81 plan year. Due to staffing problems and economic pressures, the implementation of the record keeping system was delayed until July 1, 1981. Data are displayed in Appendix D.

APPENDIX A

AFFIRMATIVE ACTION PLAN

FOR THE

EMPLOYMENT OF INDIVIDUALS WITH HANDICAPS

AT MICHIGAN STATE UNIVERSITY

Approved by

MSU Board of Trustees

January 30, 1976

PROPOSED
AFFIRMATIVE ACTION PLAN*
FOR THE
EMPLOYMENT OF INDIVIDUALS WITH HANDICAPS

DEPARTMENT OF HUMAN RELATIONS

*Approved November 14, 1975 by
Ad Hoc Committee on Employment of the Handicapped

Milton Baron, Director
Campus Park & Planning

C. Keith Grotz
Assistant Vice President for
Personnel & Employee Relations

Herman King, Director
Academic Services

Clarence Winder
Associate Provost

Beatrice Paolucci
Professor, Family Ecology

Judy Taylor
Assistant Director
Special Programs

David Markowitz
Consultant
Michigan Commission on the Handicapped

Joseph H. McMillan, Chairman
Assistant Vice President & Director
Department of Human Relations

On November 15, 1974 Michigan State University adopted a policy on the employment of individuals with handicaps to ensure that all applicants receive fair and impartial consideration for employment at the University. The following policy statement, which is an addendum to the present Affirmative Action Policy of the University, reflects and reaffirms this commitment:

Michigan State University recognizes that employment of the handicapped is in the University's best interests by utilizing the employment skills possessed by such individuals as well as by meeting an important social responsibility. The University will take affirmative action to employ, advance in employment and otherwise treat qualified handicapped individuals without discrimination. The University will make reasonable accommodations to physical and mental limitations of employees and applicants, consistent with the qualifications required for the work to be performed and with the effective operation of the University, as is done for all employees.

It shall be the responsibility of the Office of the Provost and the Office of Personnel and Employee Relations to coordinate and implement this policy with respect to academic and non-academic employment. The Department of Human Relations shall monitor the implementation of this affirmative action policy.

In addition to the policy on employment of the handicapped, Michigan State University policy assures that the federal requirements of the Rehabilitation Act of 1973 with all its amendments will be adhered to.

STATEMENT OF INTENT

Michigan State University's Affirmative Action Policy for individuals having handicaps is designed to provide equal opportunity for such persons as an integral part of the University's academic and non-academic personnel activities.

The policy serves two major functions: it enlightens present University employees to the fact that unique barriers exist for handicappers at Michigan State University; it facilitates breaking the barriers that now exist at the University for employment of these individuals.

Bringing about appropriate awareness and sensitivity of any problem is a difficult task. A handicap for an individual should be considered a challenge rather than a personal tragedy. Likewise, creating a University environment physically and attitudinally conducive to equal employment opportunities for handicappers should be regarded as a positive challenge rather than a burdensome problem. As a

public university, Michigan State University has social responsibilities, no less to its own students and employees than to the public. By eliminating barriers and creating awareness, it is inevitable that the University will meet the challenge by increasing the representation of handicapped individuals in all employment categories, as well as to make the University more attractive and accessible to students with handicaps. The University's overall sensitivity is reflected in its continual commitment to affirmative action.

RESPONSIBILITY FOR ADMINISTRATION & IMPLEMENTATION

The ultimate responsibility for administration and implementation of the Affirmative Action Plan rests with the President. The President has delegated to the Vice President for University and Federal Relations general supervision over the University's response to federal affirmative action requirements. Basic responsibility for acting on commitments made thereunder lies with line management. With respect to "Affirmative Action for Handicapped Workers," line management is the following:

1. The Department of Human Relations, directed by the Assistant Vice President for Human Relations, is responsible for the overall development and coordination of efforts to implement the Plan. An individual in the department will be assigned to monitor and implement the Plan.
2. Deans, Directors, Department Chairpersons shall cooperate with, and report to, the Provost with respect to all aspects of academic employee relations.

3. The Office of Personnel is charged with the responsibility of making known the University's desire to employ handicappers in non-academic areas.

DISSEMINATION OF POLICY

Information about the University's Policy on Employment of Handicappers will be disseminated to recruiting sources, and prospective employees.

The following is a plan on dissemination of this policy:

1. A copy of the policy on employment of the handicappers will be sent to all Deans, Department Chairpersons, Directors and all other appropriate University personnel.
2. Information about the University's policy on employment of the handicappers will be communicated periodically to: the President, The Board of Trustees, administrators and University community through reports and news articles.
3. Meetings and consultations are to be held from time to time with college Deans, Department Chairpersons, and unit heads to discuss employment practices.
4. The University's equal opportunity and anti-discrimination policies are to be communicated during student orientation, new faculty meetings and any other formalized sessions to acquaint newcomers to the campus.
5. The Department of Human Relations will assist in researching and providing information about sources from which individuals with handicaps may be recruited.

6. All University employment announcements include the phrase, "Michigan State University is an Affirmative Action/Equal Opportunity Employer."
7. Regular contact is made with recruiting sources to inform them of the University's policy and affirmative action program.
8. Community agencies, community leaders, secondary schools, and colleges are notified in writing about the University's non-discrimination policy.
9. The equal opportunity clause is incorporated in all purchase orders, leases, contracts, etc. Written notices of the University's policy is sent to all vendors, suppliers and contractors.
10. The entire Affirmative Action Plan shall be available for inspection to any employee or applicant for employment.
11. The Affirmative Action Plan for individuals having handicaps shall be reviewed yearly and updated as necessary.

NON-DISCRIMINATION

The University will not discriminate against any applicant or employee because of physical or mental handicap in regard to any position for which the applicant or employee is qualified. The University's commitment to equal opportunity for handicappers shall include but not be limited to the following areas:

1. Recruitment
2. Promotion
3. Transfers
4. Fringe benefits

EMPLOYMENT AND PLACEMENT

1. All applicants for employment will be considered on the basis of their qualifications regardless of their physical or mental handicap.
2. Employment procedures will be reviewed to ensure that they are fair and equitable to all applicants and employees.
3. Record keeping practices for known handicapped applicants and employees will be modified as necessary to conform to the affirmative action requirements of the U.S. Department of Labor guidelines.
4. Where accommodations for employees with handicaps are made, a description of the accommodations should be kept in the applicant's file.
5. Physical examinations and qualifications will be geared specifically to the actual requirements of the job for which the applicant is being considered.
6. The following statement which will be incorporated in a larger statement on affirmative action for covered employees, is to be appended to employment applications:

Michigan State University is a government contractor subject to Section 503 of the Rehabilitation Act of 1973 which requires government contractors to take affirmative action to employ and advance in employment qualified handicappers.

TRAINING

1. University employee training programs will be administered and conducted with regard to the University's policy of non-discrimination.
2. Selection of employees for training programs will be made without regard to physical or mental handicaps, if the employee's qualifications for positions resulting from such programs are otherwise consistent with this policy. Training programs will make reasonable accommodations for the physically and mentally handicapped.

RECRUITMENT

1. Recruiting sources will be informed of the University's policy of non-discrimination and affirmative action.
2. The University will recruit applicants for employment on the basis of their demonstrated ability and competence and without regard to an applicant's physical or mental handicap where that handicap in no way interferes with an applicant's ability to perform a specific job.
3. Sources likely to yield qualified handicapped applicants will be identified and included in all recruiting efforts.
4. The University will maintain an ongoing relationship with organizations of persons with handicaps, the State Vocational Rehabilitation Service, local Veteran's Administration, Governor's Office and special training institutions for the purpose of recruiting qualified handicappers.

The resident expertise within the Special Programs Office for Handicapped Students at Michigan State University will be utilized in the recruitment effort.

FACILITIES AND ACTIVITIES

1. The University will initiate and continue to expand its construction and reconstruction programs as well as such other activities related to its physical and attitudinal environment (e.g., policies, priorities, procedures, purchasing, replacement, maintenance) so as to establish and increase participatory equality for handicappers within the University's academic and employment opportunities.
2. All educational programs, curricula and services at all levels of the University will be equally available and relevant to handicappers.

COMPLAINT PROCEDURE

Internal grievance and complaint procedures exist for all categories of University employees, both academic and non-academic and including those with collective bargaining agreements. Any handicapped employee with a complaint of alleged violation of the affirmative action requirements shall file a written complaint through the appropriate grievance procedure. These procedures are to provide for fair, expeditious and effective processing of complaints. A review shall be conducted to ensure that existing internal grievance procedures are proper and adequate for the receipt and processing of complaints under this policy. This review will entail a study of the Anti-Discrimination Policies and Procedures adopted in February, 1970.

APPENDIX B

NAME: Last First M.I. Date Occupational Preference

To help us comply with Federal/State equal opportunity recordkeeping, reporting and other legal requirements, please provide the information requested below. This Pre-employment form will be kept in a confidential file separate from your application for employment.

1. Race/Ethnic Identification:

- Black
(Not of Hispanic Origin)
- Asian or Pacific Islander
(Includes Indian Sub-continent)
- Hispanic
(All Spanish cultures regardless of race)
- American Indian or Alaskan Native
- Other
(Includes Foreign Nationals)

2. Sex: Male Female

3. Vietnam Era Veteran: Yes No

(Active service between 8-5-64 and 5-7-75 and applying within four years of discharge date.)

4. Disabled Veteran: Yes No

If you would like to be considered under the University's affirmative action program for handicappers, please provide appropriate information below. The submission of this information is voluntary and will be kept confidential, except that: 1) supervisors and managers may be informed regarding work restrictions or accommodations, and first aid personnel may be informed regarding possible emergency treatment for handicappers; 2) supervisors and managers may be informed for affirmative action purposes, and 3) the information will be used for statistical reports.

5. Handicap: Yes No If yes, please explain _____

APPENDIX C

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST
ADMINISTRATION BUILDING
November 10, 1981

EAST LANSING • MICHIGAN • 48824

MEMORANDUM

To: Faculty and Academic Staff Members

From: Robert F. Banks *RFB*
Assistant Provost for Academic Personnel Administration

Subject: Confidential survey to identify faculty and academic staff who are handicapped, disabled veterans or Vietnam Era veterans.

Michigan State University is committed to take affirmative action to employ, advance in employment, and otherwise treat qualified handicappers, disabled veterans, and Vietnam Era veterans at all levels of employment without discrimination. Federal law requires Michigan State University to request data on the race, sex, and ethnic identity of all employees in order to monitor our employment practices. Other regulations impose affirmative action obligations with respect to handicappers and veterans. Your assistance is requested to assist Michigan State evaluate its efforts to provide equal access and equal employment opportunity to these groups.

Completion of the questionnaire on the reverse side of this letter is voluntary. Information obtained concerning individuals will be kept confidential except that:

1. Supervisors and managers may be notified about restrictions on the work or duties of handicapped persons and the need for reasonable, necessary accommodations.
2. First aid and safety personnel may be told if and to what extent the condition requires emergency treatment.
3. Government officials investigating compliance with affirmative action requirements will have access to these records.

If you do not wish to participate in the survey at this time, please sign and return the questionnaire to indicate that you were given the opportunity to review this material. If no response is received, this information will be requested again at a future date. If you have questions concerning this request, please contact Donna Zischke, 5-1526.

Survey to identify persons who believe they should be covered under the Non-discrimination and Affirmative Action Program for employment of Handicappers, Disabled Veterans and Vietnam Era Veterans

This survey should be completed by the employee, signed and returned by November 20, 1981

Academic Personnel Records
312 Administration Bldg.

Date _____

Do you qualify as a handicapper and wish to be included under Michigan State University's Affirmative Action Program for Handicappers? Yes* No

Do you qualify as a disabled veteran? Yes No

Do you qualify as a Vietnam Era veteran? Yes No

*If you qualify as a handicapper, what accommodations could be made which would enable you to perform the job correctly and safely? (Please include special equipment, changes in the physical work environment, job restructuring, or other reasonable accommodations.)

Signature _____

Definitions:

Handicapper: Any individual who has a physical or mental impairment which substantially limits one or more major life activities, has a record of, or is regarded as having such an impairment.

Disabled Veteran: Any individual entitled to compensation by the Veterans Administration for a disability rated at 30 percent or more, or who was discharged or released from active duty by reason of a service-connected disability.

Vietnam Era Veteran: Any veteran of the armed services who served on active duty for at least 181 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged honorably or released sooner because of a service-connected disability.

APPENDIX D

PROCEDURE FOR HANDICAPPED APPLICANTS
(Employment Division)

I. AGENCY CONTACT/REFERRAL

- A. Agencies are contacted and informed of MSU's interest in the consideration of handicapped applicants for employment.
- B. Applicants are referred to the MSU Employment Office.

II. INTERVIEW/EMPLOYMENT OFFICE

- A. Applicants are interviewed after application and applicant flow card are completed. (applicant flow card attached)
- B. Occupational abilities and preferences are discussed.
- C. Interviewing Human Resource Professional maintains records and is responsible for follow up.

III. INTERVIEW/MSU DEPARTMENTS

- A. Qualified applicants are placed on PVR's for interview by department.
- B. Follow up is conducted via use of Handicap Applicant Record. The Handicap Applicant Record is a tracking form indicating: (HAR attached)
 - 1. name of applicant
 - 2. nature of handicap
 - 3. posted PVR number
 - 4. reason selected/rejected
 - 5. comments
 - 6. date of hire
 - 7. name of department
 - 8. accomodations made
- C. Applicants are encouraged to call periodically for position vacancy information.
- D. Handicap applicant flow/hiring data are included in the monthly and quarterly reports.

IV. RESPONSIBILITY

- A. One Human Resource Professional has been given the responsibility of dealing with handicappers; his name is Rudy Obregon. Some of his recent activities are as follows:
 - 1. Met with the following agency representatives at the MSU Employment Office on 9/30/81: Karen Cassenbacher, Programs for the Mentally Retarded; Richard Warren, Workstudy Coordinator in Special Education/Lansing Schools; Jim Wilson, Bureau of Rehabilitation.
 - 2. Rudy Obregon met with Jim Wilson at his office, Bureau of Rehabilitation, on 11/02/81. Rudy had a tour of the Center.
 - 3. Bob Henry, Vocational Counselor, Programs for the Mentally Retarded, brought three applicants to the Employment Office on 11/06/81. Rudy Obregon will attempt to place the three applicants.

APPLICANT/HIRING DATA

FOR THE PERIOD July, August, September 1981

APPLICANT FLOW			HIRING DATA		
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>% of Total Hired</u>	<u>% of Applicants Hired</u>
MALE	404	47%	200	78%	50%
FEMALE	455	53%	55	22%	12%
TOTAL	<u>859</u>	<u>100%</u>	<u>255</u>	<u>100%</u>	<u>30%</u>
MINORITIES					
Black	62	7%	24	9%	39%
Asian	24	3%	3	1%	12½%
Hispanic	22	3%	8	3%	36%
Indian	11	1%	1	0%	9%
TOTAL MINORITIES	<u>119</u>	<u>14%</u>	<u>36</u>	<u>14%</u>	<u>30%</u>
TOTAL NON-MINORITIES	<u>740</u>	<u>86%</u>	<u>219</u>	<u>86%</u>	<u>25%</u>
HANDICAPPED					
FEMALES	7	1%	1	.4%	14%
MALES	14	2%	1	.4%	7%
TOTAL	<u>21</u>	<u>2%</u>	<u>2</u>	<u>1%</u>	<u>10%</u>

AFFIRMATIVE ACTION PLAN FOR EMPLOYMENT
OF
DISABLED VETERANS AND VETERANS OF THE VIETNAM ERA
October, 1981

I. INTRODUCTION

Section 402 of the Vietnam Era Veterans Readjustment Act of 1974 defines a veteran of the Vietnam Era as an individual who served in the Armed Forces for more than 180 days between August 5, 1964, and May 7, 1975. These regulations require the University to take affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam Era.

II. POLICY STATEMENT

In accordance with Section 402 and its own policies and programs of equal opportunity, non-discrimination, and affirmative action, the Board of Trustees of Michigan State University adopted an Affirmative Action Policy for Employment of Disabled Veterans and Veterans of the Vietnam Era on November 12, 1976. Specifically, the policy stated that "Michigan State University agrees that disabled and other veterans of military service should have every opportunity for employment and promotion at the University, commensurate with their ability and qualifications to perform specific jobs for which they are considered. Insofar as such individuals may be, or have been bypassed in the regular recruiting or other personnel procedures of the University, Michigan State University agrees that it will take affirmative action steps to employ and to advance in employment qualified individuals as defined in Section 402. With respect to disabled veterans, Michigan State University has also adopted an Affirmative Action Plan for the Employment of Individuals with Handicaps as required by Section 503 of the Rehabilitation Act of 1973. Its content and objectives will apply equally to disabled veterans."

A complete text of the Board action is in Appendix A.

III. RESPONSIBILITY FOR IMPLEMENTATION

The responsibility for the administration and implementation of the policy parallels that for the general affirmative action program. Specifically, the President, as the chief executive officer, has the overall administrative responsibility for the University compliance with federal and state laws, regulations and executive orders, and for the University's affirmative action program. This responsibility is met primarily through the line relationship of the Vice President for Administration and Public Affairs and the Provost, and with the support of the Assistant to the President.

The Assistant to the President shall coordinate, monitor, evaluate, and recommend structure, policies and practices related to the University's affirmative action program, including Title IX, Sec. 504, Aging and Vietnam Era Veterans. (Note: The position of Assistant to the President is currently vacant. Transitional responsibilities have been assigned to the former incumbent who now holds the position of Assistant Provost for General Academic Administration and to the Department of Human Relations. The organization structure is currently being reassessed. However, all responsibilities required under regulations are being met in the transition.)

Within the line relationship under the Provost, the Assistant Provost for Academic Personnel Administration is responsible for the oversight of academic personnel procedures. Responsibilities under this position include consulting with deans and separately reporting directors on academic personnel policies, procedures and practices, and assisting deans in the interpretation and implementation of those policies, procedures and practices. In addition, the Assistant Provost for Academic Personnel Administration reviews actions and interprets procedures to achieve affirmative action goals with the assistance of the Department of Human Relations, and assists colleges and other academic units in the conduct of affirmative action programs. The affirmative action programs implemented by department chairpersons are reviewed by the deans who are in turn reviewed by the Assistant Provost for Academic Personnel Administration and the Provost.

Within the line relationships under the Vice President for Administration and Public Affairs, the Assistant Vice President for Personnel and Employee Relations has primary responsibility for the non-academic personnel. This Assistant Vice President develops, coordinates and assists with the implementation of policies and programs including the following: employment, labor relations, wage and salary administration, job classification, training programs (non-faculty), insurance benefits and affirmative action for non-academic staff. The staff of the Assistant Vice President for Personnel and Employee Relations processes, monitors, and evaluates requisitions for non-academic personnel from all units and with the assistance of the Department of Human Relations reviews actions and interprets procedures to achieve affirmative action goals.

IV. POLICY DISSEMINATION/OUTREACH

The University recognizes that in order for the Affirmative Action Program to succeed, the policy must be communicated clearly and understood by members of the University community, the surrounding Lansing/East Lansing community, and other agencies and constituencies with which the University transacts business.

The University's policy on employing disabled veterans and veterans of the Vietnam Era is disseminated as part of the information on the general affirmative action program for employing handicappers. These dissemination techniques have been previously documented and conform to the special posting requirements in the regulations.

V. DEVELOPMENT AND EXECUTION

The procedures for the development and execution of the plan for disabled veterans are the same as for handicappers.

Applicants and employees who are Vietnam Era veterans are invited to self identify by the Office of Personnel and Employee Relations. During the 1981-82 plan year, the University will extend the invitation to self identify to academic employees. The forms are in Appendix B.

VI. GRIEVANCE PROCEDURES

The Anti-Discrimination Judicial Board has jurisdiction for complaints of discrimination based on a person's status as a disabled veteran or a veteran of the Vietnam Era. The staff of the Department of Human Relations participates in the informal resolution of individual complaints. Finally, other complaint and grievance procedures described in the general affirmative action plan are available to disabled veterans and veterans of the Vietnam Era.

VII. AUDITING AND MONITORING

The Office of Personnel and Employee Relations utilizes a self-identification procedure for applicants that want to be considered under this policy. However, the information must be more systematically analyzed and utilized for employment advancement. In the quarterly hiring statistics in Appendix C for 1980-81, a distinction between veterans and non-veterans is made. During the 1981-82 plan year, the University will monitor and evaluate in a systematic manner each aspect of the programs implemented as part of the Affirmative Action Policy for Employment of Disabled Veterans and Veterans of the Vietnam Era.

The University recognizes that record keeping and evaluation associated with the Affirmative Action Policy for Employment of Disabled Veterans and Veterans of the Vietnam Era must be more thorough and systematic. The University will develop an appropriate system for implementation in 1981-82.

APPENDIX A

AFFIRMATIVE ACTION POLICY
FOR EMPLOYMENT OF
DISABLED VETERANS AND
VETERANS OF THE VIETNAM ERA

In accord with the requirements of Sec. 402 of the Vietnam Era Veterans Readjustment Act of 1974, and its own policies and programs of equal opportunity and non-discrimination, Michigan State University adopts this Affirmative Action Policy for Employment of Disabled Veterans and Veterans of the Vietnam Era.*

Michigan State University agrees that disabled and other veterans of the military services should have every opportunity for employment and promotion at the University, commensurate with their ability and qualifications to perform the specific jobs for which they may be considered. Insofar as such individuals may be, or have been, bypassed in the regular recruiting or other personnel procedures of the University, Michigan State University agrees that it will take affirmative action to employ and to advance in employment qualified individuals as defined by Sec. 402. With respect to disabled veterans, Michigan State University also has adopted (Jan. 30, 1976) an Affirmative Action Policy for the Employment of Individuals with Handicaps as required by Sec. 503 of the Rehabilitation Act of 1973. Its contents and objectives will apply equally to disabled veterans.

* Sec. 402 defines a veteran of the Vietnam Era as an individual who served in the Armed Forces for more than 180 days between August 5, 1964 and May 7, 1975.

I. Proper Consideration of Qualifications

Administrative units responsible for implementing University academic and non-academic personnel policies will undertake a review of such procedures to assure that there is careful, thorough and systematic consideration of the job qualifications of known veterans covered by this policy, whether as applicants for employment, for promotion or for training opportunities. Only those specific job qualifications required for the position for which the veteran is being considered will be taken into account.

II. Physical and Mental Qualifications

Appropriate personnel units will keep current their review of all physical and mental job qualification requirements to assure that, to the extent they may tend to screen out qualified disabled veterans, they are job-related and are consistent with business necessity and the safe performance of the job. When physical and mental job qualification requirements are necessary, they shall be related to the specific job or jobs for which the individual is being considered and shall be consistent with business necessity and the safe performance of the job.

III. Accommodation to Physical and Mental Limitations of Employees

The University will continue its construction and reconstruction program, and other such activities to accommodate to the physical and mental limitations of handicapped individuals, including veterans covered by this policy, consistent with the factors of business necessity and the financial costs and expenses involved.

IV. Compensation

Compensation offered veterans covered by this policy shall continue to be consistent with regular compensation rates for the specific jobs involved and shall not be adversely affected by any disability income, pension or other benefit received by the applicant or employee.

V. Positive Recruitment and External Dissemination

The University recognizes that this affirmative action policy, to be effective, must be communicated to those whom it may affect. Therefore, the personnel units of the University will review their normal dissemination procedures and recruiting sources to assure that those likely to reach veterans covered by this policy will be aware of employment opportunities at the University. Veterans Employment Representatives in the Michigan Employment Security Commission, appropriate local veterans service organizations and veterans counselors and coordinators on college and university campuses are among outreach sources that will be utilized.

VI. Internal Dissemination

To assure greater employee cooperation and participation, the University shall communicate its commitment and affirmative action policy internally as widely as possible. Mechanisms to be used include employee handbooks, University employee publications, bulletin boards, meetings with union officials and other appropriate means.

VII. Responsibility for Implementation

General supervision for the monitoring and coordination of this policy has been delegated to the Department of Human Relations and its director. Basic responsibility for implementation, however, rests with line management. Insofar as non-academic employment and recruiting are concerned, the Office of Personnel, in cooperation with the Department of Human Relations, shall devise means of communicating the intent of this policy to all University hiring units. It also shall be responsible for the dissemination of employment information to recruiting sources, the review of employee records referred to in this policy, the conduct of training programs undertaken by the University, and communication of this policy to unions representing University employees. In the area of academic employment, the Office of the Provost, in cooperation with the Department of Human Relations, shall be responsible for the implementation of this policy with respect to the above activities and shall assure that the employment procedures of colleges, departments and other academic units are consistent with its provisions.

VIII. Department of Human Relations

In addition to monitoring and coordinating the provisions defined above, the Department of Human Relations shall seek to identify any problem areas affecting individuals covered by this policy with respect to employment, promotion, training or accommodation requirements, and, in conjunction with line management, attempt to have them resolved.

* * * * *

The foregoing is not intended to be all-inclusive of the University's responsibilities under Sec. 402. Rather, it is illustrative of the type of on-going activities that will strengthen the University's commitment to equality of opportunity.

APPENDIX B

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST
ADMINISTRATION BUILDING
November 10, 1981

EAST LANSING • MICHIGAN • 48824

MEMORANDUM

To: Faculty and Academic Staff Members

From: Robert F. Banks *RFB*
Assistant Provost for Academic Personnel Administration

Subject: Confidential survey to identify faculty and academic staff who are handicapped, disabled veterans or Vietnam Era veterans.

Michigan State University is committed to take affirmative action to employ, advance in employment, and otherwise treat qualified handicappers, disabled veterans, and Vietnam Era veterans at all levels of employment without discrimination. Federal law requires Michigan State University to request data on the race, sex, and ethnic identity of all employees in order to monitor our employment practices. Other regulations impose affirmative action obligations with respect to handicappers and veterans. Your assistance is requested to assist Michigan State evaluate its efforts to provide equal access and equal employment opportunity to these groups.

Completion of the questionnaire on the reverse side of this letter is voluntary. Information obtained concerning individuals will be kept confidential except that:

1. Supervisors and managers may be notified about restrictions on the work or duties of handicapped persons and the need for reasonable, necessary accommodations.
2. First aid and safety personnel may be told if and to what extent the condition requires emergency treatment.
3. Government officials investigating compliance with affirmative action requirements will have access to these records.

If you do not wish to participate in the survey at this time, please sign and return the questionnaire to indicate that you were given the opportunity to review this material. If no response is received, this information will be requested again at a future date. If you have questions concerning this request, please contact Donna Zischke, 5-1526.

MICHIGAN STATE UNIVERSITY

Survey to identify persons who believe they should be covered under the Non-discrimination and Affirmative Action Program for employment of Handicappers, Disabled Veterans and Vietnam Era Veterans

This survey should be completed by the employee, signed and returned by November 20, 1981 to Academic Personnel Records 312 Administration Bldg.

Date _____

Do you qualify as a handicapper and wish to be included under Michigan State University's Affirmative Action Program for Handicappers? Yes* No

Do you qualify as a disabled veteran? Yes No

Do you qualify as a Vietnam Era veteran? Yes No

*If you qualify as a handicapper, what accommodations could be made which would enable you to perform the job correctly and safely? (Please include special equipment, changes in the physical work environment, job restructuring, or other reasonable accommodations.)

Signature _____

Definitions:

Handicapper: Any individual who has a physical or mental impairment which substantially limits one or more major life activities, has a record of, or is regarded as having such an impairment.

Disabled Veteran: Any individual entitled to compensation by the Veterans Administration for a disability rated at 30 percent or more, or who was discharged or released from active duty by reason of a service-connected disability.

Vietnam Era Veteran: Any veteran of the armed services who served on active duty for at least 181 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged honorably or released sooner because of a service-connected disability.

APPENDIX C

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION
 PERSONNEL AND EMPLOYEE RELATIONS
 QUARTERLY HIRING STATISTICS FOR 10,11,12 / 80

ETHNIC CODE	MALE EES NON-VETERAN	FEMALE EES NON-VETERAN	MALE EES VIETNAM-VET	FEMALE EES VIETNAM-VET	TOTAL NEW EES
1	9	8	1		18
2	3	1			4
3		3			3
4	2				2
5	76	126	1		203
FINAL-T	90	138	2		230

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MSU IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY INSTITUTION
 PERSONNEL AND EMPLOYEE RELATIONS
 QUARTERLY HIRING STATISTICS FOR 01,02,03 / 81

*got like
 March*

ETHNIC CODE	MALE EES NON-VETERAN	FEMALE EES NON-VETERAN	MALE EES VIETNAM-VET	FEMALE EES VIETNAM-VET	TOTAL NEW EES
1	8	18			26
2	1	3			4
3	4	6			10
5	75	174			249
FINAL T	88	201			289

RECORDS TOTAL ED

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION
PERSONNEL AND EMPLOYEE RELATIONS
QUARTERLY HIRING STATISTICS FOR 04,05,06 / 81

ETHNIC CODE	MALE EES NON VETERAN	FEMALE EES NON VETERAN	MALE EES VIETNAM VET	FEMALE EES VIETNAM VET	TOTAL NEW EES
1	22	26	1		49
2	3	4			7
3	6	11	1		18
4	2	4		1	7
5	210	277	5		492
FINAL T	243	322	7	1	573

573 RECORDS TOTALED

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION
PERSONNEL AND EMPLOYEE RELATIONS
QUARTERLY HIRING STATISTICS FOR 07,08,09 / 81

ETHNIC CODE	MALE EES NON VETERAN	FEMALE EES NON VETERAN	MALE EES VIETNAM VET	FEMALE EES VIETNAM VET	TOTAL NEW EES
1	13	25			38
2	1	3			4
3	4	10			14
4	2	1			3
5	157	322	11		490
FINAL T	177	361	11		549

549 RECORDS TOTALED

ACADEMIC PROBLEM AREAS

ACADEMIC PROBLEM AREAS

Overview: Affirmative Action in the Academic Personnel System

The University has implemented a 14-step affirmative action search and selection procedure for the hiring of tenure system and temporary faculty, librarians, specialists, research associates and other academic personnel system positions, both continuing and temporary. The University and its various academic departments are committed to vigorous, good-faith hiring efforts to achieve its affirmative action goals. The Office of the Provost and the Department of Human Relations monitor unit affirmative action performance.

The current academic personnel employment profile in several of the University's departments indicates some degree of underutilization in the employment of women and minorities. The University currently has 99 individual units involved in faculty and academic staff hiring. With respect to ultimate hiring goals for tenure system faculty, based on the availability analysis for October 1, 1980 through September 30, 1983, eighty-two of these units, or 82%, show underutilization for women, and sixty-six, or 67%, show underutilization for minorities. (The percentage of underutilized units has increased in comparison with the 1980-81 AAP because of the use of updated availability data, not available when the 1980-81 AAP was prepared.

The University is experiencing a very difficult economic environment which clearly will continue for the foreseeable future. MSU has very low turnover among its tenure system faculty, as a whole, and, because of severe budgetary limitations, will not be hiring a substantial number of new faculty in the foreseeable future. Therefore, it is not realistic to expect a dramatic

modification in the University's academic personnel employment profile for women and minorities in the near future. For example, as a result of vacancies occurring from all sources, academic units only project hiring a total of about 215 tenure system faculty members, or some 6-8% of the total system faculty during the 1980-83 and 1981-84 goal periods. (It also should be noted that these projections were made before the recent announcement of additional budget cuts, and, as a result, they may have to be readjusted downward.) An analysis of interim affirmative action goals for the 1980-83 goal period (including only units with opportunities to hire) shows that only fifty-five, or 67%, of underutilized units will have interim hiring goals for female faculty, while only twenty-nine, or 44%, of the underutilized units will have interim hiring goals for minority faculty. Further, it should be noted that about two-thirds of the projected vacancies, i.e., 159 of 215, are in seven colleges which represent disciplines in which the current availability of women and minorities is low, i.e., Agriculture and Natural Resources, Business, Engineering, Natural Science, and the Colleges of Human, Osteopathic and Veterinary Medicine. Thus, while the University is committed to vigorous efforts to achieve its ultimate affirmative action hiring goals, its opportunity to do so in the near future will be constrained by the State of Michigan's harsh fiscal environment, the source of open positions, and general limitations on the opportunities to hire.

Academic Personnel System Problem Areas

In accordance with previous practice, a number of academic personnel system areas have been identified in the 1981-82 AAP. These problem areas have been

grouped according to three general categories. The first category identifies particular colleges which show an underutilization in the employment of women and minority faculty and which also have the opportunity to hire a reasonable number of tenure system faculty (approximately 20 or more) over the next three years. It is appropriate to highlight these colleges because their opportunities to hire provide a reasonable chance to achieve affirmative action goals. The second category, which includes some of the colleges identified according to the previous criteria, are colleges which were identified as problem areas in the previous AAP. A third group of problem areas includes certain general functional topics which were previously identified in the assessment of the academic personnel system. For example, one of these problem areas is the lack of minority representation, other than for Asian Americans, in the employment category of research associates. Information on the hiring record of these colleges and on these general functional topics is provided to assess the University's progress in dealing with these previously identified problems over the past year.

These particular problem areas have been identified as areas of concern about which the University is committed to focus vigorous remedial efforts. However, it is abundantly clear that the absence of particular colleges from this designated list of problem areas does not remove the responsibility from all academic units to make vigorous, good-faith hiring efforts to achieve affirmative action goals. All units are expected to use all available hiring opportunities to advance the University's affirmative action commitment.

SUMMARY OF SELECTED 1980-81 AAP ACADEMIC PERSONNEL SYSTEM PROBLEM AREAS NOT INCLUDED IN THE 1981-82 AAP

Several problem areas identified in the 1980-81 AAP have not been included in the 1981-82 AAP because

1. The problems have been resolved.
2. Procedures established in response to these problems have been incorporated into general University policy and practice.
3. Current circumstances do not permit the resolution of the identified problem in the near future.

Information concerning each of these problem areas identified in the 1980-81 AAP is summarized below:

1. Problem Area: Tenure System Faculty - Lifelong Education Programs/ Continuing Education Service (Vol. 7, Tab A-5, 1980-81 AAP). In 1979, this component of the tenure system job group was identified as a problem area in which vigorous efforts were expected to be made in the recruitment of minority faculty. Underrepresentation of minority faculty still remains within this component of the tenure system job group. However, since January 1980 University policy requires that all new tenure system appointments must be recommended by primary academic units of the University, i.e., departments, schools, residential and other non-departmentally organized colleges. As a result of this policy, Lifelong Education Programs will not be permitted to recommend the appointment of individuals in the tenure system unless this is done jointly with a primary academic unit which would then be designated as the appropriate departmental "home" for

the individual. LEP, therefore, is not in a position to project any openings in the tenure system. (Positions filled on a joint basis between LEP and academic units will be reported as hires into the basic academic unit.) As a result of this fact, it is inappropriate to continue to report this tenure system job group component as a problem area, because it will not have the opportunity to take steps to resolve the problem. However, if opportunities to hire on a joint basis with applicable academic units do occur, the Dean of Lifelong Education Programs is committed with vigorous affirmative action efforts.

2. Problem Area: Promotions, Reappointments, and the Awarding of Tenure within the Tenure System (Vol. 7, Tab A-9 1980-81 AAP). As stated in the 1980-81 AAP, the University committed to an action plan involving:
 - a. Annual statistical and individual reviews of reappointment, promotion, and tenure decisions to insure fair treatment for members of the protected classes;
 - b. Institution of ongoing reviews by colleges and departments of standards, criteria, and procedures for reappointment, promotion, and tenure both to improve the quality of evaluation and to ensure fair treatment for members of the protected classes; and
 - c. Annual reviews by the Office of the Provost with each dean concerning the progress within the tenure system of each member of

the protected classes appointed in their colleges.

The ingredients of this action plan have now been incorporated in the regular reappointment, promotion, and tenure review conducted by the Provost's Office with each dean annually and are to be continued in the future. Because these procedures have been incorporated within regular University policies and procedures, it is no longer appropriate to designate this topic as a problem area in the 1981-82 AAP. (The report on promotions for the 1981 promotion round appears as Volume 9, Tab F .)

3. Problem Area: Salary Differences Based on Sex in the Tenure System (Vol. 7, Tab A-11, 1980-81 AAP). As indicated in the 1980-81 AAP, the University has implemented two salary review procedures to ensure fair treatment for members of the protected classes: An annual statistical review of recommended salary increases on a percentage distribution basis by college and department and by gender and ethnic identification and a cohort analysis of salary differences for male and female non-minority and minority faculty. These procedures have been incorporated as regular ingredients of the salary review process engaged in annually by the University. Therefore, it is inappropriate to identify this problem area in the 1981-82 AAP. (The instructions for and the results of the 1981 cohort salary analysis appear as Volume 9, Tab H .)

4. Problem Area: Individual Case - Tenure System Faculty Member (Vol. 7, Tab A-13, 1980-81 AAP). This case involved a salary inequity for a

female faculty member. As previously reported in the 1980-81 AAP, the salary adjustment recommended by the University as a remedy for this inequity was acceptable both to the individual concerned and the Department of Labor. As this issue has been resolved, it is no longer appropriate to identify it as a problem area in the 1981-82 AAP.

5. Problem Area: Individual Case - Tenure System Faculty Member (Vol. 7, Tab A-14, 1980-81 AAP). As indicated in the 1980-81 AAP, this case involved the allegation that a tenure decision was made within a unit on the basis of sex discrimination. Subsequently, an agreement was worked out between the individual and the University to provide an opportunity for the individual to work toward the attainment of the Ph.D. degree. These arrangements included an extension of the probationary appointment period, the provision of staff support, reduction of teaching load, and a reassignment of duties. These adjustments were provided to permit an environment in which the individual would have maximum opportunity to complete the Ph.D. in accordance with the stipulations of the agreement. Between July 1979 and October 1981, the Office of the Provost monitored the implementation of the agreement. The agreement stipulated that the Ph.D. must be completed by October 15, 1981, and receipt of degree was a necessary condition to permit a general performance review relative to reappointment. In September 1981 the individual indicated that the Ph.D. would not be completed by the October 15, 1981 deadline and, as a result, the chairperson of the department, after receiving the advice of the department's advisory committee, recommended that the individual not be reappointed with tenure in the tenure system. (The review by the departmental advisory committee was conducted in accordance with specific stipulations included

in the agreement of July 25, 1979.) There is a possibility that the individual concerned may receive an offer of an appointment as a coach on a contractual basis in the University's Department of Intercollegiate Athletics after August 31, 1982. However, to date, this possibility is still pending, and whether or not such an appointment will be provided will not be determined until early in 1982.

General Issues

Finally, as was noted in the 1980-81 AAP, several general issues were identified in a review of academic personnel policies and procedures (see section on Problem Areas — Academic Personnel System, Volume 7, Tab A, 1980-81 AAP). Study of these issues continues. However, commitments concerning the Anti-discrimination Judicial Board intake summary and case review procedures has already been made with the Department of Labor as part of the letter of commitment with OFOCP dated December 4, 1981. This is also the case for the establishment of a procedure requiring annual performance reviews of chairpersons and directors, focusing on all activities, including equal opportunity/affirmative action. (The letter of commitment appears as Vol. 1, Tab D.)

Although the Department of Labor stated in its interactions with the University in the summer of 1981 that it did not have jurisdiction over the Cooperative Extension Service continuing employment system, the Department of Human Relations, in cooperation with the Office of the Provost, recently completed a review of the Cooperative Extension Service's affirmative action record in employment and made several recommendations to improve CES affirmative action efforts. This effort reflects the University's general commitment to

affirmative action and equal opportunity. These recommendations have now been accepted by the Dean of the College of Agriculture and Natural Resources, and CES employment efforts will be pursued consistent with the objectives identified by these recommendations. The Cooperative Extension Service has committed to annual reports relative to the implementation of these recommendations and will work closely with the Department of Human Relations in establishing a reporting format. The CES is committed to producing its first progress report as soon as possible after October 1, 1982. (The Department of Human Relations' report on the Cooperative Extension Service, including recommendations, and the College's response to this report appears as Volume 1, Tab F.)

Volume 7
Tab A-1

1. Job Group: The Tenure System — College of Agriculture and Natural Resources
2. Affirmative Action Program Results: The College of Agriculture and Natural Resources, with a tenure system faculty of 262 individuals, has only 7 women and 10 minorities (9 Asian American and one Black). Between October 1980 and October 1981 the College appointed 10 persons into the tenure system. There were two females and one minority (Asian) in this group. This was above the availability of both groups in the relevant disciplines based on the proportion of total tenure system hires.
3. Special Problems: The availability data within this College continue to show that both women and minorities, especially Blacks, Hispanic, and Native Americans, are represented by extremely low percentages. Women and minorities have not been attracted to the type of disciplines represented in the College. In some disciplines, there is reasonable availability of Asian Americans, but, as noted previously, low availability for Blacks, Hispanics, and Native Americans. Only in recent years have significant numbers of women received bachelor degrees within certain of these departments. With this increase of women at the bachelor's level, it is anticipated that the pool of available individuals will expand. Meanwhile, this College will have difficulty locating significant numbers of women and minority candidates.
4. During the period October 1, 1980-September 30, 1983, the College projects 42 openings in the tenure system. Hiring goals of 9 women and 11 minorities were made before the University's latest fiscal difficulties became apparent. Budgetary circumstances may require downward readjustment in the near future.

The future: While continued progress is expected, affirmative action hiring will be slow because of limited availability. Consequently, we do not project meeting the ultimate goals in various departments in the College for a considerable period of time.

5. Action Plan: The Dean and the department chairpersons have made a strong commitment to attempt to move their affirmative action hiring ahead of the time period set for their goals. The hiring record since 1979 shows improvement over previous years. Special contacts with the 1890 agriculture schools have been made in an attempt to locate minority candidates. This College also is participating in the special recruitment efforts program organized by the Department of Human Relations. In addition, a special effort is being made to increase the pool of individuals by strongly recruiting minorities and women into the graduate program for advanced training. Since 1976-77 women enrolled in the College's graduate programs increased from 139 to 168. Minorities increased from 27 to 32 between 1976-77 to 1980-81, although decreased to 24 in 1981-82.

1. Job Group: The Tenure System — College of Business
2. Affirmative Action Program Results: The College of Business, with a tenure system faculty of 122, has 14 women and 8 minorities. Between October 1980 and September 1981, the College hired 8 persons in the tenure system. There were two women and one minority included in this group. The 25% hiring rate for women far exceeded the availability percentage of women in the College's disciplines. The College also reports making two offers to female candidates during 1980-81 which were not accepted. In a strongly competitive market, these individuals were recruited to other institutions or induced to stay in their current institutions.
3. Special Problems: The College of Business continues to face the single most competitive market for personnel today. The number of all persons attaining the Ph.D. in business areas, such as accounting and finance, management, etc., is extremely limited and the enrollment pressures from undergraduate students has created an extreme demand for faculty members throughout the nation. This has resulted in a tight personnel market place since this College must compete with the exceptional opportunities available in the industrial community. It is not expected that they will be able to achieve rapid progress toward their goals, especially for minorities, in view of the constrained market and the limited availability. Utilization analysis shows ranges of availability in the College's departments of 6.8%-21.6% for women and 5.5%-10.3% for minorities.
4. During the period October 1, 1980-September 30, 1983, the College projects 30 openings in the tenure system. Hiring goals of 4 women and 3 minorities are projected for this time period. It should be noted that these projections were made before the University's most recent fiscal difficulties became apparent. Budgetary circumstances may require downward readjustment in the near future.

The future: In view of the limited availability and the competition of the academic and industrial market place, the College will have severe recruitment difficulties. Substantial progress already has been made in the recruitment of women, but difficulties are likely in the recruitment of minorities because of low availability. At least a 10-year period will be required to meet ultimate goals for women and minorities.

5. Action Plan: The College of Business will continue its vigorous efforts to locate women and, especially, minorities for its faculty positions. The College is participating in the special recruitment efforts program organized by the Department of Human Relations. The College will also attempt strongly to increase the pool of potential faculty members by recruiting women and minorities to the graduate program. Since 1976-77 the number of women enrolled in the College's graduate programs has increased from 123 to 238 and the number of minorities from 23 to 40.

Volume 7
Tab A-3

1. Job Group: The Tenure System — College of Engineering
2. Affirmative Action Program Year Results: The College of Engineering, with a tenure system faculty of 94, has 0 women and 17 minorities. Between October 1980 and September 1981, the College appointed two persons in the tenure system. There was one minority (Asian) and no women in this group. The College has had extreme difficulty in locating women candidates for available tenure system positions. The departmental availability data indicate that, on the average, women represent about four percent of Ph.D.s with appropriate disciplinary backgrounds. (By department, availability for women ranges from 1.6 percent to 8.1 percent.) The College has been reasonably successful in recruiting minority faculty, although most minority faculty appointed in Engineering are Asian Americans.
3. Special Problems: It is anticipated that the College of Engineering will have difficulty in meeting its hiring goals over the next half decade because of the highly limited pool of women. In addition, the College must compete with high salary job offers presented to women by business and industry. These two factors will make it difficult for Engineering to achieve their ultimate goals in anything less than a decade.
4. For the period October 1, 1980–September 30, 1981, the College projects 16 openings in the tenure system. An interim hiring goal of four women is projected for this period. However, since 12 of the 16 openings will occur in five departments with low availability of women Ph.D.s, it will be very difficult to achieve these goals. It should be noted that these projections were made before the University's most recent fiscal difficulties became apparent. Budgetary circumstances may require downward readjustment in the near future.
5. Action Plan: The College and its departments are attempting to increase the recruitment pool by enlarging the number of women in its graduate programs. Concurrently, they will continue to search and vigorously recruit for female candidates. Since 1976-77 the number of women in graduate programs in the College has increased from 15 to 28. As noted elsewhere, the College is participating in the program to increase the number of Black faculty in the sciences, agriculture, and engineering.

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Tab A-4

1. Job Group: The Tenure System — College of Human Ecology
2. Affirmative Action Program Year Results: The College of Human Ecology, with a tenure system faculty of 49 composed predominantly of women, has only three minorities in the tenure system. Between October 1980 and September 1981, the College appointed three persons in the tenure system. There were three women and one minority included in the group.
3. Special Problems: The College of Human Ecology and the University acknowledge the limited number of minorities in the faculty tenure system within departments in the College. In particular, it is noted that the College has two Black and no Hispanic or Native American tenure system faculty members. Availability analysis indicates that minorities represent about seven percent of the available pool of candidates. However, availability of Blacks is approximately four percent, Hispanics less than one percent, and Native Americans about zero percent. Availability also is limited by the upgrading of programs and graduate level instruction in the past, the College has made vigorous efforts to locate minority candidates and last year was able to recruit a Black woman into the tenure system. As noted last year, the Dean of the College spent a recent sabbatical leave studying the location and pool of minority candidates. A report of this study has received national interest and attention. (See Volume II, Tab M, 1980-81 AAP).
4. The Future: For the period October 1, 1980-September 30, 1983, the College only projects four tenure system openings. Because of enrollment declines and serious fiscal constraints, these will not be newly budgeted positions but only will result from retirements and turnover. Based on these limited opportunities to hire and the limited availability pool for minorities, it is likely to require a period of a decade or more for the College to achieve ultimate hiring goals.
5. Action Plan: The College will continue to pursue vigorous good-faith efforts in seeking to locate and hire minority candidates. The current availability situation is a result of the limited number of minorities taking graduate education in relevant disciplines. For example, in Fall 1981, only 14 minorities were enrolled in the College's graduate programs. As a result, the College has strengthened its efforts to recruit minorities into its graduate degree programs.

1. Job Group: The Tenure System — College of Natural Science
2. Affirmative Action Program Year Results: The College of Natural Science, with a tenure system faculty of 365, has 26 women and 35 minorities (30 of the 35 minorities are Asian). Between October 1980 and September 1981, the College appointed 7 persons into the tenure system. Included in this group was one woman and one minority (one Asian).
3. Special Problems: There is relatively low, although increasing, availability of women in many of the units of the College of Natural Science. (Thirteen of the College's 15 units show availability for women of more than 10 percent. However, only six of these units project any openings for the period October 1, 1980 through September 30, 1983.) The same pattern of low availability is true for minorities with availability figures ranging from a low of 3.5 percent to a high of 8 percent in the College's units. In addition, most minority availability is for Asian Americans. For example, availability for Black faculty averages 1.2 percent across all the College's units, ranging from a low of 0.3 percent to a high of 2.3 percent. The College's units will have great difficulty in achieving their affirmative action hiring goals in a period shorter than ten years.
4. The Future: During the period October 1, 1980-September 30, 1983, the College projects 21 openings in the tenure system. However, 11 of these openings will occur in the Departments of Botany & Plant Pathology, Entomology, and Physics. Of these three departments, only Botany & Plant Pathology has reasonably substantial availability for women and all three have low availability for minorities, especially non-Asian minorities. It should be noted that these projections were made before the University's recent fiscal difficulties became apparent. Budgetary circumstances may require downward readjustment in the near future.
5. Action Plan: The College is committed to vigorous affirmative action efforts to hire women and minorities. The College will also attempt to target temporary positions available in its various units in efforts to recruit women and/or minority candidates. The option of attracting women and/or minority candidates to visiting or exchange appointments will be developed. The College will seek to increase the number of women and minority graduate students enrolled in the College's graduate programs. Since 1976-77 the number of minority students enrolled in the College's graduate programs has ranged between 28 and 32. In recent years, the number of female enrollees has increased to above 200, although the total in 1981 is 177.

Consideration will be given to targeting funds to underwrite graduate assistantships and research associates to attract women and minorities—especially non-Asian minority—candidates. The College has established a small ad hoc group of minority faculty from within the College of Natural Science to assist its units in forwarding their affirmative action efforts concerning post-doctoral fellowship recruitment. The College is participating in the program to increase the number of Black faculty in the sciences and in the special recruitment program arranged by the Department of Human Relations.

1. Job Group: The Tenure System — College of Osteopathic Medicine
2. Affirmative Action Program Year Results: The College of Osteopathic Medicine, with a tenure system faculty of 100, has 14 women and 4 minorities. Between October 1980 and September 1981, the College appointed one person in the tenure system (a woman).
3. Special Problems: There will be difficulty in making substantial affirmative action progress soon, especially in the clinical departments. This is because of a strongly competitive market for D.O.s generated by employment opportunities in other medical schools and in private practice. Affirmative action recruitment activities in this market context are further aggravated by the low availability of women and minorities.
4. The Future: During the period October 1, 1980–September 30, 1983, the College projects 27 openings in the tenure system. However, 17 of these openings are projected for the Departments of Family Medicine and Osteopathic Medicine, which have low availability for both women and minorities. Six of the other ten openings are projected for the Departments of Anatomy and Biomechanics and, based on availability data, there appear to be reasonable opportunities to recruit women, but the availability of minorities in these departments is low. It should be noted that these projections were made before the University's recent fiscal difficulties became apparent. Budgetary circumstances may require downward readjustment in the near future. The underutilized departments are not likely to meet ultimate affirmative action goals for either women or minorities in less than a decade.
5. Action Plan: The Dean of the College and its chairpersons are committed to vigorous good faith efforts to forward affirmative action goals in tenure system hiring. The College's vigorous and successful program of recruiting women and minorities as students may in time increase the pool of all qualified candidates, including both women and minorities, in the clinical disciplines. Since 1976-77 the number of women enrolled as graduate-professional students in the College has increased from 77 to 141, while the number of minorities enrolled as graduate-professional students has increased from 52 to 56. In short, to a modest degree, the College in its clinical departments may be able to "grow its own" faculty. Departments in the College will explore with the relevant national professional associations the improvement of availability information, especially for minority candidates, as well as to locate such candidates for available positions. As noted elsewhere, the College is participating in the program to recruit Black faculty members in the sciences.

1. Job Group: Research Associates
2. Problem Area: Lack of broad based representation of minorities in the research associate appointment category.
3. Statement of the Problem: Michigan State University annually appoints between 125-150 individuals as research associates. These individuals are predominantly appointed (75% plus in 1980-81) in the natural and medical sciences and agriculture. Under University policy, research associates are required to have the Ph.D. or other appropriate terminal qualifying degree as a condition of appointment. Such individuals make an important contribution to the University's research efforts in their assignments and also professional careers. Indeed, in many of the physical and biological sciences, experience as research associate or postdoctoral fellow is regarded as an expected ingredient of professional development.

As of October 1, 1981, Michigan State University employed 141 research associates, of which 30 (or 21 percent) were women and 41 (or 29 percent) were minorities. However, most minority research associates were Asians. (There was one Black and three Hispanics.) (It should be noted that about half of the research associates are non-USA nationals.) Based on the availability of women with doctorates or other appropriate terminal qualifying degrees in those disciplines in which most of the research associates are appointed, utilization levels appear quite reasonable. However, the University recognizes a problem of the low representation of minorities, other than Asians, in this appointment category especially in view of the critical role of this employment experience in professional advancement in the sciences. It also acknowledges that it will be difficult to achieve greater representation of other minorities than Asians among research associates quickly because of the small numbers of Blacks, Hispanics, and Native Americans who hold the Ph.D. in relevant disciplines.

4. Plan of Action: It is noted in last year's AAP (Volume 7, Tab A-8), that the University has had, since 1979, a hiring procedure for research associates. The Department of Human Relations monitors this procedure and conducts regular reviews of research associate hiring efforts. In recognition of the continuing difficulties associated with recruiting minorities, other than Asian Americans, as research associates, in the spring of 1981 a plan was instituted to use the minority postdoctoral fellowship program as a means of advancing recruitment efforts for research associates. Under this plan, departments in several colleges have been targeted as recipients of minority and postdoctoral fellowship monies with the understanding that, after the initial postdoctoral fellowship year, the department would make a commitment to appoint such postdoctoral fellows for an additional year or two on grant funds available in the unit. An initial effort was undertaken with the College of Natural Science because the availability of minority, other than Asian American, candidates was small in consideration of the fact that the College hires a large proportion of the research associates employed at Michigan State University. The Departments of Chemistry, Physics, Biochemistry, the National Superconducting Cyclotron Laboratory, and the Pesticide Research Center each received one

postdoctoral fellowship for Black, Hispanic and Native American applicants. Each department is currently engaged in good faith efforts to recruit individuals for these fellowships. In these efforts, they have been assisted by a group of minority faculty in the College of Natural Science who are available to consult with units concerning the development of search strategies. These departments will be given the 1981-82 academic year in which to engage in these search efforts. Success in recruitment will insure that such departments receive a fellowship for the subsequent year, while in those units in which efforts have not been successful following a review of their good faith efforts, available post-doctoral fellowships may be assigned to other units. Since the units concerned are in the midst of their annual recruiting cycle at the moment, it is difficult to indicate any judgment concerning the success or failure of this recruitment program. However, in one of the departments concerned, i.e., the Department of Biochemistry, one Black female has already been recruited for a postdoctoral fellowship during the 1981-82 academic year. The experience with this program will be assessed at the end of the 1981-82 academic year.

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Tab A-8

1. Job Group: The Tenure System
2. Problem Area: Retention of Minority Faculty
3. Statement of the Problem: The University has had reasonable success at hiring minorities, especially Asian Americans, as members of the faculty. It is clear, however, that a significant proportion of these individuals resign almost as rapidly as we are able to recruit them. Consequently, retention of minority faculty is a special problem for the institution.
4. During 1980-81, the University reviewed the reasons for resignation of minority faculty collected by the regular resignation/termination process to determine what factors have encouraged them to leave the University. Most individuals reported leaving their current assignments to take positions at other institutions. This data confirm our general impression that minority faculty are an extremely mobile group. Since they are individuals of very high quality and achievement, they become nationally recognized easily in a large institution such as Michigan State University. Further, in view of the highly competitive market, they are offered opportunities for more rapid advancement and for improving salaries. MSU has had some difficulty in retaining very high quality faculty since our salaries for all faculty are in the lower third of the Big Ten institutions.
5. Action Plan: The University acknowledges that a reliance on formally reported reasons for resignations will not provide in-depth information about the atmosphere of the institution, salary, opportunities for advancement, etc., which affect the decision of minority faculty to leave MSU. In 1980-81, the Department of Human Relations developed an exit interview program for all women and minority tenure system faculty and continuing appointment staff who resign. Personal interviews were conducted using a questionnaire schedule focusing on the various aspects of the University's general atmosphere and employment context. Information obtained from these surveys will provide a basis for the University to modify those aspects of its environment so that when individuals join the institution, they will remain. There were only a small number of women and minorities who resigned from MSU during this period, and so the amount of data is small. In addition, there were some problems in contacting affected individuals in a timely fashion so that response rate was affected. Based on this experience, the Department of Human Relations is reviewing and improving its interview schedule and procedures while still continuing with individual interviews. An assessment of this program will be made at the end of the 1981-81 academic year.

1. Job Group: The Tenure System
2. Problem Area: Special college hiring goals for Black faculty members in the physical and biological sciences, engineering, and agriculture.
3. Statement of Problem: As noted in the 1980-81 AAP, separate and specific hiring goals for Black faculty were established within colleges with programs in the sciences, especially the physical sciences, biological science, engineering, and agriculture. As of October 1, 1981, there were a total of 15 Black faculty appointed in the tenure system in the Colleges of Agriculture & Natural Resources, Engineering, Human Medicine, Natural Science, Osteopathic Medicine, and Veterinary Medicine. While good-faith efforts to meet these goals have been made, rapid progress is likely to be difficult in view of the low availability of prospective Black faculty in these disciplines, as of October 1980, which ranges from an average availability of 0.8% to 2.5%, e.g.:

<u>College</u>	<u>Black Availability Average of Departments</u>	<u>High-Low Black Availability by Department</u>
Agriculture & Natural Resources	2.2%	4.2% - 0.6%
Engineering	0.8%	1.4% - 0%
Human Medicine	2.2%	5.3% - 1.2%
Natural Science	1.2%	2.3% - 0.3%
Osteopathic Medicine	1.9%	5.0% - 0.3%
Veterinary Medicine	2.5%	3.5% - 0.7%

4. Plan of Action: After consultation with the relevant deans, the following interim goals for 1980-83 have been established for the following colleges. (The same goals were stipulated for the 1979-82 goal period.) These goals are in addition to those minority goals established for particular departments in these colleges based on availability data and utilization analysis.

<u>College</u>	<u>1980-83 Interim Hiring Goals for Black Faculty in the Tenure System</u>
Agriculture & Natural Resources	1
Engineering	1*
Human Medicine	1
Natural Science	1
Osteopathic Medicine	1
Veterinary Medicine	1

The various college deans are expected to make vigorous good-faith efforts to achieve these goals. Goal achievement will be monitored in conjunction with goal achievement for the "regular" interim goals based on availability and utilization analysis. Since 1979-80, the Colleges of Veterinary and Human Medicine have each appointed a Black faculty member, but these appointments relate to interim goals established under the regular goal setting procedures.

*Because of very low availability of Black faculty candidates in Engineering, an interim goal period of 1980-85 has been established.

1. Job Group: The Tenure System, Continuing Employment System Staff, and Temporary Faculty and Staff
2. Problem Area: Improved implementation of the affirmative action monitoring system for the hiring of faculty and academic staff.
3. Statement of the Problem: Since 1979 a 14-step hiring procedure has been fully utilized in the hiring of faculty and academic staff at Michigan State University. Analysis of the data collected under this procedure shows a number of informational and data collection problems, including information gaps and ambiguities, and a lack of integration between this data system and the general academic personnel records system. In addition, while the various colleges and departments have implemented the 14-step hiring procedure quite effectively, some units have not followed the system completely and have omitted certain information or have reported it ambiguously.
4. Plan of Action: Based on an analysis of the affirmative action data collected under the monitoring system during the 1980-81 academic year, a number of changes have been incorporated to improve the completeness and reliability of data during the 1981-82 academic year. In addition, a number of changes in procedure, including reporting of availability data for underutilized units, have been incorporated in accordance with the December 1981 letter of agreement with OFCCP. Further, this system is to be incorporated fully into the academic personnel records data system. Such data also will be included as a component of a general University-wide Employee Information System which is in the process of development in the near future.

The Department of Human Relations, per the OFCCP letter of agreement of December 1981, has identified 15 departments with which it will work in a consultative mode during the 1981-82 academic year to improve these units' performance in the search for and hiring of women and minority candidates. These departments were selected in accordance with the following factors:

- a. Each unit had 3 or more openings projected for the period 1980-83;
- b. Each unit had availability of 7% or more women/minorities; and
- c. These units were currently underutilized in the representation of women, minorities or both regarding employment of tenure system faculty.

The Department of Human Relations will report on the good-faith efforts of these departments and their hiring records at the end of the 1981-82 academic year. The departments involved in this program are as follows:

College	Department
Agriculture & Natural Resources	Agricultural Economics Agricultural Engineering Biochemistry

Food Science & Human
Nutrition
Horticulture
Packaging
Resource Development

Arts and Letters

English
Romance & Classical Lang.

Business

Accounting
Financial Administration
Economics
Management
Hotel, Restaurant &
Institutional Mgt.

Natural Science

Mathematics

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Tab A-11

1. Job Group: Temporary Faculty and Academic Personnel System Staff Members
2. Problem Area: Collection of adequate employment opportunity data to monitor affirmative action hiring efforts for temporary faculty and academic personnel system staff members.
3. Statement of the Problem: In the 1980-81 AAP, the problem was stated as follows:

"In 1978-79, the University established separate—usually annual—hiring goals for temporary faculty and academic personnel system staff members. The availability data utilized in setting these goals are described elsewhere (see section on Availability Data). The number of hiring opportunities expected to occur during the subsequent goal period was assumed to be equivalent to approximately one-third of the current number of temporary faculty and academic staff employees based on an analysis of previous employment turnover data (i.e., normally about two-thirds of temporary faculty and academic staff are rehired for additional periods following the conclusion of their current fixed term appointment). Temporary faculty and staff are appointed with ending dates for highly variable periods of time ranging from one month to a full academic or calendar year. Such assignments often are appealing to qualified individuals who reside in the immediate University community and also enable academic units to respond to highly variable programmatic needs. Within this highly diverse and flexible employment environment, it is difficult to obtain accurate and relevant data on employment opportunities for temporary faculty and academic staff except in a very general way. This is a result of several systemic data collection problems:

- a. Since hiring opportunities are linked to variable unit needs, the actual number of hiring opportunities may be considerably more or less than temporary faculty and academic staff positions vacated at any point in time.
- b. An overall analysis of hiring opportunities for temporary faculty and academic staff may be misleading if individuals appointed for a calendar or academic year are grouped together with short term appointees, i.e., those appointed for one academic term or less. Hiring requirements for these different types of positions vary as do affirmative action hiring requirements. (For example, appointments of less than three academic terms may be processed under an affirmative action waiver procedure.) Such very different employment contexts probably should be subjected to differential analysis to provide a more accurate reporting of employment opportunities.

c. The current academic personnel data system counts an individual as a new hire if a gap in employment greater than 90 days has occurred since a previous assignment in the University has been completed. Therefore, this procedure counts an individual a new hire when from a more realistic point of view they probably should be viewed as a reappointment (i.e., an individual appointed in the Fall and Winter Terms, not reappointed in the Spring and Summer Terms, but rehired again in the Fall Term, would be counted as two separate and distinct employment actions not acknowledging the previous appointment experience.) Further, since individuals hired on a temporary basis were appointed for fixed term appointments (with ending dates), an individual appointed on a one-term basis for three successive terms would be viewed as three separate hiring opportunities, while an individual appointed once for an entire academic year (three terms) is counted as one hiring opportunity. Thus, this personnel data system procedure clearly results in confusing and misleading information on hiring opportunities."

4. Plan of Action: The University is committed to an affirmative action program for the hiring of temporary faculty and academic staff members. However, it acknowledges that within the highly variable employment environment, which is necessarily associated with the appointment of temporary faculty and staff, it is difficult at this time to develop meaningful data relating to the monitoring of its affirmative action hiring program for this class of employees. During the 1980-81 AAP year, the University committed itself to studying its goal-setting procedures for temporary faculty and staff, its academic personnel data systems, and the experience of other universities to develop a more accurate matrix within which affirmative action efforts for hiring these groups of employees can be monitored and reported. Regrettably, because of the University's serious financial problems last year and the budget and personnel actions related to those problems, this problem was not adequately and fully addressed. The University commits its efforts to explore ways to resolve this problem during the 1981-82 plan year.

NON-ACADEMIC PROBLEM AREAS

NON-ACADEMIC PROBLEM AREAS

Overview: Affirmative Action in the Non-Academic Personnel System

The University has implemented a 12-step affirmative action monitoring procedure for the hiring of non-academic employees. This procedure assists in notifying units of underutilization and affirmative action goals prior to the screening of applicants. The Department of Human Relations and the Office of Personnel and Employee Relations provide consultation to units regarding recruitment and affirmative action planning, in addition to their monitoring functions. The University and all its units are committed to vigorous good-faith efforts to achieve its affirmative action goals.

The current non-academic workforce composition indicates some degree of underutilization in the employment of women and minorities. Of the 86 job groups, 33 show underutilization for women, and 38 show underutilization for minorities. This represents a decrease in the number of job groups underutilized as of October 1, 1980, when 37 were underutilized for women and 43 were underutilized for minorities.

During the past year, the University has experienced low turnover, reductions in force, and budgetary restrictions. This difficult economic environment has limited the University's opportunities to achieve its affirmative action goals, and is expected to have a continuing effect during the next several years. Thus, while the University is committed to vigorous efforts to achieve its affirmative action goals, its opportunities during the 1981-82 plan year are expected to be severely limited.

Problem Areas

Several problem areas have been identified in the 1981-82 AAP. These problem areas have been selected as areas of concern about which the University is committed to focus special efforts. The format has been revised from last year's AAP, by combining all problem areas regarding targeted job groups into one section (Tab B-5).

Problem Areas (continued)

Certain problem areas from the 1980-81 AAP have been renamed in this year's plan. The status of each of the problem areas identified in last year's plan is discussed below:

1. AP Classified System - This problem area centered on the need for a skills bank to identify qualified internal minorities and women for promotion to classifications above the AP-13 level. Work has begun on the development of a new employee information system which will include a skills bank capability. However, the time frame for implementation of a skills bank will extend beyond two years, due to the complexity and scope of the project. Development of the system is included in the problem area titled "Data Monitoring System" (Tab B-4), while underutilization of high level administrators is addressed in "Targeted Areas of Underutilization" (Tab B-5).
2. Clerical Entry Positions - This problem area addressed the underutilization of minorities in the clerical job groups: Through the University's vigorous efforts, the two entry level job groups (C300 and C305) are now fully utilized. Since positions in the remaining two job groups (C310 and C320) are generally promotional opportunities, progress toward our goal is now more likely. These groups are identified as "Targeted Areas of Underutilization" (Tab B-5) in this year's AAP.
3. Medical Technologists - This problem area addressed the underutilization of minorities in job group A215. During the past year, the total members of the job group decreased by 5, and yet the annual goal was met. The University will continue to focus vigorous efforts in this area, as it is included in the "Targeted Areas of Underutilization" (Tab B-5) of this year's plan.

4. Middle and Upper Level Administrators - This problem area concerned the underutilization of minorities in middle level administrative positions (A130 and A135) and of women and minorities in high level administrative positions (A140 and A150). Through the University's affirmative action efforts during the last three years, middle level administrators are no longer underutilized. There were no opportunities for action in A150, but goals were met or exceeded in the other job groups. Upper Level Administrators are included as a "Targeted Area of Underutilization" (Tab B-5) of this year's AAP.
5. Nurses - This problem area addressed the underutilization of minorities in nursing positions (A220, A280, A285). Goals were met in the lower level groups (A220 and A280), but not in A285. As predicted, the University was required to reduce the number of nursing positions available this year, which resulted in fewer opportunities for affirmative action. Nurses are included as a "Targeted Area of Underutilization" in Tab B-5 of this year's AAP.
6. Entry Level Operating Engineers - This problem area addressed the underutilization of women in our operating engineer positions (5610). Due in part to the non-competitive salaries offered by the University, we were unable to meet our goal. Although few opportunities are expected, aggressive recruiting and monitoring of these positions will continue. Operating Engineers are included as a "Targeted Area of Underutilization" (Tab B-5) of this year's AAP.
7. Public Safety Officer - This problem area addressed the underutilization of both women and minorities in public safety officer positions (F610). There were no opportunities for affirmative action last year, and none are projected this year. However,

vigorous recruitment will continue as openings occur. This group is included as a "Targeted Area of Underutilization" (Tab B-5) in this year's AAP.

8. Improved Implementation of the Monitoring System - This problem area addressed the need for improving and refining the 12-Step Procedure. Past activity and plans for the future are addressed in "Data Monitoring System" (Tab B-4) of this year's AAP.
9. Tabulation of Applicant Flow - This problem area addressed the inaccuracies caused by manual entry of data and lack of data. The entire applicant flow system was reviewed. The procedures for collecting and recording the applicant information were changed to establish a check and balance system. Reports were written to monitor the reliability and confidence of the data, which has improved since installation of the system. This problem area will continue to be monitored and is included in the "Data Monitoring System" (Tab B-4) of this year's plan.
10. Tabulation of Personnel Practices - This problem area identified the need to improve data collection pertaining to personnel practices. Procedural improvements and various reports were implemented to collect and monitor incoming/outgoing data. Further discussion of the problem is contained in the problem area entitled "Data Monitoring System" (Tab B-4) of this year's plan.
11. Supervisors (Clerical, Secretarial (S320)) - This problem area addressed the underutilization of minorities in the job groups. The positions are generally filled by persons of high seniority. This job group lost 10 members from the total count during the past year. However, the annual goal for minorities was met. The University will continue to carefully monitor the progress of this group. This problem area is included in "Targeted Areas of Underutilization" (Tab B-5) of this year's plan.

12. Trades Helper - This problem area addressed the need to recruit and employ women and minorities in the Trades Helper job group (9550). Through vigorous efforts, the annual goal for women was met during the past year. The University will continue its vigorous efforts for both women and minorities, but marketplace pressures and lack of competitive salaries will impact on the effectiveness of our program. Trades Helpers are included as a "Targeted Area of Underutilization" (Tab B-5) of this year's AAP.

13. Entry Laboratory Technician (C420, C430) - This problem area addressed the underutilization of minorities. Job group C430 lost 18 members from its total count which effects the promotional opportunities for members of C420. Both job groups are currently underutilized for minorities. Concerted efforts will be made to reduce this problem. Entry Laboratory Technicians are included as "Targeted Areas of Underutilization" (Tab B-5) of this year's AAP.

Problem Area: Unit-Based Reports for AFSCME Local 1585 Job Groups

Problem Statement: Job groups covered by AFSCME Local 1585 are not structured to reflect unit-based lines of progression. To accommodate the unit affiliation factors, 47 additional job groups would be required. A means of analyzing upward mobility within major units, without creating a large number of additional job groups, is necessary.

The Future: Significant changes in the composition of the Local 1585 job groups will require several years, due to the tight seniority provisions of the collective bargaining agreement. Out of 195 opportunities during 1980-81 in the 16 job groups included, 136 of them (70%) occurred in the five job groups which are fully utilized for both women and minorities. When promotional opportunities do occur, seniority provisions are the major determinant of the candidate selected.

Action Plan: The current job groups will be maintained, but additional reports on personnel practices, workforce composition, and underutilization providing data by major administrative unit will be generated. These reports will be generated not only for Local 1585 job groups, but for all non-academic job groups.

The Department of Human Relations and the Office of Personnel and Employee Relations will review the reports, work with the units, and monitor personnel actions and applicant flow to assure upward mobility of minorities and women within the major units, as well as across job groups. This approach will assure a careful review of unit-specific opportunities, and yet retain job groupings large enough to set meaningful goals.

Problem Area: Recruitment of Protected Classes

Problem Statement: Insufficient numbers of qualified applicants from protected classes are available for underutilized positions. Due to University budget cutbacks, past recruitment practices have been limited necessitating new recruitment strategies.

Activities during 1980-81: A Human Resources Professional was assigned to coordinate handicap and veteran recruitment and employment programs. Informal contacts with recruitment agencies were continued, and notification of postings open to the public were sent to each of the recruitment sources. Through various formal and informal meetings, unit administrators were reminded of their responsibility to recruit and hire qualified applicants from protected classes.

The Future: During the last plan year, the number of opportunities to hire qualified applicants from protected classes has declined dramatically. General economic conditions have resulted in lower turnover rates, while the University has eliminated a large number of the positions which have become vacant. This trend is expected to continue for the foreseeable future.

In addition, previous recruitment programs such as the On-the-Job Training Program, which increases the pool of qualified protected class members, have been curtailed due to budgetary cutbacks.

Action Plan: A system of documentation of community agency contacts will be established. During this plan year, representatives from the Department of Human Relations and the Office of Personnel and Employee Relations will meet with these agencies to discuss ways in which minority applicants can be increased.

Meetings will be scheduled with unit administrators with significant projected hiring opportunities in underutilized positions during 1981-82. Cooperative recruitment strategies as well as affirmative action goals and responsibilities will be discussed.

Meetings will be scheduled with union representatives to discuss ways to encourage protected class members to seek promotional opportunities.

The Department of Human Relations will assist individual department administrators in identifying recruitment strategies for underutilized positions.

Problem Area: Use of MSUEA Bypass Provision

Problem Statement: Guidelines concerning the use of bypass provisions in the MSUEA contract have not been sufficiently developed. The bypass provision was placed in the contract as a counterbalance to seniority provisions to provide protected classes with access and promotion within the system.

The Future: During the 1980-81 Affirmative Action year, the bypass procedure was used 68 times (38 for minorities and 30 for women non-minorities). Current contract language with MSUEA protects the rights of recall for all laid off employees. The use of this procedure is possible only when laid off MSUEA employees are not available and qualified minority applicants are available. Also, seniority provisions within the contract enhance the opportunities for vacancies for the most senior employees. The Office of Personnel and Employee Relations and the Department of Human Relations have worked together to assure that layoffs will not have a negative impact on the composition of the workforce, and to support the use of the bypass procedure. However, due to the economic pressures within the University, training to increase the availability of qualified minorities has suffered.

Action Plan: Guidelines and conditions for the use of bypass provisions will be developed by the Department of Human Relations and the Office of Personnel and Employee Relations by January 31, 1982. Discussions will then be initiated with MSUEA to reach agreement on the guidelines. When agreement has been reached, the guidelines will be implemented, and reports will be prepared to analyze the use of the bypass procedures. The guidelines and information about using the provision will be discussed with appropriate deans and unit administrators.

Problem Area: Data Monitoring System

Problem Statement: Prior to the 1980-81 plan year, applicant flow and personnel practices were tabulated manually. This manual system resulted in inaccuracies and inconsistencies in the data collected. Computerization of data collection and analysis has greatly improved the quality of data, but some areas of the monitoring system required additional review and modification. Reclassification actions that are denied have not been recorded in our current system. Only those reclassification actions resulting in a promotion, demotion, or transfer have been recorded. Also, insufficient data has been maintained on consideration given to handicappers. The current system does not provide a means of knowing for which vacancies a given applicant was considered, unless every position vacancy record is reviewed.

Activities during 1980-81: During the plan year, summary applicant flow data was computerized, and programs were developed to collect and analyze the data. The tabulation of personnel practices was fully computerized, and quarterly reports were generated. The Personnel Action Notice (PAN) form was implemented in the Spring of 1981 to assure that all components of an employee's computerized personnel record are accurate.

Two formerly separate divisions of the Office of Personnel and Employee Relations which were separately responsible for the entry and analysis of data have been combined to eliminate communication errors and improve common understanding of the affirmative action system and its objectives.

A program has been developed to more accurately predict the number of job vacancies used to establish our annual goals. Three monthly goal analysis reports (by job group, classification, and department) have been developed to assist in monitoring our goal achievement as the year progresses.

The Future: Computerization of the affirmative action data has greatly improved the timeliness and accuracy of reports. However, it places greater importance on recording information correctly at the time of the personnel action. The development of a new employee information system for the University will continue. When implemented, this system will allow for more timely input of data, provide skills bank capability for promotional opportunities, and provide a computerized applicant system.

Action Plan: During the 1981-82 plan year, the University will continue to improve its data monitoring system. Job group numbers in personnel files and on edit tables will be reviewed on a periodic basis for entry errors. Additional programming modifications will be completed as necessary.

A system will be implemented to monitor all actions in the reclassification procedure, and the data will be analyzed for adverse impact on protected classes.

A system to report applicant flow for handicapped applicants has been established for the current and future plan years. This system will be monitored closely during this year, to determine if adjustments are required.

Reports will be generated to analyze the frequency and departments involved in "Holds" initiated by the Human Relations Department. The Human Relations Department will send quarterly summaries to the appropriate deans and major unit administrators and consult with them as required. Based on an annual assessment, the Department of Human Relations, in cooperation with the Office of Personnel and Employee Relations, will identify units that require special training regarding the 12-Step Hiring Process and affirmative action goals.

Problem Area: Targeted Areas of Underutilization

Problem Statement: Certain sectors of our workforce have experienced a history of underutilization and/or failure to meet affirmative action goals. Recruiting problems have been created by marketplace pressure because the University is in competition with other employers offering higher salaries. The recent reductions in force and low turnover experienced by the University have also reduced the number of promotional opportunities available. The following job groups and categories have been identified as target areas on the basis of projected opportunities and past underutilization:

<u>Area</u>	<u>Job Groups</u>
1. Clerical Promotional Opportunities	C310, C320
2. Nurses	A220, A280, A285
3. Entry Level Operating Engineers	5610
4. Clerical Supervisors	S320
5. Entry Level Laboratory Technicians	C420, C430
6. Upper Level Administrators	A140, A145, A150
7. Data Processing Programmers/Analysts	A260, A265

In addition, the following job groups and categories have been identified as areas of historical underutilization, but little or no opportunities for action are projected for the year 1981-82:

<u>Area</u>	<u>Job Groups</u>
8. Entry Level Skilled Trades Positions	9550
9. Medical Technologists	A215
10. Public Safety Officers	F610

Activities During 1980-81: Within the seventeen job groups, seven (41%) were underutilized for women and minorities, seven (41%) underutilized for minorities only, one (6%) underutilized for women only, and two (12%) were not underutilized. Because of a severe reduction in the workforce, nine (53%) of the specified job groups experienced losses in their total counts and two (12%) had no opportunities. In spite of the workforce reduction, eight (47%) job groups met or exceeded their goals for minorities, women, or both. One group, Entry Level Skilled Trades, is no longer underutilized for women.

Since March of 1981, the Office of Personnel and Employee Relations has provided the Department of Human Relations with a monthly goal analysis report. These reports have assisted in the identification and evaluation of underutilized job groups in relation to the 12-Step Hiring Process and the layoff procedures. This is evidenced by the fact that although nine job groups lost in total counts, six of these met or exceeded their goal(s).

The Future: The economic pressures within the University will continue. Consequently, the reductions in workforce which limit the promotional and entry opportunities, the non-availability of funds for higher competitive salaries, and the lack of job security will also continue to seriously handicap the University's operations and its reputation as an employer.

Action Plan: Notwithstanding these problems, the Office of Personnel and Employee Relations will continue to create and produce a number of reports to better analyze personnel actions and identify existing or potential problems. The Department of Human Relations and the Office of Personnel and Employee Relations will attempt to protect the current workforce and work toward the fruition of goals.

The University will continue its efforts to vigorously recruit women and minority applicants as openings occur. An ongoing dialogue with community recruitment agencies will assist in this endeavor.

The University will also encourage its current employees to enhance their promotional opportunities through its educational assistance program.

Problem Area: Evaluations based on EEO efforts.

Problem Statement: The existing performance evaluation form for supervisors includes criteria to evaluate their EEO efforts. Presently, some supervisors are unaware of this criteria and their responsibilities under the affirmative action program.

Action Plan: The Office of Personnel and Employee Relations and the Department of Human Relations will provide additional instruction about the criteria to be used for evaluating affirmative action performance. Meetings will be held with unit administrators to stress the importance of the evaluation criteria and its effect upon the overall affirmative action plan. Those organizational units which are identified through existing reports as having a current or potential affirmative action problem, will be monitored to place additional emphasis upon their awareness of the total affirmative action plan and their use of the performance evaluation criteria. In addition, to assure that all supervisors and executive management officials are aware of their responsibilities, a letter will be sent by the President to all administrators and supervisors reaffirming the University's affirmative action commitment and indicating that all administrators have an individual responsibility for affirmative action. This letter will be widely disseminated to assure that employees are aware of MSU's commitment to affirmative action and the responsibility of administrators and supervisors to implement this commitment.

Posters from OFCCP will also be put in several conspicuous locations on campus other than the Office of Personnel and Employee Relations and the Department of Human Relations within 30 days of receipt of posters from OFCCP.

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PRESIDENT

EAST LANSING • MICHIGAN • 48824

December 1, 1981

MEMORANDUM

TO: Faculty, Staff and Students of MSU

FROM: Cecil Mackey, President 

SUBJECT: University Policy on Equal Opportunity, Non-Discrimination, and Affirmative Action

Each year, it is important, I believe, to restate and reaffirm the University's commitment to the principles of equal opportunity, non-discrimination, and affirmative action. University programs, activities, and facilities are available to all without regard to race, color, sex, religion, creed, national origin, political persuasion, sexual preference, marital status, handicap, or age. The University is an Affirmative Action, Equal Opportunity Employer.

By its charter, its Board of Trustees' policies, and its mission, Michigan State is also committed to the development of an environment of understanding, communication, and support free of discrimination. To encourage full participation by women, minorities, and handicappers in all aspects of the University community, each person should value others for their worth and potential and assume responsibility for ensuring that everyone has access to the full range of advantages of working and learning in the University community. Administrators and supervisors have a special responsibility to assure that the University policy is implemented at the unit, college, and University level.

Because progress toward equity in our open society is frequently accompanied by hostility and frustration, we have learned that more is required than simple invocation of laws or regulations. Changes in attitudes, practices, and values are sometimes necessary. Unfortunately, these changes often come painfully and slowly.

Uncertainty, resulting from financial difficulties or unclear public policy on affirmative action, can weaken the quality of personal relationships and the strength of the University's commitment to affirmative action. If we are to achieve our goals of excellence and affirmative action, each of us must be especially vigilant about the effect of our actions on the representation and the quality of the work and learning environment for members of protected classes. We must go out of our way, both individually and collectively, to make sure that artificial barriers to communication and productivity are eliminated. We are members of a university community pledged to support the quality of teaching, research, and service of this premier land-grant and research University. A strong commitment to affirmative action must be an integral part of our efforts.

I am personally and professionally committed to the goal of equity and to the protection of the rights and privileges of everyone in the University community. I expect and encourage each administrator and supervisor to exhibit strong and positive leadership so that together we can eliminate barriers to achieving both excellence and equity at Michigan State University.

II. ENROLLMENT

Access to educational opportunities is a social policy concern for Michigan State University that is strongly based in its land-grant tradition. As a major research and graduate institution, MSU has an important role in the solution of fundamental problems of availability of women and minorities in many disciplines and professions. Thus, within the context of our affirmative action commitment, the enrollment patterns of women and minorities must be carefully reviewed.

Though the Fall 1981 enrollment for the University declined by approximately 2800 students (6.3%), the number of minority students remained stable. The percent of minority students increased from 7.2% to 7.7%. The percent of Black students also increased from 5.3% to 5.6% though the number of Black students decreased. The percent of Black students has steadily increased since Fall 1978 and is now comparable to Fall 1976. The number and percent for both Asian-American and Hispanic students increased for Fall 1981 and are at the highest points since Fall 1970. The number and percent of Native American students declined significantly and are below Fall 1976 levels.

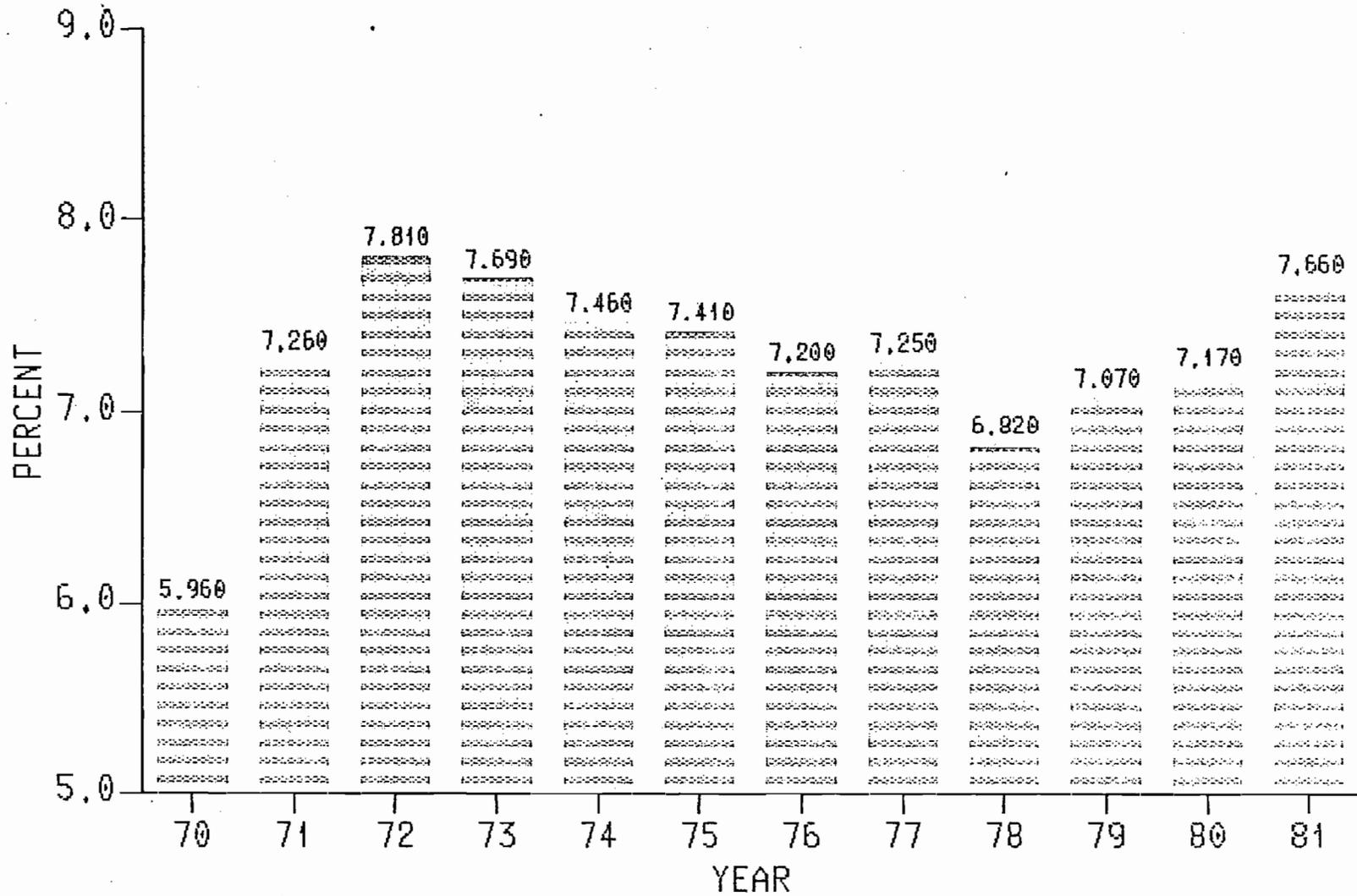
The representation of non-minority women declined from Fall 1980 to Fall 1981. The distribution of non-minority women among various colleges has continued to shift toward non-traditional fields of engineering, agriculture, natural science and medical programs. Of particular significance is that women entering in the Fall 1981 class of the College of Human Medicine exceeded 50% for the first time.

Graphs of trend data since 1970, detailed information by class level for Fall 1976 to Fall 1981, and Fall 1981 enrollment data by college are attached.

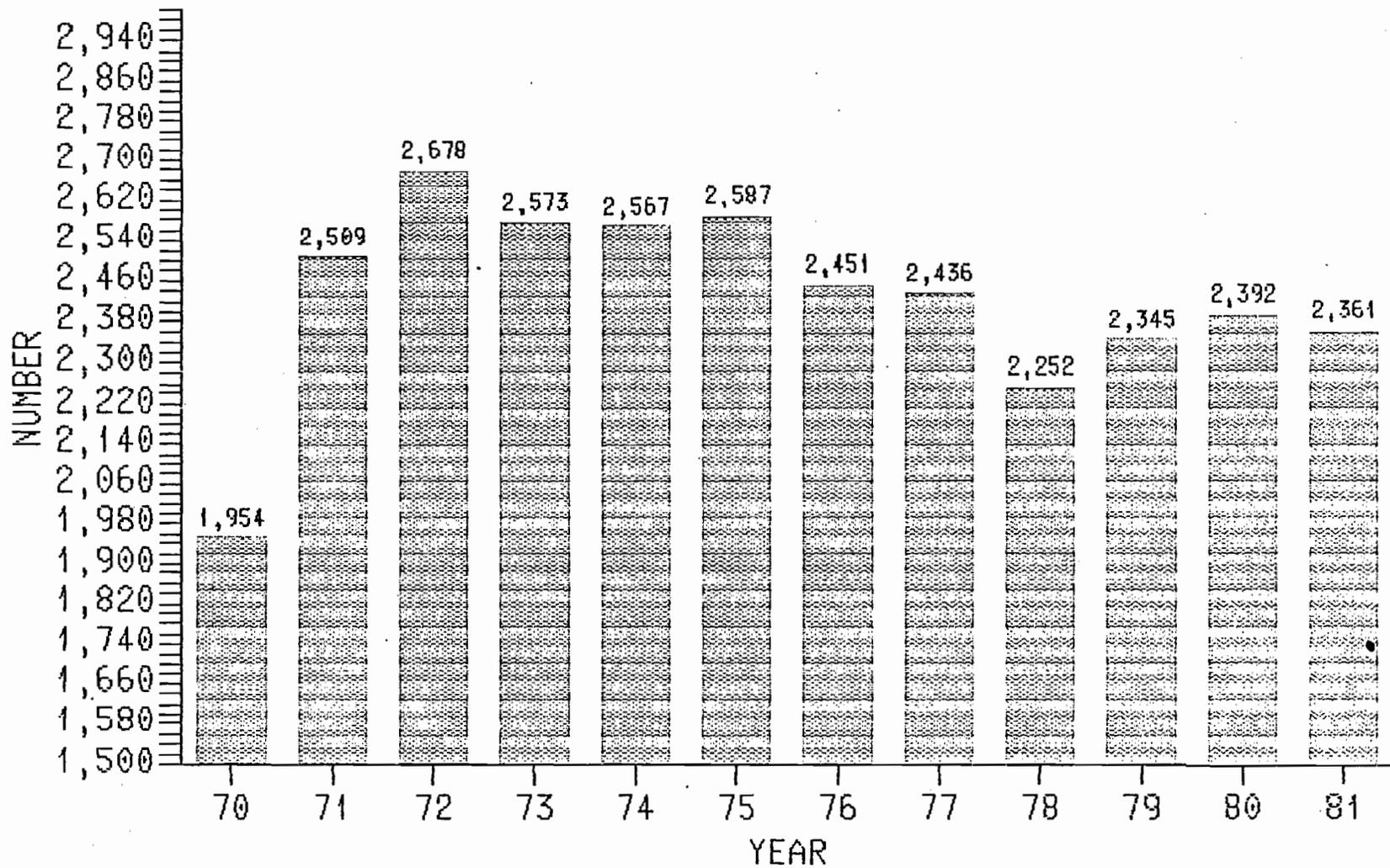
As part of our affirmative action efforts for handicappers, a request for self-identification and information about accommodations required is sent to new admits. This procedure was initiated for Fall 1980 admits. The number of self-identified handicapper students has increased from 146 in Fall 1980 to 174 in Fall 1981.

The formation of the minority recruitment group in the Office of Admissions and special efforts to retain minority students contribute to the positive profile for minority students within the context of a significant University-wide enrollment decline. In the academic year 1980-81 the services provided by the Office of Supportive Services were expanded to include all minority students. This resulted in a significant increase in utilization of both individual counseling and tutorial services. These services will continue to be available to all students during 1981-82. Also, though the administrative organization was changed, the number of Minority Aides has not been reduced. Other examples of supportive programs for minority students include the Drew Institute, the computer science program, the Multi-Ethnic Counseling Alliance and the physiology summer program. The Colleges of Engineering, Nursing, Osteopathic Medicine, and Human Medicine have continued their minority student support programs in these difficult financial times.

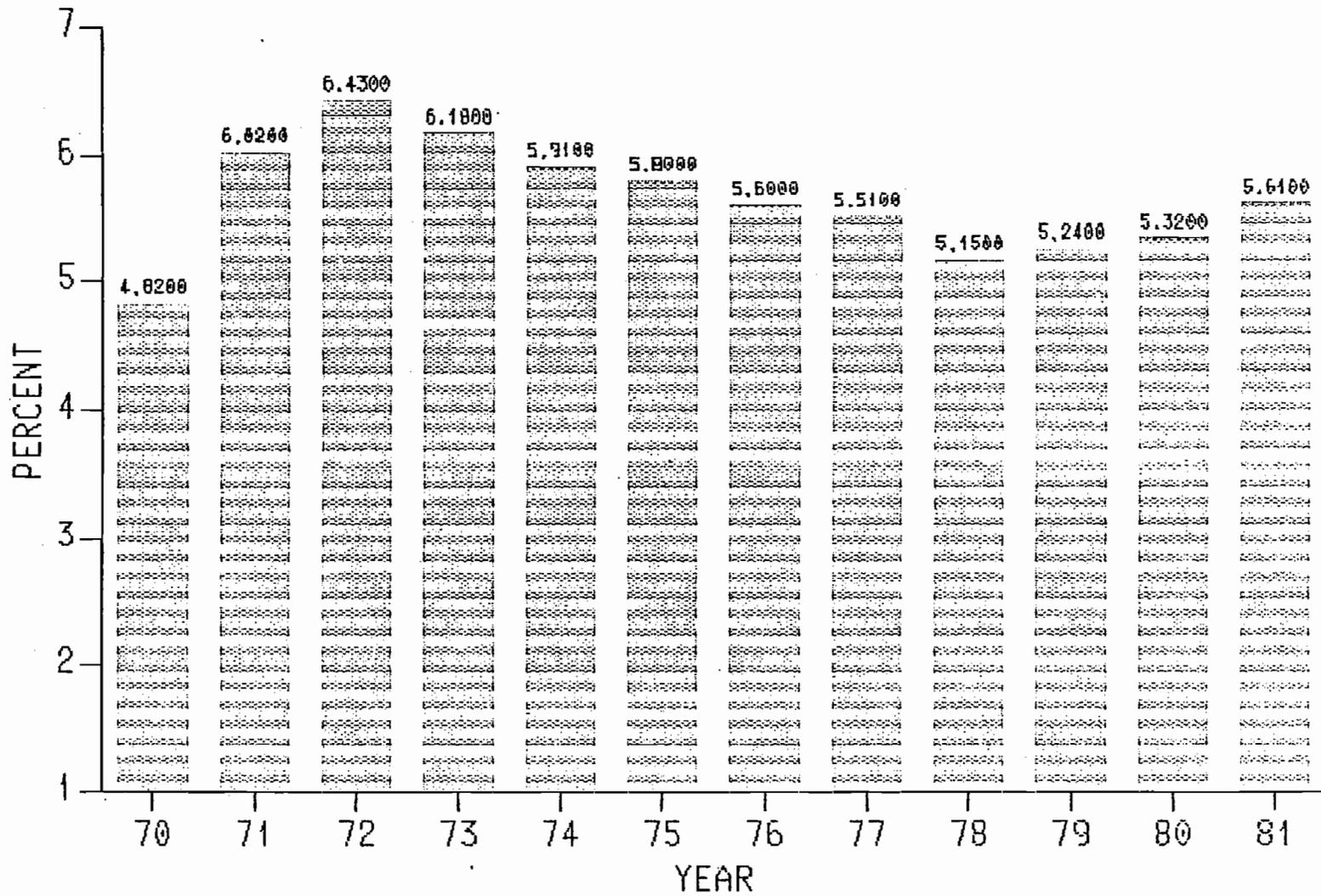
Michigan State University Minority Enrollment as a Percent of Total Enrollment



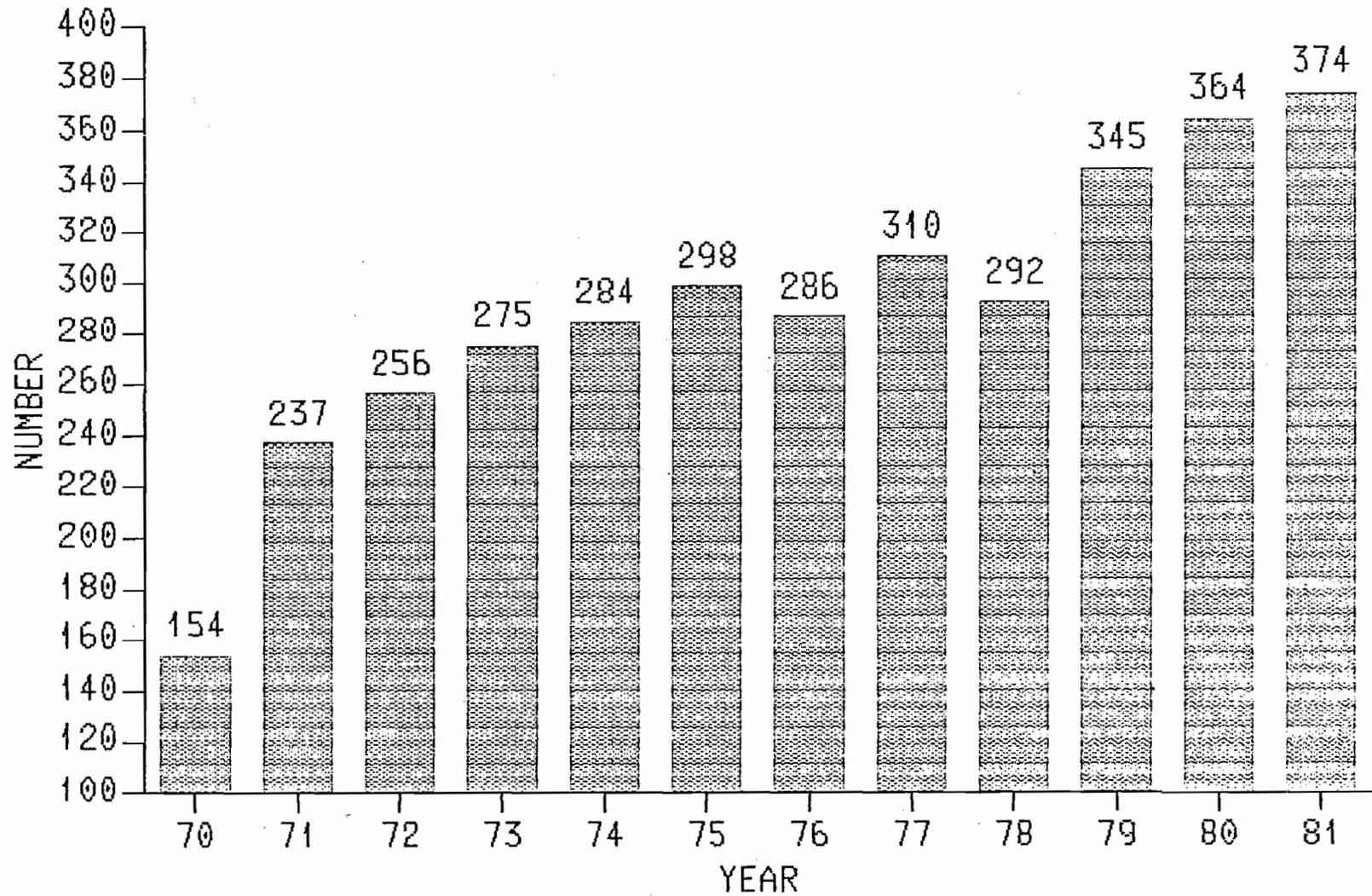
Michigan State University Number of Black Students Enrolled by Year



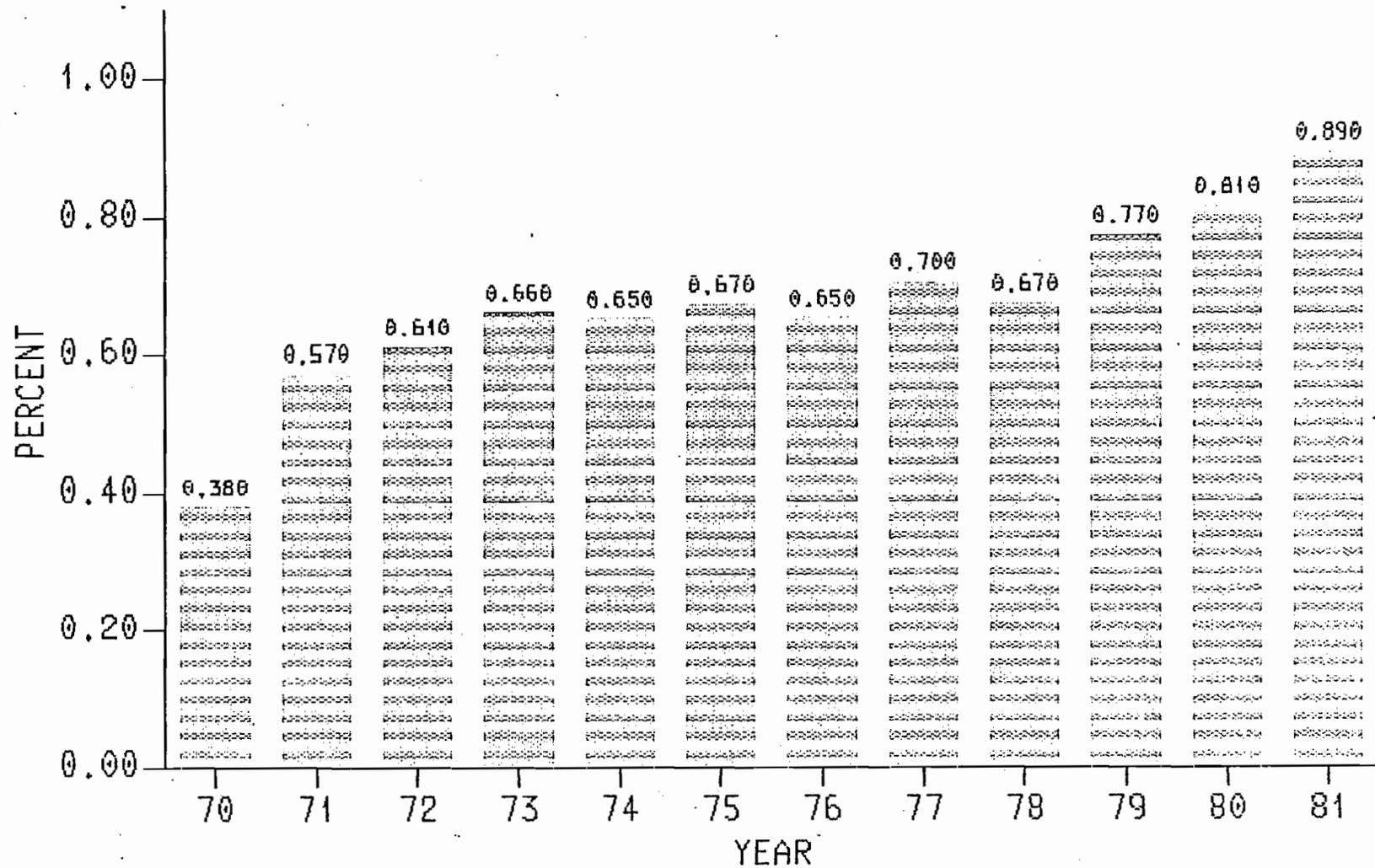
Michigan State University
Black Enrollment as a Percent of Total Enrollment



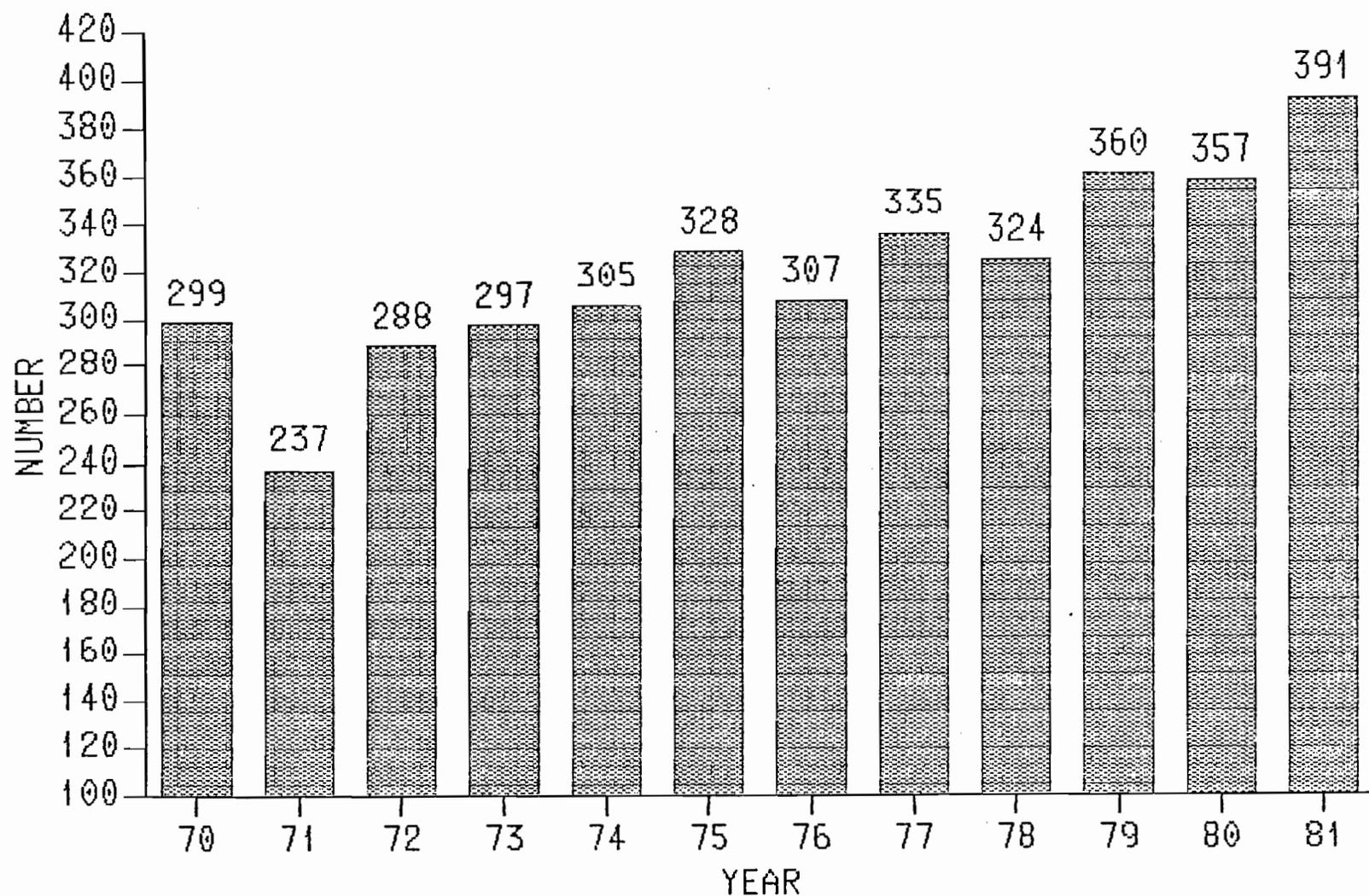
Michigan State University Number of Asian Students Enrolled by Year



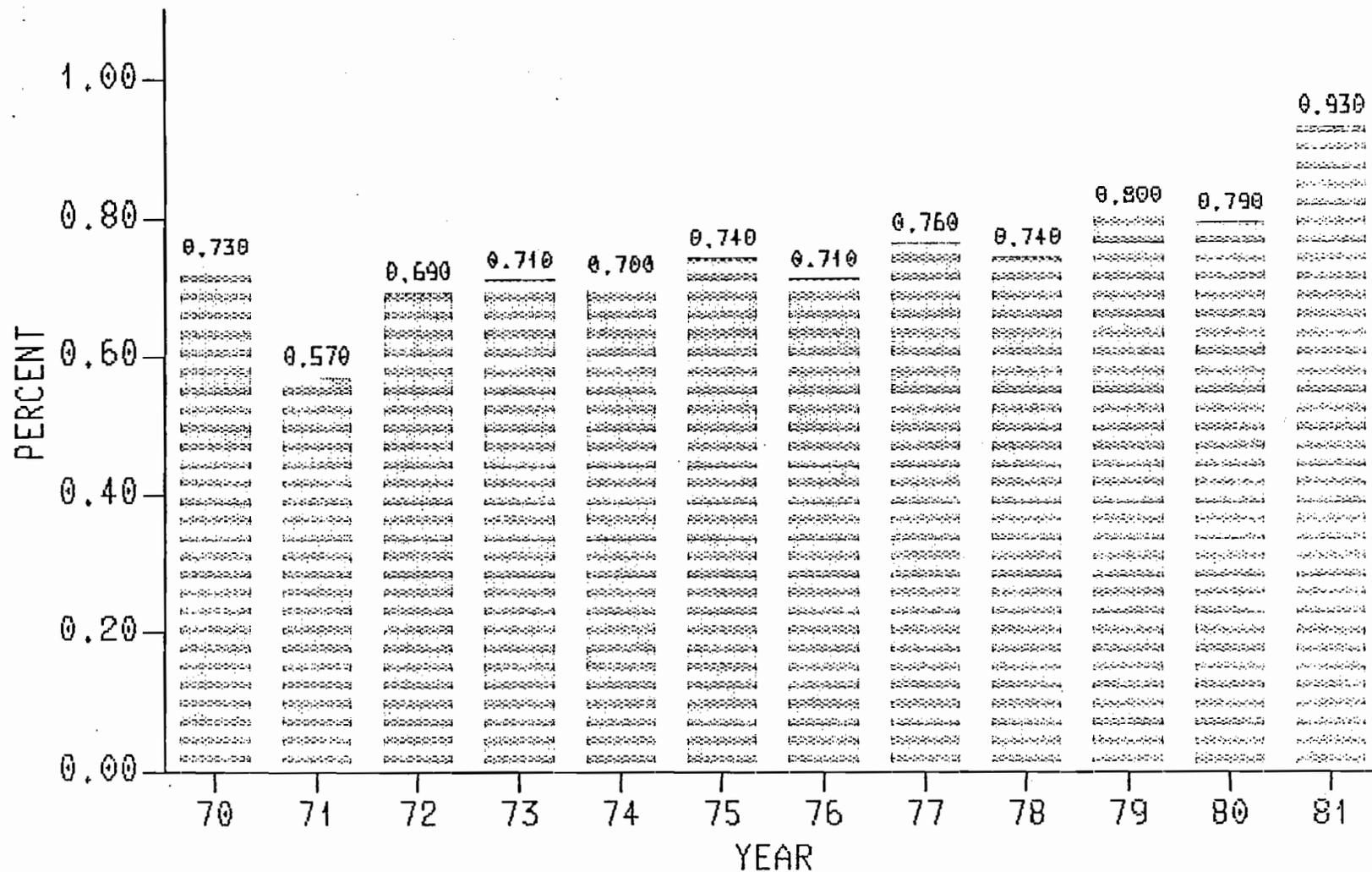
Michigan State University
Asian Enrollment as a Percent of Total Enrollment



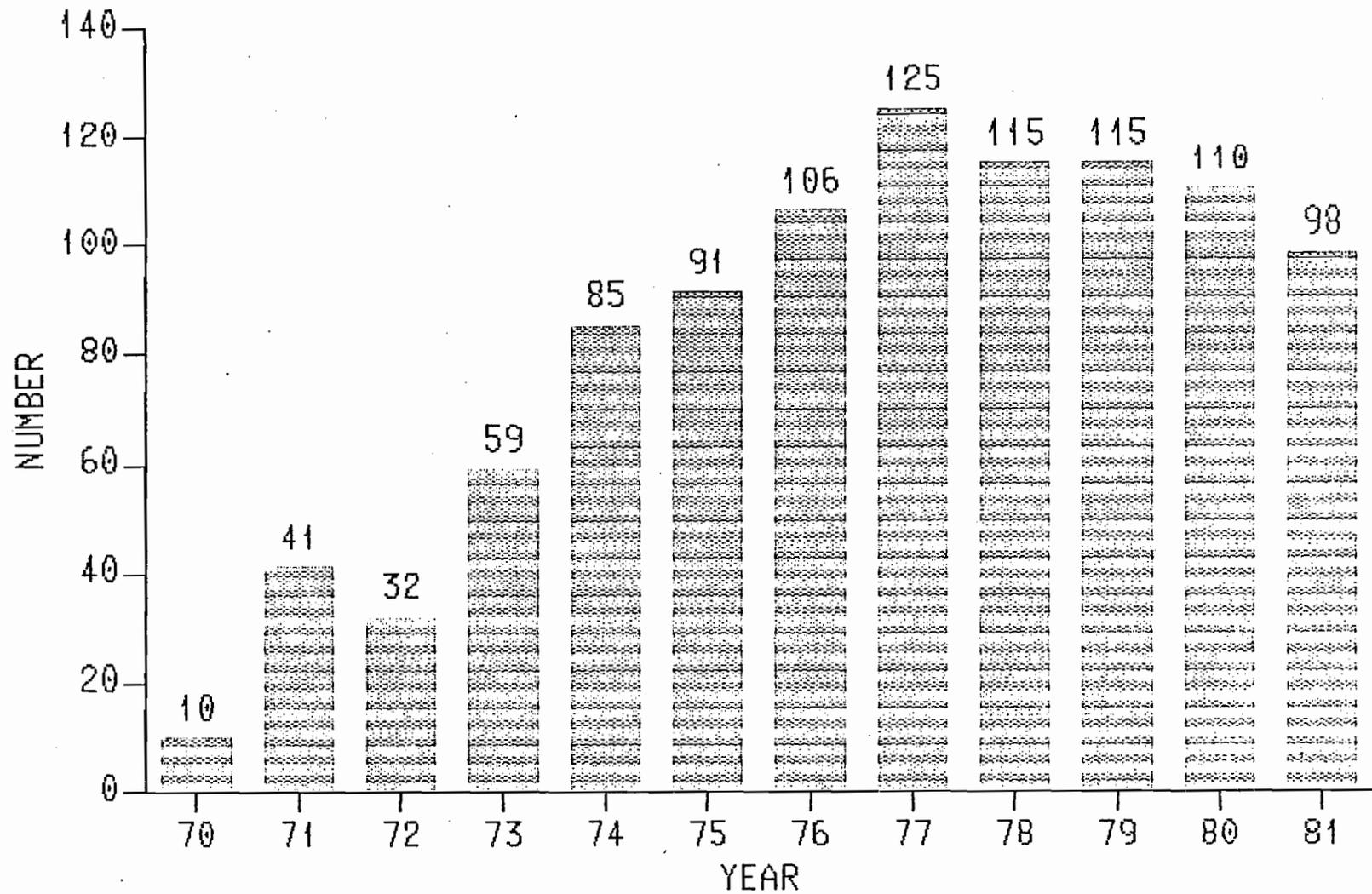
Michigan State University Number of Hispanic Students Enrolled by Year



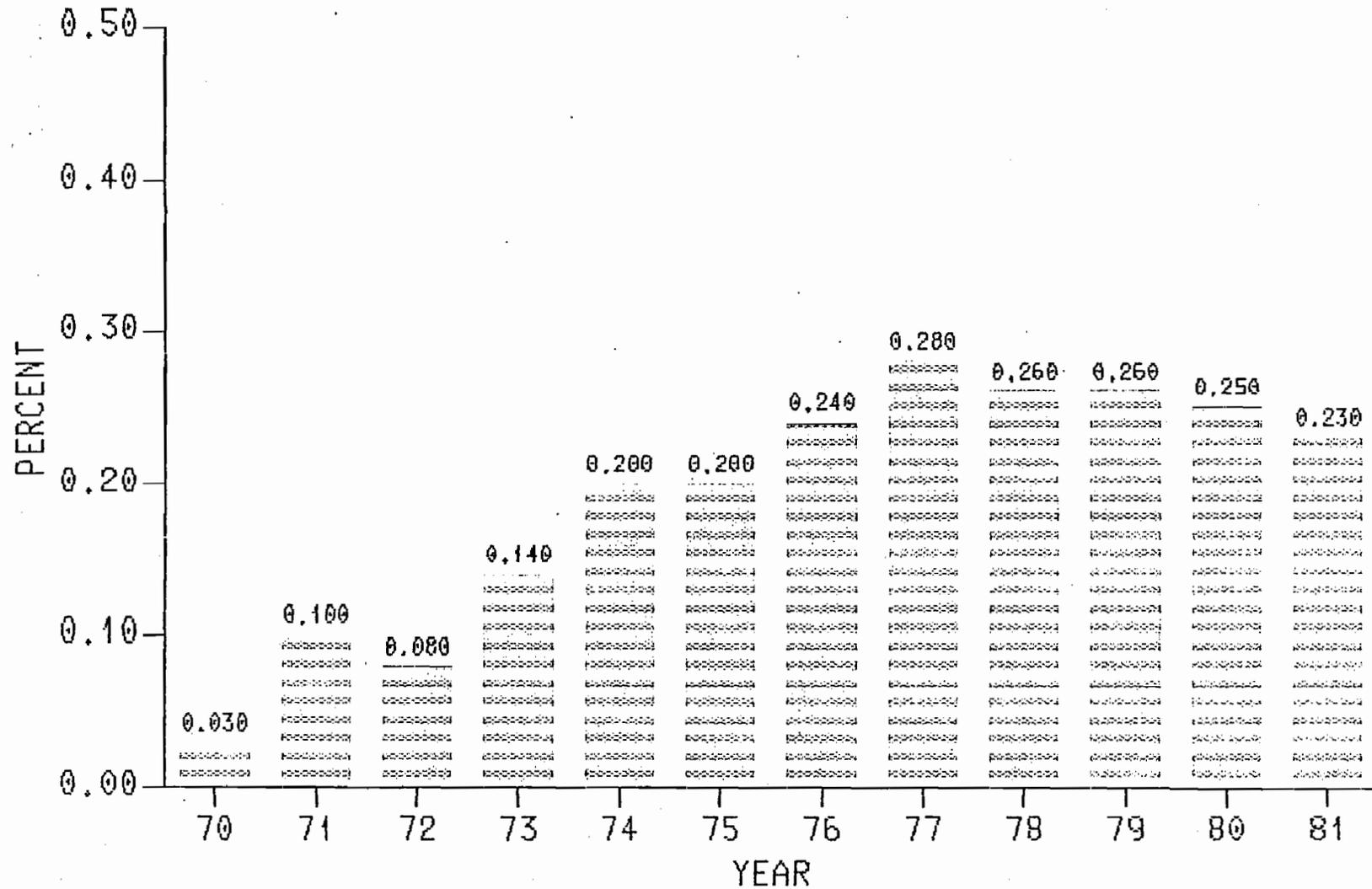
Michigan State University Hispanic Enrollment as a Percent of Total Enrollment



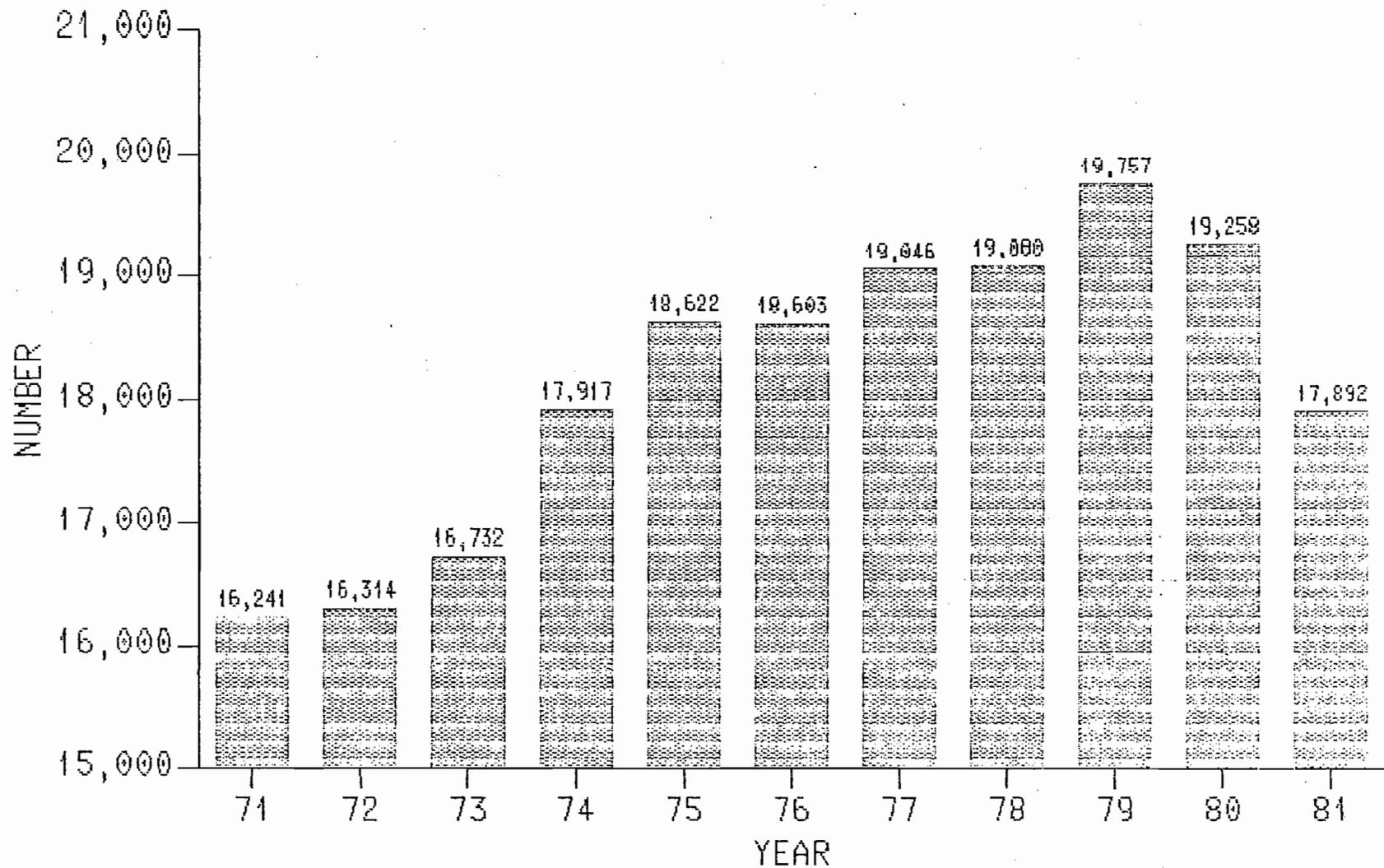
Michigan State University Number of Native American Students Enrolled by Year



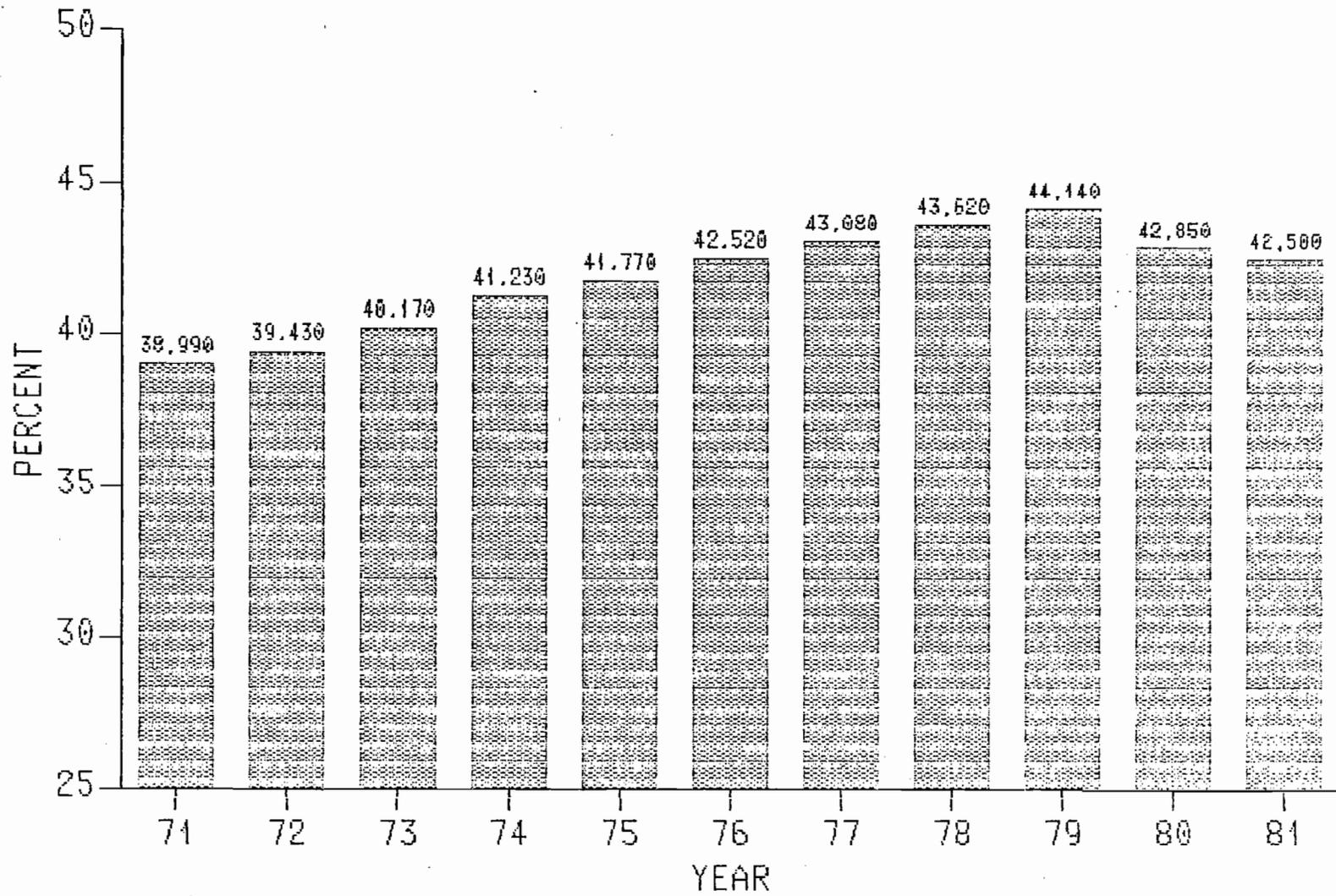
Michigan State University
Native American Enrollment as a Percent of Total Enrollment



Non-Minority Women Enrollment (Including Foreign)
Fall Terms 1971 - 1981



Non-Minority Women (Including Foreign)
as a Percent of Total Enrollment
Fall Terms 1971 - 1981



MICHIGAN STATE UNIVERSITY
Office of Institutional Research
Minority Student Enrollment Data
East Lansing Campus
Fall Terms

	Total Students	X of Campus	Women	UNDERGRADUATE							GRADUATE							
				Fresh.	Soph.	Jr.	Sr.	Spec.	TOTAL	FTF	XPER	Grad. Prof.	Mast.	Dr.	TOTAL	New Mast.	New Dr.	New G.P.
FALL 1976																		
American Indian	106	.24	50	18	16	25	18	3	80	12	5	11	9	6	26	2	-	4
Black	2451	5.60	1422	728	446	427	385	42	2028	475	73	78	194	151	423	47	13	11
Hispanic	307	.70	127	54	45	42	42	4	187	40	14	37	46	37	120	9	6	7
Chicano	190	.43	78	40	31	33	25	1	130	28	7	28	20	14	60	4	2	4
Other Hispanic	117	.27	49	14	14	9	17	3	57	12	7	11	28	23	60	5	4	3
Asian American	286	.65	127	43	36	44	47	10	180	32	11	12	41	53	106	11	5	-
MINORITY TOTAL	3150	7.20	1726	843	543	538	492	59	2475	559	103	138	290	247	675	69	24	22
Foreign	1212	2.77	266	18	27	43	36	122	246	7	29	6	534	426	966	151	79	2
No Response	798	1.82																
Other	443	1.01																
White	38146	87.20																
TOTAL ON-CAMPUS	43749	100.00	20329	8949	7928	9148	8486	839	35350	6930	2777	1036	4772	2591	8399	1100	383	104
FALL 1977																		
American Indian	125	.28	61	22	21	28	23	4	98	18	7	16	4	7	27	-	-	2
Black	2436	5.51	1484	782	427	424	364	30	2027	543	87	79	179	151	409	46	17	5
Hispanic	335	.76	135	52	45	62	50	-	209	33	29	39	48	39	126	13	3	4
Chicano	200	.45	78	25	27	48	38	-	130	11	18	28	25	17	70	7	1	3
Other Hispanic	135	.31	59	27	18	20	14	-	79	22	11	11	23	22	58	6	1	-
Asian American	310	.70	139	57	37	45	53	8	200	46	18	19	48	43	110	10	3	-
MINORITY TOTAL	3206	7.25	1819	913	530	559	490	42	2534	640	141	153	279	240	672	69	23	11
Foreign	1293	2.92	300	50	23	61	44	98	276	29	57	5	529	483	1017	133	69	-
No Response	634	1.43																
Other	312	.71																
White	38766	87.69																
TOTAL ON-CAMPUS	44211	100.00	20865	9249	7866	9326	8778	661	35880	7368	3056	1065	4627	2639	8331	1139	305	103
FALL 1978																		
American Indian	115	.26	58	25	13	29	18	1	86	14	7	9	11	9	29	2	-	-
Black	2252	5.15	1362	723	417	371	341	22	1874	404	51	91	189	98	378	45	11	10
Hispanic	324	.74	138	61	38	67	49	2	217	45	18	37	42	28	107	11	4	7
Chicano	181	.41	73	35	18	43	32	1	129	27	9	28	15	11	62	2	-	6
Other Hispanic	143	.33	65	28	20	24	17	1	88	18	9	11	27	17	55	9	4	8
Asian American	292	.67	130	60	48	47	43	4	202	38	21	16	33	41	90	9	7	-
MINORITY TOTAL	2983	6.82	1688	869	516	514	451	29	2379	501	97	153	275	176	604	67	22	17
Foreign	1291	2.95	293	63	20	51	46	88	268	24	40	4	522	497	1023	118	53	-
No Response	583	1.33							260						323			
Other	246	.56							193						53			
White	38641	88.34							32545						6096			
TOTAL ON-Campus	43744	100.00	20768	9725	7767	9146	8427	580	35645	7357	2803	1094	4544	2461	8099	1035	272	84

LMP/Nov1979

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Student Enrollment Data
East Lansing Campus
Fall Terms

	Total Students	% of Campus	Women	UNDERGRADUATE							GRADUATE							
				Frah.	Soph.	Jr.	Sr.	Spec.	TOTAL	FTF	XFER	Grad. Prof.	Mast.	Dr.	TOTAL	New Mast.	New Dr.	New G-P
FALL 1979																		
American Indian	115	.26	60	27	15	18	23	-	83	17	9	10	14	8	32	4	1	-
Black	2345	5.24	1408	792	474	380	316	18	1980	520	73	85	169	111	365	49	20	10
Hispanic	360	.80	170	84	41	47	46	4	222	53	16	43	50	45	138	15	12	6
Chicano	174	.39	76	48	15	20	24	1	108	31	5	30	18	18	66	5	3	6
Other Hispanic	186	.41	94	36	26	27	22	3	114	22	11	13	32	27	72	10	9	-
Asian American	345	.77	159	74	45	60	45	4	228	49	24	20	54	43	117	25	2	1
MINORITY TOTAL	3165	7.07	1797	977	575	505	430	26	2513	639	122	158	287	207	652	93	35	17
Foreign	1347	3.01	333	60	49	49	53	84	295	28	51	3	536	513	1052	168	62	-
No Response	526	1.18		67	35	56	42	37	237			14	229	46	289			
Other	223	.50		43	26	35	58	4	166			12	36	19	57			
White	39495	88.24		9078	7741	8226	7722	394	33161			1047	3610	1677	6334			
TOTAL ON-CAMPUS	44756	100.00	21554	10225	8426	8871	8305	545	36372	7484	2597	1234	4688	2462	8384	1299	316	183
FALL 1980																		
American Indian	110	.25	60	25	15	17	26	2	85	14	4	5	12	8	25	2	-	-
Black	2392	5.32	1459	839	411	460	330	17	2057	494	60	86	152	97	335	43	10	11
Hispanic	357	.79	164	72	53	58	37	5	225	46	18	38	50	44	132	14	7	8
Chicano	167	.37	73	39	24	24	20	2	109	27	6	25	20	13	58	3	-	3
Other Hispanic	190	.42	91	33	29	34	17	3	116	19	12	13	30	31	74	11	7	5
Asian American	364	.81	164	67	58	61	59	7	252	48	17	23	54	35	112	13	3	2
MINORITY TOTAL	3223	7.17	1847	1003	537	596	452	31	2619	602	99	152	268	184	604	72	20	21
Foreign	1406	3.13	374	61	41	45	67	87	301	28	41	3	560	542	1105	156	77	-
Post Doctoral	34	.08	15	-	-	-	-	-	-	-	-	-	-	34	34	-	21	-
No Response	842	1.87	372	144	54	101	47	58	404	119	84	19	339	80	438	154	19	9
Other	214	.48	80	57	27	33	34	3	154	41	13	18	25	17	60	7	2	2
White	39221	87.27	19258	8596	8002	8269	7885	390	33142	6618	2097	1068	3432	1579	6079	873	210	177
TOTAL ON-CAMPUS	44940	100.00	21946	9861	8661	9044	8485	569	36620	7408	2334	1260	4624	2436	8320	1262	349	209
FALL 1981																		
American Indian	98	.23	54	15	21	20	15	1	72	9	8	7	14	5	26	3	3	3
Black	2361	5.61	1462	785	475	380	399	11	2050	457	57	70	144	97	311	29	12	2
Hispanic	391	.93	177	97	44	60	58	4	263	65	18	47	47	34	128	10	4	8
Chicano	171	.41	78	53	21	20	27	1	122	36	7	24	19	6	49	3	-	4
Other Hispanic	220	.52	99	44	23	40	31	3	141	29	11	23	28	28	79	7	4	4
Asian American	374	.89	174	75	46	73	64	5	263	50	17	22	54	35	111	18	2	2
MINORITY TOTAL	3224	7.66	1867	972	586	533	536	21	2648	581	100	146	259	171	576	60	21	15
Foreign	1450	3.45	371	67	54	55	43	111	330	79	42	4	614	502	1120	173	66	-
Post Doctoral	49	.12	15	-	-	-	-	-	-	-	-	-	-	49	49	-	1	-
No Response	715	1.70	324	136	54	85	47	67	389	102	71	14	273	39	326	142	7	1
Other	183	.41	68	40	38	29	28	2	137	30	16	15	18	13	46	3	1	2
White	36471	86.63	17892	7528	7410	7991	7625	299	30853	5389	1814	1059	3078	1483	5620	719	179	164
TOTAL ON-CAMPUS	42094	100.00	20537	8743	8142	8693	8279	500	34357	6181	2043	1238	4242	2257	7737	1037	254	182

OPB/LHP/Nov81

IPMSD

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Total—All Colleges

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FIF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/Alaskan Native	15	21	20	15	1	72	9	8		14	5	7	26	3	3	3		90	98
Male	8	6	11	5	1	31	5	5		8	1	4	13	2	1	2		39	44
Female	7	15	9	10	-	41	4	3		6	4	3	13	1	2	1		51	54
II. Black	785	475	380	399	11	2050	457	57		144	97	70	311	29	12	2		1989	2361
Male	270	174	159	142	6	751	158	29		62	47	39	148	11	5	2		734	899
Female	515	301	221	257	5	1299	299	28		82	50	31	163	18	7	-		1255	1462
III. Hispanic	97	44	60	58	4	263	65	18		47	34	47	128	10	4	8		292	391
Male	58	16	30	35	2	141	35	10		25	16	32	73	8	2	4		156	214
Female	39	28	30	23	2	122	30	8		22	18	15	55	2	2	4		136	177
a. Chicano	53	21	20	27	1	122	36	7		19	6	24	49	3	-	4		148	171
Male	31	6	11	15	1	64	20	3		10	5	14	29	3	-	1		79	93
Female	22	15	9	12	-	58	16	4		9	1	10	20	-	-	3		69	78
b. Other Hispanic	44	23	40	31	3	141	29	11		28	28	23	79	7	4	4		144	220
Male	27	10	19	20	1	77	15	7		15	11	18	44	5	2	3		77	121
Female	17	13	21	11	2	64	14	4		13	17	5	35	2	2	1		67	99
IV. Asian/Pacific Islander	75	46	73	64	5	263	50	17		54	35	22	111	18	2	2		293	374
Male	41	30	30	31	2	134	24	8		32	21	13	66	8	1	2		152	200
Female	34	16	43	33	3	129	26	9		22	14	9	45	10	1	-		141	174
V. Minority Total	972	586	533	536	21	2648	581	100		259	171	146	576	60	21	15		2664	3224
Male	377	226	230	213	11	1057	222	52		127	85	88	300	29	9	10		1081	1357
Female	595	360	303	323	10	1591	359	48		132	86	58	276	31	12	5		1583	1867
Foreign Total	67	54	55	43	111	330	32	42		614	502	4	1120	173	66	-			1450
Male	53	40	36	25	62	216	28	27		440	419	4	863	122	57	-			1079
Female	14	14	19	18	49	114	4	15		174	83	-	257	51	9	-			371
TOTAL STUDENTS*	8743	8142	8693	8279	500	34357	6181	2043		4242	2257	1238	7737	1037	254	182			42094
Male	4310	4037	4479	4041	231	17098	2968	1109		2211	1552	696	4459	566	182	86			21557
Female	4433	4105	4214	4238	269	17259	3213	934		2031	705	542	3278	471	72	96			20537

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Agriculture and Nat. Resources

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS	
I. American Indian/																				
I. Alaskan Native	2	-	2	6	-	10	1	1		-	-	-	-	-	-	-		9	10	
Male	1	-	2	2	-	5	1	1		-	-	-	-	-	-	-		4	5	
Female	1	-	-	4	-	5	-	-		-	-	-	-	-	-	-		5	5	
II. Black	6	14	49	49	-	118	3	2		4	6	-	10	-	-	-		113	128	
Male	4	6	23	25	-	58	2	1		2	4	-	6	-	-	-		57	64	
Female	2	8	26	24	-	60	1	1		2	2	-	4	-	-	-		56	64	
III. Hispanic	2	1	3	6	-	12	1	-		2	4	-	6	-	1	-		9	18	
Male	1	1	1	5	-	8	-	-		2	2	-	4	-	1	-		6	12	
Female	1	-	2	1	-	4	1	-		-	2	-	2	-	-	-		3	6	
a. Chicano	-	-	1	5	-	6	-	-		-	-	-	-	-	-	-		6	6	
Male	-	-	-	4	-	4	-	-		-	-	-	-	-	-	-		4	4	
Female	-	-	1	1	-	2	-	-		-	-	-	-	-	-	-		2	2	
b. Other Hispanic	2	1	2	1	-	6	1	-		2	4	-	6	-	1	-		3	12	
Male	1	1	1	1	-	4	-	-		2	2	-	4	-	1	-		2	8	
Female	1	-	1	-	-	2	1	-		-	2	-	2	-	-	-		1	4	
Asian/Pacific																				
IV. Islander	-	2	5	8	-	15	-	-		3	5	-	8	-	-	-		18	23	
Male	-	-	2	6	-	8	-	-		2	5	-	7	-	-	-		11	15	
Female	-	2	3	2	-	7	-	-		1	-	-	1	-	-	-		7	8	
V. Minority Total	10	17	59	69	-	155	5	3		9	15	-	24	-	1	-		149	179	
Male	6	7	28	38	-	79	3	2		6	11	-	17	-	1	-		78	96	
Female	4	10	31	31	-	76	2	1		3	4	-	7	-	-	-		71	83	
Foreign Total	6	4	5	1	1	17	-	1		114	106	-	220	31	8	-			237	
Male	6	4	3	1	1	15	-	1		96	88	-	184	23	6	-			199	
Female	-	-	2	-	-	2	-	-		18	18	-	36	8	2	-			38	
TOTAL STUDENTS*	656	692	1087	1128	11	3574	278	206		445	295	-	740	89	21	-			4314	
Male	465	438	681	696	7	2287	177	135		316	256	-	572	68	19	-			2859	
Female	191	254	406	432	4	1287	101	71		129	39	-	168	21	2	-			1455	

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Arts and Letters

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
American Indian/ Alaskan Native	1	1	2	2	-	6	1	-		3	-	-	3	2	-	-		7	9
Male	-	-	2	1	-	3	-	-		2	-	-	2	2	-	-		4	5
Female	1	1	-	1	-	3	1	-		1	-	-	1	-	-	-		3	4
II. Black	21	15	16	19	1	72	17	1		10	10	-	20	3	2	-		72	92
Male	9	5	6	6	-	26	8	1		3	5	-	8	-	1	-		24	34
Female	12	10	10	13	1	46	9	-		7	5	-	12	3	1	-		48	58
II. Hispanic	-	2	5	6	-	13	-	-		5	3	-	8	-	-	-		19	21
Male	-	-	2	3	-	5	-	-		1	1	-	2	-	-	-		6	7
Female	-	2	3	3	-	8	-	-		4	2	-	6	-	-	-		13	14
a. Chicano	-	1	3	1	-	5	-	-		3	-	-	3	-	-	-		8	8
Male	-	-	2	-	-	2	-	-		1	-	-	1	-	-	-		3	3
Female	-	1	1	1	-	3	-	-		2	-	-	2	-	-	-		5	5
b. Other Hispanic	-	1	2	5	-	8	-	-		2	3	-	5	-	-	-		11	13
Male	-	-	-	3	-	3	-	-		-	1	-	1	-	-	-		3	4
Female	-	1	2	2	-	5	-	-		2	2	-	4	-	-	-		8	9
Asian/Pacific IV. Islander	-	2	3	8	-	13	-	1		5	4	-	9	2	-	-		17	22
Male	-	2	1	3	-	6	-	-		1	-	-	1	-	-	-		7	7
Female	-	-	2	5	-	7	-	1		4	4	-	8	2	-	-		10	15
V. Minority Total	22	20	26	35	1	104	18	2		23	17	-	40	7	2	-		115	144
Male	9	7	11	13	-	40	8	1		7	6	-	13	2	1	-		41	53
Female	13	13	15	22	1	64	10	1		16	11	-	27	5	1	-		74	91
Foreign Total	5	5	4	3	95	112	-	6		47	17	1	65	22	3	-			177
Male	-	2	2	1	53	58	-	2		12	12	1	25	6	1	-			83
Female	5	3	2	2	42	54	-	4		35	5	-	40	16	2	-			94
TOTAL STUDENTS*	254	373	527	627	119	1900	194	139		339	162	-	501	89	20				2401
Male	87	133	204	236	63	723	68	62		119	90	-	209	33	13				932
Female	167	240	323	391	56	1177	126	77		220	72		292	56	7				1469

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Lyman Briggs

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/Alaskan Native	-	1	-	-	-	1	-	-		-	-	-	-	-	-	-		1	1
Male	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Female	-	1	-	-	-	1	-	-		-	-	-	-	-	-	-		1	1
II. Black	28	12	10	1	-	51	19	-		-	-	-	-	-	-	-		40	51
Male	9	7	3	-	-	19	5	-		-	-	-	-	-	-	-		13	19
Female	19	5	7	1	-	32	14	-		-	-	-	-	-	-	-		27	32
III. Hispanic	7	2	-	1	-	10	7	-		-	-	-	-	-	-	-		10	10
Male	5	2	-	1	-	8	5	-		-	-	-	-	-	-	-		8	8
Female	2	-	-	-	-	2	2	-		-	-	-	-	-	-	-		2	2
a. Chicano	4	-	-	1	-	5	4	-		-	-	-	-	-	-	-		5	5
Male	3	-	-	1	-	4	3	-		-	-	-	-	-	-	-		4	4
Female	1	-	-	-	-	1	1	-		-	-	-	-	-	-	-		1	1
b. Other Hispanic	3	2	-	-	-	5	3	-		-	-	-	-	-	-	-		5	5
Male	2	2	-	-	-	4	2	-		-	-	-	-	-	-	-		4	4
Female	1	-	-	-	-	1	1	-		-	-	-	-	-	-	-		1	1
IV. Asian/Pacific Islander	5	3	2	1	-	11	4	-		-	-	-	-	-	-	-		11	11
Male	4	2	1	1	-	8	3	-		-	-	-	-	-	-	-		8	8
Female	1	1	1	-	-	3	1	-		-	-	-	-	-	-	-		3	3
V. Minority Total	40	18	12	3	-	73	30	-		-	-	-	-	-	-	-		62	73
Male	18	11	4	2	-	35	13	-		-	-	-	-	-	-	-		29	35
Female	22	7	8	1	-	38	17	-		-	-	-	-	-	-	-		33	38
Foreign Total	1	-	-	1	-	2													2
Male	1	-	-	-	-	1													1
Female	-	-	-	1	-	1													1
TOTAL STUDENTS*	381	276	127	84	5	873	307	5											873
Male	218	151	70	48	3	490	173	4											490
Female	163	125	57	36	2	383	134	1											383

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Business

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
American Indian/																			
I. Alaskan Native	2	5	2	1	-	10	1	1		1	1	-	2	-	1	-		12	12
Male	-	2	1	-	-	3	-	1		-	-	-	-	-	-	-		3	3
Female	2	3	1	1	-	7	1	-		1	1	-	2	-	1	-		9	9
II. Black	141	94	40	31	-	306	81	9		12	4	-	16	2	1	-		279	322
Male	46	41	16	13	-	116	27	5		7	2	-	9	2	-	-		106	125
Female	95	53	24	18	-	190	54	4		5	2	-	7	-	1	-		173	197
III. Hispanic	16	7	7	10	-	40	10	2		6	2	-	8	4	-	-		38	48
Male	10	3	4	7	-	24	4	2		5	1	-	6	4	-	-		24	30
Female	6	4	3	3	-	17	6	-		1	1	-	2	-	-	-		14	18
a. Chicano	9	4	3	5	-	21	5	1		2	1	-	3	1	-	-		22	24
Male	5	2	3	4	-	14	1	1		2	1	-	3	1	-	-		16	17
Female	4	2	-	1	-	7	4	-		-	-	-	-	-	-	-		6	7
b. Other Hispanic	7	3	4	5	-	19	5	1		4	1	-	5	3	-	-		16	24
Male	5	1	1	3	-	10	3	1		3	-	-	3	3	-	-		8	13
Female	2	2	3	2	-	9	2	-		1	1	-	2	-	-	-		8	11
Asian/Pacific																			
IV. Islander	13	7	8	9	-	37	12	-		9	5	-	14	5	1	-		38	51
Male	6	3	5	5	-	19	5	-		5	3	-	8	3	1	-		20	27
Female	7	4	3	4	-	18	7	-		4	2	-	6	2	-	-		18	24
V. Minority Total	172	113	57	51	-	393	104	12		28	12	-	40	11	3	-		367	433
Male	62	49	26	25	-	162	36	8		17	6	-	23	9	1	-		153	185
Female	110	64	31	26	-	231	68	4		11	6	-	17	2	2	-		214	248
Foreign Total	5	10	7	13	5	40	4	8		60	34	-	94	18	3	-			134
Male	4	9	6	7	1	27	3	4		49	29	-	78	13	3	-			105
Female	1	1	1	6	4	13	1	4		11	5	-	16	5	-	-			29
TOTAL STUDENTS*	1557	1806	1589	1532	7	6491	1090	302		669	140	-	809	186	27				7300
Male	751	979	940	894	2	3566	519	176		462	109	-	571	134	23				4137
Female	806	827	649	638	5	2925	571	126		207	31	-	238	52	4				3163

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Communication Arts and Sciences

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/Alaskan Native	-	2	2	1	1	6	-	-		2	-	-	2	-	-	-		6	8
Male	-	1	-	-	1	2	-	-		1	-	-	1	-	-	-		2	3
Female	-	1	2	1	-	4	-	-		1	-	-	1	-	-	-		4	5
II. Black	70	56	63	59	-	248	42	13		8	4	-	12	1	-	-		216	260
Male	16	13	22	24	-	75	7	6		3	4	-	7	-	-	-		70	82
Female	54	43	41	35	-	173	35	7		5	-	-	5	1	-	-		146	178
III. Hispanic	5	7	7	4	1	24	5	3		-	-	-	-	-	-	-		17	24
Male	1	-	3	2	1	7	1	2		-	-	-	-	-	-	-		3	7
Female	4	7	4	2	-	17	4	1		-	-	-	-	-	-	-		14	17
a. Chicano	3	3	2	2	1	11	3	1		-	-	-	-	-	-	-		10	11
Male	1	-	-	1	1	3	1	-		-	-	-	-	-	-	-		2	3
Female	2	3	2	1	-	8	2	1		-	-	-	-	-	-	-		8	8
b. Other Hispanic	2	4	5	2	-	13	2	2		-	-	-	-	-	-	-		7	13
Male	-	-	3	1	-	4	-	2		-	-	-	-	-	-	-		1	4
Female	2	4	2	1	-	9	2	-		-	-	-	-	-	-	-		6	9
Asian/Pacific Islander	2	-	4	4	-	10	2	2		2	-	-	2	-	-	-		9	12
Male	-	-	2	3	-	5	-	2		2	-	-	2	-	-	-		5	7
Female	2	-	2	1	-	5	2	-		-	-	-	-	-	-	-		4	5
V. Minority Total	77	65	76	68	2	288	49	18		12	4	-	16	1	-	-		248	304
Male	17	14	27	29	2	89	8	10		6	4	-	10	-	-	-		80	99
Female	60	51	49	39	-	199	41	8		6	-	-	6	1	-	-		168	205
Foreign Total	2	2	3	1	-	8	-	4		40	3	-	43	17	1	-			51
Male	1	2	3	1	-	7	-	3		30	1	-	31	14	-	-			38
Female	1	-	-	-	-	1	-	1		10	2	-	12	3	1	-			13
TOTAL STUDENTS*	503	725	1022	769	10	3029	345	249		228	40	-	268	67	8	-			3297
Male	177	261	468	316	8	1230	113	140		99	22	-	121	28	5	-			1351
Female	326	464	554	453	2	1799	232	109		129	18	-	147	39	3	-			1946

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census--Class, Gender, and Status

Term Fall 1981

College Education

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/Alaskan Native	-	3	1	-	-	4	-	2		5	4	-	9	-	2	-		13	13
Male	-	1	-	-	-	1	-	-		3	1	-	4	-	1	-		5	5
Female	-	2	1	-	-	3	-	2		2	3	-	5	-	1	-		8	8
II. Black	7	13	14	27	7	68	3	4		53	54	-	107	9	7	-		140	175
Male	2	4	2	5	3	16	1	1		17	24	-	41	2	4	-		39	57
Female	5	9	12	22	4	52	2	3		36	30	-	66	7	3	-		101	118
III. Hispanic	1	-	2	6	2	11	-	1		16	7	-	23	2	-	-		28	34
Male	-	-	-	3	1	4	-	-		7	4	-	11	1	-	-		13	15
Female	1	-	2	3	1	7	-	1		9	3	-	12	1	-	-		15	19
a. Chicano	-	-	-	4	-	4	-	-		7	2	-	9	1	-	-		13	13
Male	-	-	-	2	-	2	-	-		3	2	-	5	1	-	-		7	7
Female	-	-	-	2	-	2	-	-		4	-	-	4	-	-	-		6	6
b. Other Hispanic	1	-	2	2	2	7	-	1		9	5	-	14	1	-	-		15	21
Male	-	-	-	1	1	2	-	-		4	2	-	6	-	-	-		6	8
Female	1	-	2	1	1	5	-	1		5	3	-	8	1	-	-		9	13
Asian/Pacific Islander	-	1	-	2	1	4	-	1		5	7	-	12	1	1	-		12	16
Male	-	-	-	-	-	-	-	-		3	4	-	7	1	-	-		4	7
Female	-	1	-	2	1	4	-	1		2	3	-	5	-	1	-		8	9
V. Minority Total	8	17	17	35	10	87	3	8		79	72	-	151	12	10	-		193	238
Male	2	5	2	8	4	21	1	1		30	33	-	63	4	5	-		61	84
Female	6	12	15	27	6	66	2	7		49	39	-	88	8	5	-		132	154
Foreign Total	-	4	4	3	-	11	-	-		141	80	-	221	21	5	-			232
Male	-	3	1	1	-	5	-	-		96	62	-	158	16	5	-			163
Female	-	1	3	2	-	6	-	-		45	18	-	63	5	-	-			69
TOTAL STUDENTS*	150	259	450	515	141	1515	99	98		979	606	-	1585	137	55				3100
Male	12	34	70	90	43	243	6	21		367	334	-	701	59	32				949
Female	138	225	381	425	98	1267	93	77		612	272	-	884	78	23				2151

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Engineering

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/Alaskan Native	3	1	2	1	-	7	3	-		1	-	-	1	-	-	-		8	8
Male	2	1	2	1	-	6	2	-		1	-	-	1	-	-	-		7	7
Female	1	-	-	-	-	1	1	-		-	-	-	-	-	-	-		1	1
II. Black	175	60	24	32	-	291	111	8		1	-	-	1	-	-	-		261	292
Male	92	33	17	17	-	159	57	6		1	-	-	1	-	-	-		143	160
Female	83	27	7	15	-	132	54	2		-	-	-	-	-	-	-		118	132
III. Hispanic	24	5	5	2	-	36	14	2		1	-	-	1	-	-	-		34	37
Male	23	5	5	1	-	34	13	2		1	-	-	1	-	-	-		32	35
Female	1	-	-	1	-	2	1	-		-	-	-	-	-	-	-		2	2
a. Chicano	14	1	1	1	-	17	10	1		-	-	-	-	-	-	-		17	17
Male	13	1	1	-	-	15	9	1		-	-	-	-	-	-	-		15	15
Female	1	-	-	1	-	2	1	-		-	-	-	-	-	-	-		2	2
b. Other Hispanic	10	4	4	1	-	19	4	1		1	-	-	1	-	-	-		17	20
Male	10	4	4	1	-	19	4	1		1	-	-	1	-	-	-		17	20
Female	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Asian/Pacific																			
IV. Islander	17	13	16	12	-	58	8	2		11	2	-	13	1	-	-		57	71
Male	15	10	10	7	-	42	8	2		9	2	-	11	1	-	-		41	53
Female	2	3	6	5	-	16	-	-		2	-	-	2	-	-	-		16	18
V. Minority Total	219	79	47	47	-	392	136	12		14	2	-	16	1	-	-		360	408
Male	132	49	34	26	-	241	80	10		12	2	-	14	1	-	-		223	255
Female	87	30	13	21	-	151	56	2		2	-	-	2	-	-	-		137	153
Foreign Total	32	14	15	9	-	70	21	3		87	72	-	159	22	6	-			229
Male	31	12	14	9	-	66	20	3		77	69	-	146	20	6	-			212
Female	1	2	1	-	-	4	1	-		10	3	-	13	2	-	-			17
TOTAL STUDENTS*	1530	1030	782	801	9	4152	1128	153		232	114	-	346	41	11	-			4498
Male	1162	782	618	611	7	3180	846	127		209	109	-	318	39	10	-			3498
Female	368	248	164	190	2	972	282	26		23	5	-	28	2	1	-			1000

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Human Ecology

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/Alaskan Native	-	1	2	-	-	3	-	-		-	-	-	-	-	-	-		3	3
Male	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Female	-	1	2	-	-	3	-	-		-	-	-	-	-	-	-		3	3
II. Black	15	22	17	32	-	86	5	-		3	1	-	4	-	-	-		83	90
Male	1	2	3	4	-	10	-	-		-	-	-	-	-	-	-		9	10
Female	14	20	14	28	-	76	5	-		3	1	-	4	-	-	-		74	80
III. Hispanic	1	1	1	3	-	6	1	-		2	2	-	4	1	-	-		8	10
Male	-	-	-	-	-	-	-	-		1	1	-	2	1	-	-		2	2
Female	1	1	1	3	-	6	1	-		1	1	-	2	-	-	-		6	8
a. Chicano	-	1	-	1	-	2	-	-		-	1	-	1	-	-	-		3	3
Male	-	-	-	-	-	-	-	-		-	1	-	1	-	-	-		1	1
Female	-	1	-	1	-	2	-	-		-	-	-	-	-	-	-		2	2
b. Other Hispanic	1	-	1	2	-	4	1	-		2	1	-	3	1	-	-		5	7
Male	-	-	-	-	-	-	-	-		1	-	-	1	1	-	-		1	1
Female	1	-	1	2	-	4	1	-		1	1	-	2	-	-	-		4	6
Asian/Pacific Islander	3	2	8	2	-	15	3	2		5	1	-	6	4	-	-		14	21
Male	-	1	-	-	-	1	-	-		1	-	-	1	-	-	-		-	2
Female	3	1	8	2	-	14	3	2		4	1	-	5	4	-	-		14	19
V. Minority Total	19	26	28	37	-	110	9	2		10	4	-	14	5	-	-		108	124
Male	1	3	3	4	-	11	-	-		2	1	-	3	1	-	-		11	14
Female	18	23	25	33	-	99	9	2		8	3	-	11	4	-	-		97	110
Foreign Total	-	1	1	3	-	5	-	2		14	5	-	19	8	1	-			24
Male	-	-	-	-	-	-	-	-		2	-	-	2	2	-	-			2
Female	-	1	1	3	-	5	-	2		12	5	-	17	6	1	-			22
TOTAL STUDENTS*	155	291	460	512	13	1431	88	97		130	58	-	188	23	4	-			1619
Male	6	11	27	36	-	80	4	4		14	15	-	29	7	-	-			109
Female	149	280	433	476	13	1351	84	93		116	43	-	159	16	4	-			1510

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Human Medicine

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/Alaskan Native	-	1	-	-	-	1	-	-		-	-	2	2	-	-	2		2	3
Male	-	1	-	-	-	1	-	-		-	-	1	1	-	-	1		2	2
Female	-	-	-	-	-	-	-	-		-	-	1	1	-	-	1		-	1
II. Black	17	7	8	8	-	40	11	-		-	-	41	41	-	-	2		65	81
Male	4	3	2	2	-	11	4	-		-	-	25	25	-	-	2		27	36
Female	13	4	6	6	-	29	7	-		-	-	16	16	-	-	-		38	45
III. Hispanic	-	2	-	3	-	5	-	-		-	-	32	32	-	-	7		18	37
Male	-	1	-	2	-	3	-	-		-	-	19	19	-	-	3		10	22
Female	-	1	-	1	-	2	-	-		-	-	13	13	-	-	4		8	15
a. Chicano	-	2	-	1	-	3	-	-		-	-	18	18	-	-	4		8	21
Male	-	1	-	-	-	1	-	-		-	-	10	10	-	-	1		4	11
Female	-	1	-	1	-	2	-	-		-	-	8	8	-	-	3		4	10
b. Other Hispanic	-	-	-	2	-	2	-	-		-	-	14	14	-	-	3		10	16
Male	-	-	-	2	-	2	-	-		-	-	9	9	-	-	2		6	11
Female	-	-	-	-	-	-	-	-		-	-	5	5	-	-	1		4	5
Asian/Pacific Islander	1	2	1	4	-	8	1	-		-	4	5	9	-	-	1		14	17
Male	-	-	-	2	-	2	-	-		-	3	4	7	-	-	1		7	9
Female	1	2	1	2	-	6	1	-		-	1	1	2	-	-	-		7	8
V. Minority Total	18	12	9	15	-	54	12	-		-	4	80	84	-	-	12		99	138
Male	4	5	2	6	-	17	4	-		-	3	49	52	-	-	7		46	69
Female	14	7	7	9	-	37	8	-		-	1	31	32	-	-	5		53	69
Foreign Total	-	1	3	2	-	6	-	1		1	7	2	10	-	1	-			16
Male	-	-	-	-	-	-	-	-		-	5	2	7	-	1	-			7
Female	-	1	3	2	-	6	-	1		1	2	-	3	-	-	-			9
TOTAL STUDENTS*	114	105	143	171	6	539	88	25		22	48	430	500	2	13	99			1039
Male	41	31	40	54	2	168	33	6		11	31	243	285	1	6	50			453
Female	73	74	103	117	4	371	55	19		11	17	187	215	1	7	49			586

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College James Madison

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
American Indian/ I. Alaskan Native	1	-	1	-	-	2	1	1		-	-	-	-	-	-	-		2	2
Male	1	-	1	-	-	2	1	1		-	-	-	-	-	-	-		2	2
Female	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
II. Black	18	13	10	7	-	48	13	-		-	-	-	-	-	-	-		39	48
Male	9	6	6	1	-	22	6	-		-	-	-	-	-	-	-		17	22
Female	9	7	4	6	-	26	7	-		-	-	-	-	-	-	-		22	26
III. Hispanic	1	2	5	-	-	8	-	2		-	-	-	-	-	-	-		7	8
Male	-	-	2	-	-	2	-	-		-	-	-	-	-	-	-		2	2
Female	1	2	3	-	-	6	-	2		-	-	-	-	-	-	-		5	6
a. Chicano	1	1	1	-	-	3	-	1		-	-	-	-	-	-	-		3	3
Male	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Female	1	1	1	-	-	3	-	1		-	-	-	-	-	-	-		3	3
b. Other Hispanic	-	1	4	-	-	5	-	1		-	-	-	-	-	-	-		4	5
Male	-	-	2	-	-	2	-	-		-	-	-	-	-	-	-		2	2
Female	-	1	2	-	-	3	-	1		-	-	-	-	-	-	-		2	3
Asian/Pacific IV. Islander	3	1	-	-	-	4	2	-		-	-	-	-	-	-	-		3	4
Male	1	1	-	-	-	2	-	-		-	-	-	-	-	-	-		1	2
Female	2	-	-	-	-	2	2	-		-	-	-	-	-	-	-		2	2
V. Minority Total	23	16	16	7	-	62	16	3		-	-	-	-	-	-	-		51	62
Male	11	7	9	1	-	28	7	1		-	-	-	-	-	-	-		22	28
Female	12	9	7	6	-	34	9	2		-	-	-	-	-	-	-		29	34
Foreign Total	-	1				1													1
Male	-	-				-													-
Female	-	1				1													1
TOTAL STUDENTS*	262	233	241	122	1	859	211	29											859
Male	133	124	149	58	-	464	107	18											464
Female	129	109	92	64	1	395	104	11											395

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Osteopathic Medicine

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	4	4	-	-	2		2	4
Male	-	-	-	-	-	-	-	-	-	-	-	2	2	-	-	1		-	2
Female	-	-	-	-	-	-	-	-	-	-	-	2	2	-	-	1		2	2
II. Black	-	-	-	-	-	-	-	-	-	-	-	27	27	-	-	4		23	27
Male	-	-	-	-	-	-	-	-	-	-	-	14	14	-	-	4		10	14
Female	-	-	-	-	-	-	-	-	-	-	-	13	13	-	-	-		13	13
III. Hispanic	-	-	-	-	-	-	-	-	-	-	-	11	11	-	-	4		8	11
Male	-	-	-	-	-	-	-	-	-	-	-	10	10	-	-	4		7	10
Female	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-		1	1
a. Chicano	-	-	-	-	-	-	-	-	-	-	-	4	4	-	-	-		4	4
Male	-	-	-	-	-	-	-	-	-	-	-	3	3	-	-	-		3	3
Female	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-		1	1
b. Other Hispanic	-	-	-	-	-	-	-	-	-	-	-	7	7	-	-	4		4	7
Male	-	-	-	-	-	-	-	-	-	-	-	7	7	-	-	4		4	7
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Asian/Pacific																			
IV. Islander	-	-	-	-	-	-	-	-	-	-	-	14	14	-	-	3		11	14
Male	-	-	-	-	-	-	-	-	-	-	-	7	7	-	-	-		4	7
Female	-	-	-	-	-	-	-	-	-	-	-	7	7	-	-	3		7	7
V. Minority Total	-	-	-	-	-	-	-	-	-	-	-	56	56	-	-	13		44	56
Male	-	-	-	-	-	-	-	-	-	-	-	33	33	-	-	9		21	33
Female	-	-	-	-	-	-	-	-	-	-	-	23	23	-	-	4		23	23
Foreign Total	-	-	-	-	-	-	-	-	-	-	1	1	2	-	-	-			2
Male	-	-	-	-	-	-	-	-	-	-	1	1	2	-	-	-			2
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			-
TOTAL STUDENTS*										2	29	365	396	-	-	111**			396
Male										-	24	231	255	-	-	73			255
Female										2	5	134	141	-	-	38			141

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

**New class admitted Summer Term—not included in Fall Campus Total
IMinCM

OPB/LHP/OCT81

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census--Class, Gender, and Status

Term Fall 1981

College Social Science

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. Alaskan Native	1	3	3	2	-	9	-	1		2	-	-	2	1	-	-		11	11
Male	1	-	2	1	-	4	-	1		1	-	-	1	-	-	-		5	5
Female	-	3	1	1	-	5	-	-		1	-	-	1	1	-	-		6	6
II. Black	80	62	75	77	1	295	40	10		37	16	-	53	10	2	-		291	348
Male	14	23	33	22	1	93	8	3		21	6	-	27	5	-	-		104	120
Female	66	39	42	55	-	202	32	7		16	10	-	26	5	2	-		187	228
III. Hispanic	10	10	16	10	-	46	8	3		10	6	-	16	1	-	-		48	62
Male	4	3	5	6	-	18	3	-		6	3	-	9	1	-	-		20	27
Female	6	7	11	4	-	28	5	3		4	3	-	7	-	-	-		28	35
a. Chicano	6	6	6	4	-	22	4	1		6	2	-	8	1	-	-		27	30
Male	3	2	2	2	-	9	2	-		4	1	-	5	1	-	-		12	14
Female	3	4	4	2	-	13	2	1		2	1	-	3	-	-	-		15	16
b. Other Hispanic	4	4	10	6	-	24	4	2		4	4	-	8	-	-	-		21	32
Male	1	1	3	4	-	9	1	-		2	2	-	4	-	-	-		8	13
Female	3	3	7	2	-	15	3	2		2	2	-	4	-	-	-		13	19
IV. Asian/Pacific Islander	3	4	11	7	-	25	-	1		5	2	-	7	3	-	-		23	32
Male	1	3	4	3	-	11	-	-		3	1	-	4	2	-	-		9	15
Female	2	1	7	4	-	14	-	1		2	1	-	3	1	-	-		14	17
V. Minority Total	94	79	105	96	1	375	48	15		54	24	-	78	15	2	-		373	453
Male	20	29	44	32	1	126	11	4		31	10	-	41	8	-	-		138	167
Female	74	50	61	64	-	249	37	11		23	14	-	37	7	2	-		235	286
Foreign Total	1	3	3	3	3	13	-	2		41	57	-	98	10	6	-			111
Male	-	2	2	2	3	9	-	2		25	49	-	74	7	6	-			83
Female	1	1	1	1	-	4	-	-		16	8	-	24	3	-	-			28
TOTAL STUDENTS*	502	695	1255	1124	23	3599	344	277		574	254	-	828	166	13				4427
Male	165	304	620	526	12	1627	113	144		261	158	-	419	76	8				2046
Female	337	391	635	598	11	1972	231	133		313	96	-	409	90	5				2381

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Urban Development

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FIF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/ Alaskan Native	-	1	-	-	-	1	-	-		-	-	-	-	-	-	-		1	1
Male	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Female	-	1	-	-	-	-	-	-		-	-	-	-	-	-	-		1	1
II. Black	1	-	17	22	-	40	-	-		-	-	-	-	-	-	-		28	40
Male	-	-	8	11	-	19	-	-		-	-	-	-	-	-	-		13	19
Female	1	-	9	11	-	21	-	-		-	-	-	-	-	-	-		15	21
III. Hispanic	-	-	-	1	-	1	-	-		-	-	-	-	-	-	-		1	1
Male	-	-	-	1	-	1	-	-		-	-	-	-	-	-	-		1	1
Female	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
a. Chicano						-													-
Male						-													-
Female						-													-
b. Other Hispanic	-	-	-	1	-	1	-	-		-	-	-	-	-	-	-		1	1
Male	-	-	-	1	-	1	-	-		-	-	-	-	-	-	-		1	1
Female	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Asian/Pacific IV. Islander				1		1												1	1
Male				-		-												-	-
Female				1		1												1	1
V. Minority Total	1	1	17	24	-	43	-	-		-	-	-	-	-	-	-		30	43
Male	-	-	8	12	-	20	-	-		-	-	-	-	-	-	-		14	20
Female	1	1	9	12	-	23	-	-		-	-	-	-	-	-	-		16	23
Foreign Total	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Male	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Female	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
TOTAL STUDENTS*	2	4	25	44	-	75	-	-											75
Male	-	3	11	18	-	32	-	-											32
Female	2	1	14	26	-	43	-	-											43

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Veterinary Medicine

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTF	XFER	MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P	MICH	TOTAL STUDENTS
I. American Indian/ Alaskan Native	2	-	-	-	-	2	1	-	-	-	1	1	-	-	1	3	3
Male	1	-	-	-	-	1	-	-	-	-	1	1	-	-	1	2	2
Female	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	1	1
II. Black	15	8	1	-	-	24	6	-	3	2	2	7	1	-	-	21	31
Male	3	2	-	-	-	5	2	-	3	2	-	5	1	-	-	4	10
Female	12	6	1	-	-	19	4	-	-	-	2	2	-	-	-	17	21
III. Hispanic	6	1	-	-	-	7	3	-	-	-	4	4	-	-	1	9	11
Male	2	-	-	-	-	2	1	-	-	-	3	3	-	-	1	3	5
Female	4	1	-	-	-	5	2	-	-	-	1	1	-	-	-	6	6
a. Chicano	2	-	-	-	-	2	1	-	-	-	2	2	-	-	-	4	4
Male	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	1	1
Female	2	-	-	-	-	2	1	-	-	-	1	1	-	-	-	3	3
b. Other Hispanic	4	1	-	-	-	5	2	-	-	-	2	2	-	-	1	5	7
Male	2	-	-	-	-	2	1	-	-	-	2	2	-	-	1	2	4
Female	2	1	-	-	-	3	1	-	-	-	-	-	-	-	-	3	3
Asian/Pacific IV. Islander											3	3			1	1	3
Male											2	2			1	1	2
Female											1	1			-	-	1
V. Minority Total	23	9	1	-	-	33	10	-	3	2	10	15	1	-	3	34	48
Male	6	2	-	-	-	8	3	-	3	2	6	11	1	-	3	10	19
Female	17	7	1	-	-	25	7	-	-	-	4	4	-	-	-	24	29
Foreign Total	1	2	-	-	-	3	1	1	6	4		10	-	1			13
Male	-	1	-	-	-	1	-	1	5	4		9	-	1			10
Female	1	1	-	-	-	2	1	-	1	-		1	-	-			3
TOTAL STUDENTS*	359	263	-	-	-	622	282	21	25	21	443	489	5	4	83		1111
Male	123	110	-	-	-	233	93	13	20	14	222	256	4	2	36		489
Female	236	153	-	-	-	389	189	8	5	7	221	233	1	2	47		622

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Undergrad. University Division

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FIF	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
I. American Indian/ Alaskan Native	3	-	-	-	-	3	1	-		-	-	-	-	-	-	-		3	3
Male	2	-	-	-	-	2	1	-		-	-	-	-	-	-	-		2	2
Female	1	-	-	-	-	1	-	-		-	-	-	-	-	-	-		1	1
II. Black	99	39	-	-	-	132	54	2		-	-	-	-	-	-	-		112	138
Male	36	18	-	-	-	54	15	1		-	-	-	-	-	-	-		38	54
Female	63	21	-	-	-	84	39	1		-	-	-	-	-	-	-		74	84
III. Hispanic	9	1	-	-	-	10	7	-		-	-	-	-	-	-	-		10	10
Male	3	1	-	-	-	4	2	-		-	-	-	-	-	-	-		4	4
Female	6	-	-	-	-	6	5	-		-	-	-	-	-	-	-		6	6
a. Chicano	6	-	-	-	-	6	4	-		-	-	-	-	-	-	-		6	6
Male	2	-	-	-	-	2	1	-		-	-	-	-	-	-	-		2	2
Female	4	-	-	-	-	4	3	-		-	-	-	-	-	-	-		4	4
b. Other Hispanic	3	1	-	-	-	4	3	-		-	-	-	-	-	-	-		4	4
Male	1	1	-	-	-	2	1	-		-	-	-	-	-	-	-		2	2
Female	2	-	-	-	-	2	2	-		-	-	-	-	-	-	-		2	2
Asian/Pacific IV. Islander	13	1	-	-	-	14	8	1		-	-	-	-	-	-	-		14	14
Male	7	1	-	-	-	8	3	1		-	-	-	-	-	-	-		8	8
Female	6	-	-	-	-	6	5	-		-	-	-	-	-	-	-		6	6
V. Minority Total	124	41	-	-	-	165	70	3		-	-	-	-	-	-	-		139	165
Male	48	20	-	-	-	68	21	2		-	-	-	-	-	-	-		52	68
Female	76	21	-	-	-	97	49	1		-	-	-	-	-	-	-		87	97
Foreign Total	7	1	-	-	-	8	4	2											8
Male	6	-	-	-	-	6	4	2											6
Female	1	1	-	-	-	2	-	-											2
TOTAL STUDENTS*	1547	729	-	-	-	2276	1154	113											2276
Male	619	308	-	-	-	927	447	59											927
Female	928	421	-	-	-	1349	707	54											1349

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

IMinCQ

OPB/LHP/OCT81

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Minority Census—Class, Gender, and Status

Term Fall 1981

College Lifelong Education—Unclassified
Other Unclassified & Post-Doctoral

Racial Ethnic Designations	FR	SO	JR	SR	SP	UG TOTAL	FTE	XFER		MAS	DOC	G-P	GRAD TOTAL	NEW MAS	NEW DOC	NEW G-P		MICH	TOTAL STUDENTS
American Indian/ I. Alaskan Native						-							-					-	-
Male						-							-					-	-
Female						-							-					-	-
II. Black	-	-	-	-	2	2	-	-		9	-	-	9	2	-	-		11	11
Male	-	-	-	-	2	2	-	-		3	-	-	3	1	-	-		5	5
Female	-	-	-	-	-	-	-	-		6	-	-	6	1	-	-		6	6
III. Hispanic						-				2			2	1				1	2
Male						-				-			-	-				-	-
Female						-				2			2	1				1	2
a. Chicano						-													-
Male						-													-
Female						-													-
b. Other Hispanic	-	-	-	-	-	-	-	-		2	-	-	2	1	-	-		1	2
Male	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-		-	-
Female	-	-	-	-	-	-	-	-		2	-	-	2	1	-	-		1	2
Asian/Pacific IV. Islander	-	-	-	-	3	3	-	-		2	-	-	2	-	-	-		5	5
Male	-	-	-	-	2	2	-	-		2	-	-	2	-	-	-		4	4
Female	-	-	-	-	1	1	-	-		-	-	-	-	-	-	-		1	1
V. Minority Total	-	-	-	-	5	5	-	-		13	-	-	13	3	-	-		17	18
Male	-	-	-	-	4	4	-	-		5	-	-	5	1	-	-		9	9
Female	-	-	-	-	1	1	-	-		8	-	-	8	2	-	-		8	9
Foreign Total	-	-	-	-	4	4	-	-		11	-	-	11	9					15
Male	-	-	-	-	2	2	-	-		9	-	-	9	7					11
Female	-	-	-	-	2	2	-	-		2	-	-	2	2					4
TOTAL STUDENTS*	-	-	-	-	102	102	-	28		273	49	-	322	165					424
Male	-	-	-	-	55	55	-	14		132	34	-	166	74					221
Female	-	-	-	-	47	47	-	14		141	15	-	156	91					203

*Not shown but included in "Total Students" are "White", "No Response", "Other", and "Post Doctoral" students.

III. ACADEMIC PERSONNEL SYSTEM

The primary categories of employment within the academic personnel system are tenure system faculty, continuing staff, temporary faculty and temporary staff. Hiring actions are monitored through the 14-Step Procedures by the dean, the Department of Human Relations, and the Assistant Provost for Academic Personnel Administration. Three measures reflect the effectiveness of the monitoring system and our good faith efforts to implement the University's affirmative action commitment: workforce composition, hiring rates, and goal achievement.

The percentage of minorities in the tenure system increased from 7.1% in Fall 1980 to 7.6% Fall 1981. The percentage of non-minority women in the tenure system increased from 13.4% to 13.6%. The percentage of minorities and non-minority women with continuing appointments (tenure system and continuing staff) increased from 7.0% to 7.6% and 18.3% to 19.1%, respectively. The percent of minorities in the total Academic Personnel System increased from 8.1% to 8.9% while the percent of non-minority women in the total academic personnel system decreased from 23.6% to 23.2%, because of a decrease in temporary faculty and staff. Analysis indicates that the rate of reappointment for temporary faculty and staff was comparable to other years, but the hiring rate decreased. This decrease is primarily a function of redistribution of hiring opportunities to other areas of lower availability (Agriculture, Business, Natural Science, and medical schools).

Analysis of the representation of each race/ethnic group indicates a mixed pattern of change. For Blacks, the percent in the academic personnel system decreased from 3.5% to 3.4% with an increase in proportional representation for the tenure system faculty and continuing staff and a decrease in the representation of temporary faculty and temporary staff. The proportional representation of Asian-Americans increased for all categories in the academic personnel system. The proportional representation of Hispanics remained stable for tenure system faculty and continuing staff and increased for temporary faculty, temporary staff and the total academic personnel system. The proportional representation of Native Americans remained constant for tenure system faculty and temporary staff and increased for continuing staff, temporary faculty and the total academic personnel system.

Within the context of the budget reduction process, a key measure is the representation of women and minorities in positions within the continuing employment categories (tenure system faculty and continuing staff). The number and percent of Blacks, Asian-Americans, Native Americans, total minorities, and non-minority women increased and the number and percent of Hispanics decreased in this combined category.

Graphs of trend data for minorities and non-minority females and detailed information on workforce composition by gender within race/ethnic ID are attached. Also attached are data on the hiring patterns for tenure system faculty for 1978-79, 1979-80 and 1980-81.

The total number of new hires in the tenure system decreased from 148 in 1978-79 to 57 in 1980-81. The proportion of minority new hires increased from 6.8% in 1978-79 to 15.8% in 1980-81, and the proportion of non-minority female new hires increased from 22.3% in 1978-79 to 29.8% in 1980-81. The proportion for Blacks and Asian-Americans increased while the proportion for Hispanics decreased. There were no Native Americans hired in the tenure system during this three-year period. The significant reduction in the number of new hires in the tenure system offsets gains in representation that could be realized with a 45% hiring rate of members of protected classes.

Goal achievement data for the three sets of interim tenure system goals (1978-81, 1979-82, and 1980-83) and for the interim goals for continuing staff (1979-82 and 1980-83), temporary faculty (1980-81) and temporary staff (1980-81 except librarians which are 1979-82 and 1980-83) are also attached.

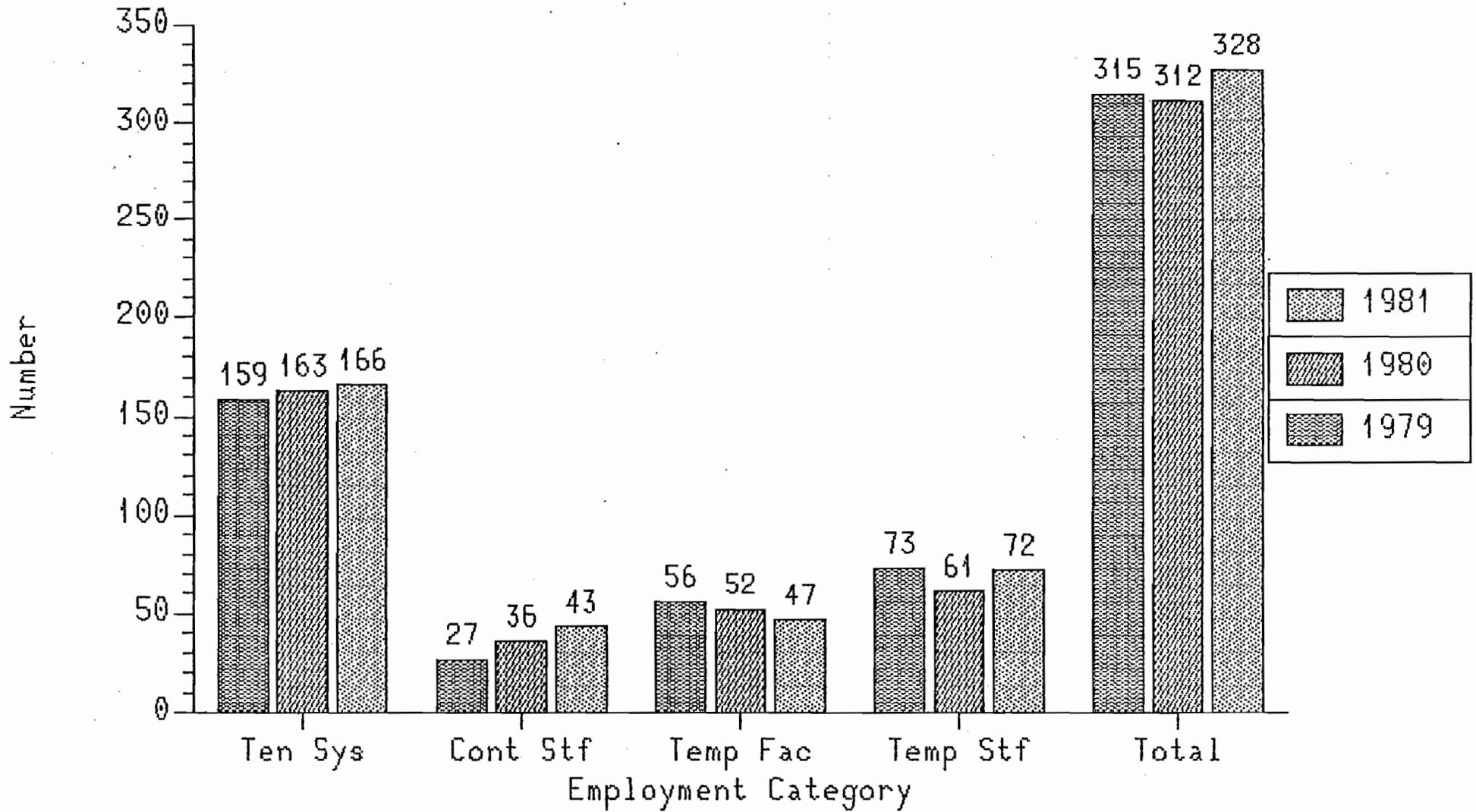
For the three-year interim goals for tenure system faculty established for 1978-81, the University has achieved 160% of the goals for women, and approximately 190% of the goals for minorities. For the interim goal period 1979-82, which is two-thirds completed, the University has already achieved 100% of the goals for women and 75% of the goals for minorities. Also, for the interim goals established for 1980-83, the University has achieved in one year of this three-year cycle approximately 33% of the goals for women and 31% for minorities.

The interim goals for temporary faculty for the period 1980-81 were achieved, as were the goals for temporary specialist (both research and extension) for women. Of concern are the goals for research associates and for temporary teaching specialists. We will continue to include research associates as a problem area within the plan.

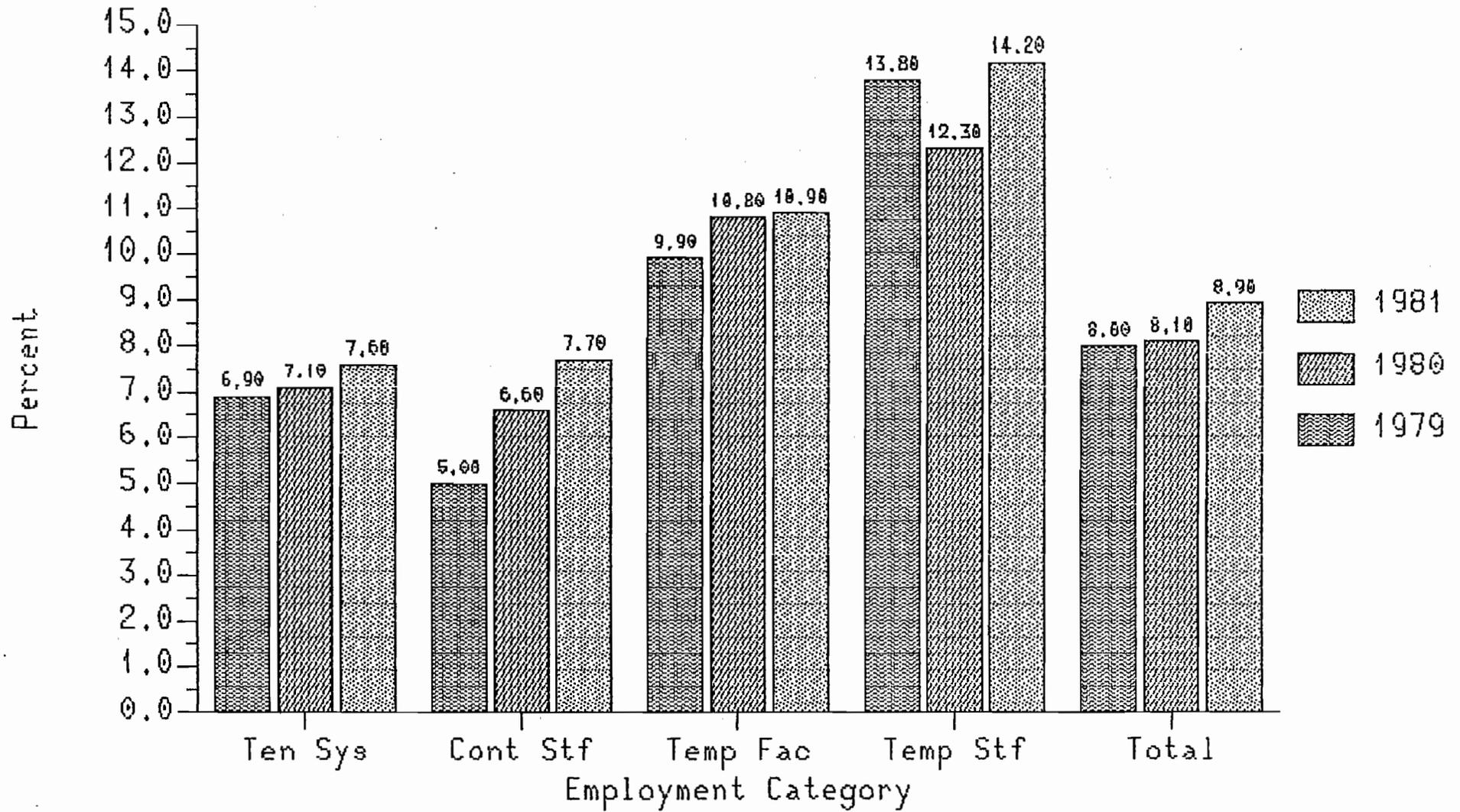
It should be noted that as part of the Affirmative Action Program the salary, rate and percent increase of the tenure system faculty are carefully reviewed in light of cohort data, thus insuring equity within compensation patterns for women and minority faculty. The decisions about promotion and tenure are carefully reviewed to insure that barriers to progress not related to competence are eliminated. The Director of the Department of Human Relations and the Assistant Provost for Academic Personnel Administration play key roles in these procedures.

Another objective of the Affirmative Action Program is to increase the number of minorities and non-minority women in administrative positions. Within the academic personnel system, a job group called academic managers has been established to provide a framework for monitoring progress toward this objective. Academic managers include deans, assistant/associate deans, chairpersons, directors and supervisors. The number of employees in this category has decreased from 270 in October 1979 to 246 in October of 1981. The number and percent of Blacks, Asian-Americans, total minorities and non-minority women increased. The number and percent of Hispanics decreased and the number and percent of Native Americans remained constant. Trend graphs and data on composition by gender within race/ethnic ID are attached.

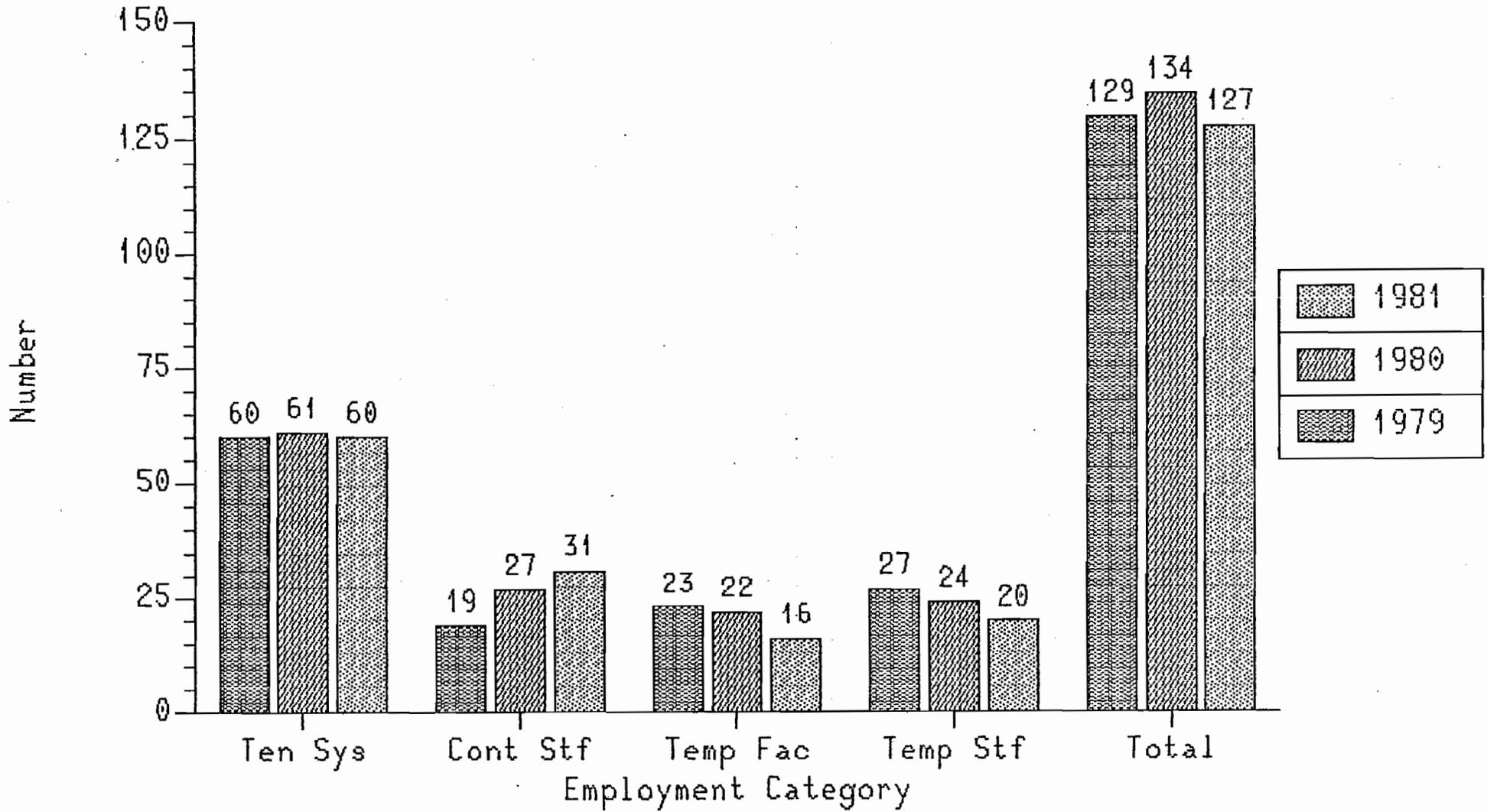
Michigan State University
Composition of the Workforce 1979-81
Number of Minorities



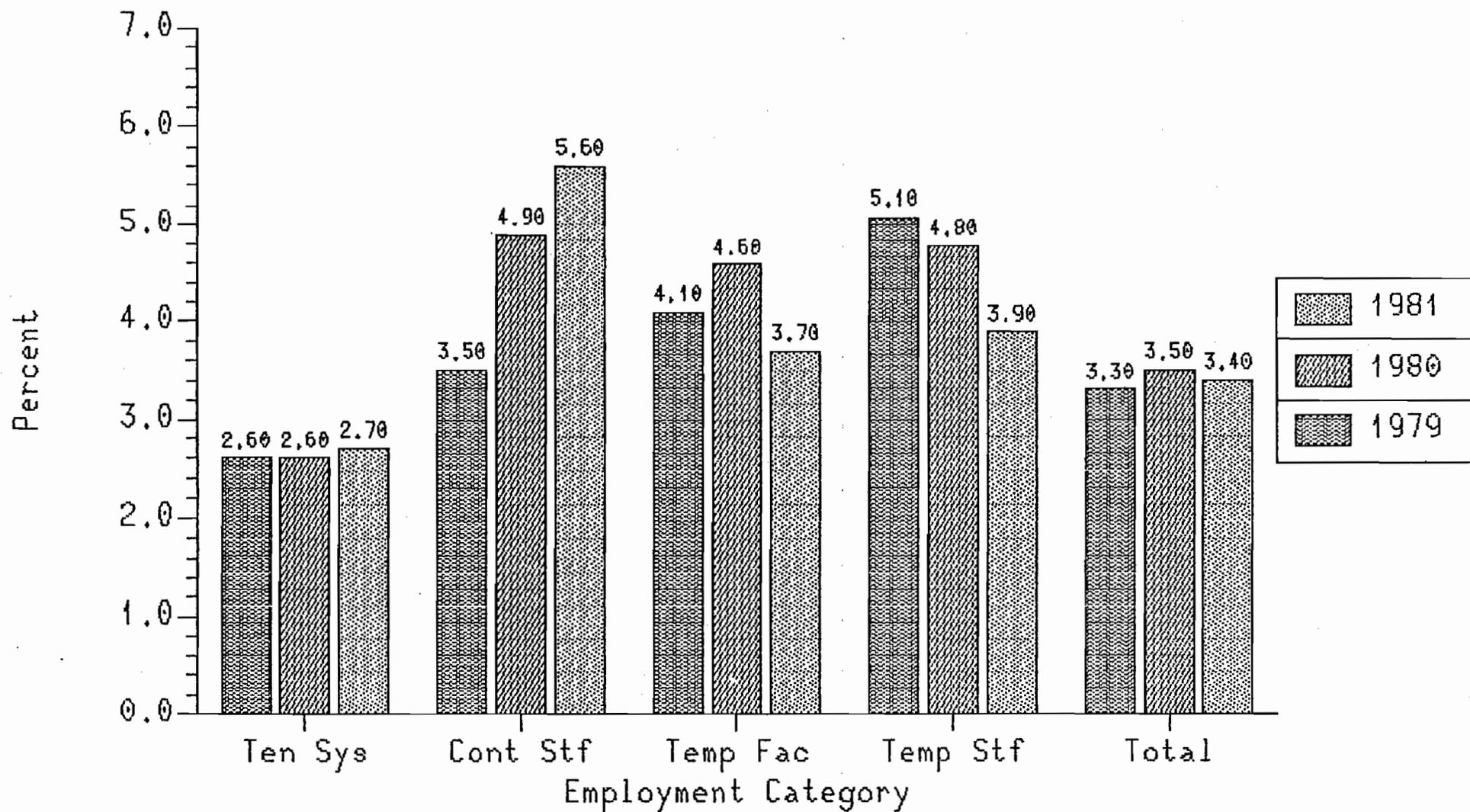
Michigan State University
Composition of the Workforce 1979-81
Percent of Minorities



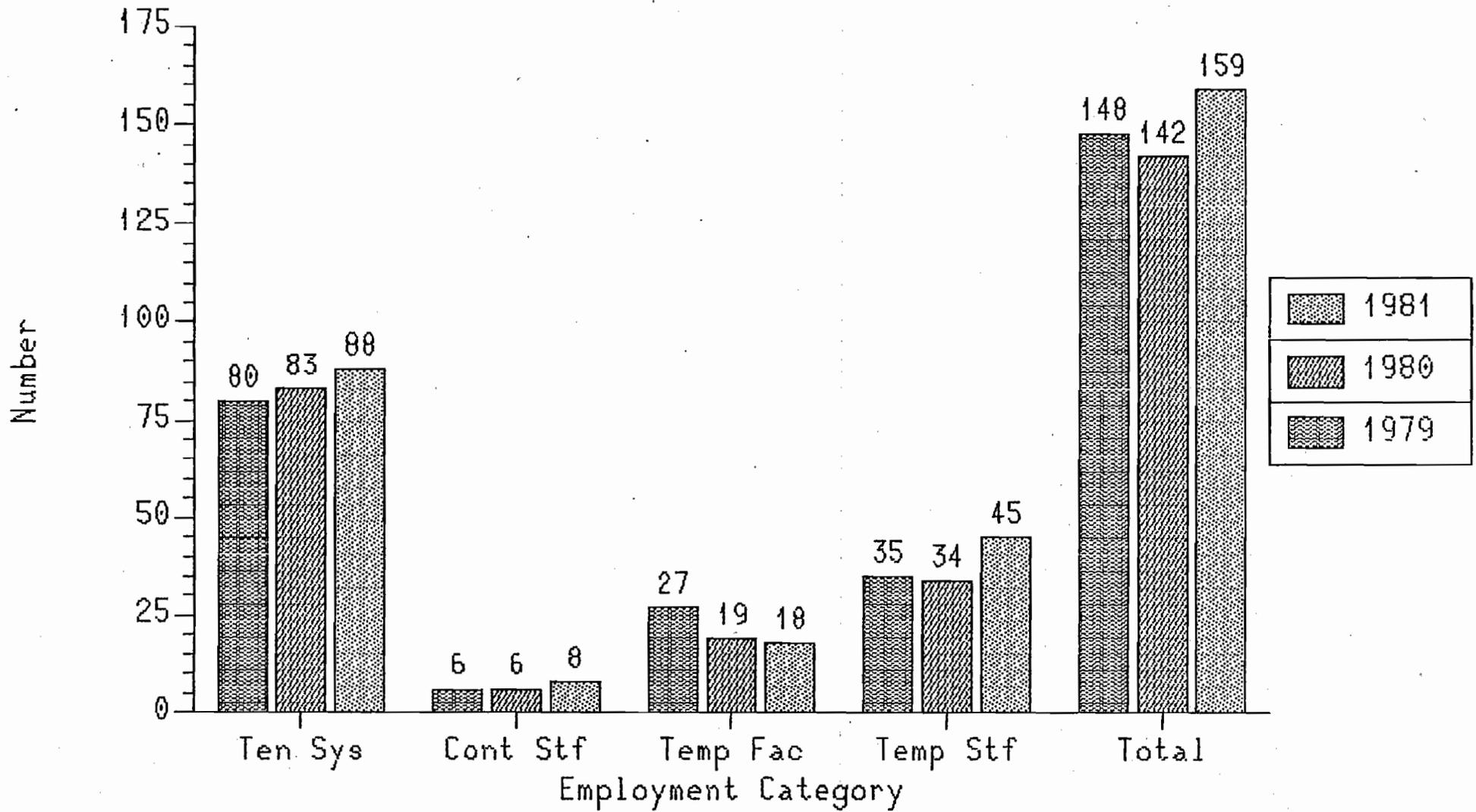
Michigan State University
Composition of the Workforce 1979-81
Number of Blacks



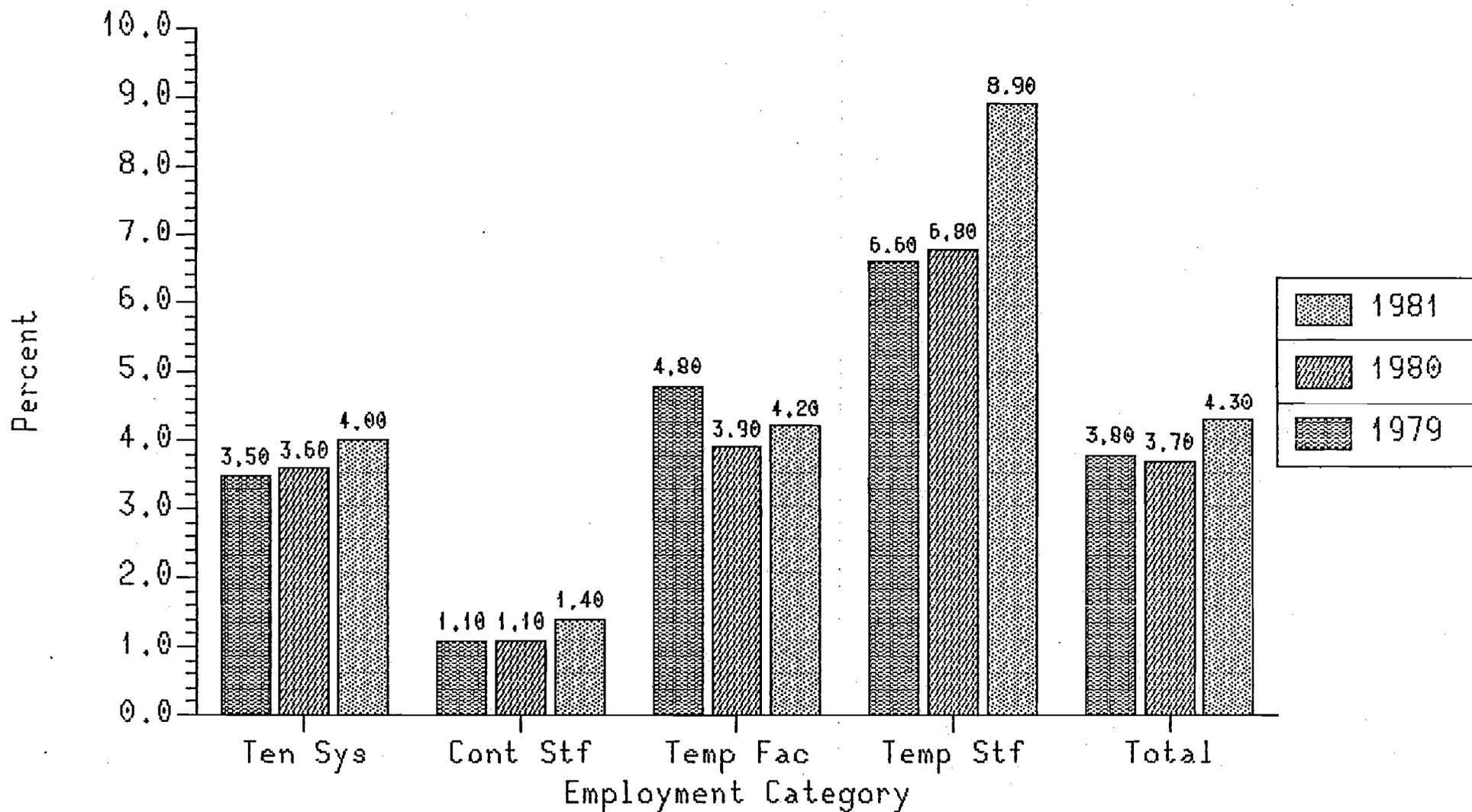
Michigan State University
 Composition of the Workforce 1979-81
 Percent of Blacks



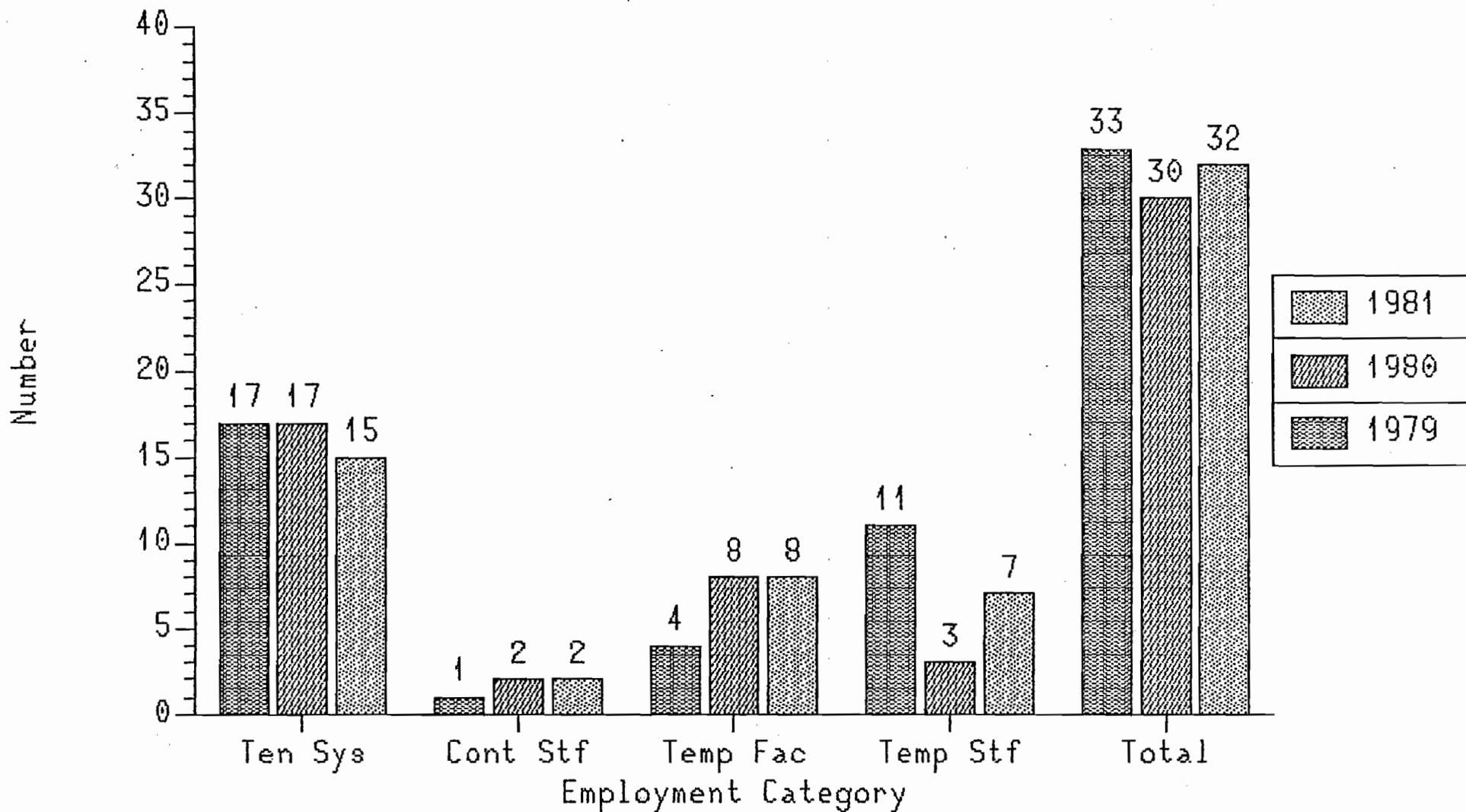
Michigan State University
 Composition of the Workforce 1979-81
 Number of Asian Americans



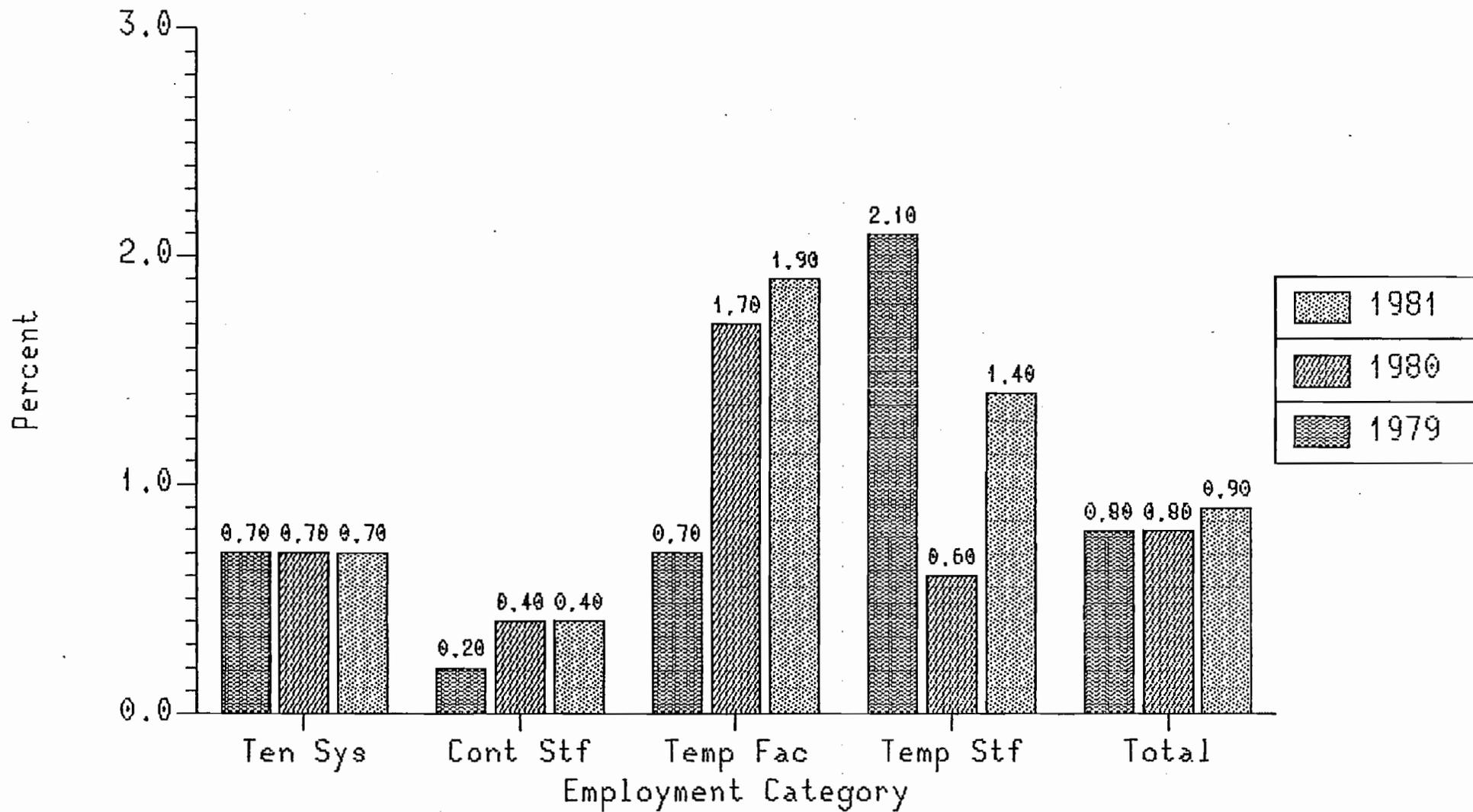
Michigan State University
Composition of the Workforce 1979-81
Percent of Asian Americans



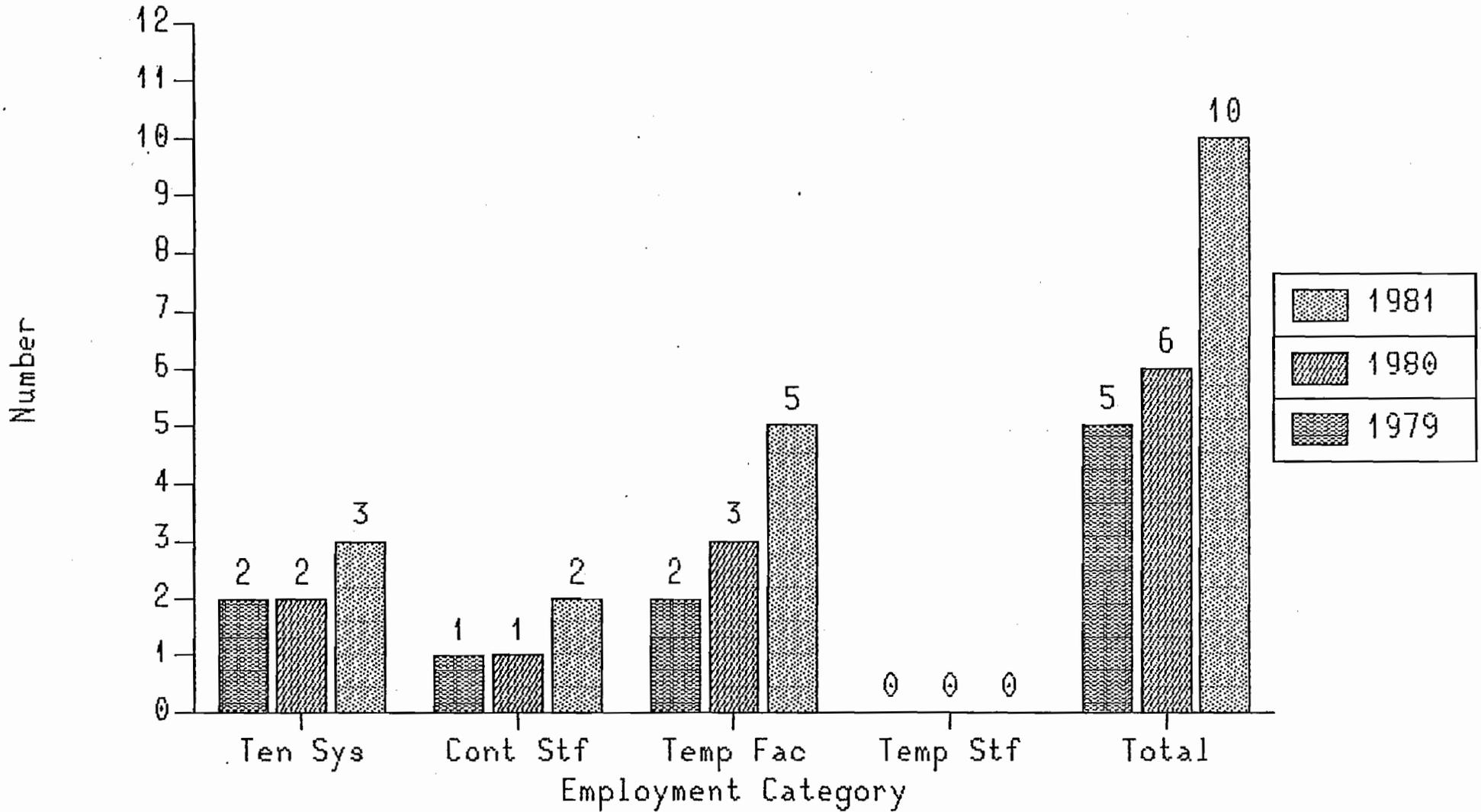
Michigan State University
 Composition of the Workforce 1979-81
 Number of Hispanics



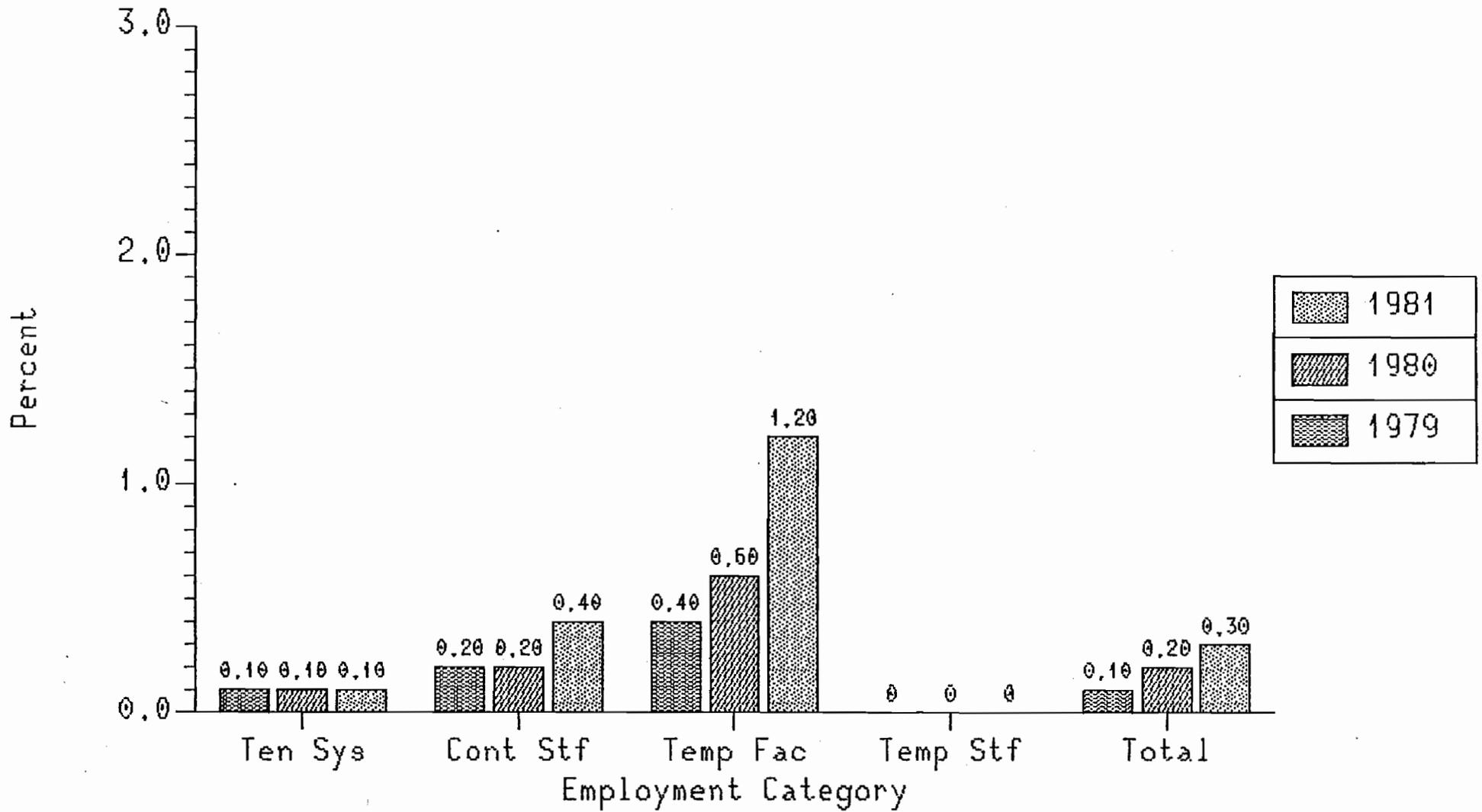
Michigan State University
Composition of the Workforce 1979-81
Percent of Hispanics



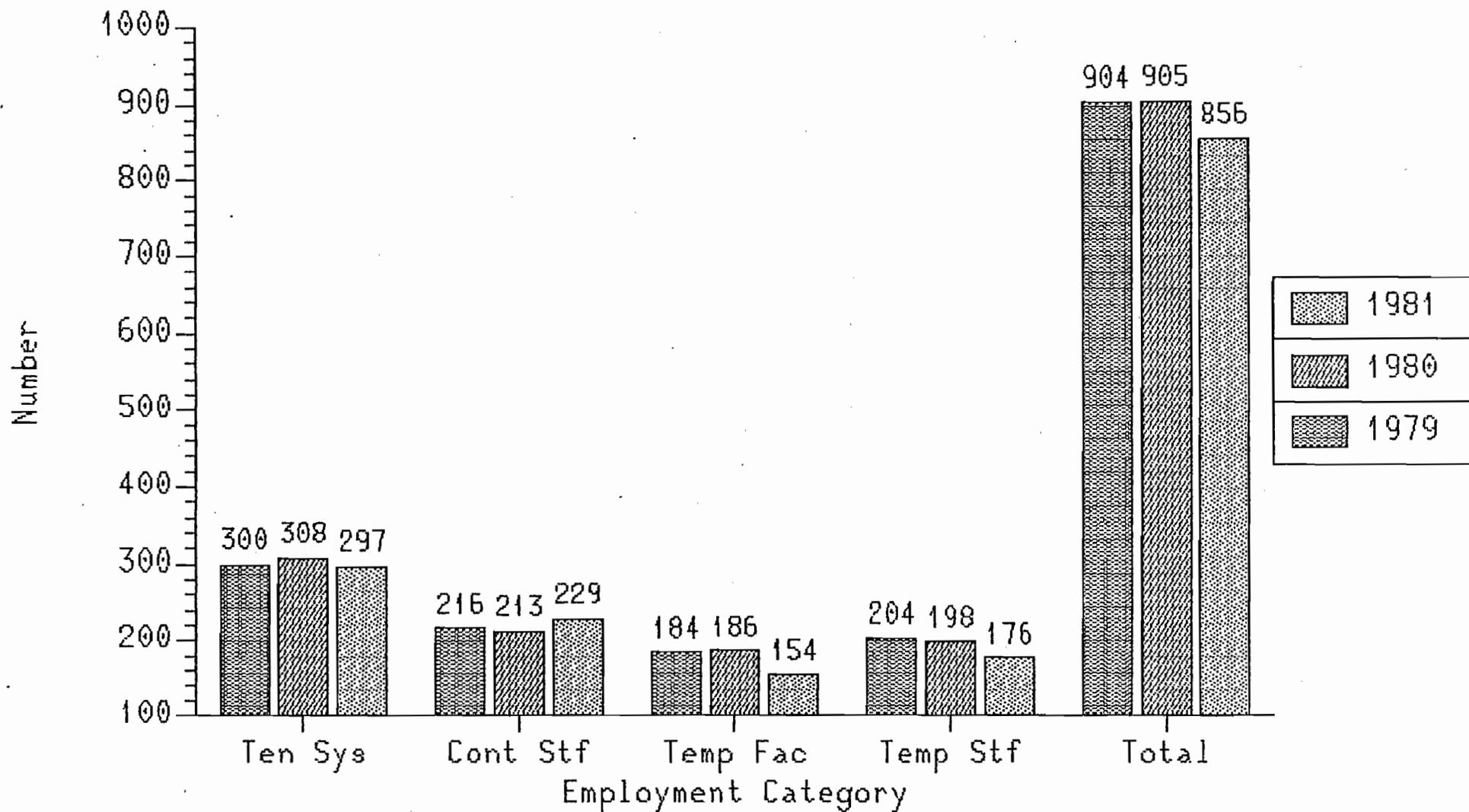
Michigan State University
Composition of the Workforce 1979-81
Number of American Indians



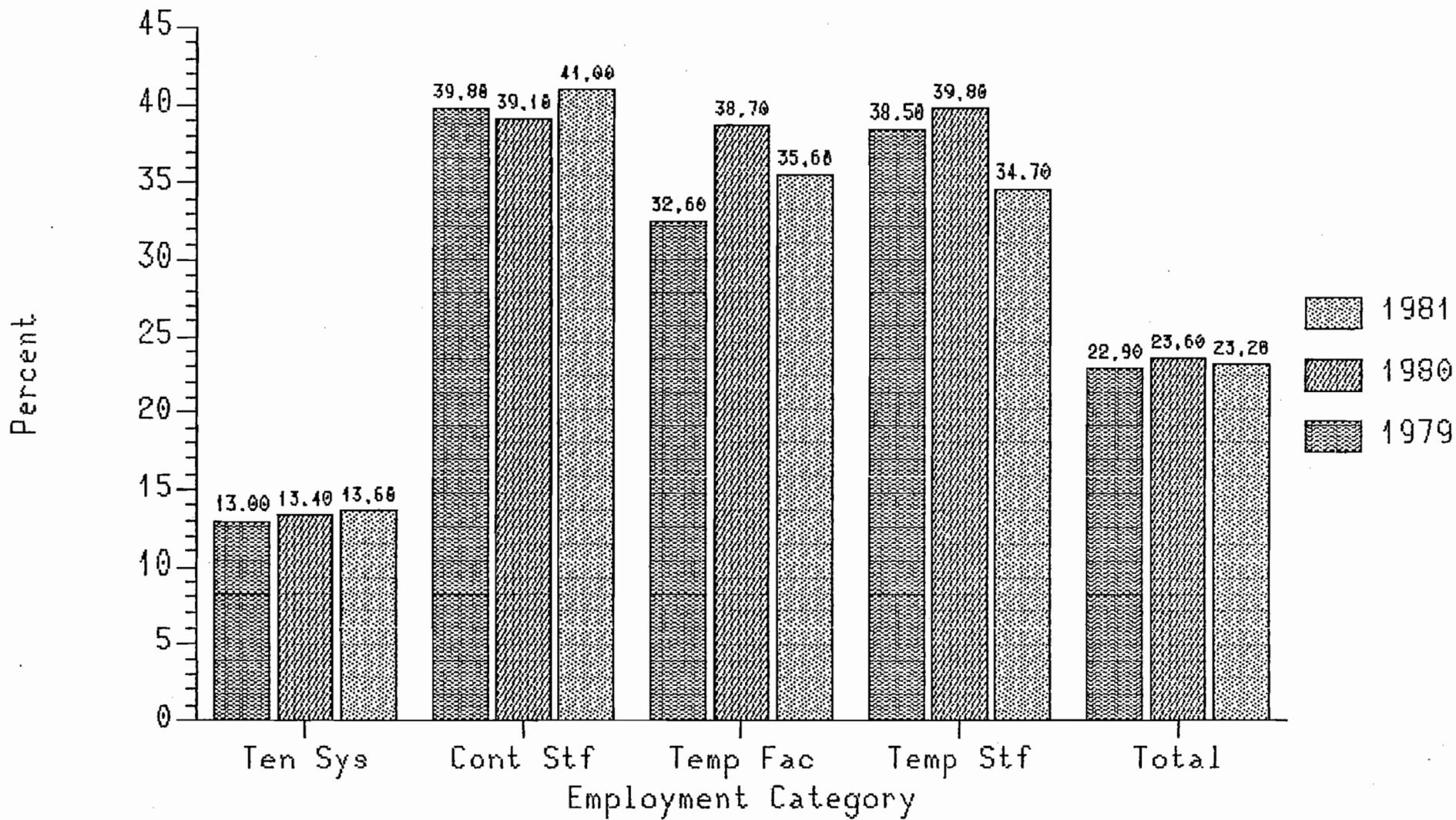
Michigan State University
 Composition of the Workforce 1979-81
 Percent of American Indians



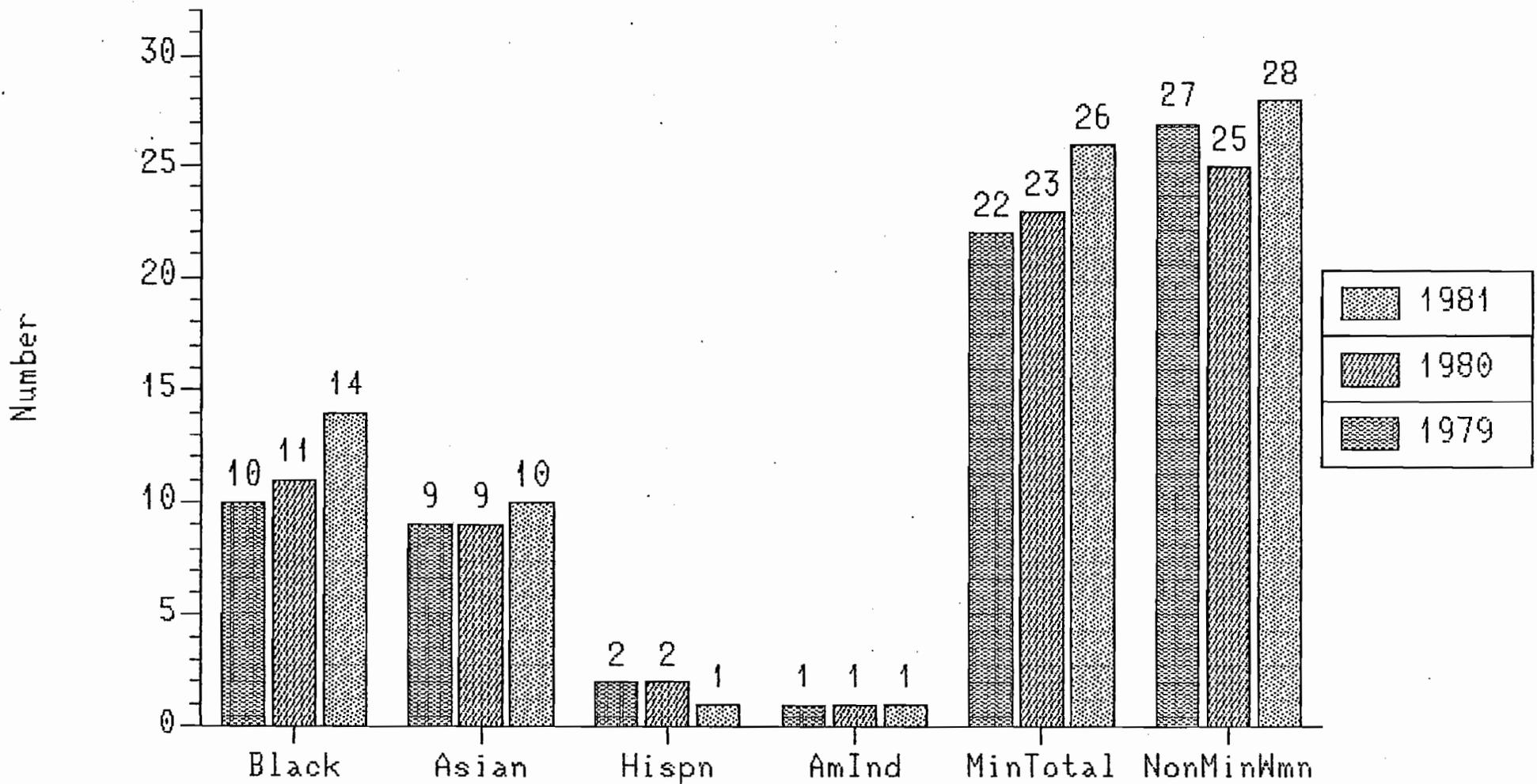
Michigan State University
Composition of the Workforce 1979-81
Number of Non-Minority Women



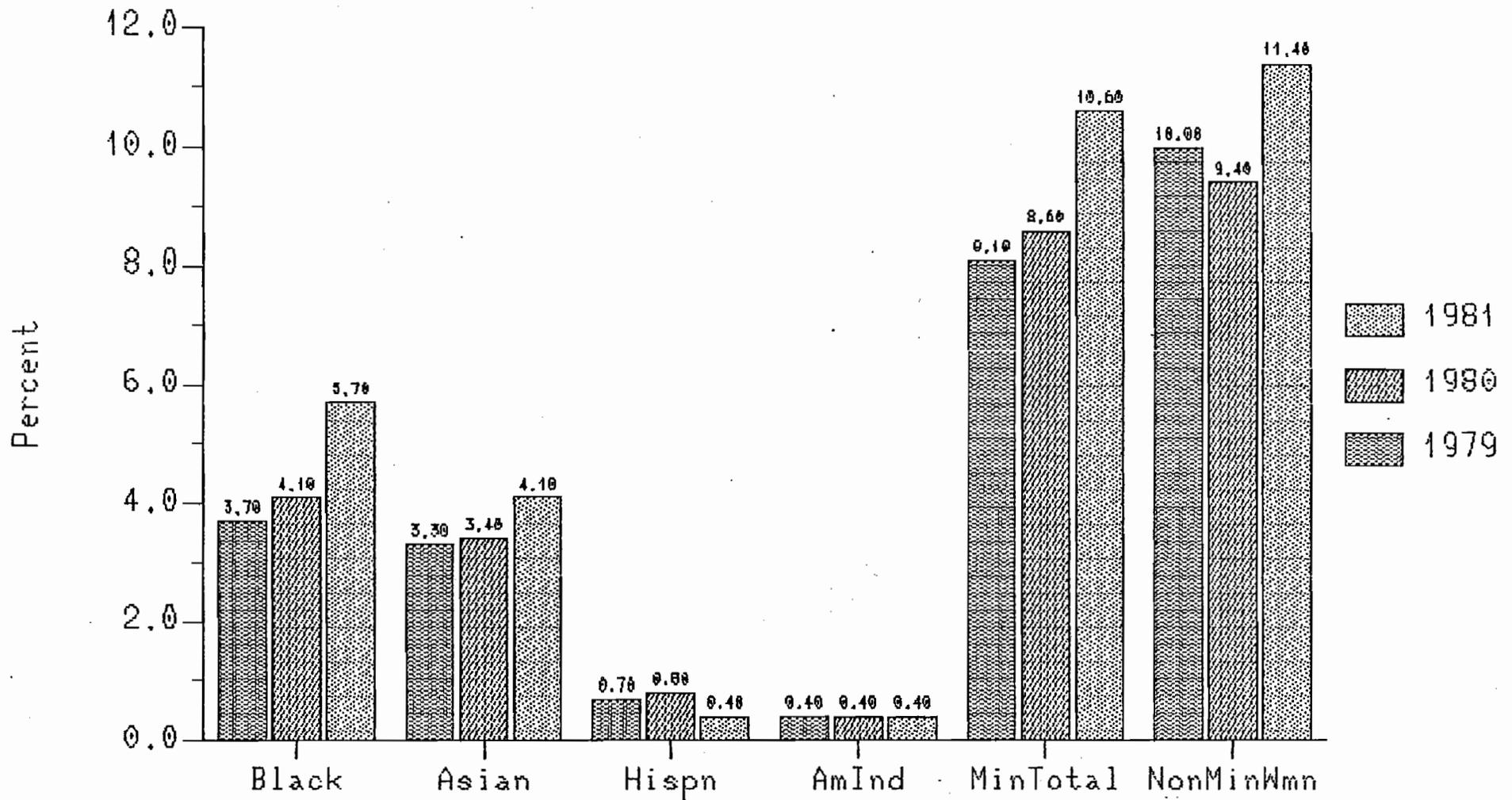
Michigan State University
 Composition of the Workforce 1979-81
 Percent of Non-Minority Women



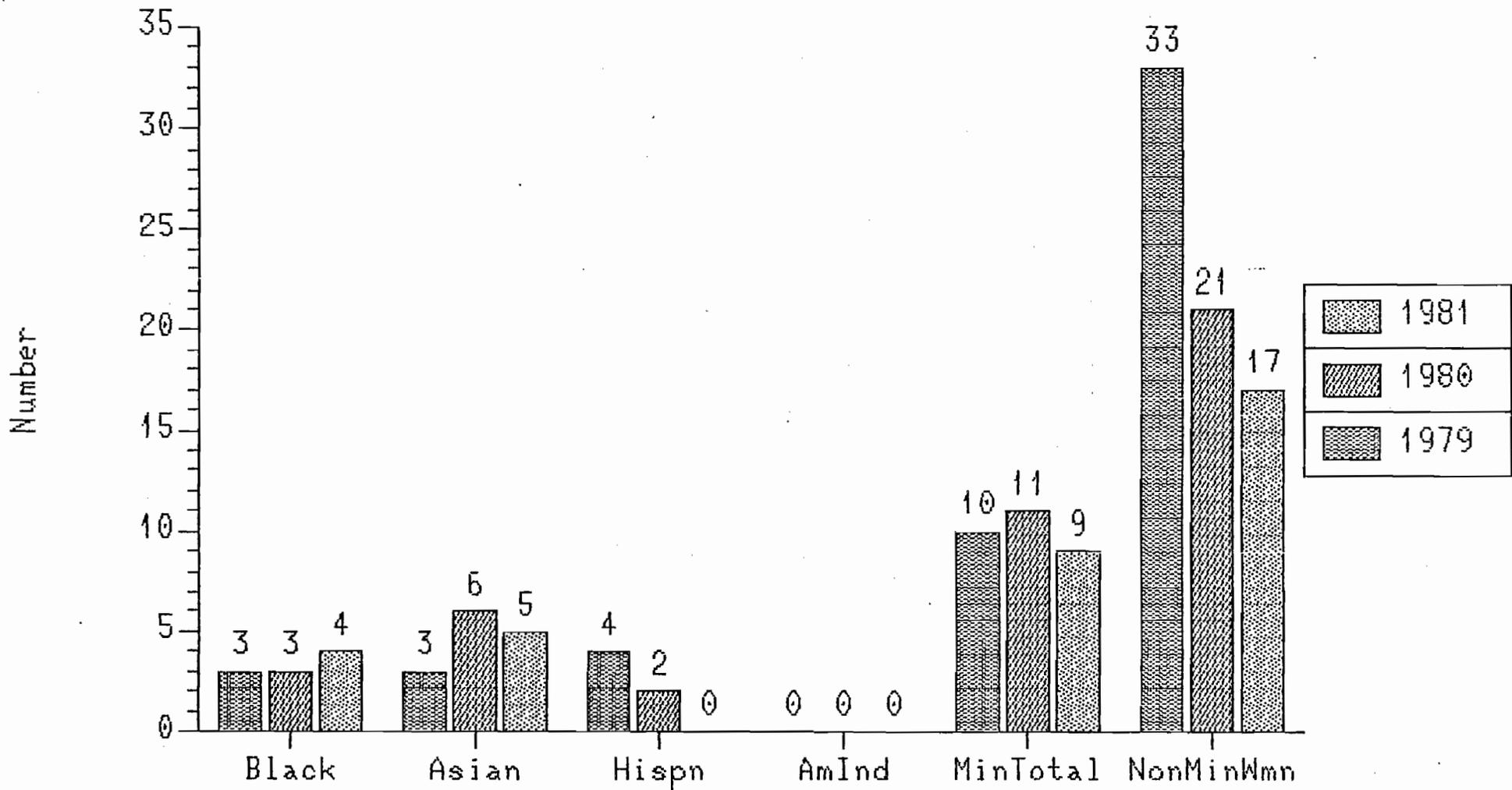
Michigan State University
 Composition of the Workforce 1979-81
 Number of Managers who are Minotities or Non-Minority Women



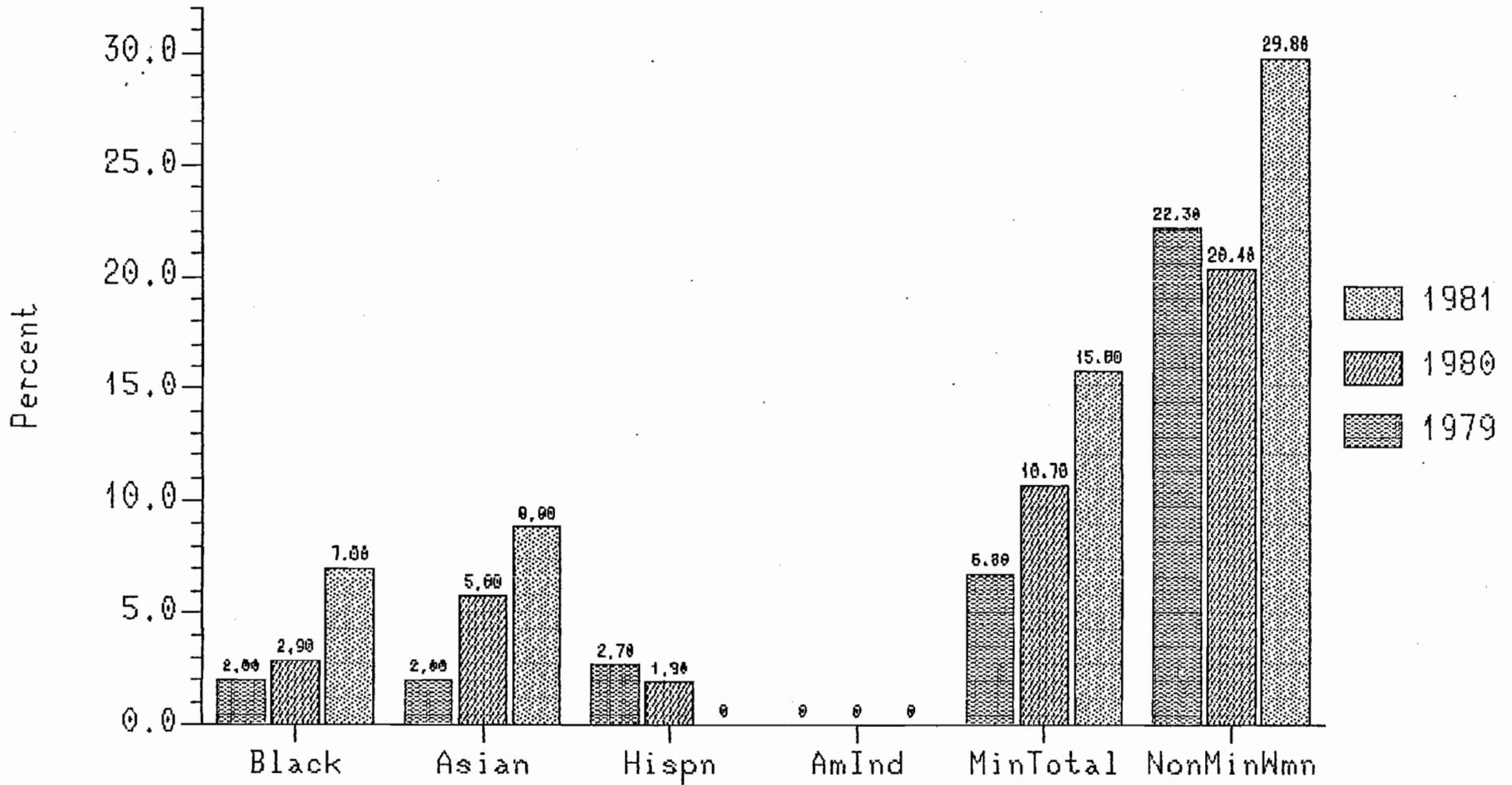
Michigan State University
 Composition of the Workforce 1979-81
 Percent of Managers who are Minorities or Non-Minority Women



Michigan State University
 Tenure System Hiring Rates for Minorities and Non-Minority Women
 1978-79 through 1980-81



Michigan State University
 Tenure System Hiring Rates for Minorities and Non-Minority Women
 1978-79 through 1980-81



MICHIGAN STATE UNIVERSITY
ACHIEVEMENT OF 1979-82 INTERIM GOALS*
Tenure System Faculty

COLLEGE/DEPARTMENT	W O M E N						M I N O R I T I E S					
	Y E A R			Total	Goal	% Goal Attained	Y E A R			Total	Goal	% Goal Attained
	1	2	(3)				1	2	(3)			
Agriculture & NR	2	2	4	7	57.1	0	1	1	6	16.7		
Arts & Letters	2	2	4	5	80.0	2	0	2	3	66.7		
Business	3	2	5	3	166.7	0	1	1	2	50.0		
Communication	2	1	3	3	100.0	1	0	1	1	100.0		
Education	2	3	5	5	100.0	0	2	2	0	-		
Engineering	0	0	0	1	0.0	3	1	1	5	-		
Human Ecology	1	3	4	0	-	0	1	1	1	100.0		
Human Medicine	2	0	2	3	66.7	1	1	2	4	50.0		
Madison	0	0	0	0	-	0	0	0	1	0.0		
Natural Science	5	2	7	8	87.5	1	1	2	4	50.0		
Osteopathic Med	0	1	1	2	50.0	1	0	1	1	100.0		
Social Science	2	3	5	3	166.7	1	1	2	3	66.7		
Urban Development	1	0	1	0	-	0	0	0	0	-		
Veterinary Med	1	0	1	1	100.0	1	0	1	2	50.0		
TOTAL	23	19	1	43	43	100.0	11	9	1	21	28	75.0

NOTE: Goals are set for a 3-year period, October 1979 through September 1982. New hire headcounts are complete for the 2-year period, October 1979 through September 1981. Year 3, October 1981 through September 1982, has a partial headcount.

MICHIGAN STATE UNIVERSITY
ACHIEVEMENT OF 1980-83 INTERIM GOALS *
Tenure System Faculty

COLLEGE/DEPARTMENT	WOMEN					MINORITIES						
	YEAR			Total	Goal	% Goal Attained	YEAR			Total	Goal	% Goal Attained
	1	(2)	(3)				1	(2)	(3)			
Agriculture & NR	2			2	8	25.0	1			1	9	11.1
Arts and Letters	2			2	10	20.0	0			0	3	0.0
Business	2			2	4	50.0	1			1	2	50.0
Communication	1			1	5	20.0	0			0	2	0.0
Education	3			3	6	50.0	2			2	1	200.0
Engineering	0			0	6	0.0	1	1		2	1	200.0
Human Ecology	3			3	0	-	1			1	2	50.0
Human Medicine	0			0	4	0.0	1			1	1	100.0
J Madison	0			0	0	-	0			0	1	0.0
Natural Science	1			1	5	20.0	1			1	3	33.3
Nursing	1			1	0	-	0			0	2	0.0
Osteopathic Med	1	1		2	5	40.0	0			0	2	0.0
Social Science	3			3	5	60.0	1			1	2	50.0
Urban Development	0			0	0	-	0			0	0	-
Veterinary Med	0			0	3	0.0	0			0	1	0.0
TOTAL	19	1		20	61	32.8	9	1		10	32	31.3

* NOTE: Goals are set for a 3-year period, October 1980 through September 1983. New hire headcounts are complete for the 1-year period, October 1980 through September 1981. Year 2 and Year 3 have a partial headcount.

MICHIGAN STATE UNIVERSITY
ACHIEVEMENT OF 1979-82 INTERIM GOALS*
Continuing Staff/Temporary Librarians

Type of Appointment COLLEGE/DEPARTMENT	W O M E N					M I N O R I T I E S						
	Y E A R			Total	Goal	% Goal Attained	Y E A R			Total	Goal	% Goal Attained
	1	2	(3)				1	2	(3)			
CONTINUING LIBRARIANS												
All Colleges	0	2	2	0	-	0	0	0	3	0.0		
CONTINUING SPECIALISTS: TEACHING												
Undergrad Univ Div	0	0	0	0	-	0	0	0	1	0.0		
All Other	8	4	12	0	-	1	1	2	0	-		
TOTAL	8	4	12	0	-	1	1	2	1	200.0		
CONTINUING SPECIALISTS: ADMIN.												
All Colleges	0	2	2	1	200.0	0	0	0	0	-		
CONTINUING SPECIALISTS: RESEARCH												
Natl Sup Cyc Lab	0	0	0	0	-	0	1	1	1	100.0		
All Other Colleges	0	0	0	1	0.0	0	0	0	0	-		
TOTAL	0	0	0	1	0.0	0	1	1	1	100.0		
CONTINUING SPECIALISTS: EXTENSION												
All Colleges	0	0	0	1	0.0	0	0	0	1	0.0		
TEMPORARY LIBRARIANS												
All Colleges	4	3	7	0	-	1	0	1	0	-		
* NOTE: Headcounts are complete for the years October 1979 through September 1981 only.												

MICHIGAN STATE UNIVERSITY
 ACHIEVEMENT OF 1980-83 INTERIM GOALS*
 Continuing Staff/Temporary Librarians

Type of Appointment COLLEGE/DEPARTMENT	W O M E N					M I N O R I T I E S						
	Y E A R			Total	Goal	% Goal Attained	Y E A R			Total	Goal	% Goal Attained
	1	(2)	(3)				1	(2)	(3)			
CONTINUING LIBRARIAN												
All Colleges	2			2	1	200.0	0			0	1	0.0
CONTINUING SPECIALISTS: TEACHING												
Undergrad Univ Div	0			0	0	-	0			0	1	0.0
All Other	4			4	0	-	1			1	0	-
TOTAL	4			4	0	-	1			1	1	100.0
CONTINUING SPECIALISTS: ADMIN.												
All Colleges	3			3	3	100.0	0			0	1	0.0
CONTINUING SPECIALISTS: RESEARCH												
All Colleges	0			0	3	0.0	1			1	1	100.0
CONTINUING SPECIALISTS: EXTENSION												
All Colleges	0			0	1	0.0	0			0	0	-
TEMPORARY LIBRARIANS												
All Colleges	3			3	0	-	0			0	0	-
NOTE: Headcounts are complete for the year October 1980 through September 1981 only.												

MICHIGAN STATE UNIVERSITY
 ACHIEVEMENT OF 1980-81 INTERIM GOALS
 (or 1980-82 for Business and Lifelong Education*)

Temporary Faculty

COLLEGE/DEPARTMENT	W O M E N				M I N O R I T I E S				
	Y E A R		Total	% Goal Attained	Y E A R		Total	% Goal Attained	
	1	(2) XX			1	(2) XX			
Agriculture & NR	3		3	100.0	1		0	-	
Arts and Letters	8		0	-	3		0	-	
Business 2-yr goal 1980-82	0		0	2	0.0	2	2	100.0	
Communication	2		0	-	0		1	0.0	
Education	4		0	-	2		4	50.0	
Engineering	1		0	-	1		2	50.0	
Human Ecology	2		0	-	0		1	0.0	
Human Medicine	9		0	-	3		0	-	
Education	2		0	-	0		0	-	
Lifelong Ed 2-yr goal 1980-82	0		0	-	0	0	1	0.0	
L Briggs	0		0	-	0		1	0.0	
Natural Science	4		0	-	2		0	-	
Nursing	2		0	-	0		1	0.0	
Osteopathic Med	2		0	-	1		3	33.3	
Social Science	3		0	-	0		0	-	
Urban Development	1		1	100.0	0		0	-	
Veterinary Med	7		0	-	1		0	-	
TOTAL	50		50	6	833.3	16	16	16	100.0

NOTE: Headcounts are partial for Business and Lifelong Education since they have 2-year goals.

MICHIGAN STATE UNIVERSITY
ACHIEVEMENT OF 1980-81 INTERIM GOALS
Temporary Staff

Type of Appointment COLLEGE/DEPARTMENT	W O M E N					M I N O R I T I E S						
	Y E A R			Total	Goal	% Goal Attained	Y E A R			Total	Goal	% Goal Attained
	1	2X	3X				1	2X	3X			
TEMPORARY RESEARCH ASSOCIATE												
Agriculture & NR	1			0			3			0	-	
Human Medicine	1			0		-	5			0	-	
Natural Science	6			0		-	17			2	850.0	
Osteopathic Med	3			0		-	5			0	-	
All Other	3			0		-	2			1	200.0	
TOTAL	14			0		-	32			3	1066.7	
TEMPORARY SPECIALISTS: TEACHING												
All Colleges	8			12		66.7	0			0	-	
TEMPORARY SPECIALISTS: ADMIN.												
All Colleges	7			0		-	1			1	100.0	
TEMPORARY SPECIALISTS: RESEARCH												
Agriculture & NR	5			1		500.0	4			0	-	
Natural Science	2			0		-	1			0	-	
Natl Sup Cyc Lab	0			0		-	0			0	-	
All Other	4			0		-	0			2	0.0	
TOTAL	11			1		1100.0	5			2	250.0	
TEMPORARY SPECIALISTS: EXTENSION												
All Colleges	7			0		-	1			1	100.0	
OTHER TEMPORARY												
All Colleges	24			12		200.0	9			0	-	

IV. NON-ACADEMIC PERSONNEL SYSTEM

The classifications within the non-academic personnel system are aggregated into 86 job groups. The structure of the job groups also permits analysis by employee categories: administrative-professional, clerical-technical, supervisory, police (FOP), service-maintenance, skilled trades, and extension. Hiring actions are monitored through the 12-Step Procedures by the Department of Human Relations and the Office of Personnel and Employee Relations. Three measures reflect the effectiveness of the monitoring systems and our good faith efforts to implement the University's affirmative action commitment: workforce composition, hiring rates, and goal achievement.

The comparative job group analysis provides information about the net change of total employees, women, and minorities by race/ethnic ID for each job group. Attached are the data for 1979, 1980 and 1981. Also attached are graphs for each race/ethnic ID group and for non-minority women that display the number and percent by the major categories in the non-academic personnel system for 1979, 1980 and 1981.

Number and percent of minorities in the non-academic personnel system have increased in a time of reduction in force. The percent of Blacks has increased from 7.2% to 7.7%. The percent of Asian-Americans decreased from 1.1% to 1.0%. The percent of Hispanics increased from 2.5% to 2.9%, and the Native Americans changed from 0.4% to 0.3%. In addition, the absolute number of minorities in the critical categories of administrative-professional, clerical-technical, supervisors, and skilled trades increased. The number of minorities for FOP and skilled trades categories remained the same, while for service-maintenance employees the number of minority employees declined but the percentage increased.

For Blacks, numerical increases occurred in clerical-technical and supervisors categories. Percent increases occurred in all categories except police (no change) and extension (decrease). For Hispanics, numerical increases occurred in administrative-professional, skilled trades and extension categories. Percent increases occurred in all categories except clerical-technical (decreased) and police (no change). For Asian-Americans, no numerical increases and percent increases occurred in specific categories of employment. For Native Americans, the numerical increases occurred in the administrative-professional group only.

For non-minority women, numerical increases occurred for police and extension categories. The percent representation increased for administrative-professional, police and extension groups. The overall percent representation changed from 57.5% to 57.2%.

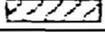
The rates of new hires into regular, on-call and temporary positions are displayed in the attached tables. The hiring rate for new regular minority employees decreased from 15.3% to 14.4%. The rates for Blacks increased while the rates for other minority groups and non-minority women declined. The change in the rate for non-minority women is partly a function of the redistribution of hiring opportunities across job groups.

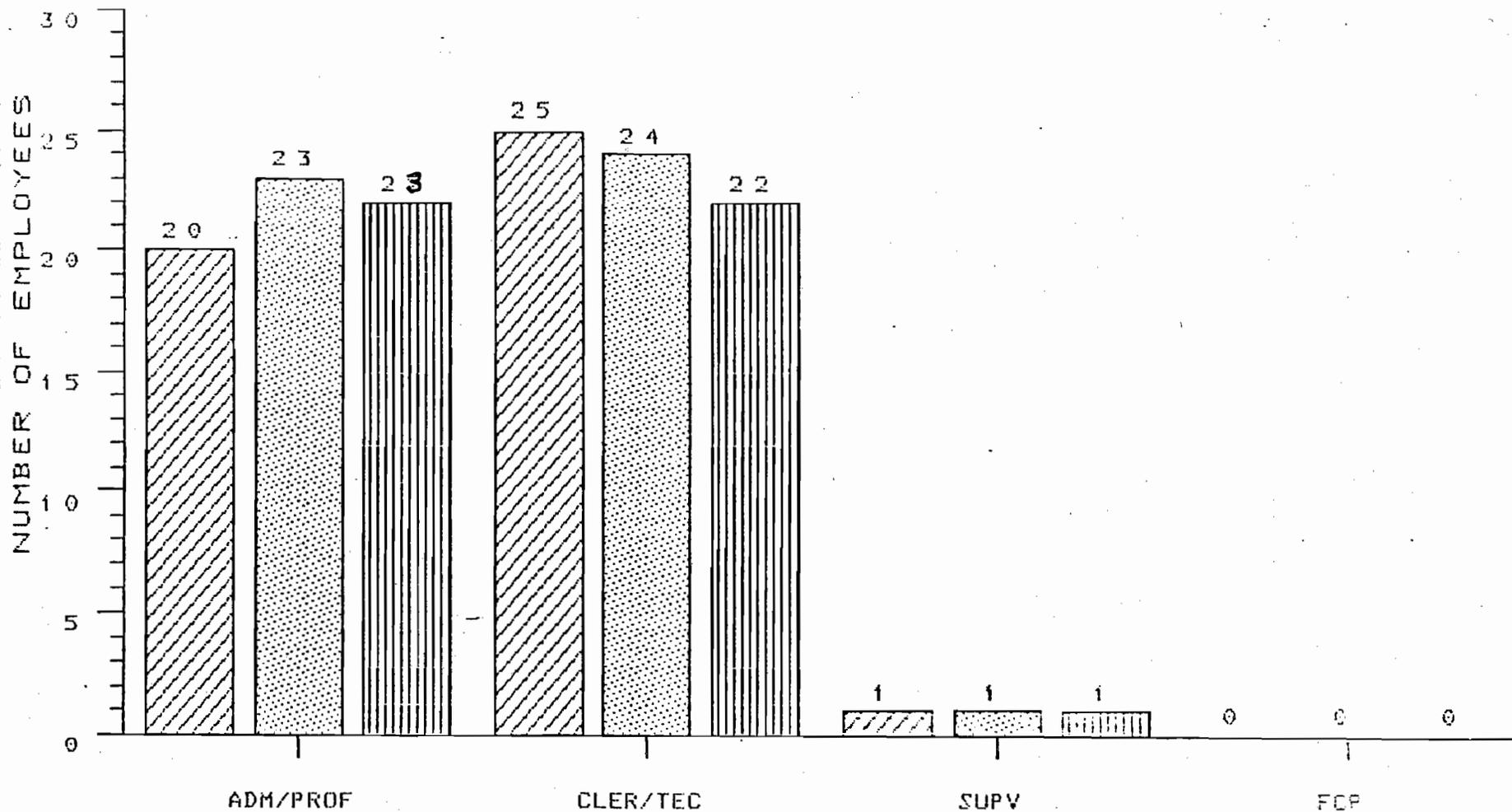
Another measure of the quality of monitoring systems and good faith efforts is goal achievement. Goals were not established for minorities in FOP (no opportunities in underutilized job group) and extension (not underutilized) and for women in clerical categories (not underutilized).

Attached are charts which display goal achievement for the annual goals established for the 1980-81 plan year. Overall, 97% of the goals for women and 109% of the goals for minorities were met. The goals for various categories were achieved at different rates. These are indicated in the graphs. Of particular concern for minorities are the rates in professional, technical and service-maintenance categories. For women, of particular concern are the low rates in the skilled trades. Overall, the goal achievement rate was relatively high.

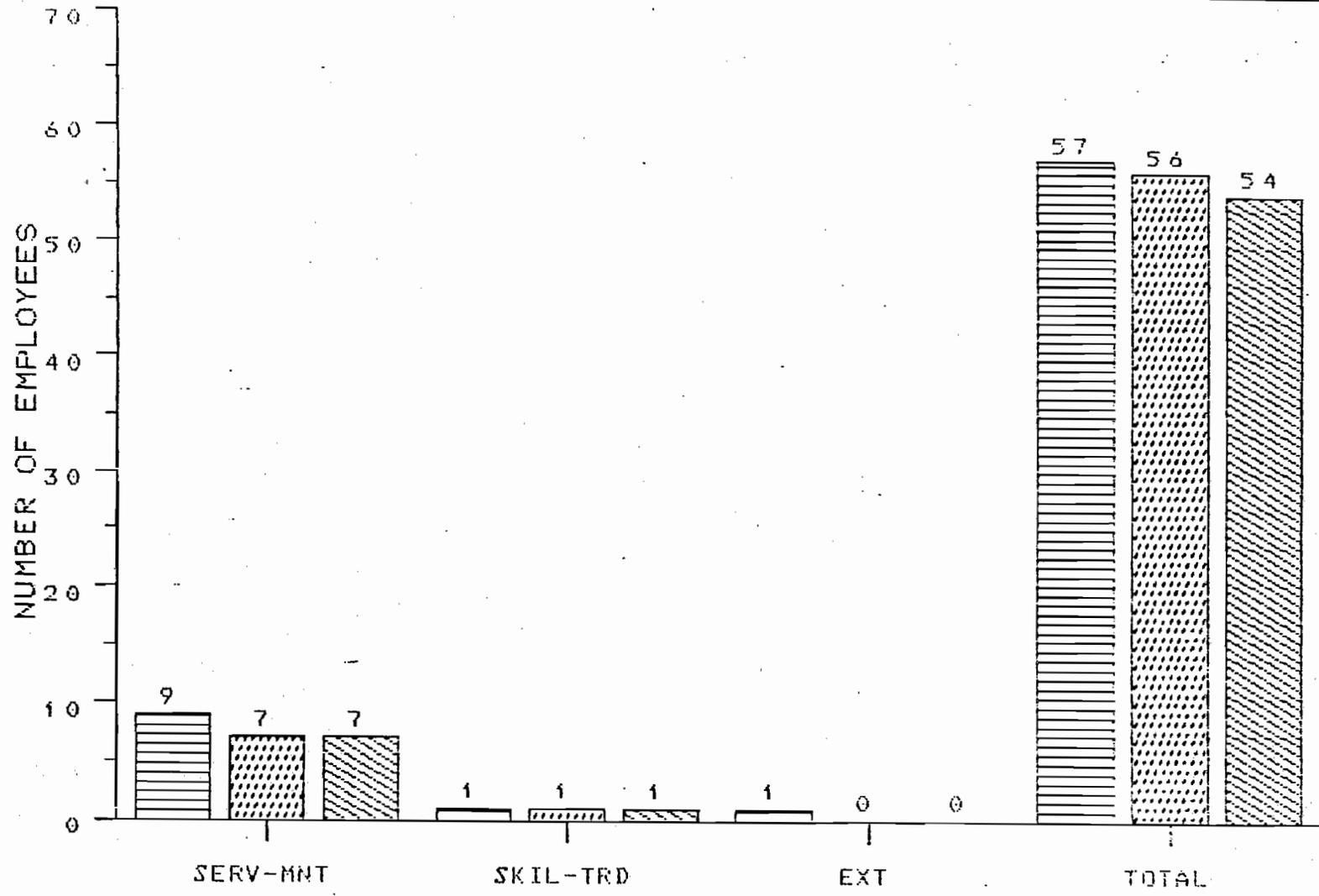
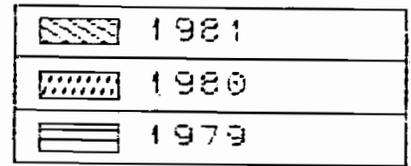
Projection of opportunities continues to be a problem in the assessment of job achievement throughout the year. New developments in the computer system are expected to provide a more accurate assessment of the opportunities; therefore, goal adjustments will be made during the year. In addition new monthly goal achievement reports provided to the Department of Human Relations will facilitate reviewing the goal achievement and targeting units through the year where progress has not been significant.

COMPOSITION OF NON-ACADEMIC WORKFORCE
ASIAN EMPLOYEES

	1981
	1980
	1979

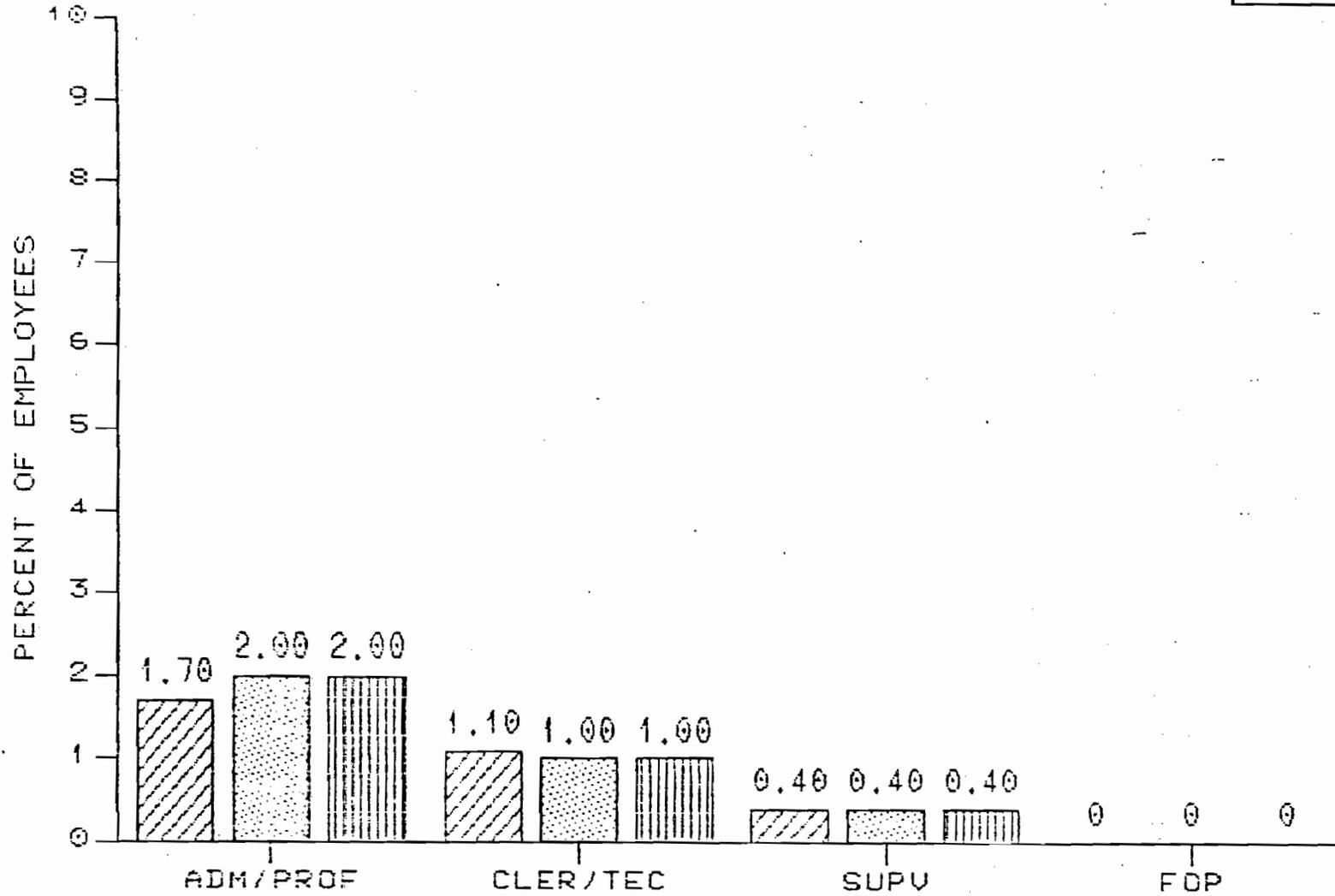


COMPOSITION OF NON-ACADEMIC WORKFORCE
ASIAN EMPLOYEES



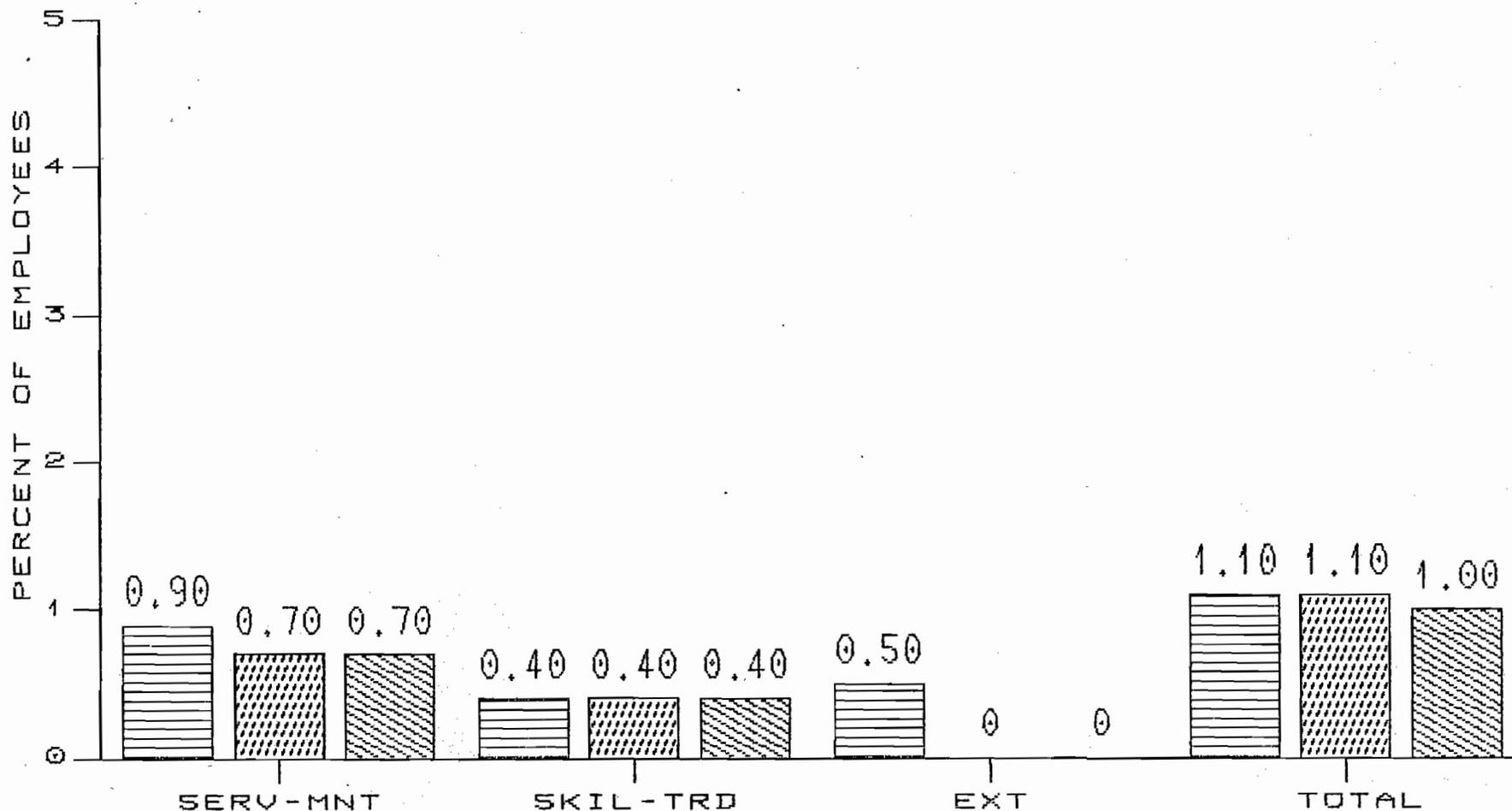
COMPOSITION OF NON-ACADEMIC WORKFORCE
ASIAN EMPLOYEES

	1981
	1980
	1979



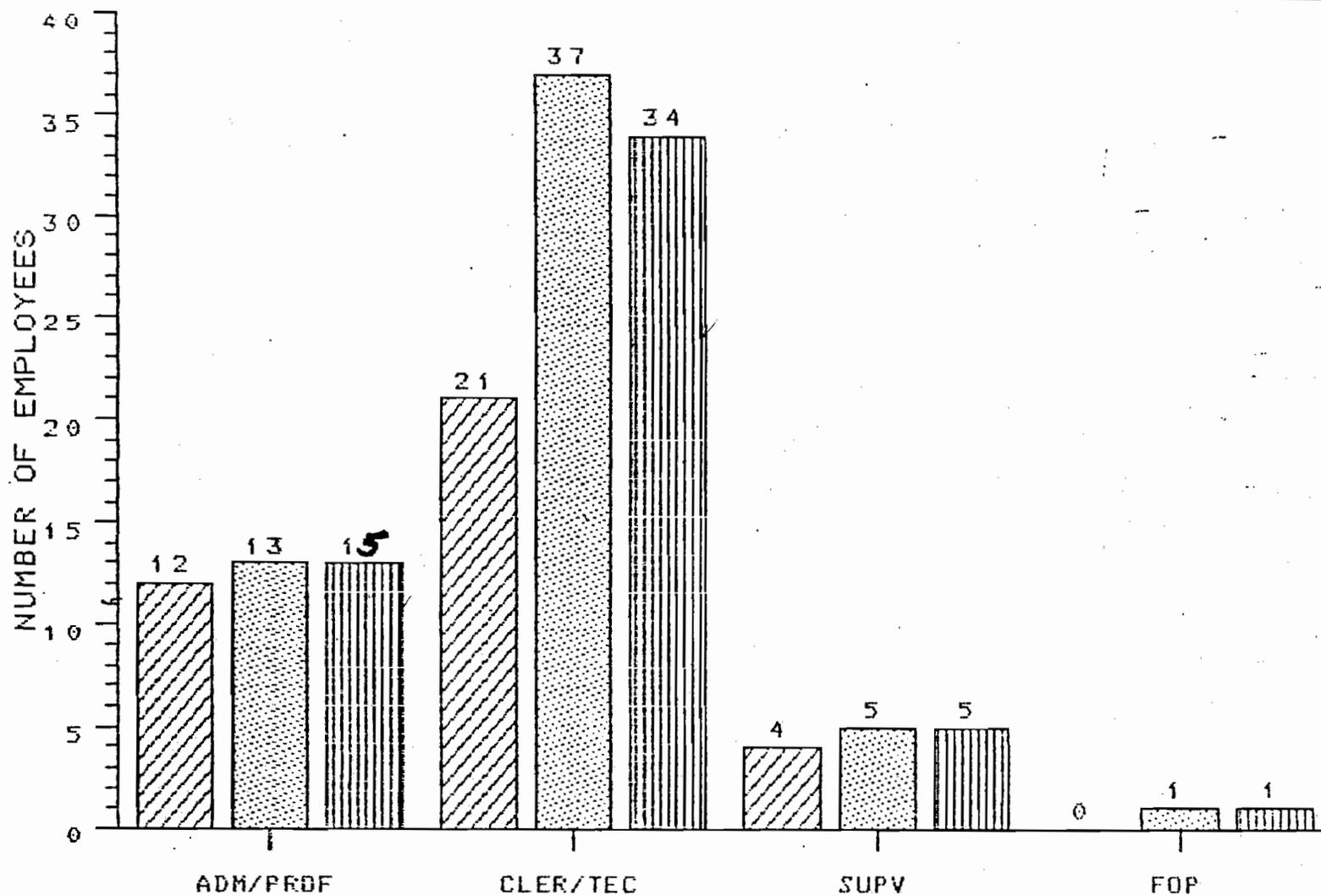
COMPOSITION OF NON-ACADEMIC WORKFORCE
ASIAN EMPLOYEES

	1981
	1980
	1979



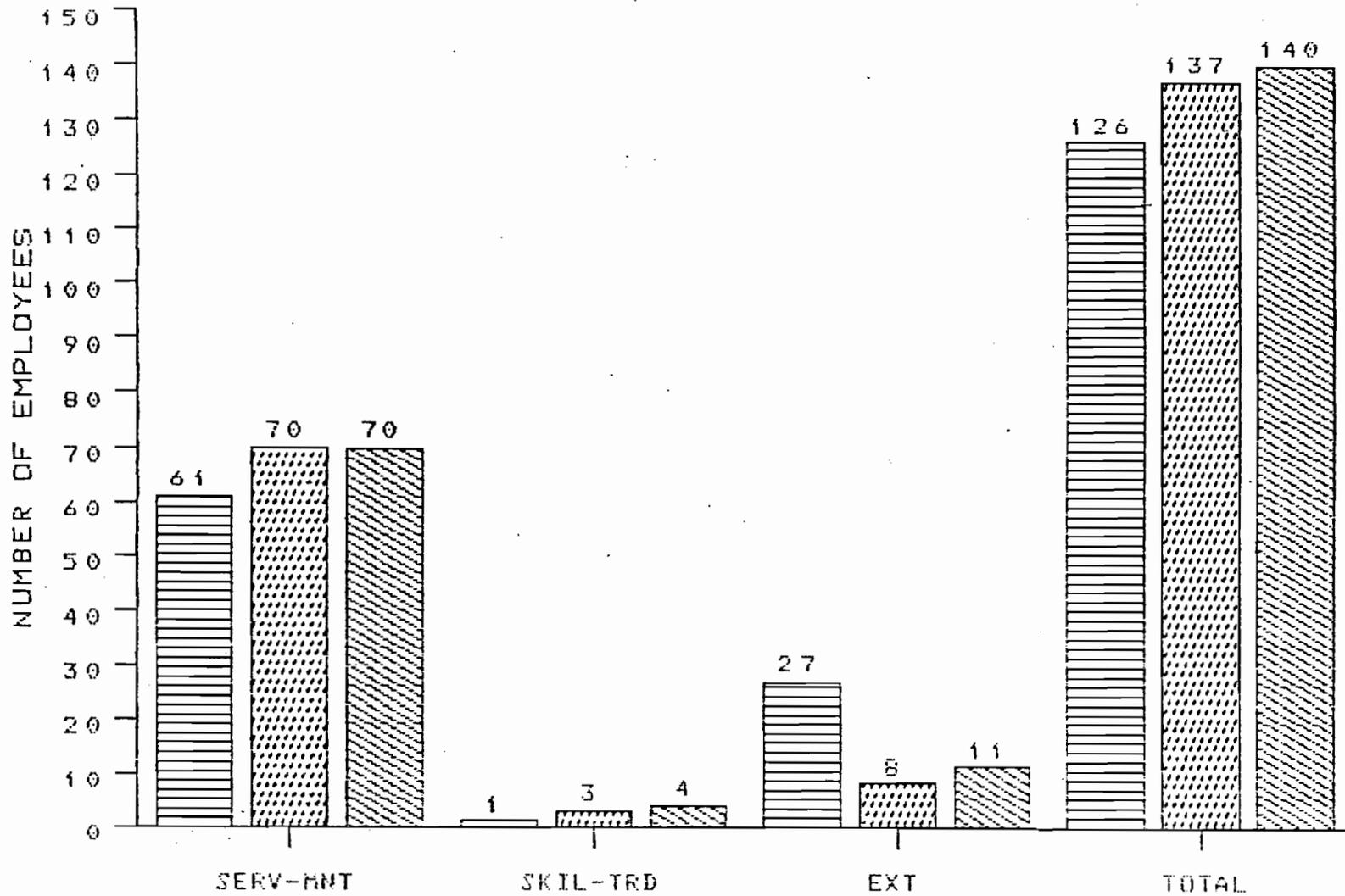
COMPOSITION OF NON-ACADEMIC WORKFORCE
HISPANIC EMPLOYEES

	1981
	1980
	1979

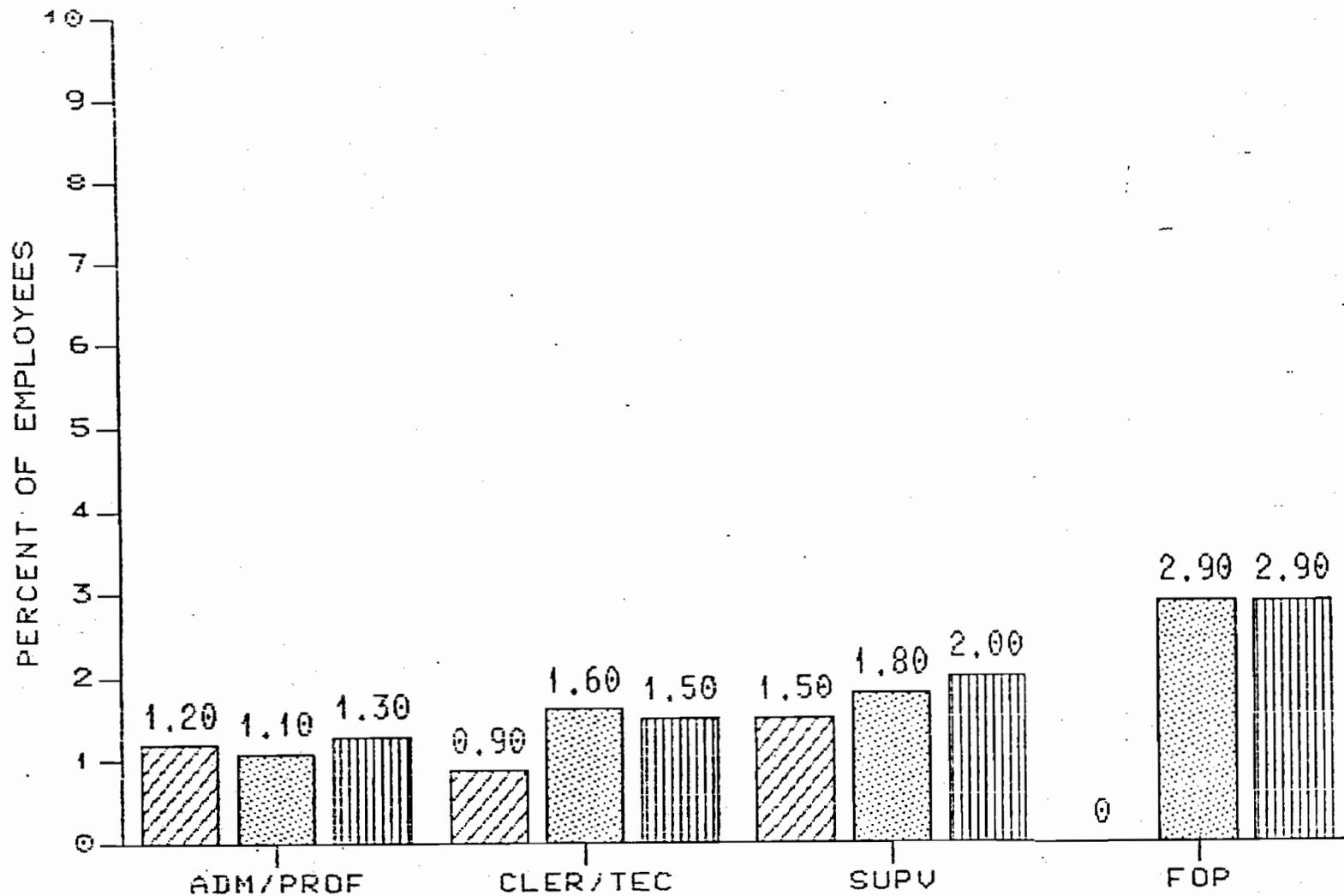
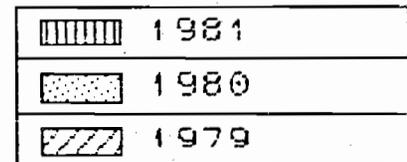


COMPOSITION OF NON-ACADEMIC WORKFORCE
HISPANIC EMPLOYEES

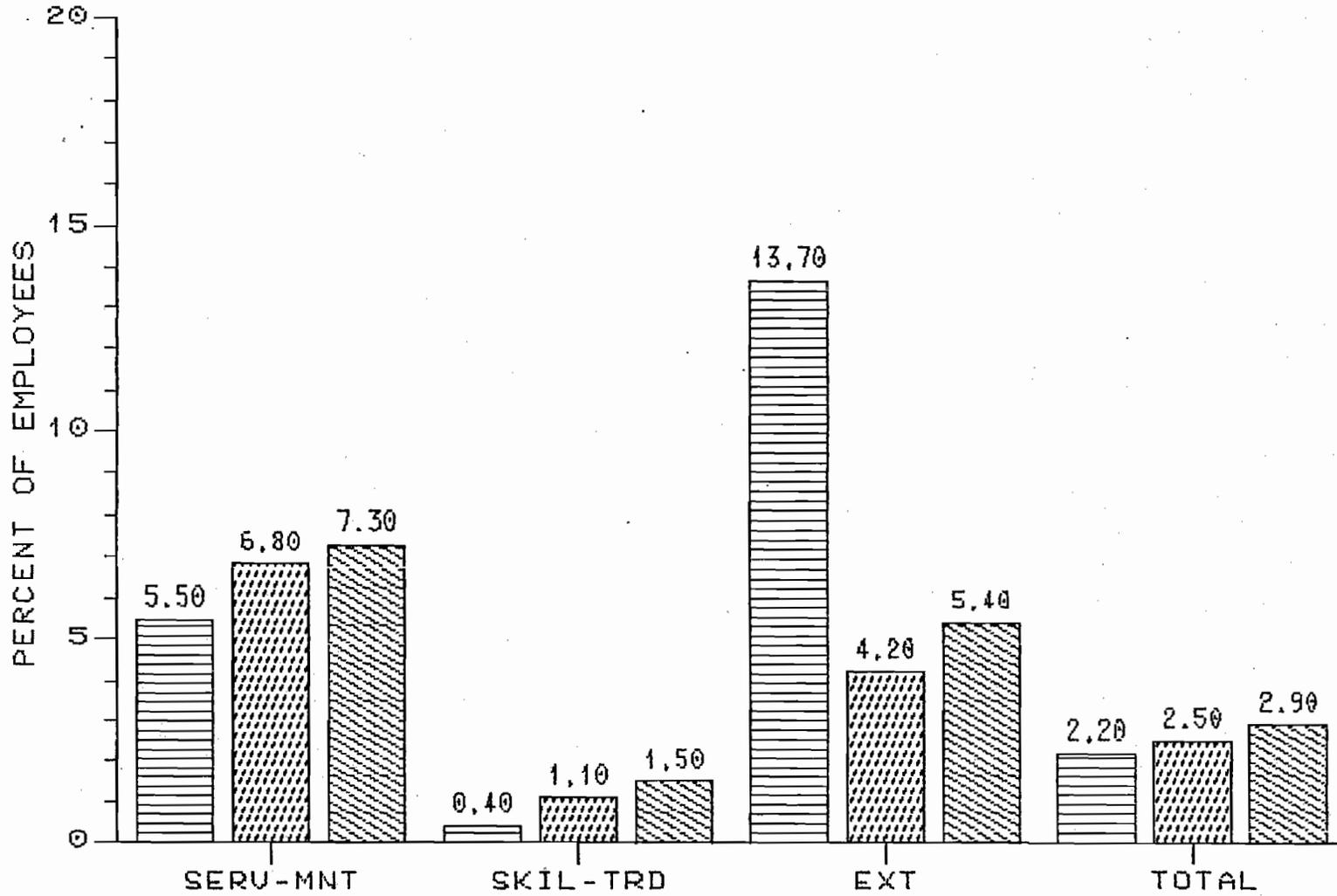
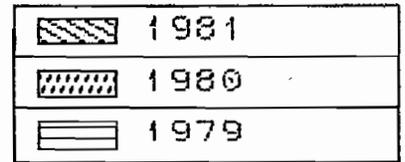
	1981
	1980
	1979



COMPOSITION OF NON-ACADEMIC WORKFORCE
HISPANIC EMPLOYEES

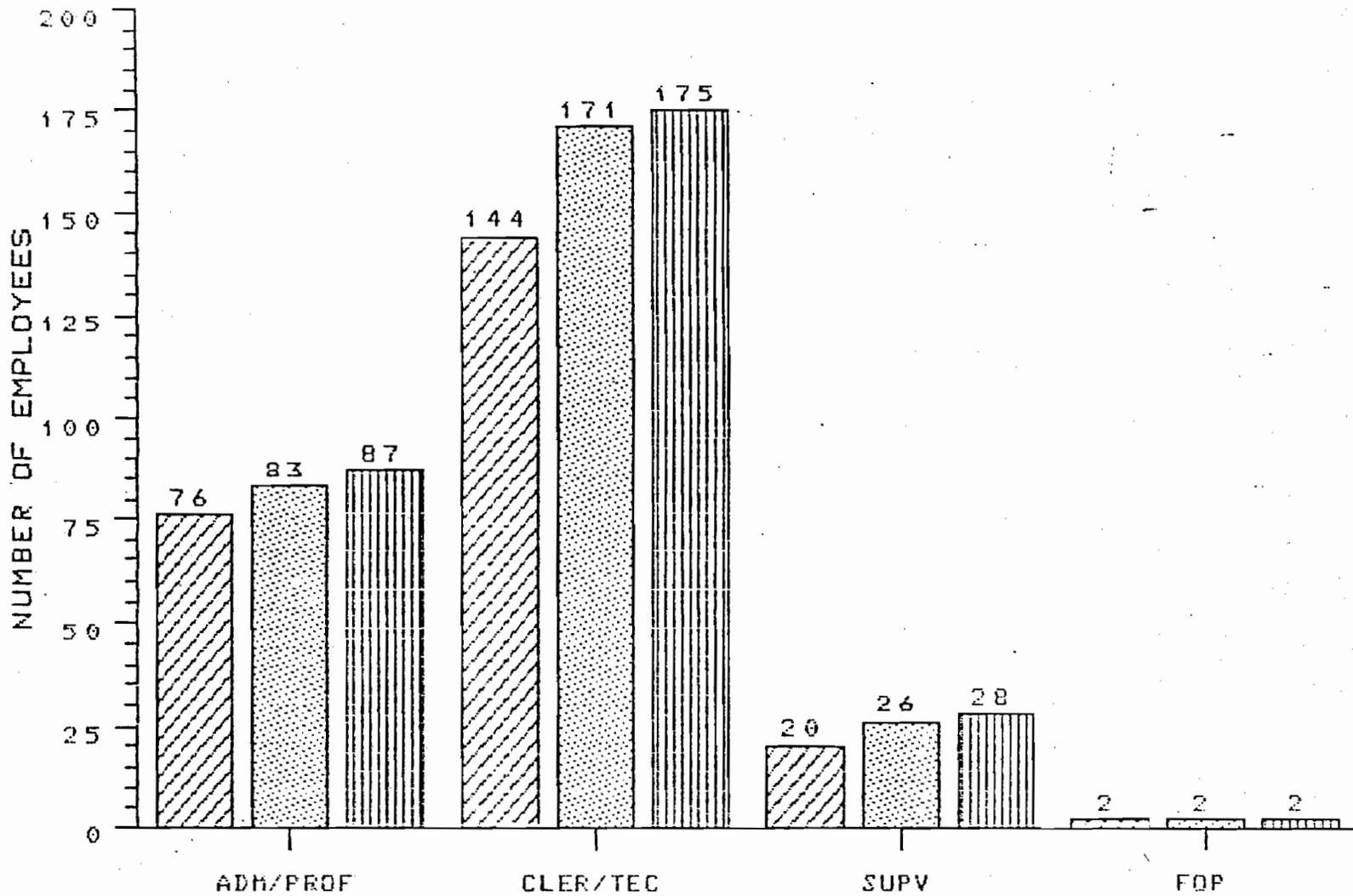


COMPOSITION OF NON-ACADEMIC WORKFORCE
HISPANIC EMPLOYEES

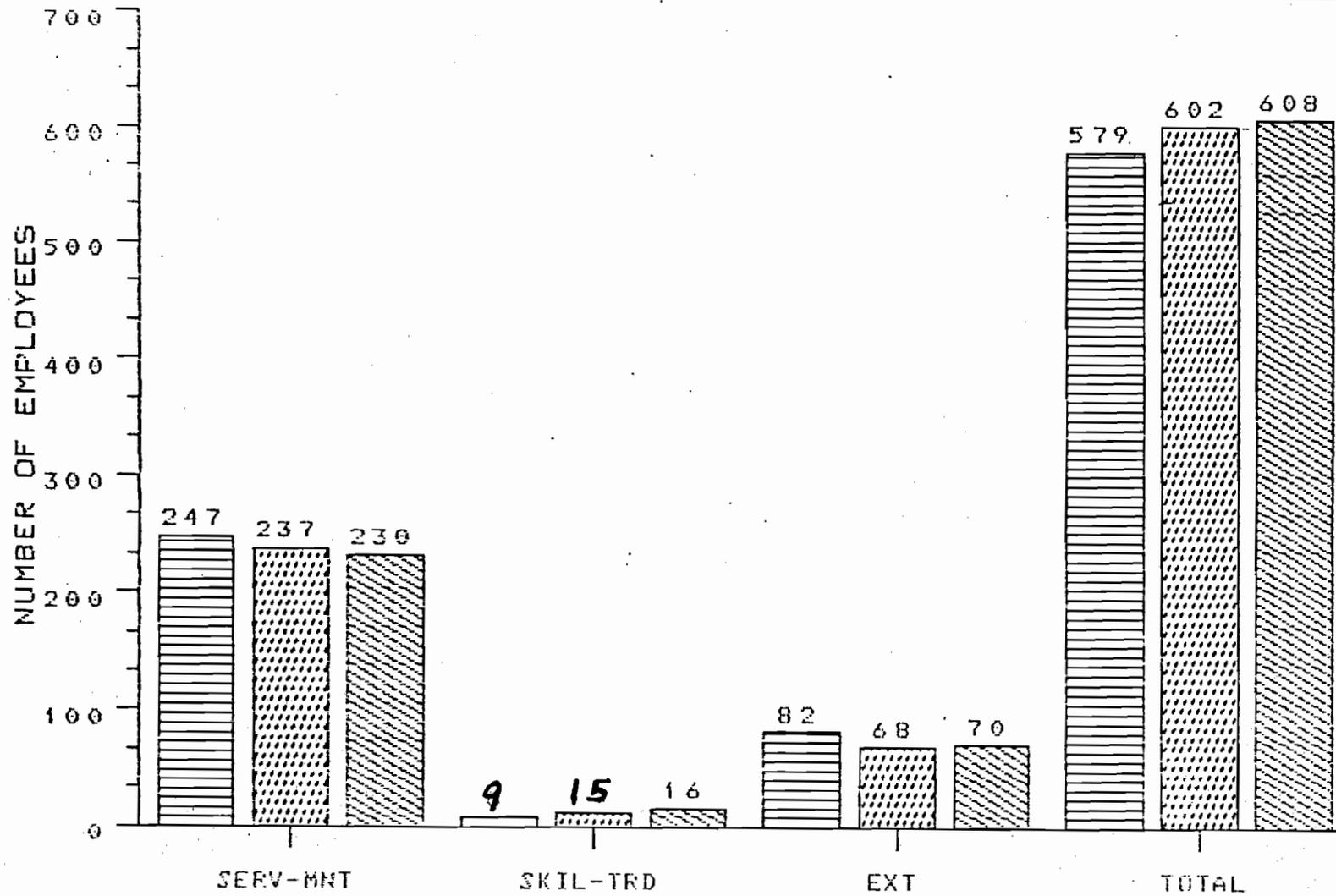
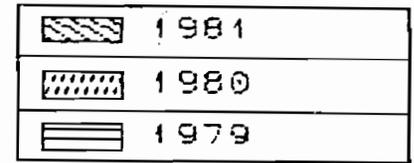


COMPOSITION OF NON-ACADEMIC WORKFORCE
MINORITY TOTAL

	1981
	1980
	1979

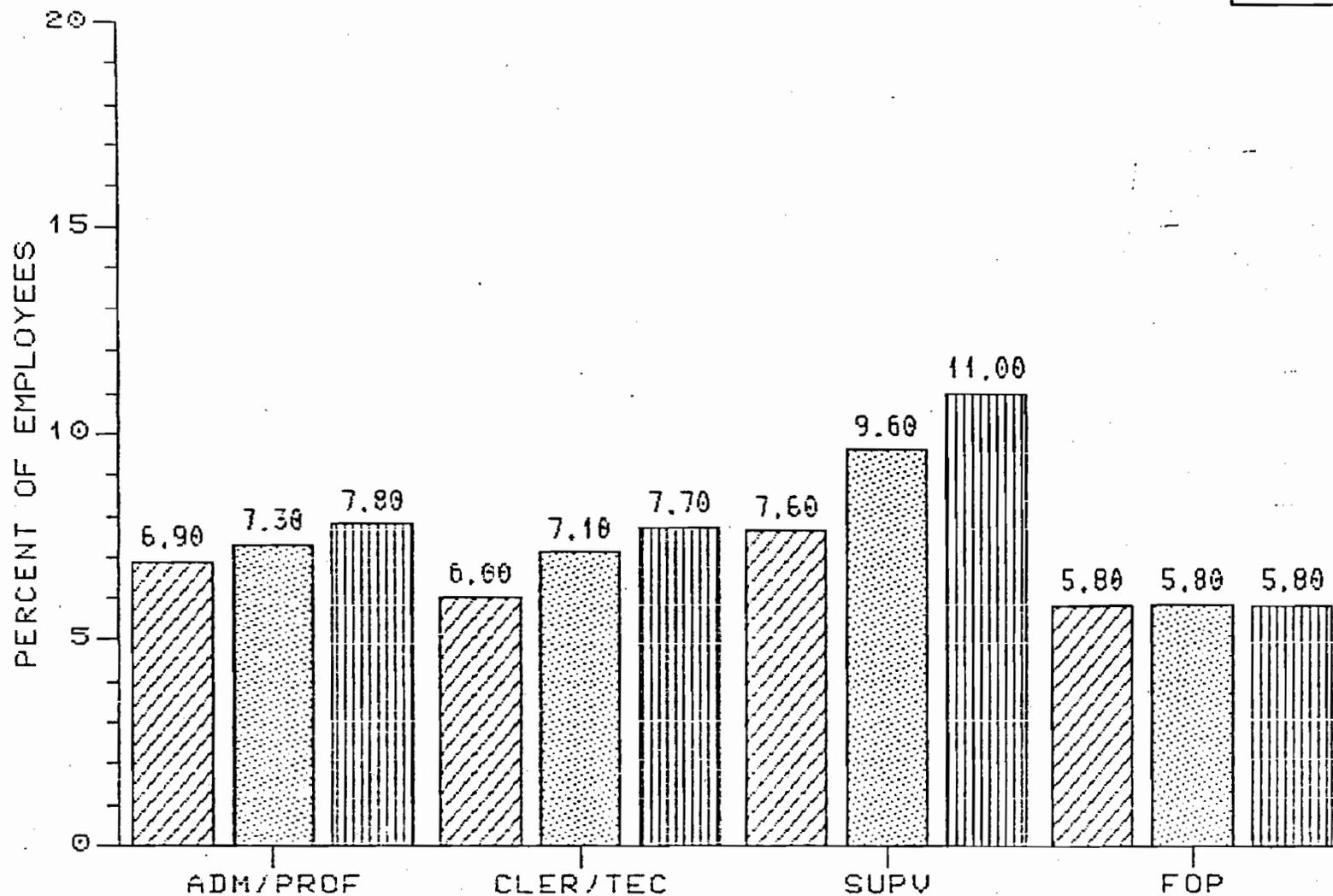


COMPOSITION OF NON-ACADEMIC WORKFORCE
MINORITY TOTAL



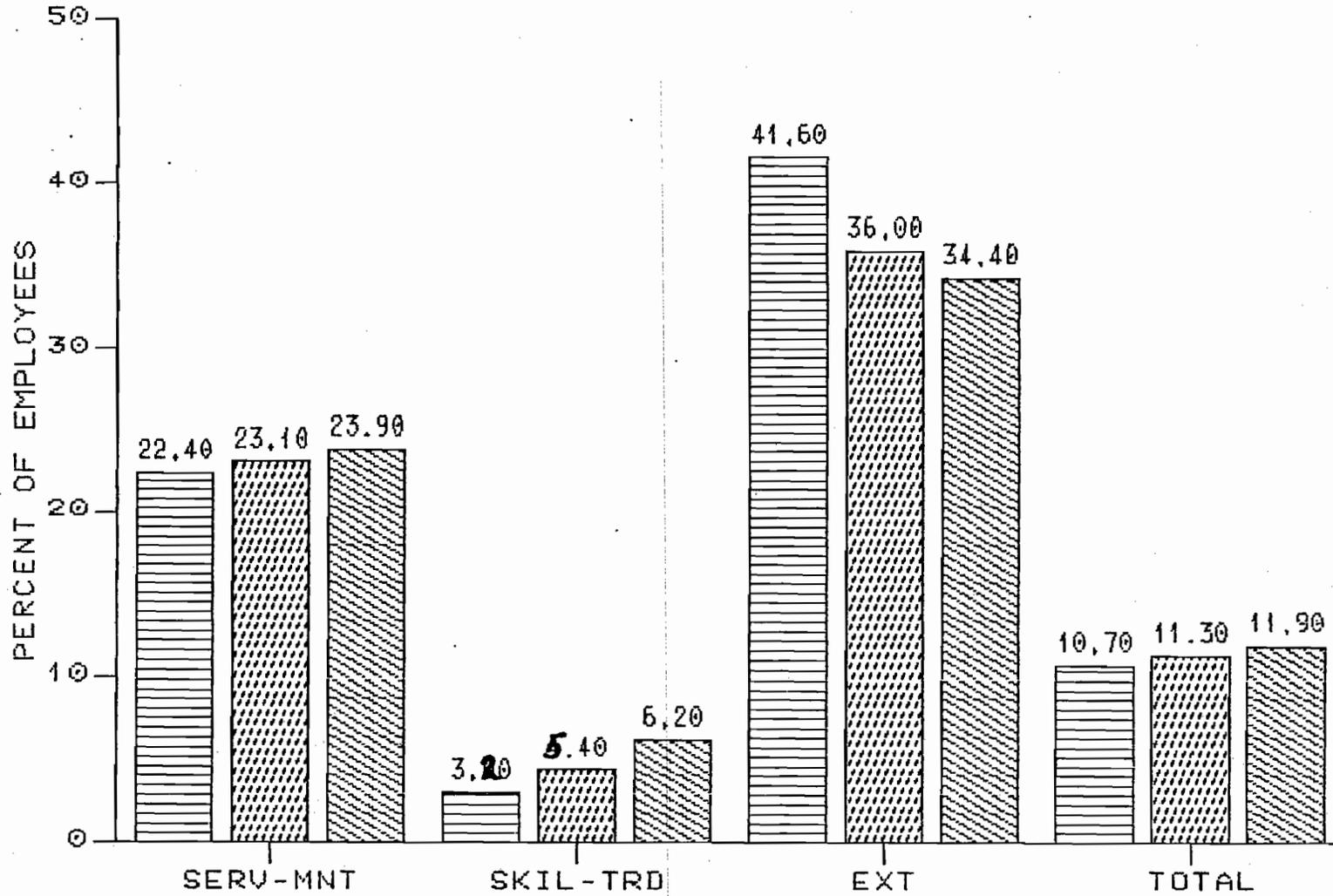
COMPOSITION OF NON-ACADEMIC WORKFORCE
MINORITY TOTAL

▨	1981
▩	1980
▧	1979

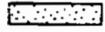
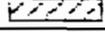


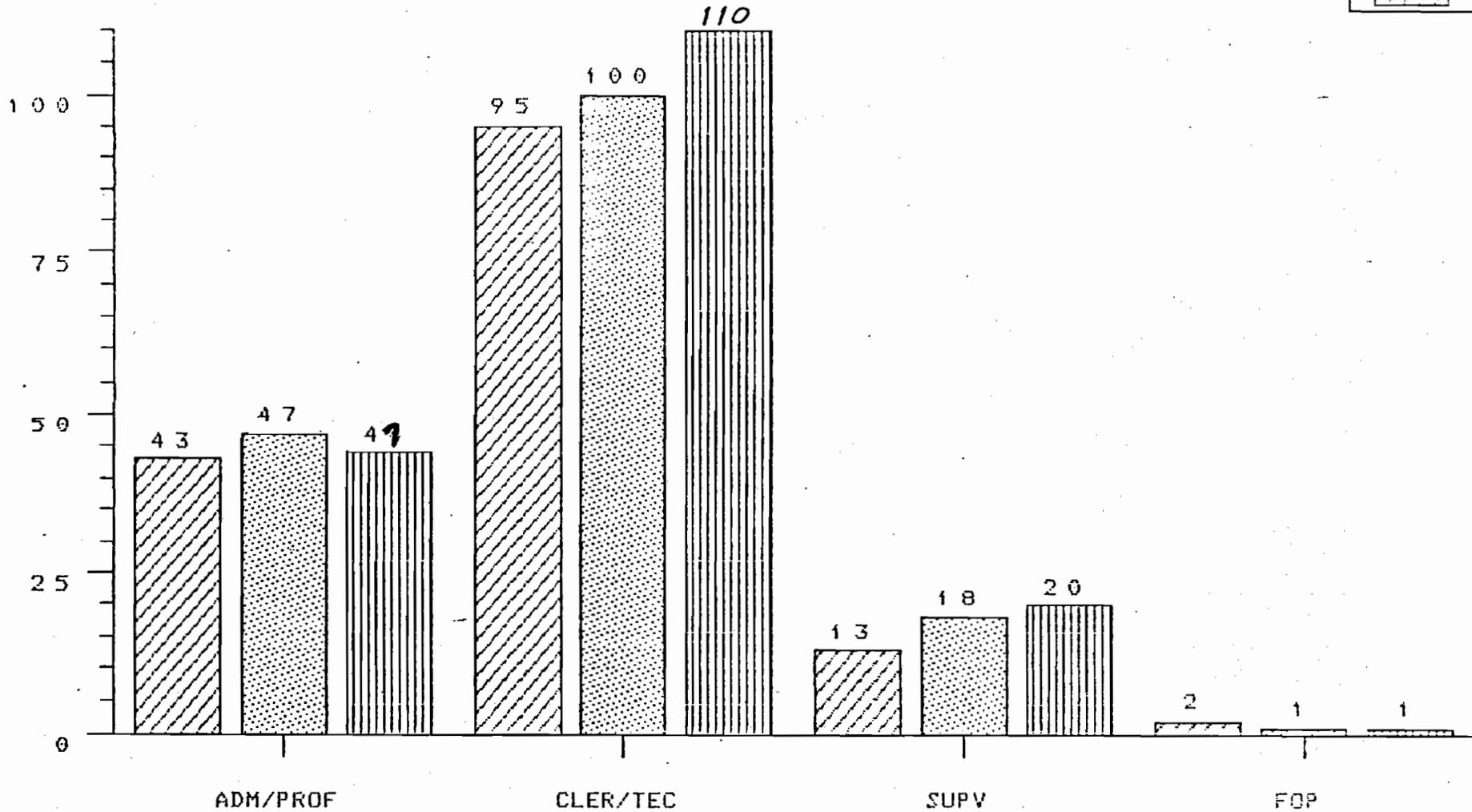
COMPOSITION OF NON-ACADEMIC WORKFORCE
MINORITY TOTAL

	1981
	1980
	1979

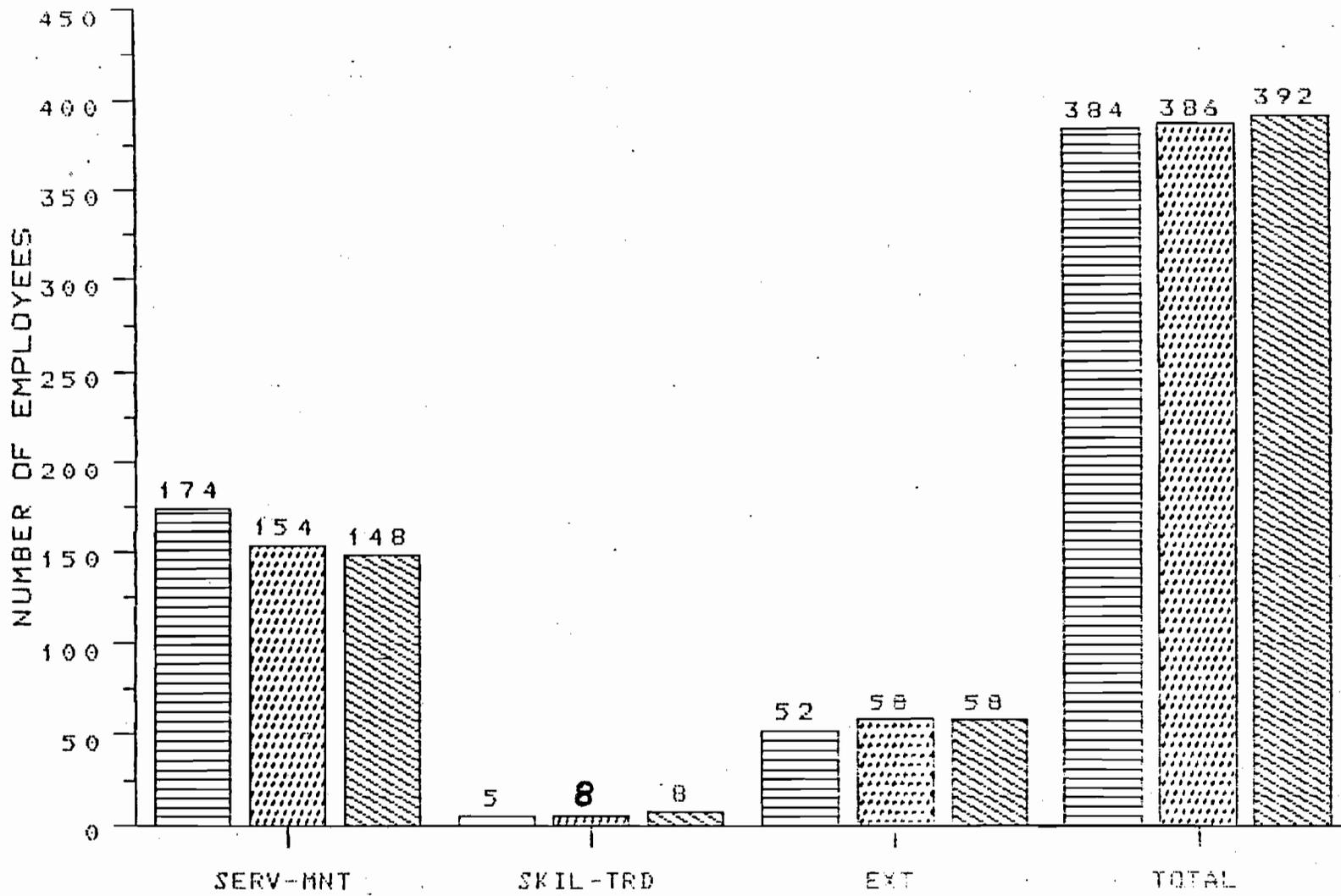
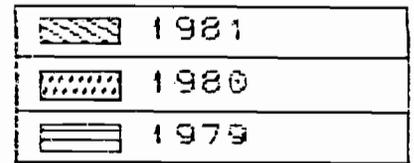


COMPOSITION OF NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES

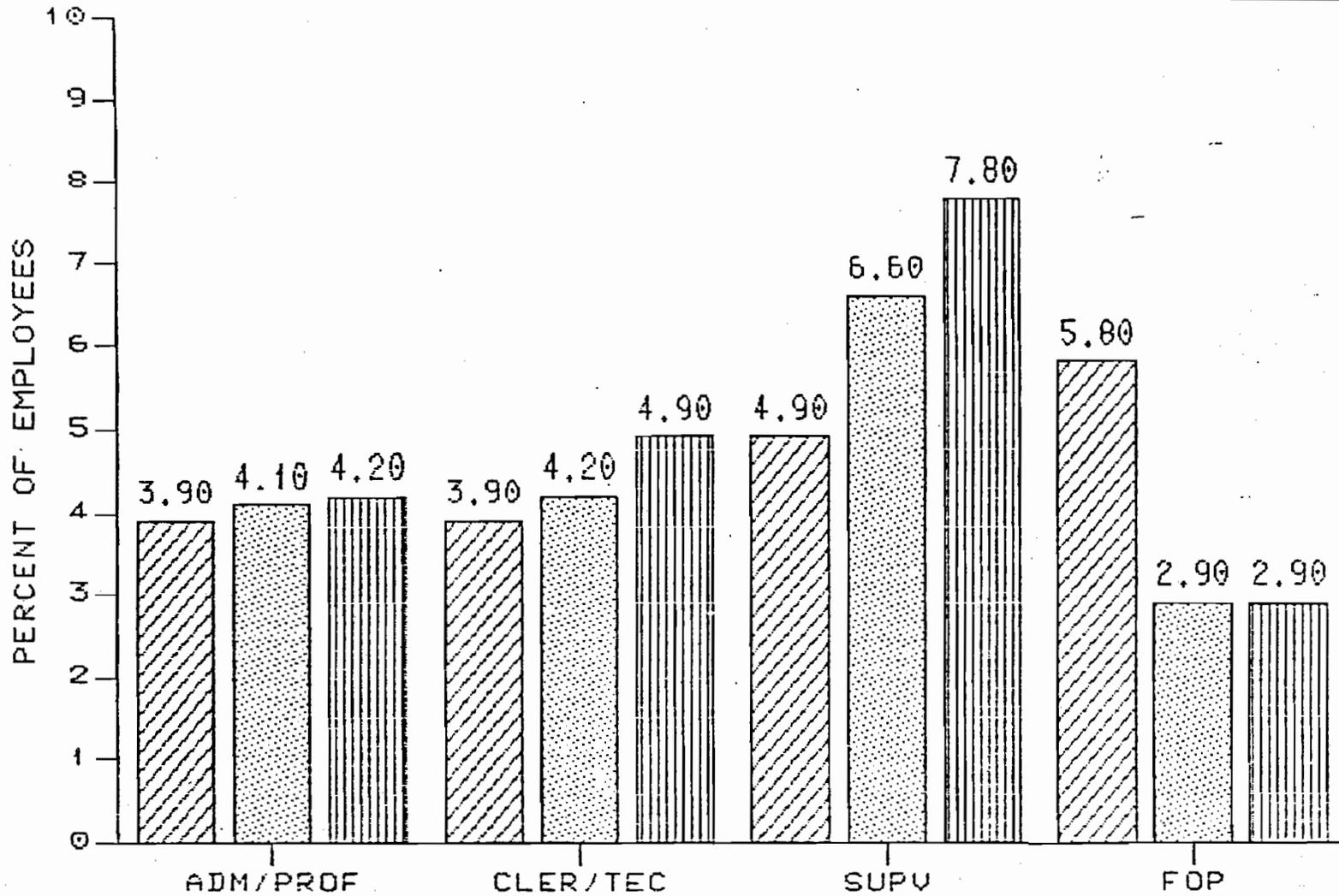
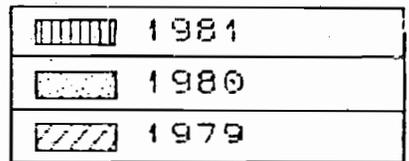
	1981
	1980
	1979



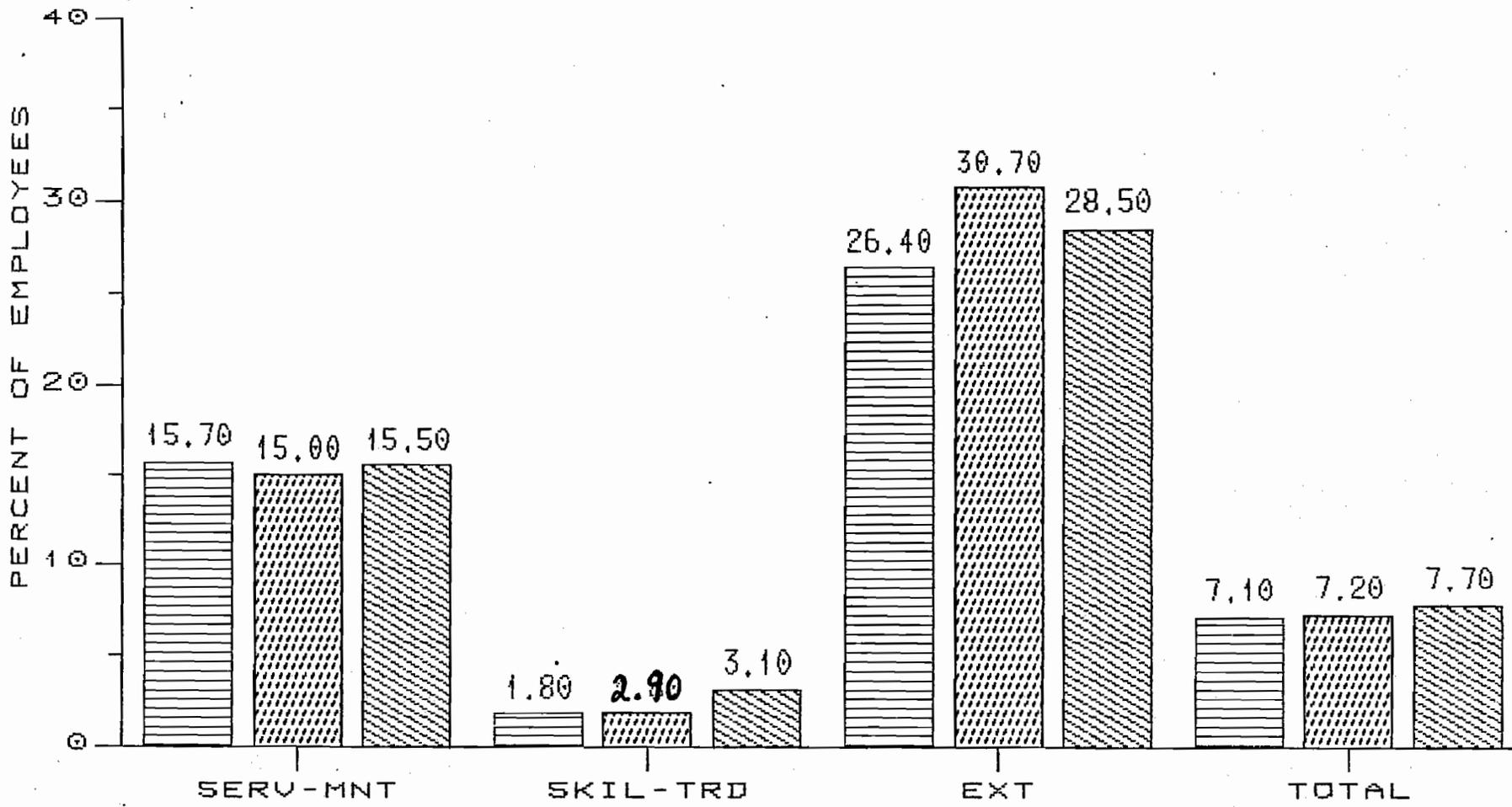
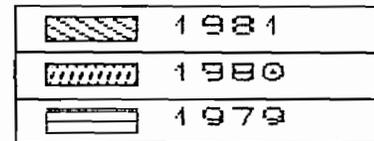
COMPOSITION OF NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES



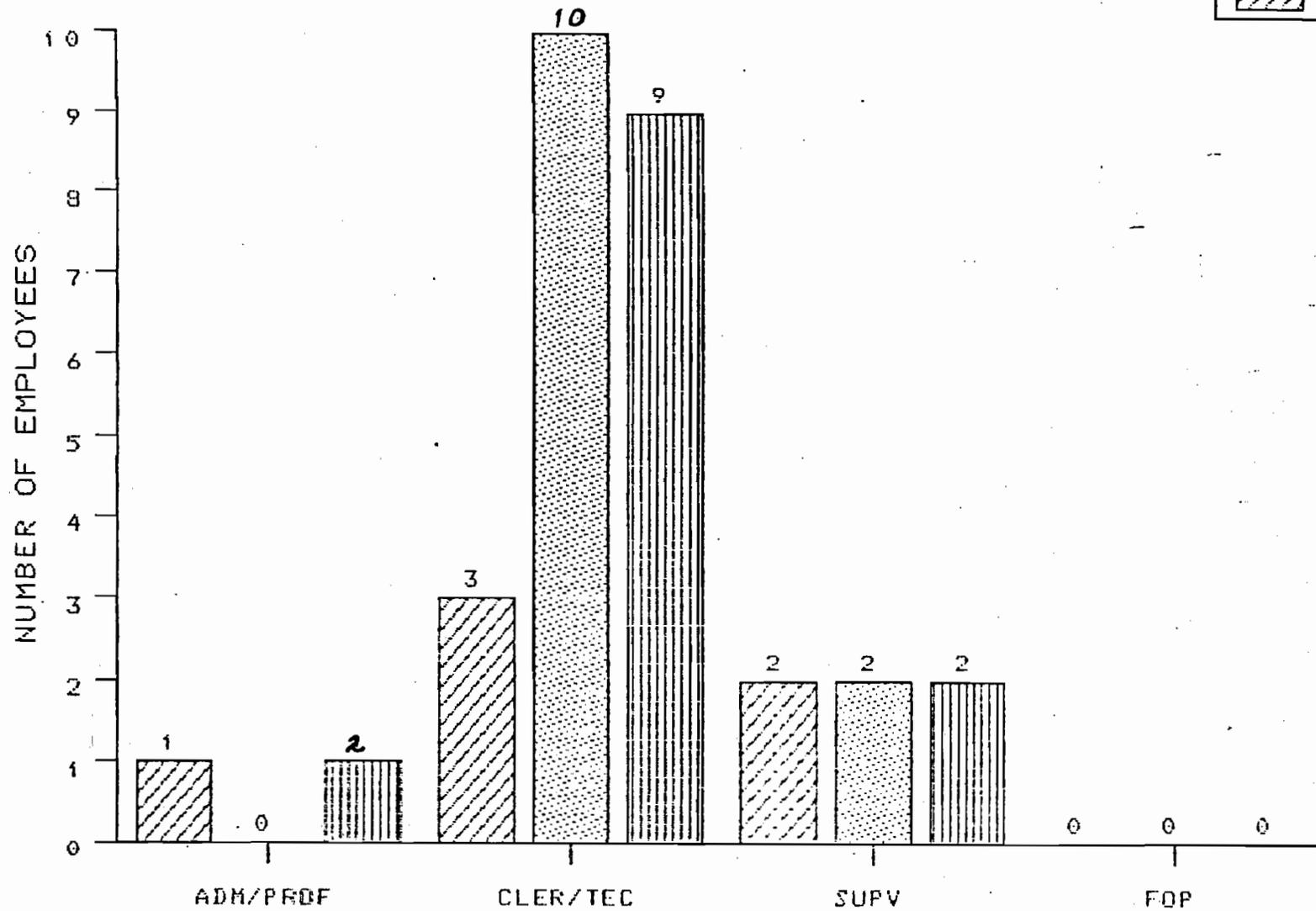
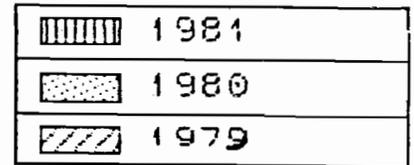
COMPOSITION OF NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES



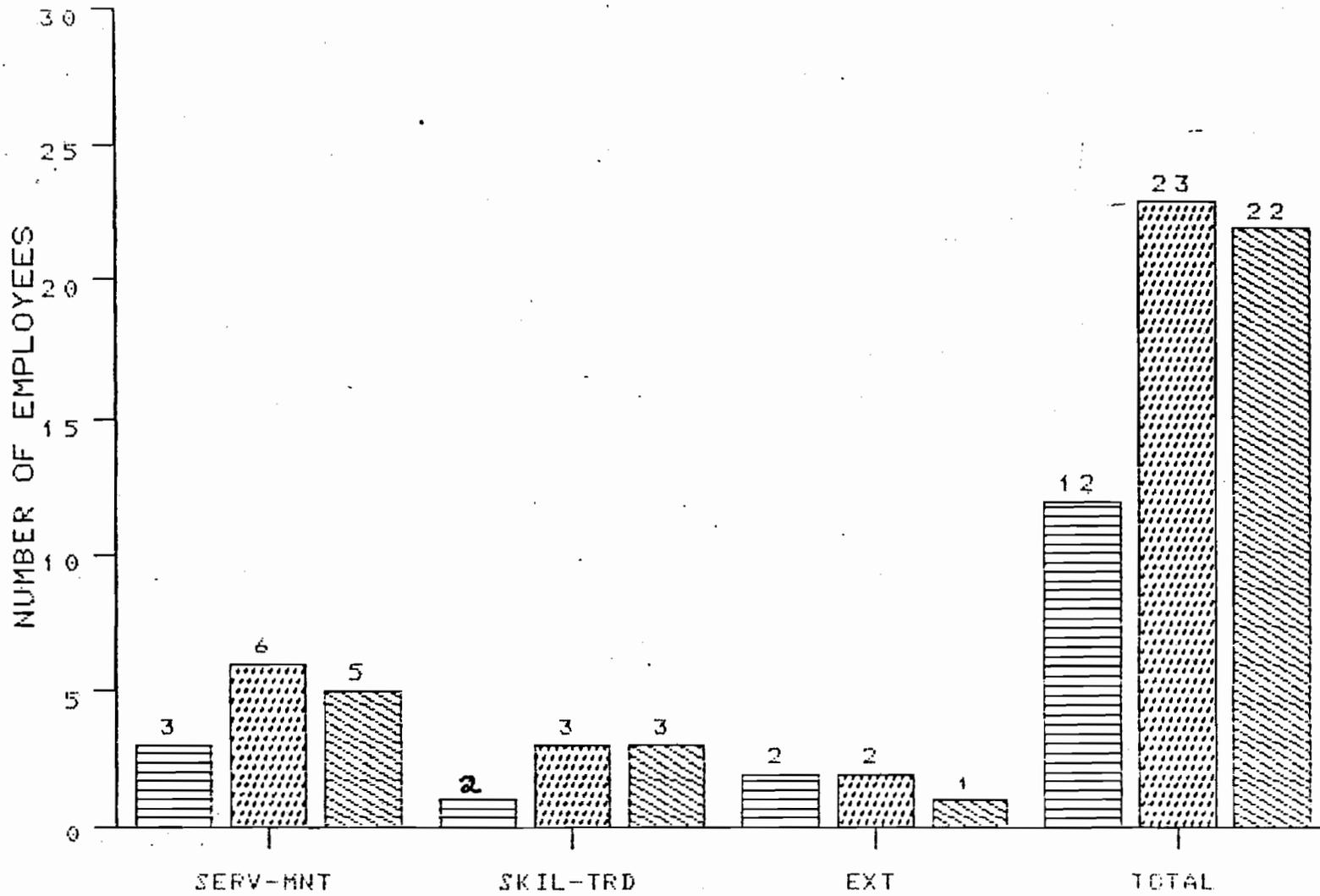
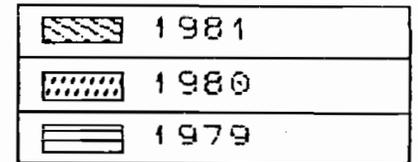
COMPOSITION OF NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES



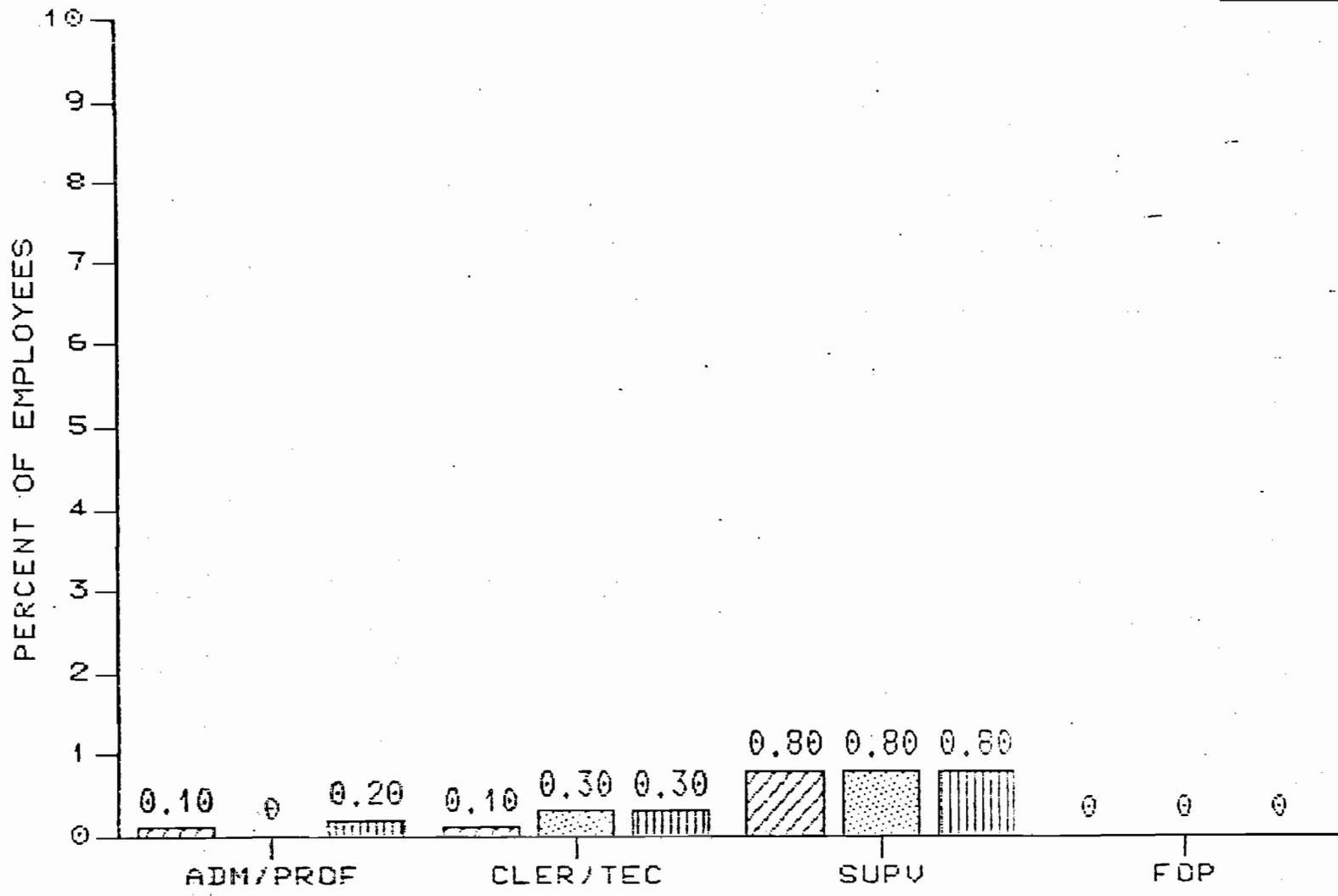
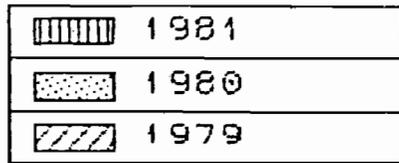
COMPOSITION OF NON-ACADEMIC WORKFORCE
NATIVE AMERICAN EMPLOYEES



COMPOSITION OF NON-ACADEMIC WORKFORCE
NATIVE AMERICAN EMPLOYEES

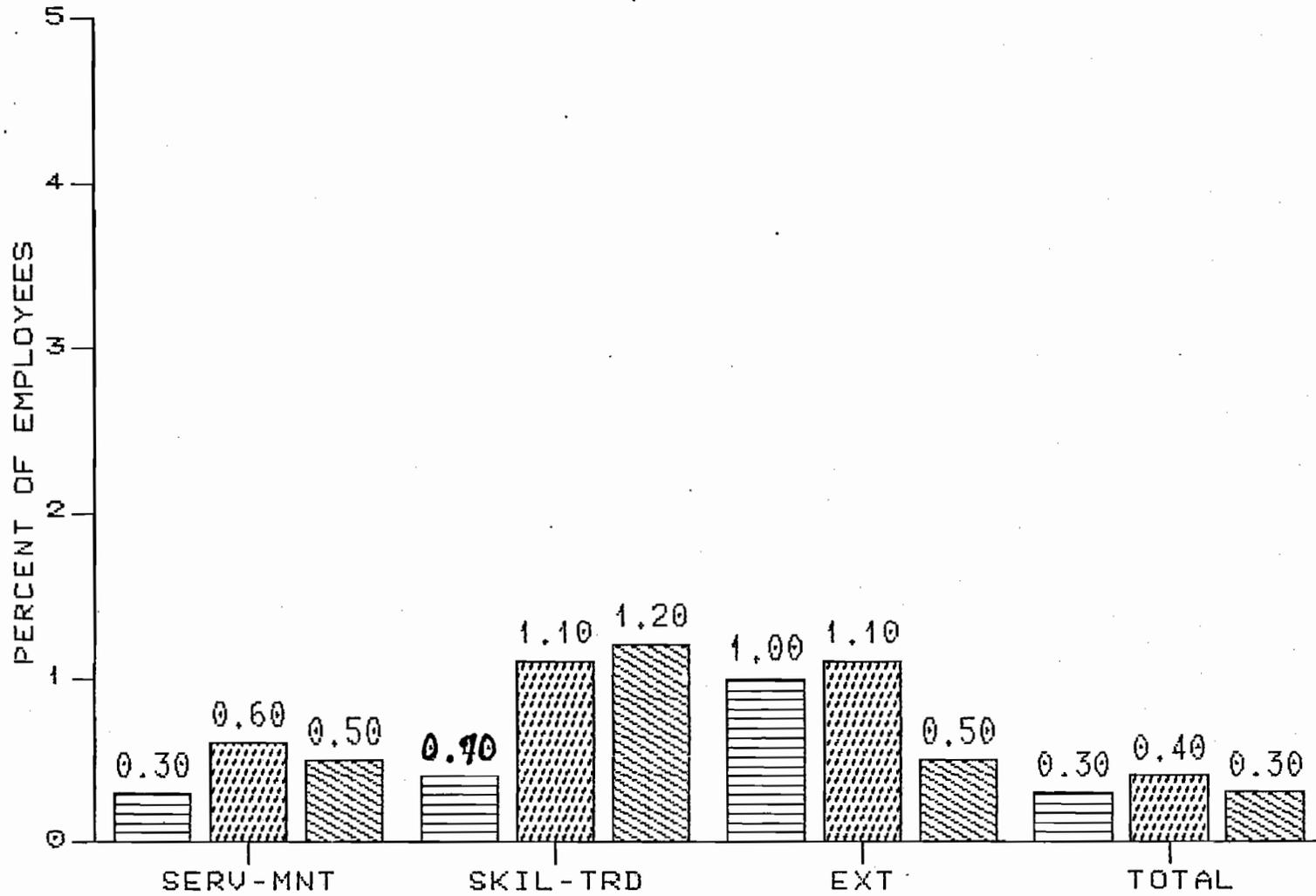


COMPOSITION OF NON-ACADEMIC WORKFORCE
NATIVE AMERICAN EMPLOYEES



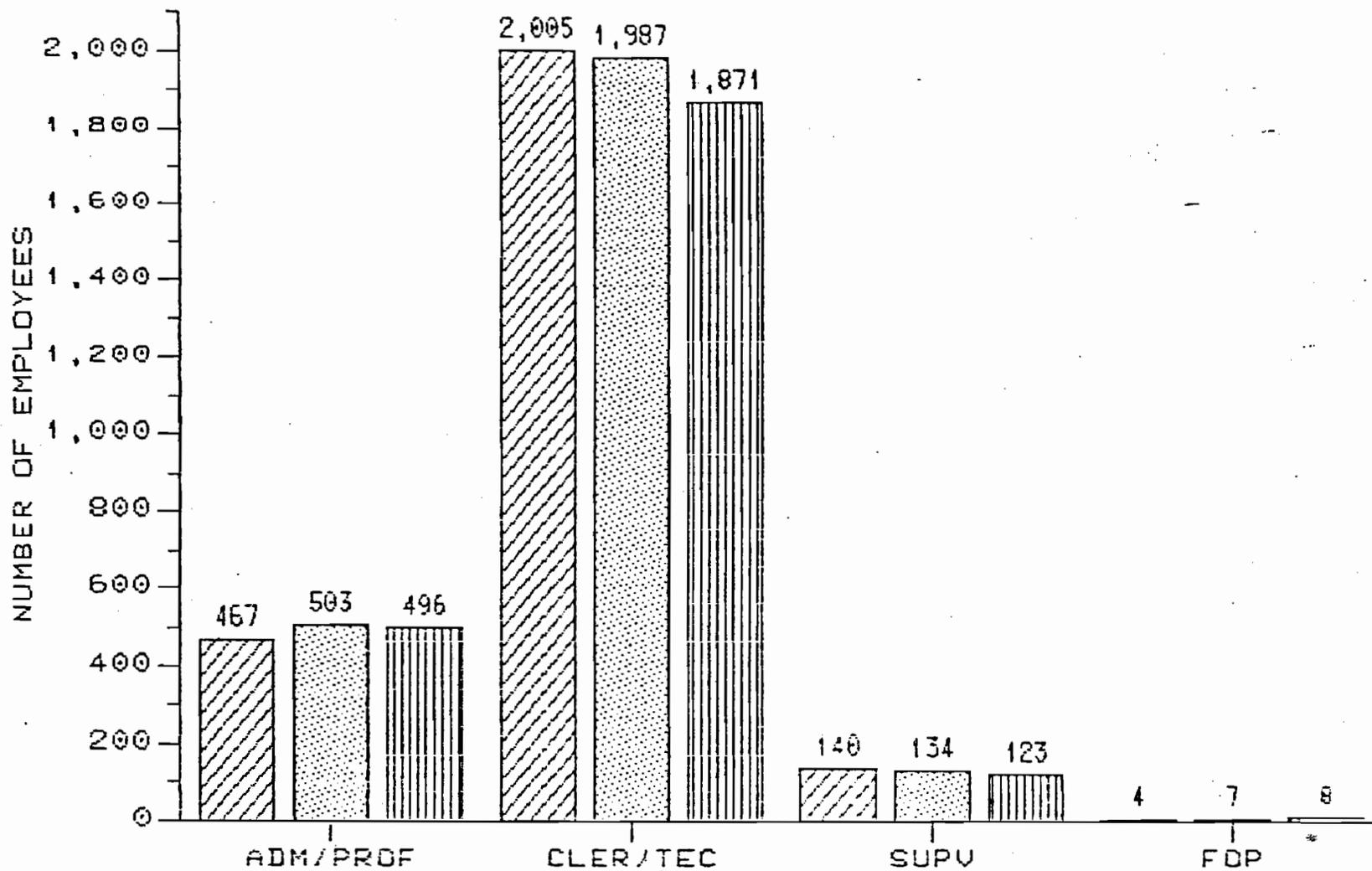
COMPOSITION OF NON-ACADEMIC WORKFORCE
NATIVE AMERICAN EMPLOYEES

	1981
	1980
	1979

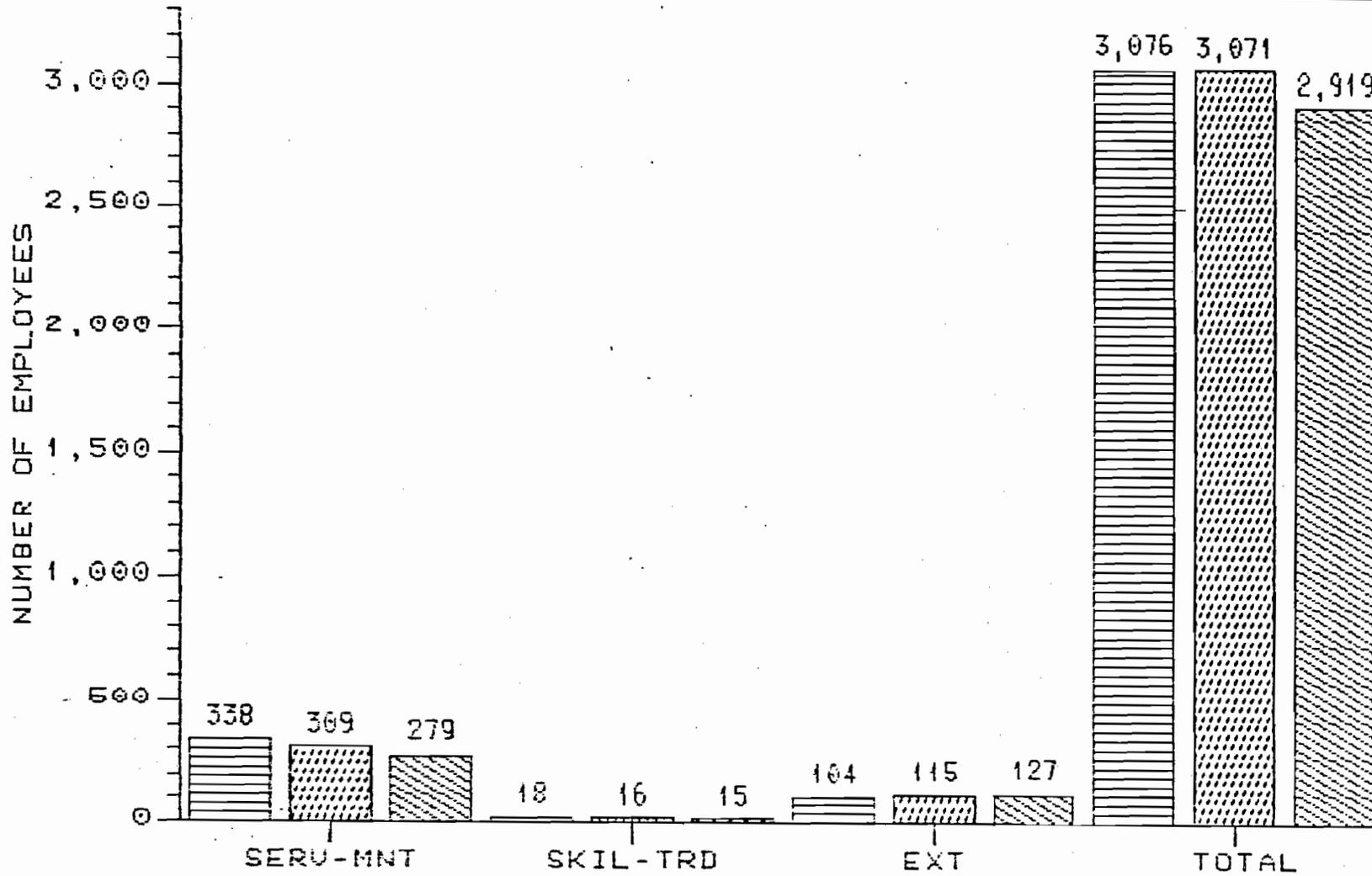
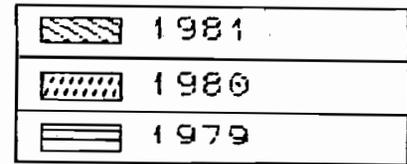


COMPOSITION OF NON-ACADEMIC WORKFORCE
 FEMALE NON-MINORITIES

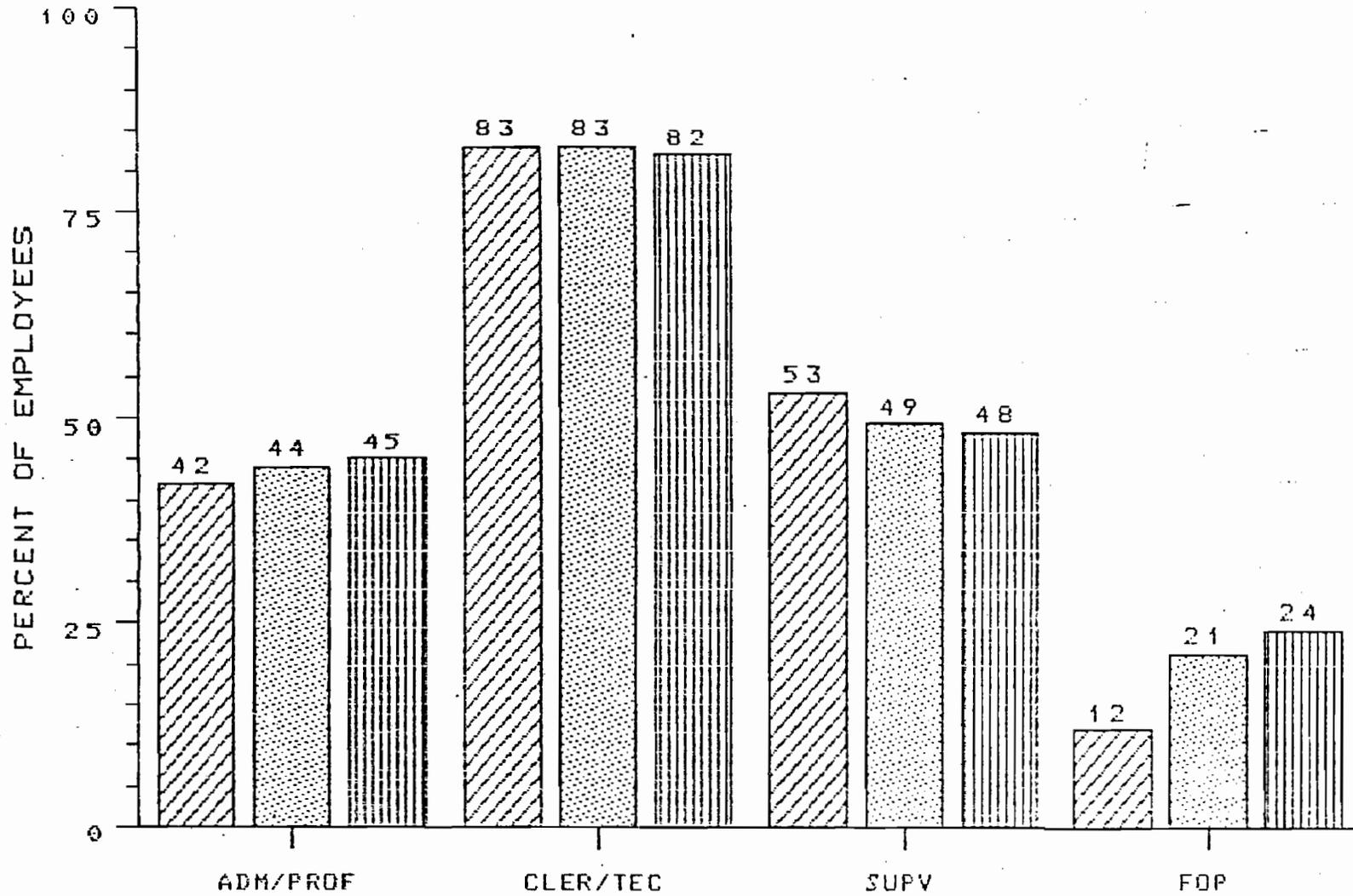
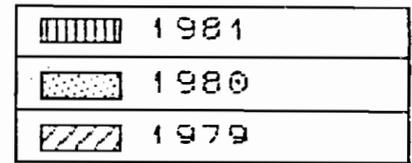
	1981
	1980
	1979



COMPOSITION OF NON-ACADEMIC WORKFORCE
 FEMALE NON-MINORITIES

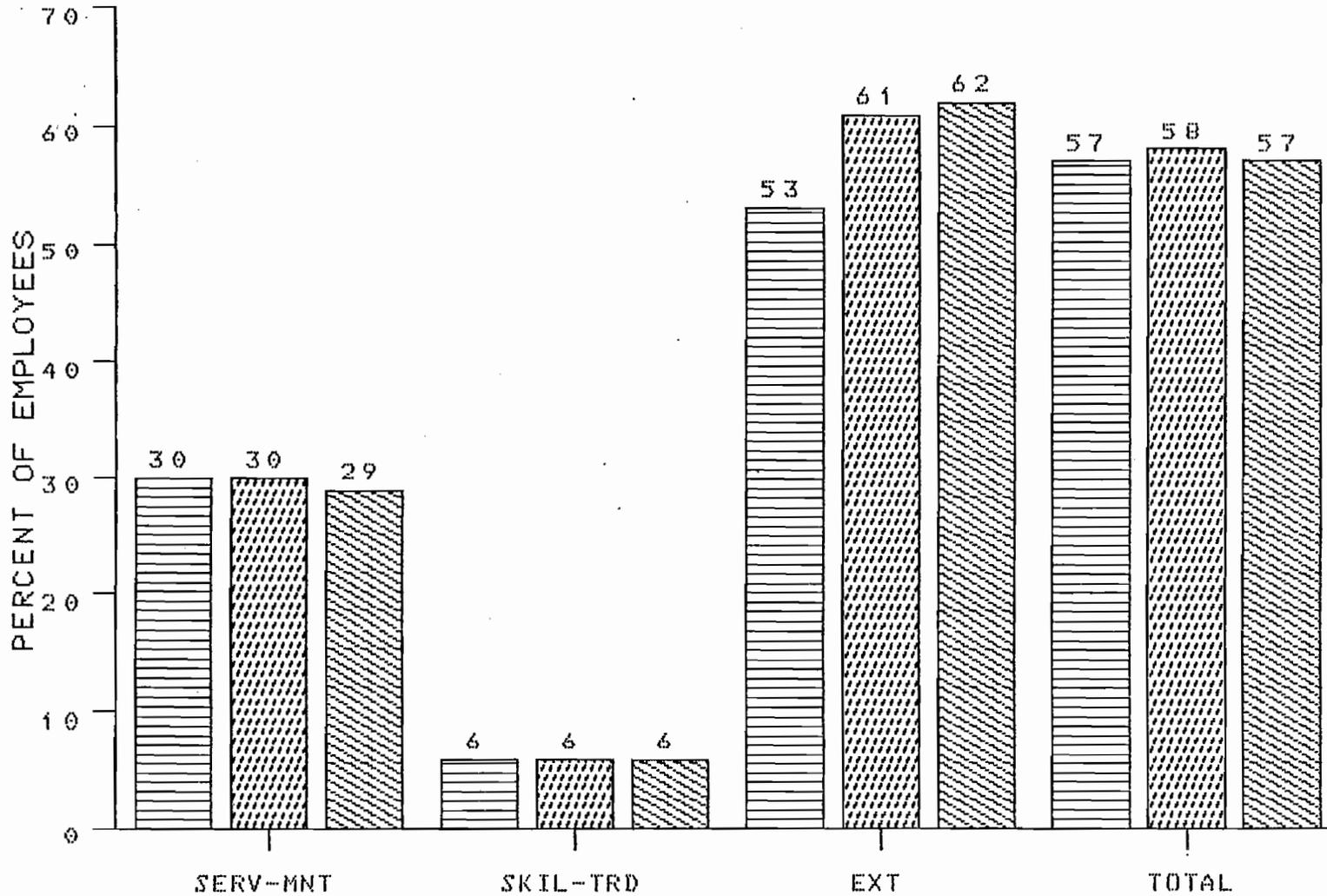


COMPOSITION OF NON-ACADEMIC WORKFORCE
FEMALE, NON-MINORITIES



COMPOSITION OF NON-ACADEMIC WORKFORCE
FEMALE NON-MINORITIES

	1981
	1980
	1979



MICHIGAN STATE UNIVERSITY
AACF Non-Academic
COMPARATIVE JOB GROUP ANALYSIS BY SEX AND RACE SUMMARY
7-1-79 to 7-1-80

Employee Group	REG-6 Cat. Code	7-1-79										7-1-80								NET CHANGE									
		Total	SEX				RACE				Total	SEX				RACE				Total	SEX				RACE				
			Women		Men		Non-Minority		Minority			Women		Men		Non-Minority		Minority			Women		Men		Non-Minority		Minority		
			Total	%	Total	%	Total	%	Total	%		Total	%	Total	%	Total	%	Total	%		Total	%	Total	%	Total	%	Total	%	
A-P Administrative	1	511	208	40.7	303	59.3	483	94.5	28	5.5	513	223	43.4	290	56.4	480	92.6	33	6.4	2	13	750.0	-13	-650.0	-3	-150.0	5	250.0	
A-P Professional	2	602	302	50.2	300	49.8	326	92.4	46	7.6	621	320	51.6	301	48.5	573	92.2	48	7.74	19	18	94.7	1	5.2	17	89.3	2	10.5	
TOTAL		1,113	510	45.8	603	54.2	1,039	93.4	74	6.6	1,134	543	47.9	591	52.1	1,053	92.9	81	7.14	21	33	157.1	-12	-57.1	14	66.7	7	33.3	
MSUEA Clerical	3	1,909	1,030	53.9	879	46.1	1,790	93.8	119	6.2	1,897	1,056	55.8	841	44.2	1,763	92.9	134	7.1	-12	6	-50.0	-16	150.0	-27	225.0	15	-125.0	
MSUEA Technical	4	505	282	55.8	223	44.2	480	95.0	23	5.0	477	279	58.5	198	41.5	443	92.9	34	7.1	-20	-3	10.7	-25	89.3	-37	132.1	9	-32.1	
TOTAL		2,414	1,312	54.3	1,102	45.7	2,270	96.0	144	6.0	2,374	1,335	56.3	1,039	43.7	2,206	92.9	168	7.1	-40	3	7.5	-43	107.5	-64	140.0	24	-60.0	
Local 999	2	248	119	47.7	129	52.3	230	96.7	8	3.3	234	10	4.3	224	95.7	241	94.9	13	5.1	8	-1	-12.5	9	112.5	3	37.5	5	62.5	
Local 150	6	1,113	503	45.2	610	54.8	868	77.8	247	22.2	1,046	489	46.7	557	53.3	796	76.1	250	23.9	-69	-16	23.2	-53	76.8	-72	104.3	3	-4.3	
FOR	6	34	4	11.8	30	88.2	32	94.1	2	5.9	34	6	17.6	28	82.4	32	94.1	2	5.9	0	2	0	-2	0	0	0	0	0	0
Local 547	8	36	0	0.0	36	100.0	35	97.2	1	2.8	36	1	2.8	35	97.2	33	91.7	3	8.3	0	1	0	-1	0	-2	0	2	0	
Local 274	6	2	0	0.0	2	100.0	2	100.0	0	0.0	2	0	0	2	100.0	2	100.0	0	0	0	0	0	0	0	0	0	0	0	0
Supervisors	3,4,5,6	266	133	50.0	133	50.0	246	92.3	20	7.5	266	147	55.3	119	44.7	244	91.7	22	8.3	0	-6	0	6	0	-2	0	2	0	
Extension	2,4	197	179	90.9	18	9.1	115	58.4	82	41.6	179	172	96.1	7	3.9	110	61.5	69	38.5	-18	-7	30.9	-11	61.1	-5	27.6	-13	22.2	
TOTAL		3,423	1,702	49.7	1,721	50.3	4,842	89.3	538	11.1	5,323	3,311	62.0	1,814	34.1	4,717	88.6	608	11.4	-117	45	-38.5	-162	138.5	-176	152.1	61	-52.1	

NACP Non-Academic
Comparative Job Group Analysis by Sex and Race

Job Group Number	7-1-79 Employees										7-1-80 Employees										Net Change Employees									
	Sex		Non-Hin.	Race						Total	Sex		Non-Hin.	Race						Total	Sex		Non-Hin.	Race						
	Women	Men		Total	B	A	II	AI	Women		Men	Total		B	A	II	AI	Women	Men		Total	B		A	II	AI				
C300	160	149	11	131	21/2	19	3	1/	7	1	173	163	10	133	40	24	2	13	1	13	14	-1	2	11	4	1	5	1		
C305	657	639	18	619	36/2	23	7/	6/	1/	594	583	11	561	33	22	2	8	1	-63	-56	-7	-58	-5	-4	-5	4	0			
C310	326	311	15	306	20/	14/	3/	7/		340	333	7	311	29	20	2	7		14	22	-8	5	9	6	-1	4				
C320	766	751	15	734	32/	25/	3/	6/		790	777	13	758	32	21	4	4	3	24	26	-2	24	0	-4	1	0	3			
C400	53	28	25	53	0					39	28	11	39	0				-14	0	-14	-14	0								
C410	19	1	18	19	0					18	0	18	18	0				-1	-1	0	-1	0								
C420	43	33	10	41	2/	2/				49	40	9	41	8	4	1		6	7	-1	0	6	2	1	3					
C430	167	116	51	159	6/2	1/	5/2			156	108	48	146	10	2	8		-11	-8	-3	-13	2	1	1						
C440	34	24	10	33	1/		1/			35	23	12	34	1		1		1	-1	2	1	0		0						
C445	2	2	0	1	1/	1/				5	3	2	4	1	1			3	1	2	3	0	0							
C450	70	11	19	29	1/		1/			25	12	13	25	0				-5	1	-6	-4	-1	0	-1						
C460	64	2	62	57	17	14		17	11	59	0	59	53	6	3		2	1	-5	-2	-3	-4	-1	-1		0	0			
C470	46	46	0	43	3/	1/	1/		11	46	46	0	41	5	1	2		0	0	0	-2	2	0	1		1				
C480	21	10	11	19	12	1/	1/			26	14	12	24	2	1	1		5	4	1	5	0	0	0						
C485	9	7	2	9	0					4	2	2	4	0				-5	-5	0	-5	0								
C490	4	1	3	4	0					5	2	3	4	1		1		1	1	0	0	1			1					
C495	13	1	12	13	0					10	1	9	10	0				-3	0	-3	-3	0								
TOTAL	2,414	2,132	282	2,270	144	95	25	21	3	2,174	2,135	239	2,206	168	99	23	38	8	-40	1	-43	-64	24	4	-2	17	5			

AAAS - Non-Academic
Comparative Job Group Analysis by Sex and Race

Job Group Number	7-1-79 Employees										7-1-80 Employees										Net Change Employees											
	Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race									
		Women	Men		Total	B	A	H	AI		Women	Men		Total	B	A	H	AI		Women	Men		Total	B	A	H	AI					
S320	91	91	2	92	1/					1/	89	88	1	86	3	2					1	-4	-3	-1	-6	2	2					0
S360											4	4		4								4	4	0	4	0						
S460																																
S599	14	0	14	13	/1					/1	15		15	14	1						1	0	1	1	0						0	
S640	43	5	38	38	4/1	3/				1/1	43	6	37	35	8	4					4	0	1	-1	-3	1	-1				2	
S660	29	12	17	28	/1					/1	23	5	18	22	1						1	-6	-7	1	-6	0					0	
S670	23	1	20	22	/1	/1					23	3	20	22	1	1						0	0	0	0	0	0					
S680	64	42	22	53	8/3	2/	1/			/1	69	41	28	61	8	8						5	-1	6	8	-3	-1	-1	-1			
TOTAL	266	153	113	246	20	13	1	4		2	266	147	119	244	22	15					5	0	-6	6	-2	2	2	-1		1		

Comparative Job Group Analysis by Sex and Race

Job Group Number	7-1-79										7-1-80										Net Change									
	Employees										Employees										Employees									
	Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race							
		Women	Men		Total	B	A	H	AI		Women	Men		Total	B	A	H	AI		Women	Men		Total	B	A	H	AI			
1605	273	172	101	171	71/31	52/20	12/3	7/1	1/1	245	165	80	147	98	63	4	29	2	-28	-7	-21	-24	-4	-9	0	4	1			
1610	151	66	85	106	33/12	17/5				158	70	88	105	53	25	1	27		7	4	3	-1	8	3	1	4				
1615	27	26	1	25	2/	2/				23	21	2	21	2	2				-4	-5	1	-4	0	0						
1620	35	2	33	33	/2	/1		/1		33	2	31	30	3	2		1		-2	0	-2	-3	1	1			0			
1625	10	0	10	9	/1			/1		10		10	9	1			1		0		0	0	0					0		
1630	87	49	38	72	10/5	9/4		7/1		75	45	30	60	15	9		5	1	-12	-4	-8	-12	0	-3		2	1			
1635	92	3	89	85	/7	/4		/3		91	3	88	84	7	4		3		-1	0	-1	-1	0	0				0		
1640	42	1	41	36	/6	/4		/2		41	1	40	35	6	4		2		-1	0	-1	-1	0	0				0		
1645	45	10	35	37	3/5	7/3		1/1		29	8	21	23	6	5		1		-16	-2	-14	-14	-2	-1	-1			0		
1650	78	4	74	77	/1			/1		71	3	68	69	2	1		1		-7	-1	-6	-8	1	1				0		
1655	9	3	6	6	2/1	7/1				9	4	5	5	4	4				0	1	-1	-1	1	1						
1660	93	90	3	69	23/1	29/1		3/		93	90	3	74	19	16		3		0	0	0	5	-5	-5	-3		3			
1665	57	50	7	42	13/2	12/2				58	51	7	42	16	14		1	1	1	1	0	0	1	0		1	0		0	
1670	42	28	14	31	10/1	9/1				39	26	13	25	14	13			1	-3	-2	-1	-6	3	1				0		
1675	53	1	52	48	/5	/3		/1		50		50	46	4	3		1		-3	-1	-2	-2	-1	0	0		-1			
1680	21	0	21	21	0					21		21	21						0		0	0								
TOTAL	1115	505	610	868	167/80	121/52		39/27	3/	1,046	489	557	796	250	165	6	74	5	-69	-16	-53	-72	3	-9	-3	13	2			

Comparative ACIP Non-Academic Group Analysis by Sex and Race

Job Group Number	7-1-79 Employees										7-1-80 Employees										Net Change Employees													
	Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race											
		Women	Men		Total	Minority					Women	Men		Total	Minority					Women	Men		Total	Minority										
						B	A	H	AI						B	A	H	AI						B	A	H	AI							
A105	31	15	16	31	0						30	19	11	29	1	1							-1	4	-5	-2	1	1						
A110	52	49	3	50	2/		2/				54	52	2	49	5	1	3	1						2	3	-1	-1	3	1	1	1			
A115	16	1	15	14	1/1	1/1					15	1	14	13	2	1	1							-1	0	-1	-1	0	0	0				
A120	41	41	0	37	4/	3/	1/				39	39		35	4	3	1							-2	-2	0	-2	0	0	0				
A125	48	36	12	46	2/	2/					52	43	9	49	3	3								4	7	-3	3	1	1					
A130	116	33	83	108	3/5	1/3	2/1	1/1			116	35	81	108	8	3	4	1						0	2	-2	0	0	-1	1	0			
A135	25	9	16	24	1/	1/					25	10	15	24	1	1								0	1	-1	0	0	0					
A140	136	23	113	129	4/3	3/2	1/	1/1			138	22	116	131	7	5		2						2	-1	3	2	0	0	-1	1			
A145	39	1	38	37	1/2	1/1	1/1				37	2	35	35	2	1	1							-2	1	-3	-2	0	0	0				
A150	7	0	7	7	0						8		8	8										1	0	1	1	0						
A205	24	8	16	23	1/	1/					23	8	15	23										-1	0	-1	0	-1	-1					
A210	15	7	8	14	1/1		1/1				15	8	7	15										0	1	-1	1	-1			-1			
A215	19	18	1	19	0						23	23		23										4	5	-1	4	0						
A220	36	36	0	36	0						27	27		27										-9	-9	0	-9	0						
A225	18	12	6	15	1/3	1/2		1/1			19	14	5	17	2	2								1	2	-1	2	-1	0		-1			
A230	47	22	25	45	1/1		1/	1/1			54	31	23	52	2		2							7	9	-2	7	0		1	-1			
A235	75	39	36	64	6/5	6/3		1/2			60	39	21	49	11	8		3						-15	0	-15	-15	0	-1		1			
A240	28	13	15	23	3/2	2/2		1/			38	16	22	32	6	6								10	3	7	9	1	2		-1			
A245	11	2	9	11	0						16	3	13	15	1	1								5	1	4	4	1	1					
A250	22	3	19	22	0						21	4	17	21										-1	1	-2	-1	0						
A255	16	0	16	15	1/1		1/1				15		15	14	1		1							-1	0	-1	-1	0		0				
A260	61	19	42	56	3/2	1/2	2/		1/		60	18	42	54	6	1	4		1					-1	-1	0	-2	1	-1	2	0			
A265	29	7	22	28	1/1		1/1				42	10	32	39	3	1	2							13	3	10	11	2	1	1				
A270	37	27	10	33	3/1	2/		1/1			34	20	14	31	3		1	2						-3	-7	4	-2	-1	-2	1	0			
A275	54	27	27	50	1/3	1/2		1/1			60	33	27	56	4	3		1						6	6	0	6	0	0		0		0	
A280	58	38	20	54	2/2	1/1	2/	1/1			61	37	24	57	4	2	1	1							3	-1	4	3	0	1	-1	0		

Non-Academic
Comparative Job Group Analysis by Sex and Race

Job Group Number	7-1-79 Employees										7-1-80 Employees										Net Change Employees											
	Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race									
		Women	Men		Total	B	A	H	AI		Women	Men		Total	B	A	H	AI		Women	Men		Total	B	A	H	AI					
9510	87	0	87	85	2	1	1				106	106	102	4	2	1						19	19	17	2	1	0					
9520	5	0	5	5	0						4	4	4									-1	-1	-1								
9530	31	19	12	30	1	1					30	18	12	29	1	1						-1	-1	0	-1	0	0					
9540	6	0	6	6	0						10	10	10									4	4	4								
9550	25	0	25	24	1	1					7	7	7									-18	-18	-17	-1	-1						
9560	12	0	12	11	1				1		25	25	23	2	1							13	13	12	1	1					0	
9570	70	0	70	67	3	1		1	1		66	66	60	6	2		3	1				-4	-4	-7	3	1		2	0			
9580	10	0	10	10	0						6	6	6									-4	-4	-4								
TOTAL	246	19	227	238	0	4	1	1	2		254	18	236	241	13	6	1	3	3			8	-1	9	3	5	2	0	2	1		

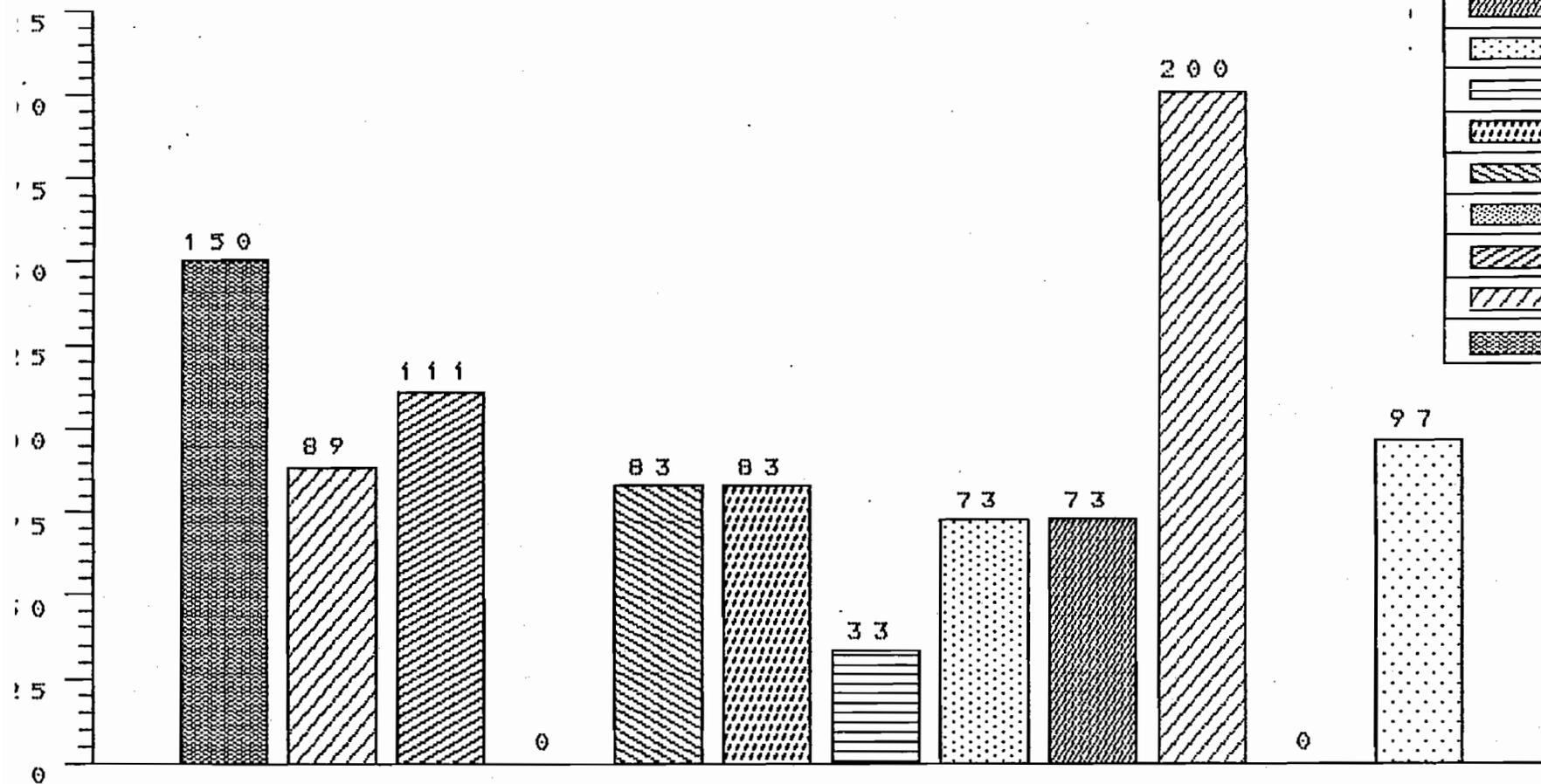
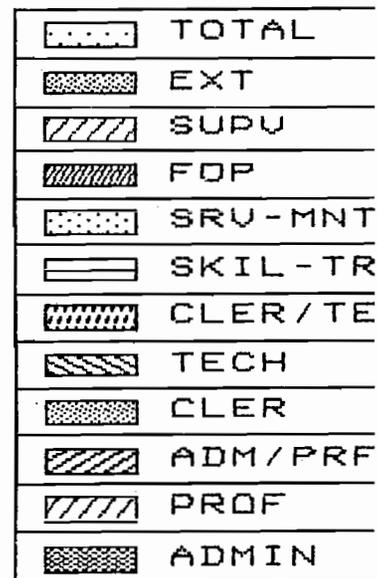
MICHIGAN STATE UNIVERSITY
ACAP Report
Comparative Job Group Analysis by Sex and Race

Job Group Number	10-1-80 Employees									10-1-81 Employees									Net Change Employees											
	Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race					Total	Sex		Non-Min.	Race							
		Women	Men		Total	Minority					Women	Men		Total	Minority					Women	Men		Total	Minority						
						B	A	H	AI						B	A	H	AI						B	A	H	AI			
A275	58	32	26	54	4	3		1		48	24	24	46	2	2						-10	-8	-2	-8	-2	-1	-1			
A280	59	33	26	58	1			1		57	35	22	54	3		1	2				-2	2	-4	-4	2		1	1		
A285	31	23	8	30	1			1		36	29	7	35	1			1				5	6	-1	5						
A290	18	5	13	17	1			1		19	7	12	17	2	1		1				1	2	-1		1	1				
A295	7	3	4	4	3	2	1			7	3	4	4	3	2	1														
A299	4	4		4						6	2	4	5	1							2	-2	4	1	1				1	
TOTAL	619	319	300	571	48	27	12	9		601	307	294	549	52	29	11	11	1			-18	-12	-6	-22	4	2	-1	2	1	
TOTAL	1,140	547	593	1,057	83	47	23	13		1,114	540	574	1,027	87	47	23	15	2			-26	-7	-19	-30	4			2	2	
C300	63	60	3	50	13	9		4		86	82	4	71	15	11		4				23	22	1	21	2	2				
C405	648	633	15	594	54	35	5	13	1	504	491	13	450	54	38	5	11				-144	-142	-2	-144		3		-2	-1	
C410	318	310	8	292	26	18	2	5	1	312	303	9	288	24	19	1	4				-6	-7	1	-4	-2	1	-1	-1	-1	
C420	864	849	15	824	40	26	3	7	4	886	870	16	838	48	32	4	8	4			22	21	1	14	8	6	1	1		
TOTAL	1,893	1,852	41	1,760	133	88	10	29	6	1,788	1,746	42	1,647	141	100	10	27	4			-105	-106	1	-113	8	12		-2	-2	
C400	41	24	17	40	1			1		54	30	24	52	2		1	1				13	6	7	12	1		1			
C410	21		21	21						20		20	20								-1		-1	-1						
C420	58	41	17	49	9	3	1	4	1	58	46	12	52	6	2	1	3					5	-5	3	-3	-1	-1	-1		
C430	163	115	48	152	11	2	9			147	107	40	137	10	1	8	1				-16	-8	-8	-15	-1	-1	-1			
C440	37	22	15	36	1		1			40	24	16	39	1		1					3	2	1	3						
C450	7	3	4	6	1	1				6	4	2	5	1	1						-1	1	-2	-1						
C460	27	12	15	26	1	1				20	9	11	19	1	1						-7	-3	-4	-7						
C470	56		56	50	6	3		2	1	55	1	54	49	6	3		2	1			-1	1	-2	-1						
C480	44	44		40	4	1	2		1	41	41		38	3	1			2			-3	-3		-2	-1		-2		1	
C490	26	15	11	23	3	1	1		1	25	14	11	22	3	1	1		1			-1	-1		-1						

Non-Academic Hire Statistics (New)
 Cumulative Comparison: Percent
 October - September

	TOTAL			TOTAL MINORITIES			BLACK			ASIAN/PAC. ISLANDER			HISPANIC			NATIVE AMERICAN			OTHER		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Temporary																					
1979-80	47.2	52.8	-	7.4	11.1	18.5	4.5	6.8	11.3	0.9	0.9	1.8	1.5	2.8	4.3	0.5	0.6	1.0	39.8	41.7	81.5
1980-81	47.4	52.6	-	6.3	7.6	13.9	3.6	4.1	7.7	0.7	0.6	1.4	1.2	2.2	3.5	0.5	0.6	1.1	41.1	45.0	86.1
Regular																					
1979-80	21.5	78.5	-	4.7	10.6	15.3	3.0	6.1	9.0	1.0	0.5	1.5	0.7	3.3	4.1	0.0	0.7	0.7	16.8	67.9	84.7
1980-81	25.0	75.0	-	3.5	10.8	14.4	2.7	7.8	10.5	0.3	1.0	1.3	0.3	1.9	2.3	0.2	0.2	0.4	21.5	64.1	85.6
On-Call																					
1979-80	30.5	69.5	-	1.7	4.1	5.8	0.3	1.4	1.7	0.3	1.4	1.7	0.7	0.7	1.4	0.3	0.7	1.0	28.8	65.4	94.2
1980-81	37.0	63.0	-	4.1	2.5	6.6	2.9	1.6	4.5	0.0	0.4	0.4	0.8	0.0	0.8	0.4	0.0	0.4	32.9	60.5	93.4
*Percent are independently calculated. Sums are subject to recording errors.																					

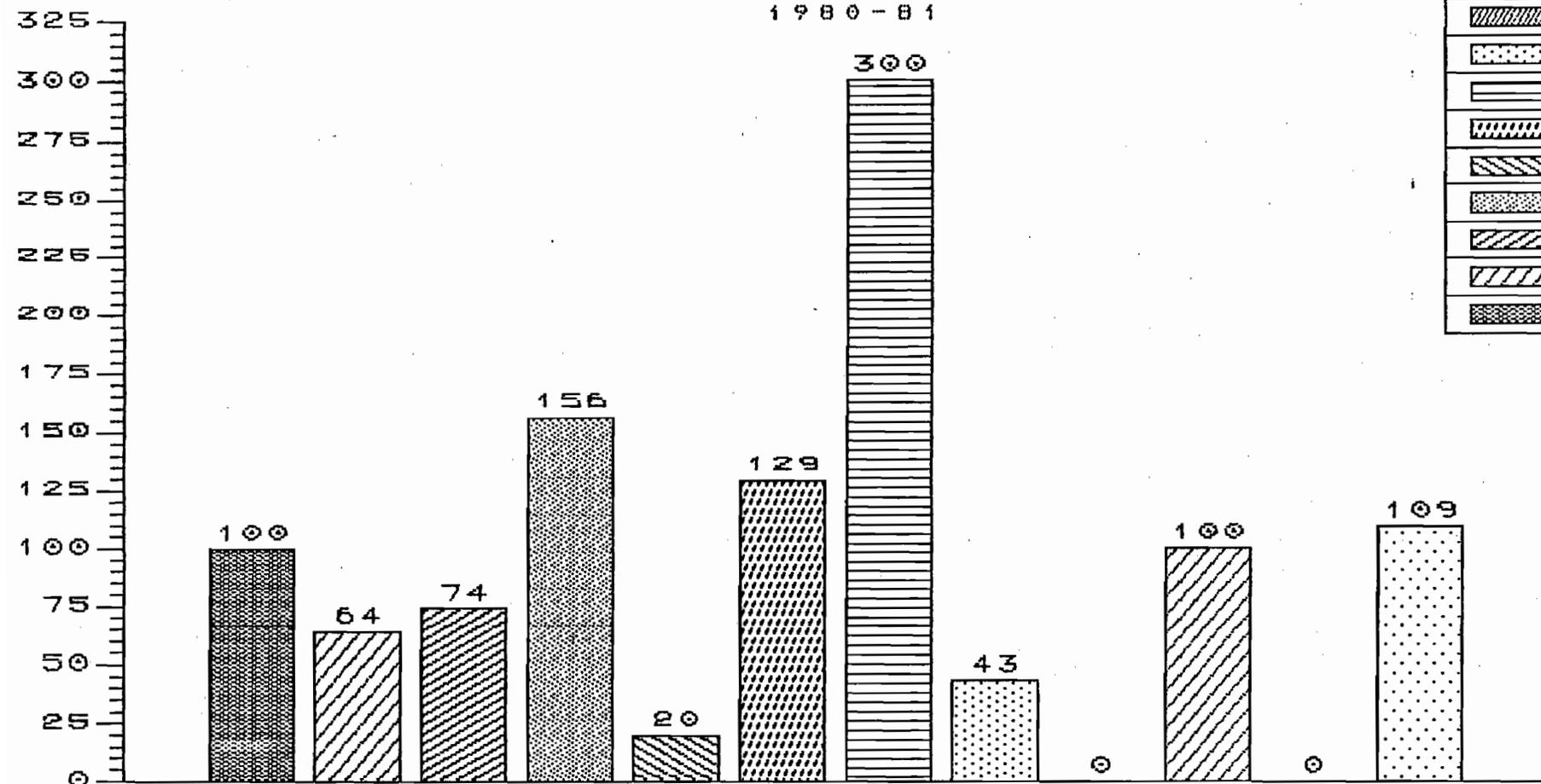
NON-ACADEMIC GOAL ACHIEVEMENT
FOR WOMEN
1980-81



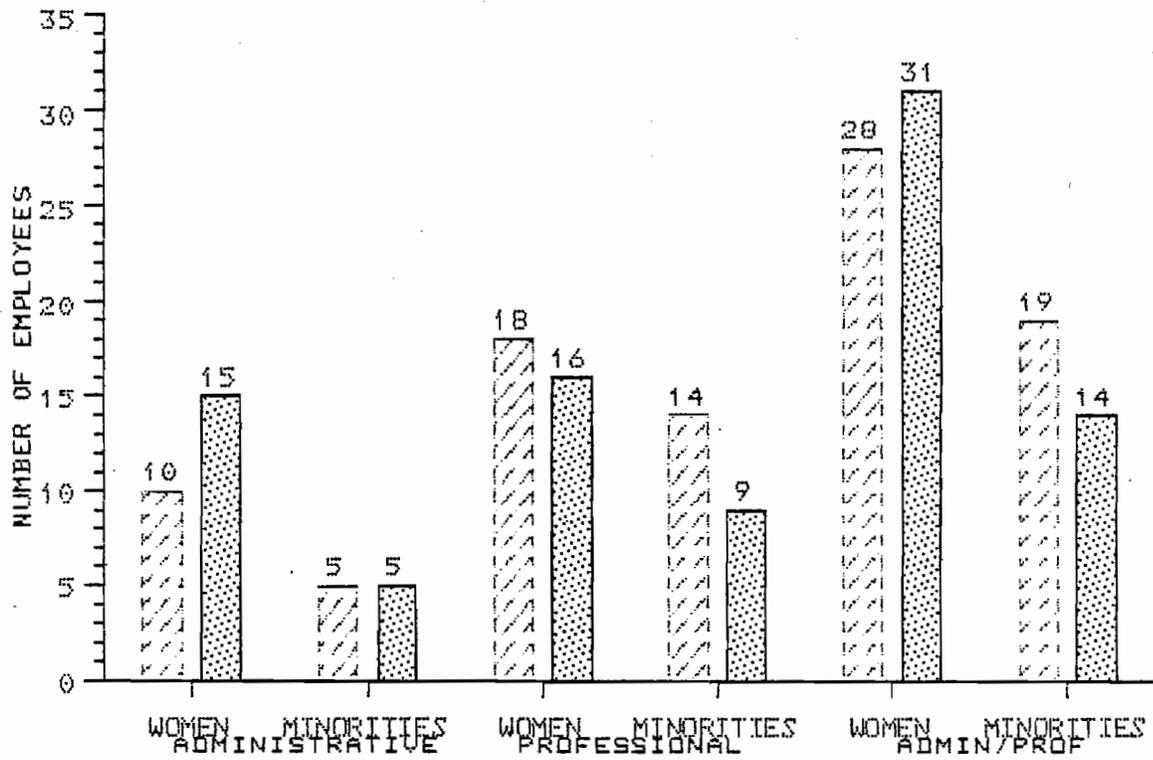
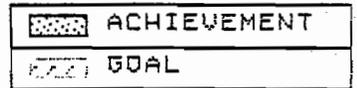
NON-ACADEMIC GOAL ACHIEVEMENT FOR MINORITIES

1980-81

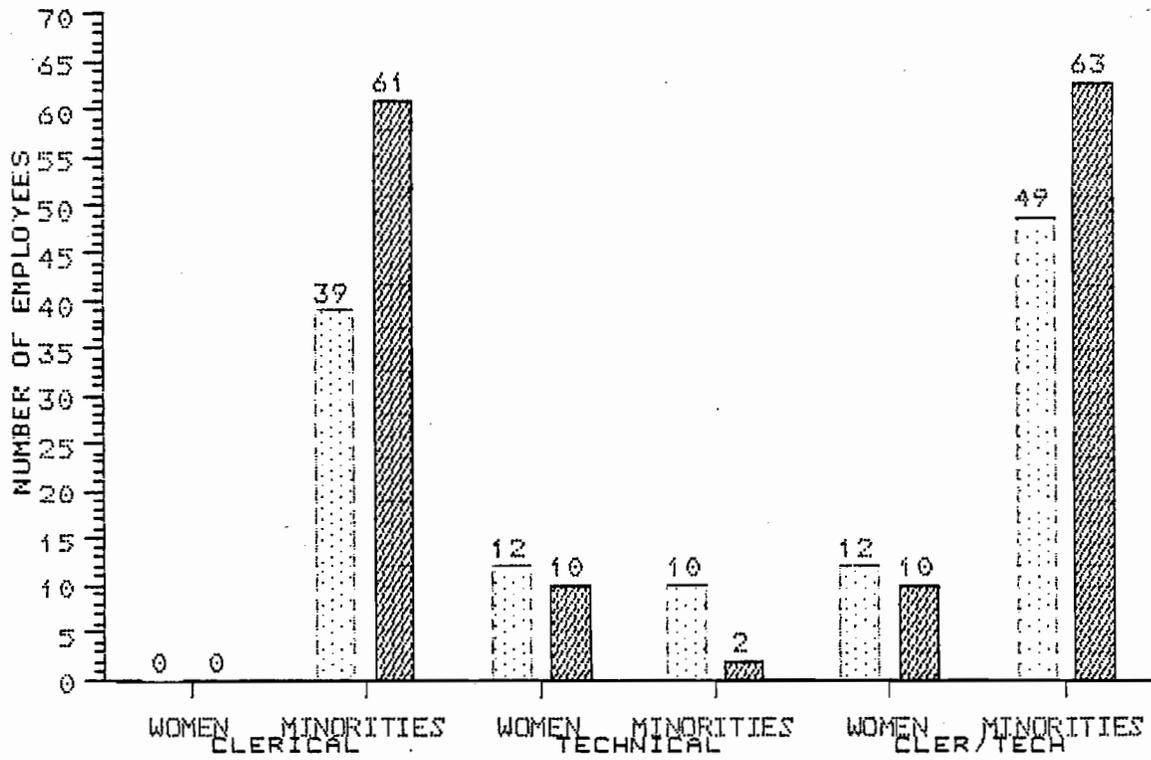
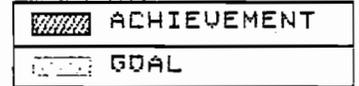
.....	TOTAL
.....	EXT
////	SUPV
////	FOP
.....	SRV-MI
=====	SKIL-
////	CLER/
////	TECH
.....	CLER
////	ADM/PF
////	PROF
.....	ADMIN



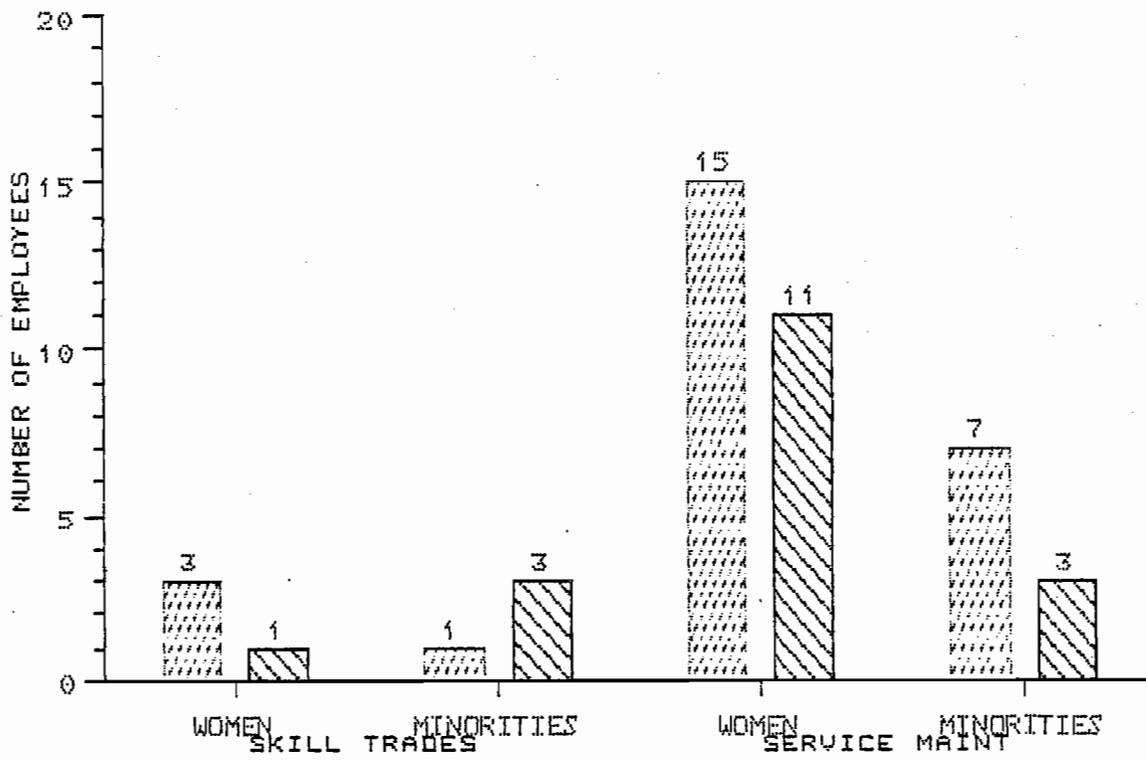
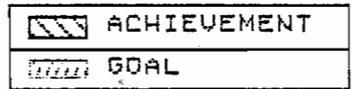
GOAL ACHIEVEMENT ANALYSIS
1980-81



GOAL ACHIEVEMENT ANALYSIS
1980-81

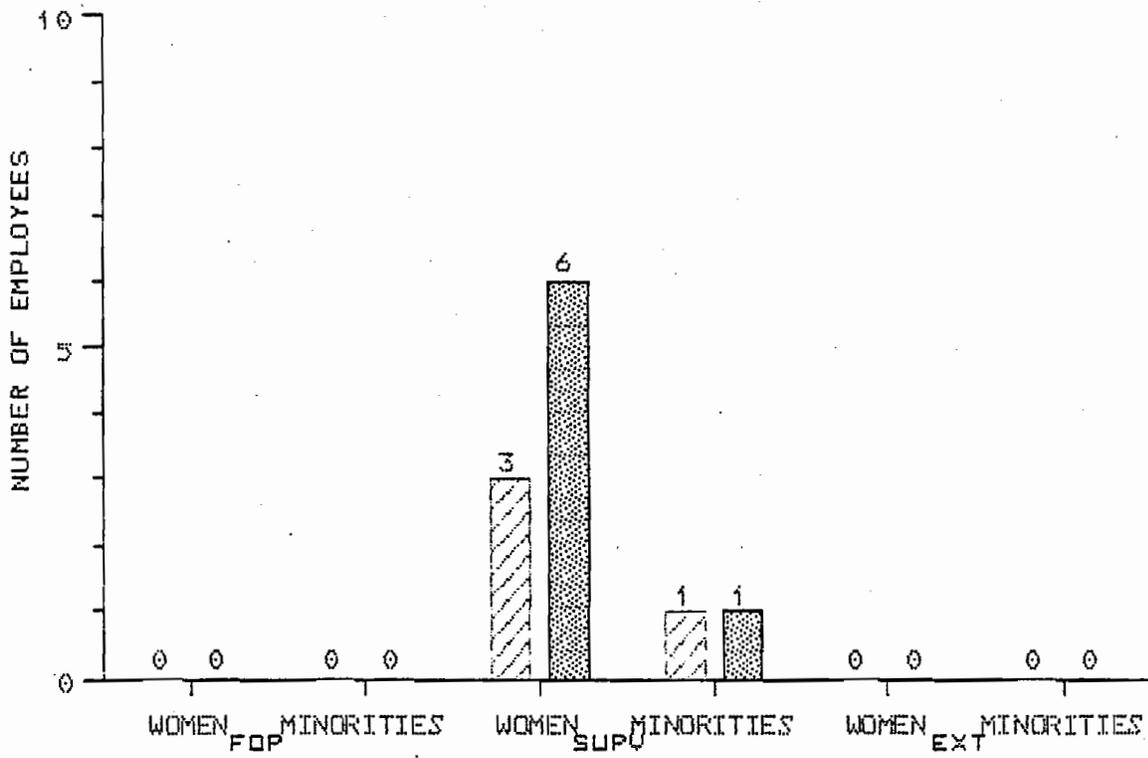


GOAL ACHIEVEMENT ANALYSIS
1980-81

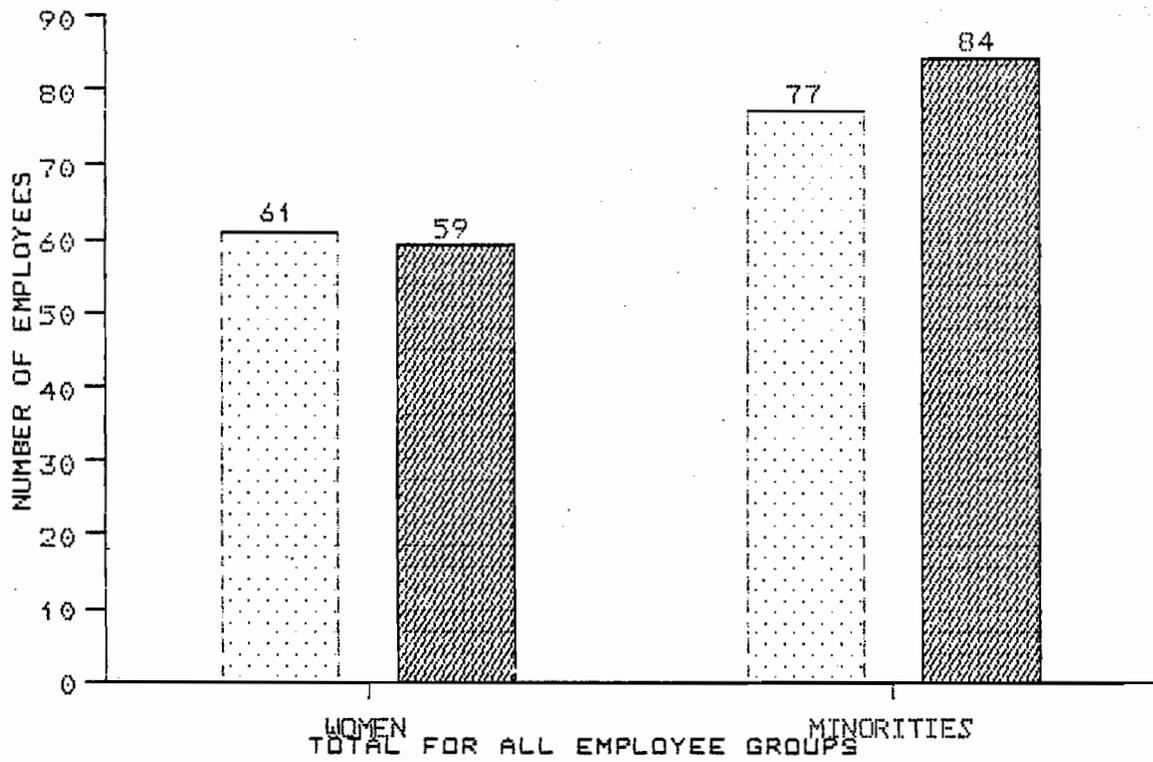
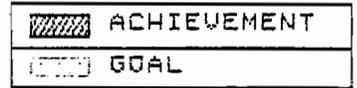


GOAL ACHIEVEMENT ANALYSIS
1980-81

	ACHIEVEMENT
	GOAL



GOAL ACHIEVEMENT ANALYSIS
1980-81



MSU AAC
GOAL ACHIEVEMENT

1980 - 1981

Opportunities Proj. Actual		WOMEN								MINORITIES							
		Ultimate Goals # %		Annual Goals # %		Goal Achieve. # %		Difference # %		Ultimate Goals # %		Annual Goals # %		Goal Achieve. # %		Difference # %	
7	5	11	45.83	-	-	-	-	-	-	2	6.49	0	6.49	0	0.00	0	-6.49
8	6	17	31.70	-	-	-	-	-	-	4	8.29	-	-	-	-	-	-
9	10	4	30.07	3	30.07	7	70.00	+4	+39.93	1	9.42	-	-	-	-	-	-
2	1	35	86.64	-	-	-	-	-	-	3	7.44	-	-	-	-	-	-
5	15	24	45.05	-	-	-	-	-	-	4	7.32	1	7.32	2	13.33	+1	+6.01
13	27	35	30.17	-	-	-	-	-	-	8	7.17	2	7.41	2	7.41	0	0.00
3	5	9	31.78	-	-	-	-	-	-	2	7.85	-	-	-	-	-	-
8	21	35	25.61	6	28.57	8	38.10	+2	+9.53	11	7.99	2	9.52	0	0.00	-2	-9.52
8	4	11	24.73	1	25.00	0	0.00	-1	-25.00	4	8.19	0	8.19	1	25.00	+1	+16.81
0	0	2	18.91	0	18.91	0	18.91	0	0.00	1	9.42	0	9.42	0	9.42	0	0.00
0	3	3	32.49	-	-	-	-	-	-	2	7.76	0	7.76	2	66.67	+2	+58.91
0	1	6	38.18	-	-	-	-	-	-	1	6.77	0	6.77	0	0.00	0	-6.77

MSU AAC^W
GOAL ACHIEVEMENT

1980 - 1981

P	Opportunities		Ultimate Goals		WOMEN				MINORITIES									
	Proj.	Actual	#	%	Annual Goals #	%	Goal Achieve. #	%	Difference #	%	Ultimate Goals #	%	Annual Goals #	%	Goal Achieve. #	%	Difference #	%
5	0	6	12	54.10	-	-	-	-	-	-	2	10.55	1	16.67	1	16.67	0	0.00
0	0	4	12	73.15	-	-	-	-	-	-	2	9.21	0	9.21	1	25.00	+ 1	+15.79
5	0	3	7	37.60	-	-	-	-	-	-	2	13.77	-	-	-	-	-	-
0	26	32	22	43.40	-	-	-	-	-	-	4	7.22	3	9.38	3	9.38	0	0.00
5	20	35	30	43.09	-	-	-	-	-	-	7	10.38	-	-	-	-	-	-
0	4	5	21	52.93	3	60.00	3	60.00	0	0.00	6	14.96	-	-	-	-	-	-
5	0	3	4	27.20	1	33.33	1	33.33	0	0.00	1	6.84	-	-	-	-	-	-
0	4	1	4	25.81	-	-	-	-	-	-	1	6.87	-	-	-	-	-	-
5	0	1	4	22.55	0	22.55	0	0.00	0	-22.55	1	6.99	-	-	-	-	-	-
0	14	28	18	33.46	9	32.14	9	32.14	0	0.00	6	10.41	3	10.71	0	0.00	-3	-10.71
55	9	11	13	30.50	3	30.50	0	0.00	-3	-30.50	4	9.30	1	9.30	0	0.00	- 1	-9.30
70	8	8	14	39.01	-	-	-	-	-	-	3	9.54	-	-	-	-	-	-

MSU AAC
GOAL ACHIEVEMENT

1980 - 1981

AP	Opportunities		WOMEN								MINORITIES							
	Proj.	Actual	Ultimate Goals #	Ultimate Goals %	Annual Goals #	Annual Goals %	Goal Achieve. #	Goal Achieve. %	Difference #	Difference %	Ultimate Goals #	Ultimate Goals %	Annual Goals #	Annual Goals %	Goal Achieve. #	Goal Achieve. %	Difference #	Difference %
5	0	5	23	39.01	-	-	-	-	-	-	5	9.54	1	20.00	0	0.00	-1	-20.00
0	16	24	32	53.71	-	-	-	-	-	-	5	9.00	3	12.50	2	8.33	-1	-4.17
5	12	15	13	40.51	-	-	-	-	-	-	2	8.16	2	13.33	0	0.00	-2	-13.33
0	3	6	6	32.72	1	33.33	3	50.00	+2	+16.67	-	-	-	-	-	-	-	-
5	0	1	3	37.51	-	-	-	-	-	-	1	8.06	-	-	-	-	-	-
CAL																		
0	36	48	36	56.81	-	-	-	-	-	-	6	10.06	-	-	-	-	-	-
5	228	235	368	56.81	-	-	-	-	-	-	65	10.06	24	10.21	42	17.87	+18	+7.66
0	116	129	256	80.61	-	-	-	-	-	-	26	8.22	-	-	-	-	-	-
0	208	181	740	85.60	-	-	-	-	-	-	68	7.92	15	8.29	19	10.50	+4	+2.21
CAL																		
0	18	23	14	32.98	-	-	-	-	-	-	2	4.48	1	4.48	1	4.35	0	-0.13
0	4	4	7	32.26	1	32.26	1	25.00	0	-7.26	1	5.56	0	5.56	0	0.00	0	-5.56

MSU / P
GOAL ACHIEVEMENT

1980 - 1981

Job Group #	Opportunities		Ultimate Goals		WOMEN						MINORITIES							
	Proj.	Actual	#	%	Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference	
					#	%	#	%	#	%	#	%	#	%	#	%	#	%
TECHNICAL																		
C420	16	50	38	64.74	-	-	-	-	-	-	8	13.56	-	-	-	-	-	-
C430	48	56	92	56.56	-	-	-	-	-	-	21	12.95	7	12.95	1	1.79	-6	-11.
C440	0	12	23	62.88	0	62.88	8	66.67	+8	+3.79	5	13.56	2	16.67	0	0.00	-2	-16.
C445	0	2	2	26.98	-	-	-	-	-	-	0	7.13	-	-	-	-	-	-
C450	0	3	5	19.57	-	-	-	-	-	-	2	5.97	0	5.97	0	0.00	0	-5.9
C460	11	9	10	17.22	2	18.18	1	11.11	-1	-7.07	3	5.97	-	-	-	-	-	-
C470	12	17	12	26.98	-	-	-	-	-	-	3	7.13	-	-	-	-	-	-
C480	12	7	7	26.98	-	-	-	-	-	-	2	7.13	-	-	-	-	-	-
C485	0	1	2	26.98	-	-	-	-	-	-	1	7.13	0	7.13	0	0.00	0	-7.1
C490	0	4	1	26.98	-	-	-	-	-	-	0	7.13	-	-	-	-	-	-
C495	0	2	3	26.98	0	26.98	0	0.00	0	-26.98	1	7.13	0	7.13	0	0.00	0	-7.1

MSU AA
GOAL ACHIEVEMENT

1980 - 1981

Group #	Opportunities		WOMEN								MINORITIES							
			Ultimate Goals		Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference	
	Proj.	Actual	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
10	4	32	35	38.57	-	-	-	-	-	-	10	10.97	-	-	-	-	-	-
20	4	54	38	38.57	-	-	-	-	-	-	11	10.97	-	-	-	-	-	-
00	0	2	2	57.92	-	-	-	-	-	-	0	10.48	-	-	-	-	-	-
10	0	0	6	24.43	0	24.43	0	24.43	0	0.00	3	13.12	0	13.12	0	13.12	0	0.00
20	0	0	1	15.87	0	15.87	0	15.87	0	0.00	1	9.99	0	9.99	0	9.99	0	0.00
20	8	8	74	84.54	-	-	-	-	-	-	6	7.46	1	12.50	1	12.50	0	0.00
60	0	0	3	84.54	-	-	-	-	-	-	0	7.46	-	-	-	-	-	-
90	0	1	3	19.57	0	19.57	0	0.00	0	-19.57	2	13.84	0	13.84	0	0.00	0	-13.84
40	0	1	9	22.63	0	22.63	0	0.00	0	-22.63	5	11.81	-	-	-	-	-	-
60	0	4	11	41.71	2	50.00	4	100.00	+2	+50.00	2	6.75	0	6.75	0	0.00	0	-6.75

MSU A
GOAL ACHIEVEMENT

1980 - 1981

Job Group #	Opportunities		Ultimate Goals		WOMEN						MINORITIES							
	Proj.	Actual	#	%	Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference	
					#	%	#	%	#	%	#	%	#	%	#	%	#	%
S670	0	4	4	16.14	1	25.00	2	50.00	+1	+25.00	2	6.74	0	6.74	0	0.00	0	-6.74
S680	12	19	40	52.78	--	--	--	--	--	--	10	13.50	--	--	--	--	--	--
S460	0	0	0	17.22	0	17.22	0	17.22	0	0.00	0	5.97	--	5.97	0	5.97	0	0.00
1605	54	34	99	43.94	--	--	--	--	--	--	25	10.95	--	--	--	--	--	--
1610	10	6	78	49.75	3	50.00	2	33.33	-1	-16.67	34	21.70	--	--	--	--	--	--
1615	4	0	9	40.55	--	--	--	--	--	--	3	12.90	0	0.00	0	0.00	0	0.00
1620	7	6	13	38.18	2	38.18	2	33.33	0	-4.85	4	10.43	1	16.67	1	16.67	0	0.00
1625	0	1	2	16.36	0	16.36	0	0.00	0	-16.36	2	11.82	0	11.82	0	0.00	0	-11.82
1630	12	51	21	38.57	--	--	--	--	--	--	6	10.97	--	--	--	--	--	--
1635	5	9	13	14.60	2	22.22	3	33.34	+1	+11.12	7	18.86	22.22	0	0.00	-2	-22.22	
1640	5	4	7	15.31	1	25.00	1	25.00	0	0.00	6	14.17	--	--	--	--	--	--
1645	3	6	11	30.97	2	33.33	1	16.67	-1	-16.67	4	11.10	--	--	--	--	--	--

V. EXECUTIVE/MANAGEMENT

Prior to the July 1981 action by the Board of Trustees, Executive/Management positions were defined as positions with the title of President, Vice President/Provost, Associate Vice President/Provost, Assistant Vice President/Provost, General Counsel, Associate General Counsel, Assistant to the President, Assistant to the Vice President/Provost, and the Secretary of the Board. The recent action by the Board of Trustees added to the executive/management category positions previously in the administrative-professional system at levels 17 through 19.

The personnel data for these two components of the executive/management category are currently in separate systems. Therefore, data on personnel practice for executive/management positions in the 1980-81 Affirmative Action Plan will be displayed under both the academic personnel system and the non-academic personnel system. Hiring opportunities will also be documented by the separate systems.

In the executive/management component categorized in the non-academic personnel system, there were three new appointments effective during the October through September 1980-81 plan year. These were:

Director of Financial Aids	10-1-80	Non-minority male
Director of University Housing Program	6-1-81	Non-minority male
Director of Clinical Center	9-1-81	Minority male

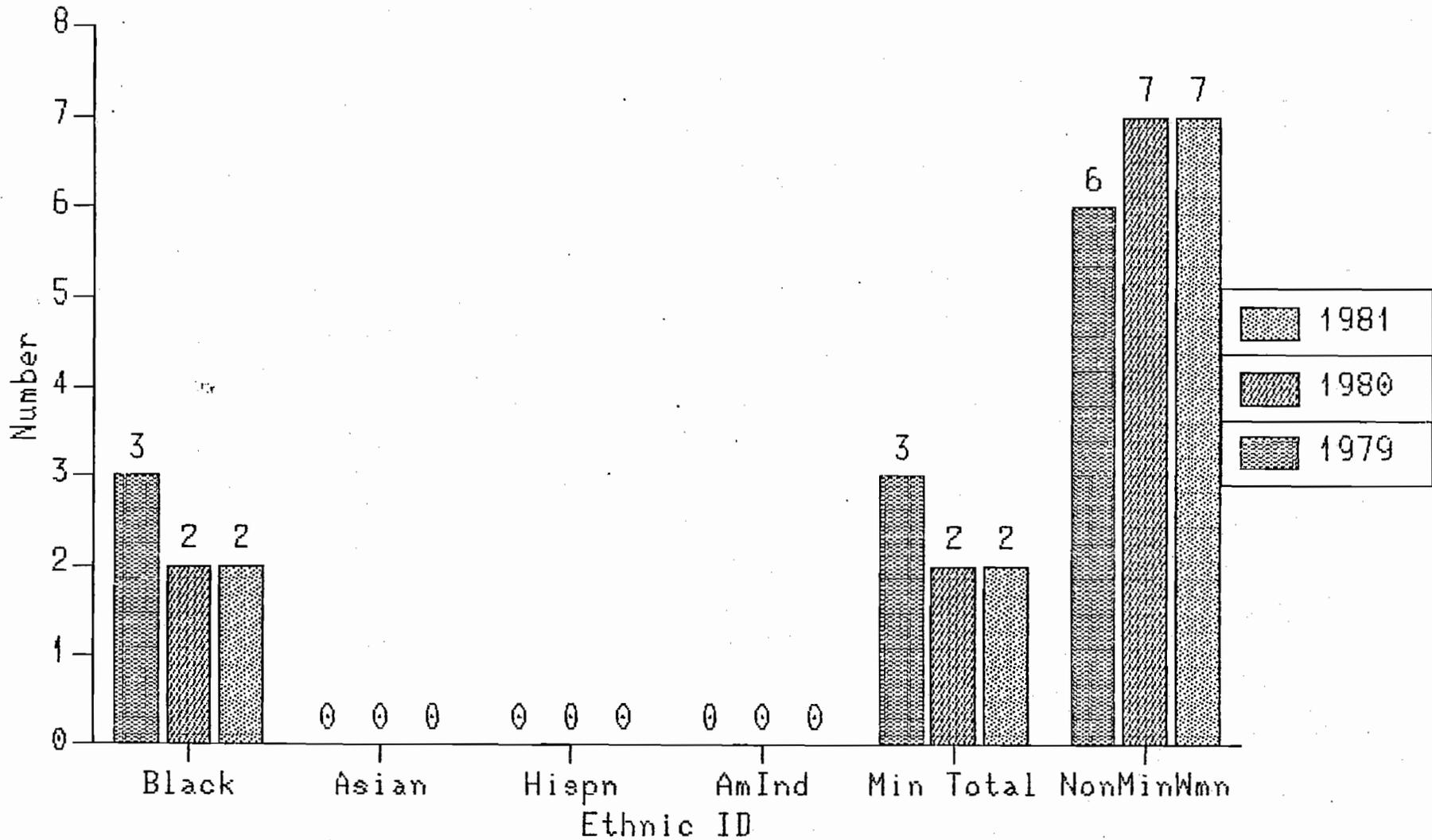
In the executive/management component categorized in the academic personnel system, there were two new appointments effective during the October through September 1980-81 plan year. These were:

Vice President for Health Services and Facilities	4-1-81	Non-minority male
Assistant to the President	9-1-81	Non-minority male

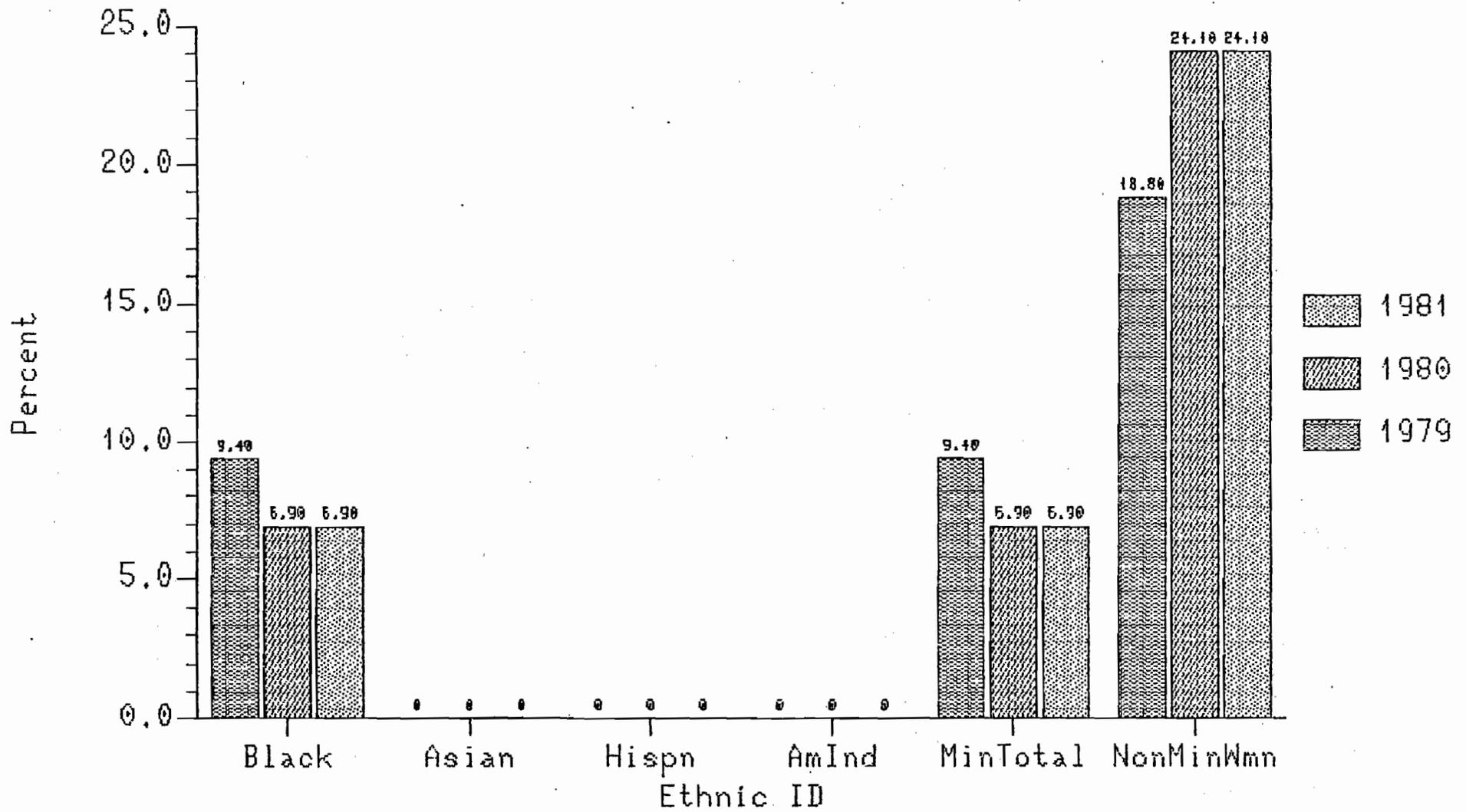
The composition of the combined executive/management group as of October 1, 1981, is 50 incumbents. Of these, seven (14.0%) are non-minority females, and six (12.0%) are minority males. Of the minority males, four (8.0%) are Black; one (2.0%) is Hispanic, and one (2.0%) is Asian. The non-duplicative representation of members of protected classes is thirteen (26%).

Attached are trend data for the components of the executive/management system in the academic personnel system that correspond to the October 1979 action by the Board of Trustees. It should be noted that prior to October 1979 no woman or minority held a title of vice-president. Now one woman and one minority hold the title of vice-president.

Michigan State University
 Composition of the Workforce 1979-81
 # of Minorities and Non-Minority Women Executive Managers



Michigan State University
 Composition of the Workforce 1979-81
 % of Executive Managers who are Minorities or Non-Minority Women



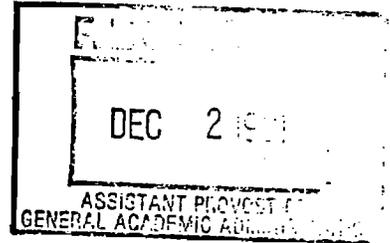
VI. FINANCIAL AID

Financial aid dollars are critical components to assure access to educational opportunities and at the graduate level are necessary for effective recruitment of minorities and women in underrepresented areas.

The general fund dollars for financial aid were increased for the 1981-82 academic year. The total dollars for financial aid increased by \$2,012,050, or 30%. Of this amount, approximately \$230,000 was added to the Equal Opportunity Program, the Affirmative Action Graduate Assistantship Program and the Minority Competitive Doctoral Fellowship Program, an increase of approximately 44%. Attached is a summary of Minority Graduate Financial Assistance Programs.

Graduate assistantships provide another source of financial aid for students. Attached are data representing the number of graduate students with assistantships by curriculum, race/ethnic ID and gender for Fall 1980 and Fall 1981. These data indicate a decline in the proportional representation of minorities from 7.9% to 7.3% and an increase in the proportional representation of non-minority women from 32.7% to 33.1%. The proportional representation for all race/ethnic ID groups declined also. However, the percent of Black graduate students with assistantships increased from 19.4% to 21.5%. The percent of Hispanic graduate students with assistantships decreased from 31.1% to 25.8%. The percent of Native American graduate students with assistantships increased from 20.0% to 23.1%, and the percent of Asian-American graduate students increased from 27.7% to 29.7%. The percent of minorities with assistantships increased from 23.5% to 24.1%.

Student employment is another source of financial support for students. Attached is the general analysis from the student payroll.



SUMMARY REPORT OF THE MINORITY GRADUATE FINANCIAL ASSISTANCE PROGRAM

**Michigan State University
East Lansing, Michigan**

Dr. Cassandra A. Simmons, Director

Prepared for the

Michigan State University Board of Trustees

December 3, 1981

This summary report focuses on the total support for racial minority and women graduate students and gives an update on graduate student recipients of Equal Opportunity Program and Affirmative Action Graduate Assistantship funds.

SUMMARY REPORT OF THE MINORITY GRADUATE FINANCIAL ASSISTANCE PROGRAM

The affirmative action program for graduate students at Michigan State University has been based on a commitment to provide quality education for women and racial minorities and to increase enrollment of women and racial minorities at the graduate level.

A necessary part of any educational affirmative action effort is financial aid to students. There are four separate financial support programs administered by Urban Affairs Programs as Minority Graduate Financial Aid Programs (MGFAP). Brief descriptions follow of each program and its funding. (Numbers served in each category are shown in the Appendices.

1. Equal Opportunity Graduate Fellowship Program

This program is made up of four components: (1) EOP need-based program; (2) Minority Competitive Doctoral Fellowship Program; (3) Programmatic funding; and (4) Special Needs program.

Financial eligibility for an EOP need-based award is determined by the Office of Financial Aids. To date, 105 students have received awards averaging \$2,866.00 in 1981-82. EOP funds were increased from \$264,000 in 1980-81 to \$329,000 for 1981-82, a 24.6% increase.

The Minority Competitive Doctoral Fellowship Program is a three-year program providing \$6,000.00 plus compensation for out-of-state tuition charges the first year, and the difference between \$6,000.00 and the income from an assistantship for the

second and third years. Funds for these fellowships were increased from \$80,000 in 1980-81 to \$152,000 for 1981-82, a 90% increase.

Programmatic funding is based on guidelines developed by the EOP Advisory Committee for students in programs meeting special requirements. An example would be the Urban Counseling Program, in which for several years the U.S. National Institute for Mental Health provided matching fund stipends for graduate student enrollees in the program.

Special Needs funding goes to students facing hardship. The awards vary with individual needs.

2. Affirmative Action Graduate Assistantships

Affirmative Action Graduate Assistantships are another approach to the funding of graduate study in areas where women and/or racial minorities are underrepresented. To encourage recruitment and enrollment, the first year assistantship is paid from monies from a central graduate assistantship fund--i.e., outside the departmental budget. Funds available for these assistantships were increased from \$153,805 in 1980-81 to \$232,805 for 1981-82, a 51.4% increase.

3. Graduate and Professional Opportunity Program Fellowships

The federally supported Graduate and Professional Opportunity Program Fellowships provide a stipend of \$4,500.00 annually plus tuition. This grant is won competitively from

proposals submitted by U.S. graduate and professional schools which make the best case for an award to support underrepresented group members. For 1981-82, Accounting, Botany and Plant Pathology, Biochemistry, and Mass Media are receiving funds in support of racial minority graduate students enrolled in their programs.

4. Committee on Institutional Cooperation

This program is a consortium of the "Big Ten" universities and the University of Chicago. Its purpose is to increase representation of minorities in the Social Sciences, Humanities, Engineering, and Sciences. A total of 45 fellowships are awarded. There are currently two fellows at MSU. The award is \$4,500.00 plus tuition for two years.

The above program descriptions focused on the range of support for women and racial minority graduate students at Michigan State University. Following is a summary of current aid being given racial minorities and women by college and program. A more detailed report, being prepared for the Office of the Provost, will be made available to the Board of Trustees at the January meeting.

APPENDICES

1. MGFAP provides financial assistance to approximately 27 percent of minority students enrolled in graduate programs at MSU (7 majority students not included in totals).
2. Racial Minority and Women Graduate Students Receiving MGFAP Funding by College:

<u>College</u>	<u>1981-82</u>					
	<u>EOP</u>		<u>AAGA</u>			
	<u>Percent</u>	<u>Ratio*</u>	<u>Racial Minorities</u>		<u>Majority Women</u>	
		<u>Percent</u>	<u>Ratio*</u>	<u>Percent</u>	<u>Ratio*</u>	
CHM	20%	16/80	0	0	0.6%	1/170
COM	44%	24/55	1%	1/55	0	0
CVM	80%	8/10	0	1/10	0	0
A&L	28%	11/40	17%	7/40	0.8%	2/225
AgNR	13%	1/24	4%	1/24	2.4%	3/125
BUS	13%	3/40	5%	2/40	0	0
CAS	19%	3/16	6%	1/16	1.6%	2/129
ED	17%	18/151	1.3%	2/151	0	0
ENG	6%	1/16	6%	1/16	15.3%	2/15
HE	29%	3/14	7%	1/14	0	0
NS	11%	1/28	7%	2/28	5.2%	7/134
SS	24%	16/78	5%	4/78	0.5%	2/348

*Ratio of racial minority and women graduate students receiving aid to total racial minority and women graduate students.

3. Over 25 percent of minority graduate students enrolled in CVM, COM, HE, A&L, and SS receive financial support from EOP.

EOP NEED BASED

	<u>Female</u>					<u>Male</u>				Total
	Black	Hispanic	Asian Amer.	Native Amer.	Other	Black	Hispanic	Asian Amer.	Native Amer.	
CHM	7	2				6	1			16
COM	7	1	4	2		5	3	1	1	24
CVM	2	1	1				1			5
A&L	3	1				1	1			6
AgNR										0
BUS	1					2				3
CAS	1							1		
-	12	1			1	4	1	3	(1-other)	23
ENG								1		1
HE	1	1			1		1			4
NS						1				1
SS	8	2			2	5	1			18
TOTAL	42	9	5	2	4	26	9	6	1 (1-other)	105

MINORITY COMPETITIVE DOCTORAL FELLOWSHIP PROGRAM

1981-82

	<u>Female</u>			<u>Male</u>			Total
	Black	Hispanic	Native American	Black	Hispanic	Native American	
<u>Ag NR</u>					1		1
<u>A & L</u>				2			2
<u>Bus</u>			1				1
<u>NS</u>		1		1			2
<u>SS</u>					1		1

7

PROGRAMMATIC FUNDING

1981-82

	<u>Female</u>			<u>Male</u>			<u>Total</u>
	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	
Urban Counseling	3	1	0	2	0	0	6
Veterinary Medicine	0	0	0	3	0	0	3
Psychology	0	0	1	0	0	0	1
	<u>3</u>	<u>1</u>	<u>1</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>10</u>

SPECIAL NEEDS

1981-82

	<u>Female</u>		<u>Male</u>		<u>Total</u>
	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	
Social Science	0	0	1	0	1
Education	1	1	1	1	4
Business	0	0	1	0	1
	<u>1</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>6</u>

GRADUATE AND PROFESSIONAL OPPORTUNITY PROGRAM

1981-82

	<u>Female</u>					<u>Male</u>		<u>Total</u>
	<u>Black</u>	<u>American Indian</u>	<u>Asian</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	
gNR	1		1	4	1		1	8
US	1	1						2
CAS						1		1
	<hr/>					<hr/>		<hr/>
								11

COMMITTEE ON INSTITUTIONAL COOPERATION

1981-82

	<u>Female</u>	<u>Male</u>	<u>Total</u>
	<u>Hispanic</u>	<u>Black</u>	
Social Science	1	1	2

MINORITY GRADUATE STUDENT FINANCIAL ASSISTANCE PROGRAM BUDGET

1981-82

	<u>1980-81 Budget</u>	<u>Approved Proposed Increase</u>	<u>1981-82 Budget</u>
I. Need Based	\$264,000	\$ 65,000	\$329,000
II. Minority Competitive Doctoral Fellowships	80,000	72,000*	152,000
III. Programmatic Funding	36,000	-0-	36,000
IV. AAGA	<u>153,805</u>	<u>79,000</u>	<u>232,805</u>
TOTALS	<u>\$533,805</u>	<u>\$216,000</u>	<u>\$749,805</u>

*Allocated too late for use in MCDF. Placed in Need Based and Programmatic Funding budgets for 1981-82.

Graduate Students with Assistantships,
by Curriculum, Ethnic ID and Gender

November 14, 1980

COLLEGE Department	Non-Minority		Black		Chicano		Hispanic		Native American		Asian American		Total	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
AG & NAT RES														
Agric Econ	32	13	2	-	-	-	-	-	-	-	-	-	34	13
Ag Engr, Mech	12	-	-	-	-	-	-	-	-	-	-	-	12	-
Animal Husb	10	4	-	-	-	-	-	-	-	-	-	-	10	4
Biochemistry	27	4	-	-	-	-	-	2	-	-	1	1	28	7
Crop/Soil	16	4	-	1	-	-	-	-	-	-	-	-	16	5
Dairy Sci	15	8	-	-	-	-	-	-	-	-	1	-	16	8
Fish & WL	30	5	-	-	-	-	1	-	-	-	2	-	33	5
Food Sci	12	10	-	-	-	-	-	-	-	-	2	-	14	10
Forestry	25	2	-	-	-	-	-	-	-	-	-	-	25	2
Horticulture	21	14	-	1	-	-	1	-	-	-	1	-	23	15
Packaging	4	1	-	-	-	-	-	-	-	-	-	-	4	1
Park/Rec	7	4	-	-	-	-	1	-	-	-	-	-	8	4
Poultry	5	1	-	-	-	-	-	-	-	-	1	-	6	1
Resource Dev	18	6	1	-	-	-	-	1	-	-	-	-	19	7
TOTAL	234	76	3	2	0	0	3	3	0	0	8	1	248	82
ARTS & LETTERS														
Art	5	3	-	1	1	-	-	-	-	-	-	1	6	5
A&L ID	-	1	-	-	-	-	-	-	-	-	-	-	-	1
English	16	28	-	-	-	1	-	-	-	-	-	-	16	29
German/Russian	5	4	-	-	-	-	-	-	-	-	-	-	5	4
History	16	2	-	-	-	-	1	-	-	-	-	-	17	2
Ling/OAL	2	3	-	1	-	1	-	-	-	-	-	-	2	5
Music	16	10	2	-	1	-	-	-	-	-	-	1	19	11
Philosophy	7	1	-	-	-	-	-	-	-	1	-	-	7	2
Romance Lang	2	8	-	1	-	-	-	1	-	-	-	-	2	10
Theatre	9	3	1	1	-	-	-	-	-	-	1	-	11	4
TOTAL	78	63	3	4	2	2	1	1	0	1	1	2	85	73
BUSINESS														
Acc & Fin Adm	28	12	1	1	-	-	1	-	-	-	-	1	30	14
Economics	16	1	-	-	1	-	-	1	-	-	1	-	18	2
Hotel/RIM	-	2	-	-	-	-	-	-	-	-	-	-	-	2
Management	9	7	-	1	-	-	-	-	-	-	-	1	9	9
Marketing	17	6	1	-	-	-	-	-	-	-	-	-	18	6
TOTAL	70	28	2	2	1	0	1	1	0	0	1	2	75	33
COMM ARTS														
Advertising	6	3	-	-	-	-	-	1	-	-	-	-	6	4
Audiology	1	8	1	1	-	-	-	-	-	-	1	-	3	9
Communication	17	16	-	-	-	-	1	-	-	-	-	-	18	16
Journalism	2	2	-	-	-	-	-	-	-	-	-	-	2	2
Mass Media	4	3	3	-	-	-	-	-	-	-	-	-	7	3
Telecomm	5	4	-	-	-	-	-	-	-	-	-	-	5	4
TOTAL	35	36	4	1	0	0	1	1	0	0	1	0	41	38

COLLEGE Department	Non-		Black		Chicano		Hispanic		Native American		Asian American		Total	
	Minority													
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
EDUCATION														
Adm High Ed	7	29	1	4	-	-	-	-	-	1	-	1	8	35
CPSEP	28	30	2	3	-	-	-	1	-	-	-	-	30	34
Elem/Spec	8	26	1	1	-	-	-	1	-	-	-	-	9	28
Hlth Phy ER	6	9	1	4	-	-	1	-	1	-	-	-	9	13
Secondary Ed	15	19	-	1	-	-	1	-	-	-	1	-	16	21
Non Deg, Tch E	3	1	-	1	-	-	-	-	-	-	-	-	3	2
TOTAL	67	114	5	14	0	0	2	2	1	1	0	2	75	133
ENGINEERING														
Chemical	14	2	-	-	-	-	-	-	-	-	-	-	14	2
Civil/San	9	2	-	-	-	-	-	-	-	-	-	-	9	2
Computer Sci	13	2	1	-	-	-	-	-	1	-	-	-	15	2
Electrical	10	2	1	-	-	-	-	-	-	-	-	-	11	2
Materials Sci	2	-	-	-	-	-	-	-	-	-	-	-	2	-
Mechanical	24	-	-	-	-	-	-	-	-	-	-	-	24	-
Mechanics	5	-	-	-	-	-	-	-	-	-	-	-	5	-
Metallurgy	1	-	-	-	-	-	-	-	-	-	-	-	1	-
Operations Res	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Systems Sci	2	1	-	-	-	-	-	-	-	-	-	-	2	1
TOTAL	80	10	2	0	0	0	0	0	1	0	0	0	83	10
HUMAN ECOLOGY														
Fam/Child Ecol	6	22	-	-	-	1	-	-	-	-	1	-	7	23
Foods/Nutrition	5	17	-	1	-	-	-	-	-	-	-	-	5	18
Hum Env & Des	-	6	-	1	-	-	-	-	-	-	-	-	-	7
TOTAL	11	45	0	2	0	1	0	0	0	0	1	0	12	48
HUMAN MEDICINE														
Grad Prof	22	16	2	2	2	1	-	1	-	-	1	-	27	20
Anatomy	2	1	-	-	-	-	-	-	-	-	-	-	2	1
Biochemistry	2	1	-	-	-	-	-	-	-	-	-	-	2	1
Biophysics	1	-	-	-	-	-	-	-	-	-	-	-	1	-
Clin Lab Sci	-	2	-	-	-	-	-	-	-	-	-	-	-	2
Microbiology	2	4	-	1	-	-	-	-	-	-	-	-	2	5
Pathology	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Pharmacology	6	5	-	-	-	-	-	-	-	-	-	-	6	5
Physiology	10	1	-	-	-	-	-	-	-	-	-	-	10	1
TOTAL	45	31	2	3	2	1	0	1	0	0	1	0	50	36
NATURAL SCIENCE														
Biochemistry	9	3	-	-	-	-	-	-	-	-	-	-	9	3
Biological Sci	2	2	-	-	-	-	-	-	-	-	-	-	2	2
Biophysics	3	1	-	-	-	-	-	-	-	-	-	-	3	1
Botany & PP	40	16	-	-	-	-	-	1	-	-	1	-	40	18
Chemistry	83	20	1	-	-	-	-	1	-	-	2	1	86	22
Entomology	21	5	-	1	-	-	-	-	-	-	-	1	21	7
Genetics	6	4	-	-	-	-	-	-	-	-	1	-	6	5
Geology	8	7	-	-	-	-	-	-	-	-	-	-	8	7
Mathematics	34	6	-	-	-	-	1	-	-	-	1	-	36	6
Microbiology	14	3	1	-	-	-	-	-	-	-	-	-	15	3
Physics	41	4	-	-	-	-	1	-	-	-	-	-	42	4
Physiology	3	2	-	-	-	-	-	-	-	-	-	-	3	2
Statistics	5	1	-	-	-	-	-	-	-	-	-	-	5	1
Zoology	34	5	-	-	-	-	-	-	1	-	-	-	35	5
TOTAL	303	79	2	1	0	0	2	2	1	0	3	4	311	86

COLLEGE Department	Non-Minority		Black		Chicano		Hispanic		Native American		Asian American		Total	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
NURSING	-	5	0	0	0	0	0	0	0	0	0	0	0	0
OSTEOPATHIC MED														
Grad Prof	10	4	-	1	-	-	-	-	-	-	-	-	-	10
Anatomy	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Biochemistry	4	2	-	-	-	-	-	-	-	-	-	-	-	4
Biophysics	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Microbiology	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Neurosciences	6	-	-	-	-	-	-	-	-	-	-	-	-	6
Pharmacology	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Physiology	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Zoology	1	-	-	-	-	-	-	-	-	-	-	-	-	1
TOTAL	25	8	0	1	0	0	0	0	0	0	0	0	0	25
SOCIAL SCIENCE														
Anthropology	15	4	-	-	-	-	-	-	-	-	-	-	-	15
Criminal Just	6	4	-	1	-	-	-	-	-	-	1	-	-	7
Geography	10	5	-	-	-	-	-	-	-	-	-	-	-	10
Labor Ind Rel	2	7	1	-	-	-	1	-	-	-	-	-	-	4
MultiDis, ID	10	3	1	-	1	-	1	-	-	-	-	-	-	13
Political Sci	18	14	1	1	-	-	-	-	-	-	-	1	-	19
Psychology	40	40	3	2	1	-	-	2	-	-	1	1	-	45
Social Work	2	2	-	-	1	1	-	-	-	-	-	-	-	3
Sociology	14	14	1	1	-	1	1	1	-	-	-	-	-	16
Urb Plan LA	2	1	-	-	-	-	-	-	-	-	-	-	-	2
TOTAL	119	94	7	5	3	2	3	3	0	0	2	2	-	134
VETERINARY MED														
Microbiology	3	-	-	-	-	-	-	-	-	-	-	-	-	3
Pathology	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Pharmacology	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Physiology	1	2	-	-	-	-	-	-	-	-	-	-	-	1
TOTAL	7	2	0	0	0	0	0	0	0	0	0	0	-	7
UNIVERSITY														
TOTAL	1074	591	30	35	8	6	13	14	3	2	18	13	-	1146
% of Total Assistantships:			3.6		0.8		1.5		0.3		1.7		-	36

NOTE: Foreign nationals are excluded.

Graduate Students with Assistantships*
By Curriculum, Ethnic ID and Gender

November 13, 1981

COLLEGE Department	TOTAL			MINORITY**														
	Total	Men	Women	Total	Men	Women	Black		Chicn		Hispn		AmInd		Asian			
							M	W	M	W	M	W	M	W	M	W		
AG & NAT RES																		
Ag Economics	50	37	13	2	1	1	-	1	-	-	-	-	-	-	-	-	1	-
Ag Engineering	11	9	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ag Engr Tech	8	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Animal Husbandry	20	17	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biochemistry	17	10	7	2	-	2	-	-	-	-	-	2	-	-	-	-	-	-
Crop & Soil Sci	37	28	9	1	1	-	-	-	-	-	1	-	-	-	-	-	-	-
Dairy Sci	21	13	8	1	1	-	-	-	-	-	-	-	-	-	-	-	1	-
Fish & Wildlife	43	34	9	1	-	1	-	1	-	-	-	-	-	-	-	-	-	-
Food Sci	21	15	6	1	1	-	-	-	-	-	-	-	-	-	-	-	1	-
Forestry	36	31	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Horticulture	38	26	12	3	2	1	-	1	-	-	1	-	-	-	-	-	1	-
Packaging	11	8	3	1	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Park/Recreation	12	7	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Poultry Sci	4	3	1	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-
Resource Devel	28	21	7	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-
TOTAL	357	267	90	14	8	6	2	3	0	0	2	2	0	0	4	1		
ARTS & LETTERS																		
Art	10	4	6	1	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Arts & Let ID	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English	59	23	36	1	1	-	-	-	-	-	-	-	1	-	-	-	-	-
German/Russian	7	4	3	1	-	1	-	-	-	1	-	-	-	-	-	-	-	-
History	28	20	8	2	2	-	1	-	-	-	1	-	-	-	-	-	-	-
Linguistics	9	3	6	4	-	4	-	2	-	1	-	-	-	-	-	-	-	1
Music	35	18	17	4	2	2	2	1	-	-	-	-	-	-	-	-	-	1
Philosophy	9	7	2	1	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Romance Lang	19	4	15	5	-	5	-	1	-	-	-	3	-	-	-	-	-	1
Theatre	16	7	9	4	3	1	2	1	-	-	-	-	-	-	-	-	1	-
TOTAL	193	90	103	23	8	15	5	5	0	2	1	3	1	0	1	0	1	5
BUSINESS																		
Acct Fin Adm	39	29	10	2	-	2	-	2	-	-	-	-	-	-	-	-	-	-
Economics	23	19	4	3	1	2	-	1	1	-	-	1	-	-	-	-	-	-
Hotel Rest IM	3	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management	24	13	11	5	2	3	1	2	-	-	-	1	-	-	-	-	1	-
Marketing	31	17	14	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-
TOTAL	120	79	41	11	4	7	2	5	1	0	0	2	0	0	1	0		
COMMUNICATION																		
Advertising	9	2	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Audiology	14	7	7	3	2	1	1	1	-	-	-	-	-	-	-	-	1	-
Communication	31	16	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Journalism	4	3	1	2	1	1	1	-	-	-	-	-	-	1	-	-	-	-
Mass Media	10	9	1	2	2	-	2	-	-	-	-	-	-	-	-	-	-	-
Telecomm	10	8	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	78	45	33	7	5	2	4	1	0	0	0	0	0	1	1	0		

* Foreign nationals are excluded

** Minorities are included in TOTAL numbers

COLLEGE Department	TOTAL			MINORITY**												
	Total	Men	Women	Total	Men	Women	Black		Chicn		Hispn		AmInd		Asian	
							M	W	M	W	M	W	M	W	M	W
EDUCATION																
Admin High Ed	50	14	36	9	1	8	1	5	-	-	-	-	-	2	-	1
CPSEP	58	28	30	11	4	7	2	6	-	-	-	1	-	-	2	-
Elem Spec Ed	25	5	20	2	1	1	1	1	-	-	-	-	-	-	-	-
Hlth Phys Ed R	27	15	12	4	2	2	1	2	-	-	1	-	-	-	-	-
Secondary Ed	38	20	18	3	2	1	2	1	-	-	-	-	-	-	-	-
Non Deg, Tch Ed	9	4	5	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	207	86	121	29	10	19	7	15	0	0	1	1	0	2	2	1
ENGINEERING																
Chemical	16	13	3	1	1	-	-	-	-	-	-	-	-	-	1	-
Civil/Sanitary	9	8	1	1	1	-	-	-	-	-	-	-	-	-	1	-
Computer Sci	15	11	4	1	1	-	-	-	-	-	-	1	-	-	-	-
Electrical	12	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Materials Sci	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mechanical	28	25	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Mechanics	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Metallurgy	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Systems Sci	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	92	80	12	3	3	0	0	0	0	0	0	0	1	0	2	0
HUMAN ECOLOGY																
Fam Child Ecol	27	6	21	1	1	-	-	-	-	-	-	-	-	-	1	-
Foods/Nutrition	17	4	13	-	-	-	-	-	-	-	-	-	-	-	-	-
Hum Envir Des	8	1	7	1	-	1	-	1	-	-	-	-	-	-	-	-
TOTAL	52	11	41	2	1	1	0	1	0	0	0	0	0	0	1	0
HUMAN MEDICINE																
Grad Prof	30	16	14	4	2	2	2	1	-	-	-	1	-	-	-	-
Anatomy	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Anthropology	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biochemistry	10	7	3	2	1	1	-	-	-	-	-	-	-	-	1	1
Microbiology	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pathology	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Pharmacology	13	6	7	2	2	-	-	-	-	-	-	-	-	-	2	-
Physiology	10	7	3	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	70	41	29	8	5	3	2	1	0	0	0	1	0	0	3	1
NATURAL SCIENCE																
Biochemistry	20	12	8	1	-	1	-	-	-	-	1	-	-	-	-	-
Biological Sci	4	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Biophysics	4	3	1	1	1	-	-	-	-	1	-	-	-	-	-	-
Botany & PP	74	45	29	2	-	2	-	-	-	-	1	-	-	-	-	1
Chemistry	116	92	24	6	2	4	-	-	-	-	2	-	-	-	2	2
Entomology	23	18	5	-	-	-	-	-	-	-	-	-	-	-	-	-
Genetics	7	4	3	1	-	1	-	-	-	-	-	-	-	-	-	1
Geology	25	18	7	-	-	-	-	-	-	-	-	-	-	-	-	-
Math/Stat	51	43	8	4	3	1	-	-	-	1	2	-	-	-	1	-
Microbiology	19	15	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Physics	52	50	2	2	2	-	-	-	-	2	-	-	-	-	-	-
Physiology	9	6	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Zoology	45	36	9	1	-	1	-	-	-	-	1	-	-	-	-	-
TOTAL	449	343	106	18	8	10	0	0	0	1	5	5	0	0	3	4

COLLEGE Department	MINORITY**															
							Black		Chicn		Hispn		AmInd		Asian	
	Total	Men	Women	Total	Men	Women	M	W	M	W	M	W	M	W	M	W
NURSING	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
OSTEOPATHIC MED																
<i>Grad Prof</i>	22	9	2	1	1	-	-	-	-	-	-	1	-	-	-	-
Biochemistry	7	5	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Biophysics	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Microbiology	3	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Neurosciences	11	10	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Pharmacology	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Physiology	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	39	30	9	1	1	0	0	0	0	0	0	1	0	0	0	0
SOCIAL SCIENCE																
Anthropology	27	15	12	-	-	-	-	-	-	-	-	-	-	-	-	-
Criminal Justice	10	4	6	1	-	1	-	1	-	-	-	-	-	-	-	-
Geography	14	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-
Labor Ind Rel	14	5	9	2	2	-	-	-	-	1	-	-	-	1	-	-
Multi Dis, ID	17	12	5	4	2	2	1	1	-	1	1	-	-	-	-	-
Political Sci	26	16	10	1	-	1	-	-	-	-	-	-	-	-	1	-
Psychology	81	42	39	10	5	5	3	4	1	-	1	-	-	1	-	-
Social Work	13	4	9	2	1	1	-	1	1	-	-	-	-	-	-	-
Sociology	32	13	19	3	1	2	1	2	-	-	-	-	-	-	-	-
Urban Planning	5	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	239	121	118	23	11	12	5	9	2	0	2	2	0	0	2	1
VETERINARY MED																
Anatomy	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Microbiology	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pathology	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Pharmacology	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physiology	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	8	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0
UNIVERSITY TOTAL	1904	1198	706	139	64	75	27	40	3	3	11	16	3	3	20	13

* Foreign nationals are excluded.

** Minorities are included in TOTAL numbers.

GENERAL ANALYSIS
STUDENT PAYROLL FOR NOVEMBER 3-16, 1980

figures in parentheses are for a similar 1979 Payroll Period.

	ALL STUDENTS	FEMALE	MALE	AMER. IND.	ASIAN PAC. ISL.	BLACK AFRO-AMER.	CHIC. HISP.	WHITE CAUC.	FOREIGN	WORK STUDY
ROLLED	44,940 (44,756)	21,946 (21,544)	22,994 (23,202)	110 (115)	364 (345)	2,392 (2,345)	357 (534)	40,311 (40,070)	1,406 (1,347)	1,925 (3,316)
EMPLOYED	8,315 (8,327)	4,693 (4,756)	3,622 (3,571)	19 (21)	129 (130)	744 (764)	72 (68)	7,296 (7,197)	55 (69)	1,678 (1,749)
UNEMPLOYED	8,143 (8,150)	4,594 (4,654)	3,549 (3,496)	19 (21)	124 (126)	739 (758)	72 (67)	7,134 (7,034)	55 (68)	1,678 (1,749)
PROJECT	172 (177)	99 (102)	73 (75)	0 (0)	5 (4)	5 (6)	0 (1)	162 (163)	0 (1)	0 (0)
PERCENT EMPLOYED ENROLLED	18.5 (18.6)	21.4 (22.1)	15.8 (15.4)	17.3 (18.3)	35.4 (37.7)	31.1 (32.6)	20.2 (12.7)	18.1 (18.0)	3.9 (5.0)	87.2 (52.7)
AVERAGE RATE MEAN	\$3.68 (\$3.36)	\$3.64 (\$3.32)	\$3.73 (\$3.41)	\$3.99 (\$3.45)	\$3.67 (\$3.41)	\$3.67 (\$3.34)	\$3.72 (\$3.36)	\$3.68 (\$3.36)	\$3.81 (\$3.43)	\$3.63 (\$3.33)
MEDIAN	\$3.48 (\$3.20)	\$3.43 (\$3.15)	\$3.50 (\$3.21)	\$3.43 (\$3.15)	\$3.48 (\$3.21)	\$3.50 (\$3.21)	\$3.38 (\$3.21)	\$3.48 (\$3.16)	\$3.50 (\$3.26)	\$3.50 (\$3.26)
MODE	\$3.38 (\$3.10)	\$3.38 (\$3.10)	\$3.38 (\$3.10)	\$3.38 (\$3.10)	\$3.38 (\$3.10)	\$3.38 (\$3.10)	\$3.38 (\$3.10)	\$3.38 (\$3.10)	\$3.38 (\$3.10)	\$3.38 (\$3.10)
HOURS WORKED	174,704 (174,276)	92,755 (94,085)	81,949 (80,191)	414 (445)	3,075 (2,961)	15,836 (16,000)	1,196 (1,459)	152,946 (149,667)	1,237 (1,680)	33,387 (34,842)
AVERAGE HRS/WK/STU	10.7 (10.7)	10.1 (10.1)	11.5 (11.5)	10.9 (10.6)	12.4 (11.8)	10.7 (10.6)	8.3 (10.9)	10.7 (10.6)	11.3 (12.4)	10.0 (10.0)
TOTAL PAYROLL	\$664,264 (\$605,723)	\$348,570 (\$322,759)	\$315,694 (\$282,964)	\$1,650 (\$1,535)	\$11,813 (\$10,618)	\$58,964 (\$54,609)	\$4,455 (\$5,333)	\$582,670 (\$520,172)	\$4,712 (\$5,861)	\$121,084 (\$115,996)
UNEMPLOYED	\$642,502 (\$585,448)	\$337,238 (\$312,070)	\$305,264 (\$273,378)	\$1,650 (\$1,535)	\$11,277 (\$10,083)	\$58,131 (\$53,509)	\$4,455 (\$4,901)	\$562,277 (\$502,293)	\$4,712 (\$5,755)	\$121,084 (\$115,996)
PROJECT	\$21,762 (\$20,275)	\$11,332 (\$10,689)	\$10,430 (\$9,586)	-0- (0)	\$536 (\$535)	\$833 (\$1,100)	-0- (\$432)	\$20,393 (\$17,879)	-0- (\$106)	-0- (0)

VII. AFFIRMATIVE ACTION IN PROCUREMENT OF GOODS AND SERVICES

The University has developed a program for affirmative action in procurement of goods and services. This program involves the identification of targets and specific procurement categories and extensive outreach efforts to work with minority-owned and female-owned businesses. The elements of the program were discussed with the Board of Trustees in July 1981, and the program as outlined has been implemented.

Two changes in procedures have been implemented that will positively affect our affirmative action efforts. First, the dollar limits for direct assignment have been increased from \$500 to \$1000. This change increases the potential dollar volume that can be directly assigned to minority-owned and female-owned businesses under our affirmative action program. Second, the bid limit for construction contracts approved by the Board of Trustees has been changed from \$25,000 to \$100,000. This change expands the opportunity for participation of minority-owned and female-owned businesses by reducing the complexity of the bidding procedures (e.g., requirement of performance bonds). In addition, an explicit reference to Executive Order 11246 as amended, Section 503 and Section 402 has been included on the Purchase Order as part of the Equal Opportunity clause.

The data on dollar volume to minority-owned and female-owned businesses for fiscal year 1980-81 reflect only the procurement of goods and services through the Purchasing Department. Through the implementation of our affirmative action commitment, the dollar volume for minority-owned businesses increased by 195%, from \$358,800 in 1979-80 to \$699,675 in 1980-81. This represents approximately 1.5% of the total dollar volume and approximately 30% of the potential dollar volume for minority businesses. The dollar volume for female-owned businesses has increased by 310%, from \$121,835 in 1979-80 to \$377,688 in 1980-81. This represents approximately .8% of the total dollar volume and approximately 67% of the potential dollar volume for female-owned businesses. As a part of the continuous development and improvement of the Affirmative Action Program in Procurement of Goods and Services, data for fiscal 1981-82 will be maintained and evaluated for procurement in units across the University, including construction contracts, the Bookstore, the Library and Food Stores.

Mr. William Wiseman, Associate Purchasing Agent, was recently honored for his contributions and support to the development of minority-owned businesses. The University will continue to assertively identify potential sources and work cooperatively with minority-owned and female-owned businesses to develop effective bidding strategies.

Draft Paper for Discussion

AFFIRMATIVE ACTION IN PROCUREMENT PROGRAM

As an affirmative action/equal opportunity institution, it is the intent of Michigan State University to maximize opportunities for minority-owned and woman-owned businesses to participate as vendors and contractors by providing supplies, services, equipment and construction expertise to the University.

In recent years we have made substantial progress toward meeting this intent. However, in order to increase the opportunity for these firms, it is recommended that we restructure and formalize the University's program in procurement.

The following outline will assist in discussing a systematic approach in restructuring our program as well as identify issues which are currently recognized as needing review.

Development of Program

1. Establish goals.

Goals for affirmative action in procurement should be established on an annual basis by major commodity group (see attached suggested commodity list). These goals should be realistic and affirmative and should be based on a percentage increase over the prior year's expenditures.

A. Identify and project expenditures by commodity groups.

B. Determine market availability by commodity groups. The minority market is extremely limited and tends to congregate primarily in areas of construction and services. Considerable effort must be expended in locating new minority and woman-owned businesses.

C. Identify any barriers which would exclude these firms from participating in the procurement process (i.e., bonding and insurance requirements).

2. Develop strategy and methods for achieving goals.

A. Continuance of the following procedures for achieving goals.

(1) Designate a procurement coordinator in the Purchasing Department.

(2) Implement an extensive outreach program to locate and increase communication and understanding with minority businesses, organizations, representing agencies, and community leaders.

- (3) Implement measures to ensure that Purchasing Department staff is given time to participate in discussion, sensitivity training programs, meetings with minority organizations, and visitations to minority business enterprises.
- (4) Develop a minority-owned and woman-owned business reference directory to ensure that all known minority vendors are provided an opportunity to bid when their commodity is required by the University.
- (5) Expand the University's commodity list through the purchase and sample-lot testing of various items offered by minority-owned businesses.
- (6) Assist minority-owned and woman-owned businesses by working directly with these vendors to help them secure competitive material prices, locate local supply sources, find subcontractors when needed, and assist them in establishing credit.
- (7) Continue to send copies of all bid specifications and related information to various agencies which assist in the identification of minority-owned firms in the Detroit and Lansing areas. Contact with other organizations in other cities will be expanded.
- (8) Provide economic assistance to minority-owned businesses by providing partial payment to vendors as work is completed, offering partial prepayment for materials, guaranteeing payment for materials, and expediting final payment for completed jobs.

- B. Expand upon the opportunity for the accommodation of vendors and subcontractors and joint ventures.
- C. The University should review its buying procedures to determine the feasibility of increasing the level at which purchase orders can be issued through direct assignment.
- D. A set-side technique could be considered for commodity groups for which the University cannot meet its affirmative action objectives through the regularly established procedures.

3. Establish a reporting system.

It is essential in meeting the affirmative action objectives that a reporting system be established which records all University activity in the procurement area. Periodic reports would be issued stating actual expenditures, percent and amount awarded to minority and woman-owned businesses, and a comparison to established goals. Also, issues identified in the procurement process for future study would be incorporated in this periodic report.

Procurement Policies of the Board of Trustees

1. Article X of the Bylaws of the Michigan State University Board of Trustees:

"The Board of Trustees is concerned that maximum value be obtained for funds expended to procure goods and services. Whenever possible, competitive quotations will be received from two or more suppliers and purchase orders will be awarded on the basis of lower cost consistent with acceptable quality."

2. On April 18, 1969, the Board of Trustees of Michigan State University adopted a policy of requiring proof of equal employment practices from all University suppliers. Effective November 19, 1969, the following non-discrimination clause was incorporated into and made a part of all requests for quotations and purchase orders issued by Michigan State University:

"In filling this order, the supplier agrees not to discriminate against any employee or applicant for employment, with respect to hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, religion, national origin or ancestry. The supplier further agrees that every subcontract or order given for the supplying of this order will contain a provision requiring non-discrimination in employment, as herein specified. This covenant is required pursuant to Section 4, of Act No. 251, Public Acts of the State of Michigan, as amended and any breach thereof may be regarded as a material breach of the contract or purchase order."

LIST OF MAJOR COMMODITY GROUPS AND PURCHASING RESPONSIBILITY

PURCHASING.

1. Athletic Supplies.
2. Automobiles and Auto Supplies.
3. Building Materials and Hardware, e.g., electrical, mechanical, paint, general.
4. Coal.
5. Computers and Computer Equipment.
6. Construction Services, e.g., electrical, mechanical, paint, general.
7. Consulting Services.
8. Custodial Supplies.
9. Farm Supplies and Equipment.
10. Fuels.
11. Office Supplies, Furniture, and Equipment.
12. Paper--Fine and Coarse.
13. Pharmaceuticals.
14. Printing.
15. Scientific Supplies and Equipment.

BOOKSTORE.

1. Books, Office Supplies and Equipment--For Resale.

CYCLOTRON.

1. Supplies, Materials, and Equipment related to the DOE Contract.

CONTRACT AND GRANT ADMINISTRATION.

1. Major Construction (Architectural Engineering Firms and Construction Contractors).

FOOD STORES.

1. Food Items.
2. Small Kitchen Equipment and Tabletop Items, e.g., china and glassware.
3. Paper Goods.
4. Detergents.

VIII. PROGRAM ACCESSIBILITY FOR HANDICAPPERS

The University's affirmative action program has as one objective assuring that handicappers can fully participate in the programs, activities and services sponsored by the University. In addition to the Affirmative Action Plan for Employing Handicappers (Section I), the University has conducted a comprehensive self-study to identify barriers for handicappers and has worked with units to develop alternatives that will maintain the integrity of academic programs while providing access for handicappers.

The Office of Programs for Handicapper Students (OPHS) is the focal point for addressing the concerns of handicapper students. The broad responsibility of OPHS involves the coordination of academic support services for handicappers with a wide variety of characteristics. Services available to handicappers through this office include transportation, equipment for loan or on-site use such as speech compressors, recorders, braille or large-type typewriters, TV print magnifiers, talking calculators, print-to-voice or tactile convertors, tape and braille duplicating equipment, volunteer readers, recording of material, street or sport wheelchairs, teletypewriters (TTY's), notetakers, orientation services, registration and exam assistance, and personal care assistance referrals. The OPHS functions as a problem-solving resource for personal, social, and academic concerns of individual handicapper students. In addition to the direct services to students, consultation to various faculty, departments, and units is provided regarding handicapper concerns.

Access to physical facilities is a critical part of assuring access to programs. Modifications to two apartments in VanHoosen Hall were made in Summer 1981 at a cost of \$40,000. With the extensive changes in Wilson Hall in Summer 1980, the University has a variety of housing options for handicapper students and has capacity that exceeds demand. Approximately \$3.0 million has been spent from the auxilliary funds of Housing and Food Services for accessibility projects including residence halls, University apartments, the Union Building and the International Center.

Replacement of elevators as a part of regular maintenance results in improved access for handicappers. Of significance was the replacement of the elevators in Erickson Hall during the Summer 1981. It should also be noted that Michigan State University has an extensive pathramping system to assure mobility of chair users. Anytime a curb is repaired through normal maintenance or as a result of construction in the area, pathramps are installed. Improvements in the Transcampus Mobilization Program occur annually.

The opening of the new Communication Arts Building provided increased program accessibility for handicappers. Through allocation of the dollars for accessibility, planning is now underway for modifications to the Urban Planning and Landscape Architecture Building. In viewing physical facilities accessibility, it is important to remember that program accessibility as required by Section 504 of the Rehabilitation Act of 1979 does not require every building to be accessible. Rather, priority is given to those buildings in which programs are housed for students and for which comparable program services cannot be moved to accessible buildings. The Executive Space Committee, in its deliberations, assesses the impact on program accessibility for handicappers in making decisions about reallocation of space.

Other activities related to handicapper accessibility are documented in Section X of this report.

IX. AFFIRMATIVE ACTION PLAN FOR GRADUATE AND GRADUATE PROFESSIONAL STUDENTS

On January 4, 1979, Provost Winder and Vice President Cantlon requested that each unit with graduate programs formulate an Affirmative Action Plan. Units were directed to establish two types of affirmative action goals: (1) to increase the number of minority and women graduate students, and (2) to increase the amount of unit funds expended for support of minority graduate students and women graduate students in underrepresented areas. Action plans for recruitment were to be developed as an integral part of the program. The Graduate School provided assistance to units and was charged with the responsibility to monitor the quality of the program and progress toward goals.

Based on a complex utilization analysis, goals and timetables were established for 1980-81. A complete report of the Affirmative Action Plan was presented to the Board of Trustees on May 22, 1981. Excerpts from that report are attached.

The responsibility for the Affirmative Action Plan for Graduate and Graduate Professional Students was transferred from The Graduate School to Urban Affairs Programs effective July 1, 1981. The staff of Urban Affairs Programs has been evaluating the structure and effectiveness of the program and is in the process of making substantive changes to improve the effectiveness of the program and reduce the complexity of the data collection process. Greater emphasis is being placed on the development of recruitment plans.

EXCERPTS FROM
THE MAY 22, 1981 PRESENTATION TO
THE BOARD OF TRUSTEES ON
THE AFFIRMATIVE ACTION PLAN FOR
GRADUATE AND GRADUATE PROFESSIONAL STUDENTS

Affirmative Action Plans for Graduate Student
Enrollment and Assistants at Michigan State University

On January 4, 1979 Provost C.L. Winder and Vice President John E. Cantlon circulated a memorandum to the Council of Deans requesting that each unit develop an Affirmative Action Plan for Graduate and Graduate-Professional Programs during Winter Term 1979. The Graduate School (TGS) was given the responsibility of working with units to develop plans and with monitoring progress toward achievement of goals.

By the end of February 1979 TGS had developed a procedure for interaction with the affirmative action representatives in each college. It was determined that before meeting, national data would need to be assembled on graduate and undergraduate enrollments and degrees granted by discipline area as well as any other data that might assist in estimates of the percent of women and minorities available for graduate study in each of the MSU programs. Such material proved not to be easily procured; TGS staff spent a significant part of March seeking and collating the data that were available. Very little information was found relevant to availability estimates for graduate work in individual departments. Furthermore, after aggregation of those data sources found, no fixed formula could be derived for translating the numbers into estimates of the availability of women and each minority group (Black/Afro American, Hispanic/Chicano, American Indian/Native American and Asian American/Pacific Islander) for graduate study and support in the master's, doctoral, and/or professional programs of a particular unit.

Meanwhile TGS drafted the overall plan for coordinating the development of unit goals and plans. On April 4, 1979 a timetable was circulated for completion of all phases, projecting, determination of availability pools by

April 20, 1979 and action plans by May 10, 1979.

Adoption of this timetable failed to foresee either the difficulty of unit administrators in translating data supplied either by The Graduate School or (occasionally) professional associations into availability estimates or the reluctance to apply national data on programs widely different from their own to unit-level availability estimates. As detailed in Appendix F, it actually took ten months to complete the process. Not all follow-up activities are contained on the charts, due primarily to lack of space. Very early in the process it became apparent that a TGS staff member thoroughly familiar with the data sources and possible ways of using them to generate availability estimates would have to work directly with each unit rather than channeling inquiries and problems through college affirmative action offices.

During this period the development of affirmative action plans was subdivided into a series of discrete phases for each unit:

1. Determination of student availability for each program.
2. Utilization analysis of graduate enrollment and support.
3. Establishment of goals and timetables for enrollment and assistantships for under utilized groups.
4. Development of a plan to achieve the goals within the projected timetables.
5. Periodic updates of availability estimates, goals, and plans.

In addition to guidance of the planning and execution of the above unit activities, The Graduate School had several other necessary tasks:

1. Seek additional and more recent data sources for availability estimates.
2. Generate many alternative forms of action units might take to improve their available pool, recruitment, admission, and retention of members

of protected classes, in the context of the flow chart of student progress through the graduate programs.

3. Develop a system to evaluate current status of graduate student enrollment and employment in each unit and to monitor progress toward affirmative action goals.
4. Develop a sequence of hiring procedures to assure adoption of an affirmative action posture in the selection of graduate student assistants.
5. Enable colleges and TGS to monitor applications, admissions, and offers of financial aid for prospective graduate students.

While problems with availability assessments were resolved, the forms and instructions for evaluating current utilization of graduate students and their support went through several drafts based on input from TGS staff members, the Department of Human Relations, the Office of the Provost, and the Office of the President and the Council of Deans. The Colleges of Engineering and Arts and Letters agreed to serve as pilot cases for the forms in February 1979. As anticipated, a wide variety of problems surfaced with many suggestions for improving both the forms and the instructions. Further revisions were made, and the version now in use is less than perfect.

Chief among the problems impeding both utilization analyses and progress monitoring is the lack of adequate central records on prospective and enrolled graduate students. The Graduate School has supervised the revision of existing reports and addition of new ones to enable tracking of members of protected groups from initial graduate school application through to termination. Considerable work remains to be done, especially in the area of achieving a comprehensive picture of the financial aid awarded to each protected group by program of study. The MSU administration has a strong commitment to rapid improvement of the data standards of the university and the facilitation

of timely tracking of affirmative action possibilities and efforts.

Until new student record systems are in place, data on student support will need to be generated by each unit and will vary in completeness according to the unit's closeness and centrality of contact with its graduate students.

At the present time, initial goals and timetables for graduate enrollments and assistantships have been set by all one unit with underutilization of one or more protected categories.

Recommendation 1: Availability assessments, utilization analyses, and goals and timetables should be updated in Fall 1980 after enrollment and assistantship data are available for that term. At that time The Graduate School will be able to supply information on new master's enrollments for calendar year 1980; all other data supplied by units for 1979 will also have to come from them for 1980.

Recommendation 2: The Graduate School give high priority to assisting in the revision of computer programs and records to enable central generation and monitoring of data regarding applications, admissions, new and continuing enrollments, changes of status, offers and acceptances of financial support, total financial support, promotions, attrition, degrees granted, etc. by program, by sex, by ethnicity, and by inclusion in other protected groups (e.g. veterans, handicappers).

Specific plans for achieving the goals now set remain to be formulated.

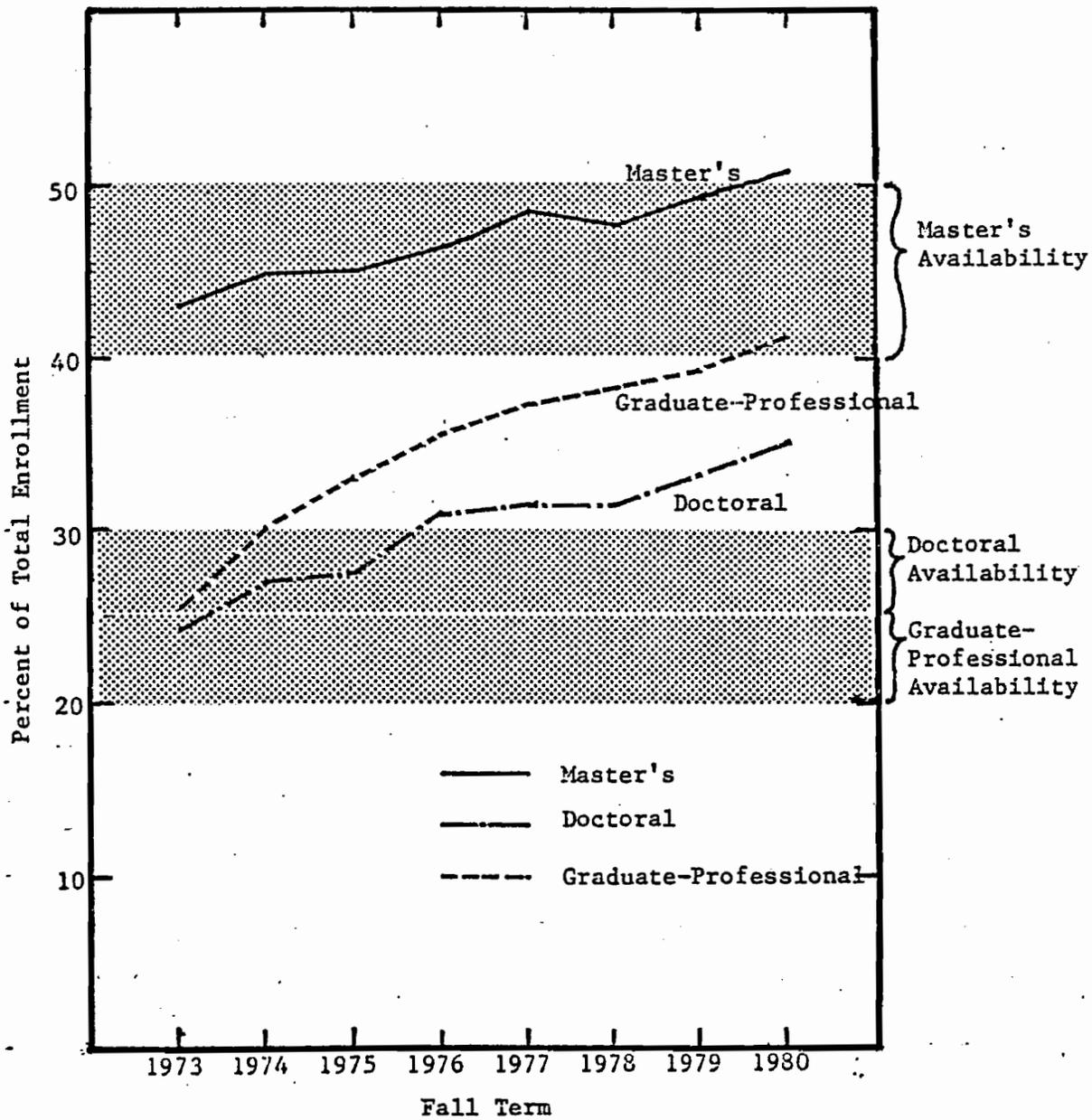
Recommendation 3: During Fall 1980 the staff of The Graduate School develop an array of possible avenues for affirmative action on the path of student careers. Brainstorm with a variety of interested persons to identify many possibilities. Use this array as a tool for

assisting colleges and units to develop individual Affirmative Action Plans including procedures for documentation of good faith effort, Action Plans, including procedures for documentation of good faith effort, during Winter 1981.

With the present system, monitoring of progress toward goals must be done on an "eyeball" basis for individual units.

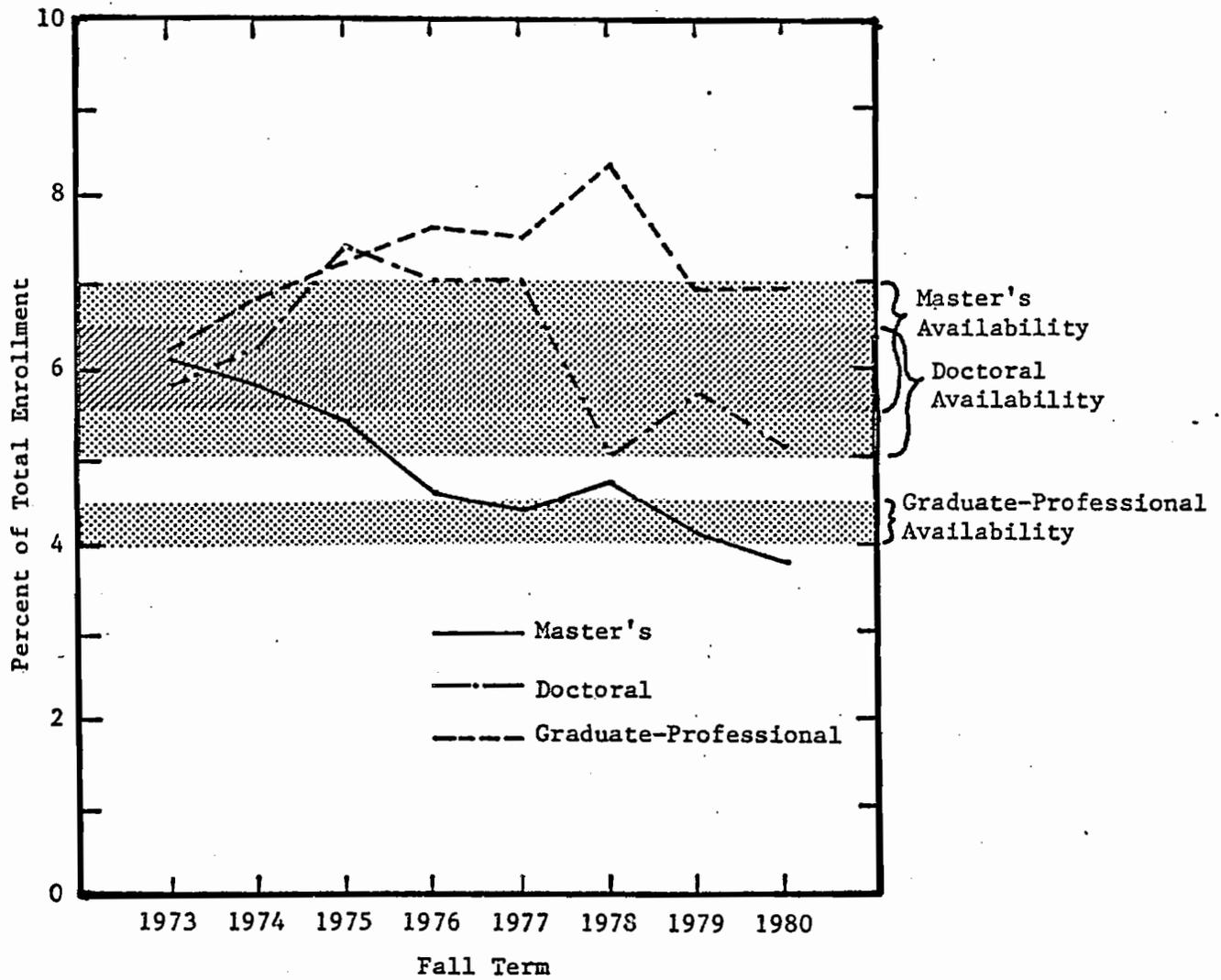
Recommendation 4: Unit utilization, goals, and timetables be made part of the computerized records, and a progress report be generated and evaluated as part of the annual AER process.

MSU is already in the forefront of affirmative actions for graduate and postdoctoral students. We have in operation programs for minority graduate student recruitment, Affirmative Action Graduate Assistantships, Competitive Minority Doctoral Fellowships, needs based minority fellowships, programmatic support of minority fellowships, Dean's special needs program for minorities, and affirmative action postdoctoral fellowships. With the addition of the current goals for individual units, adoption of plans for their attainment, good faith effort in executing the plans, and improved central monitoring capabilities, we will significantly increase the efficiency and effectiveness of our endeavor.



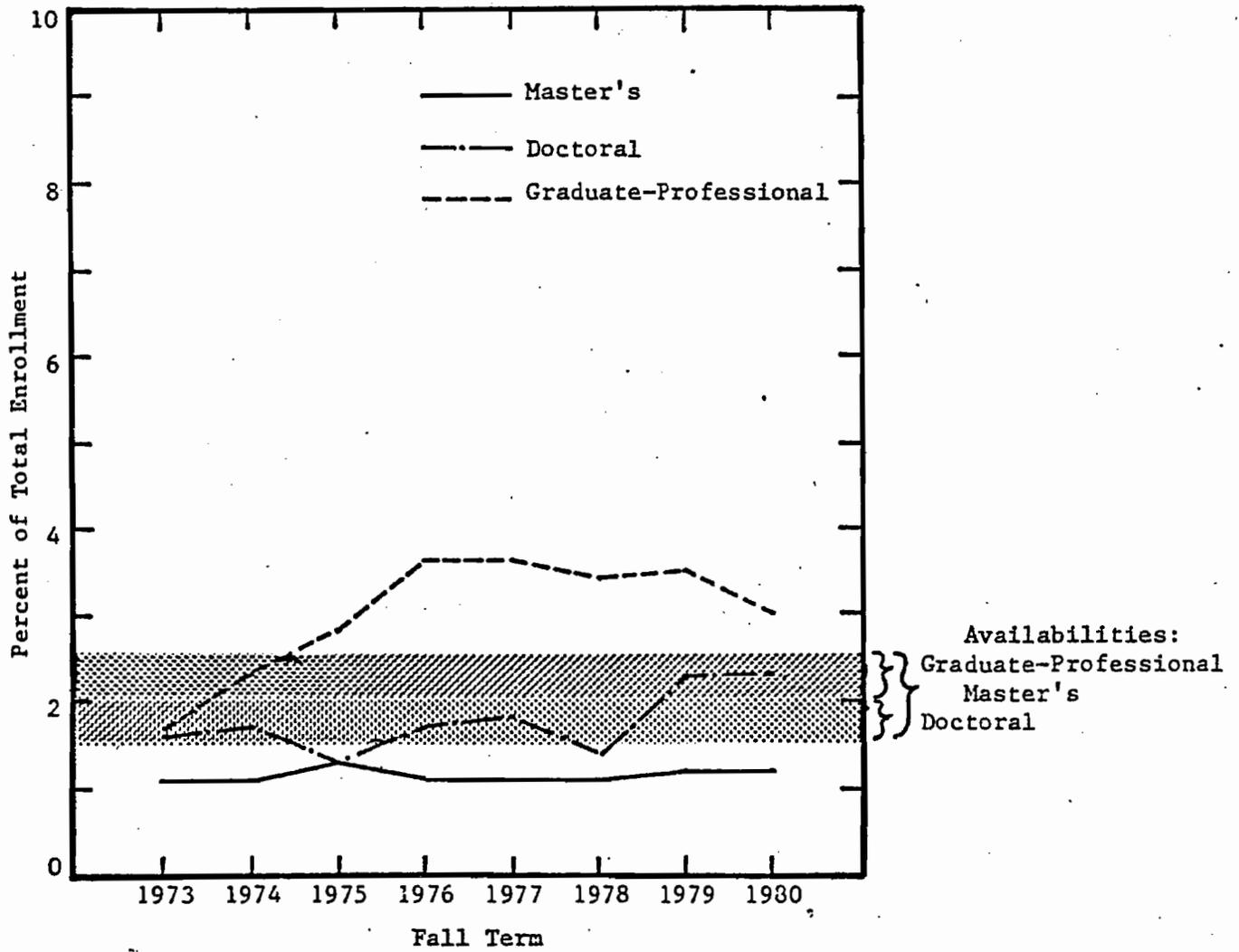
ENROLLMENT OF WOMEN GRADUATE STUDENTS, FALL TERMS, 1973 THROUGH 1980

BO'K/TGS/5-11-81

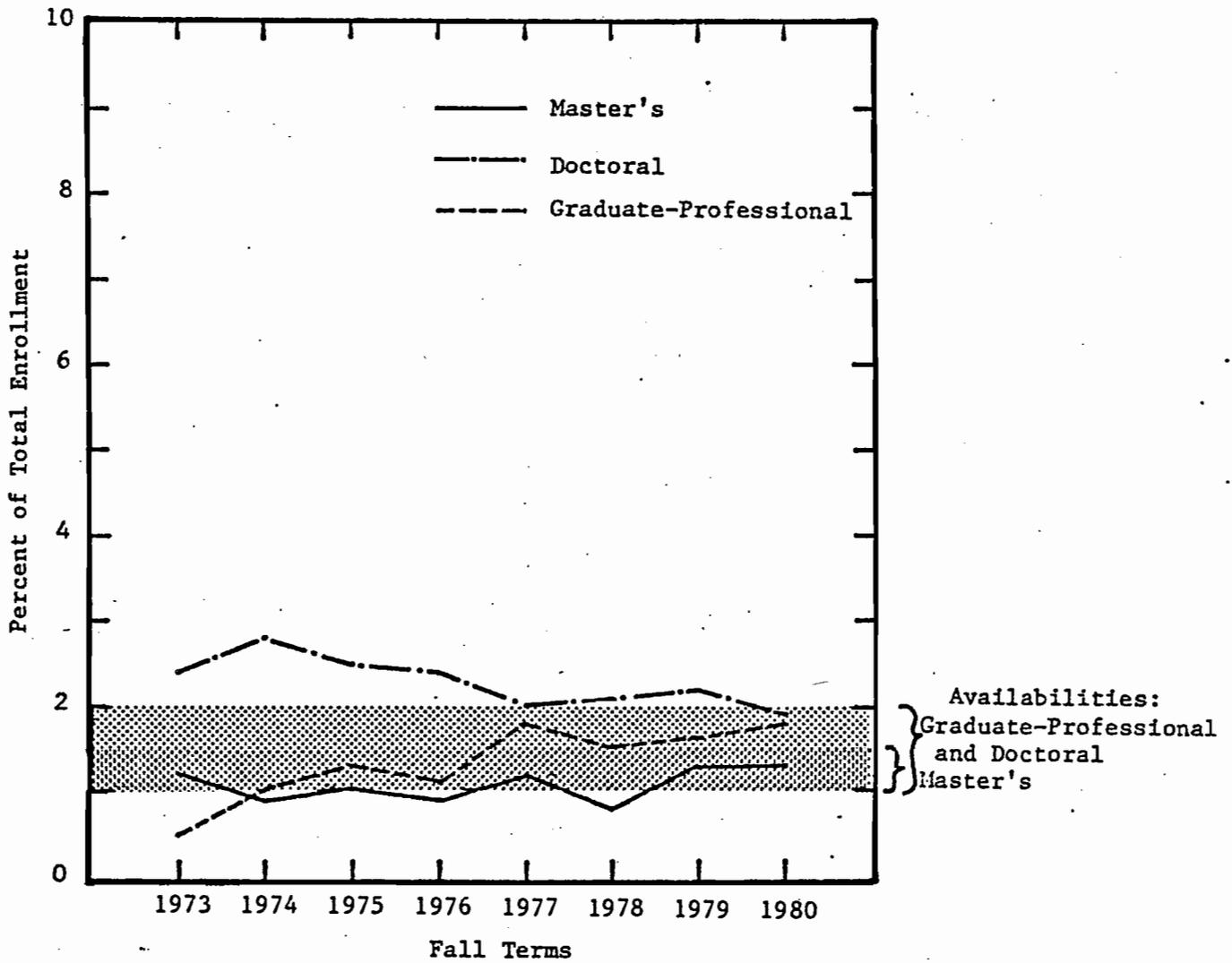


ENROLLMENT OF BLACK GRADUATE STUDENTS, FALL TERMS, 1973 THROUGH 1980

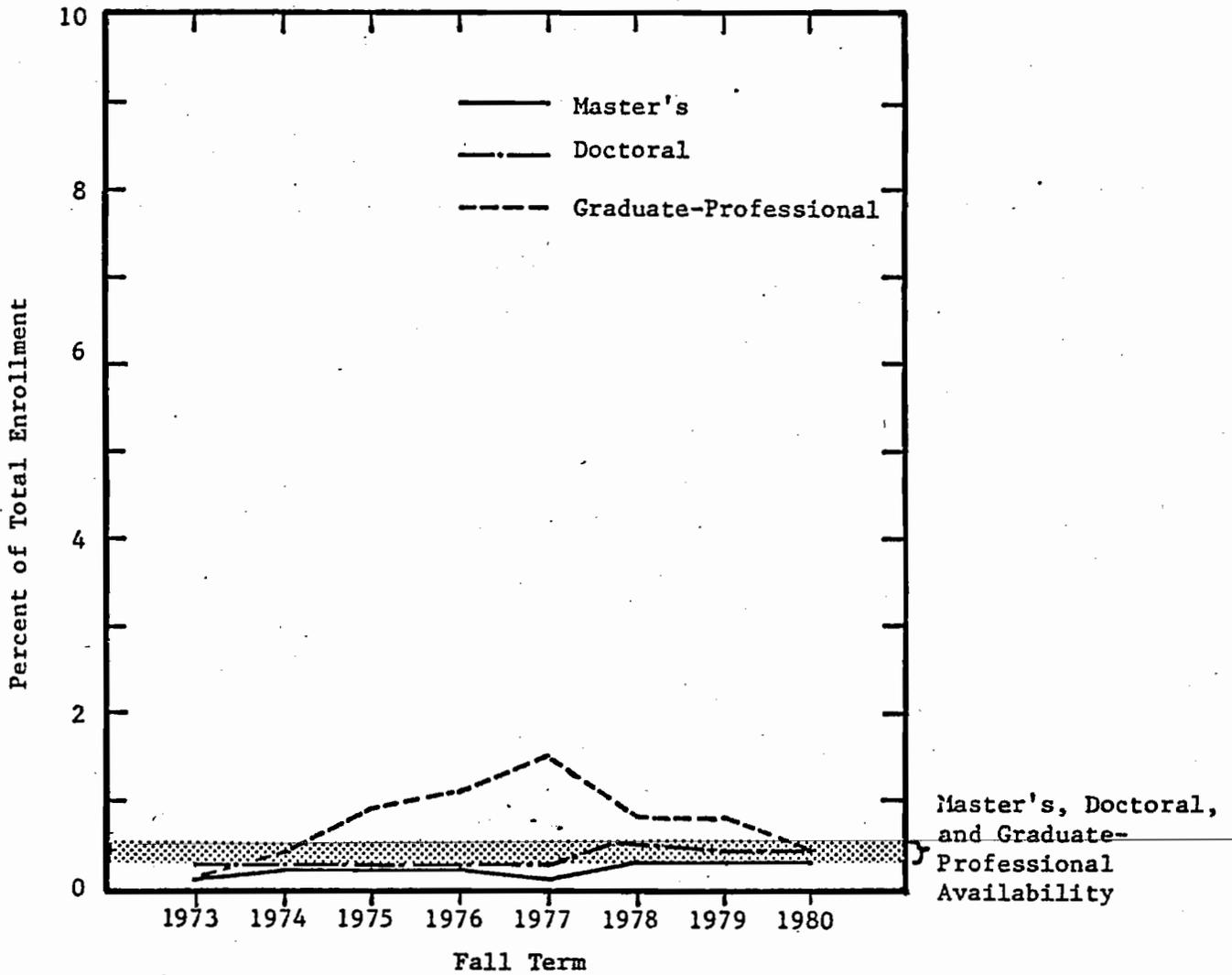
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ENROLLMENT OF HISPANIC/CHICANO GRADUATE STUDENTS, FALL TERMS, 1973 THROUGH 1980



ENROLLMENT OF ASIAN AMERICAN/PACIFIC ISLANDER GRADUATE STUDENTS, FALL TERMS, 1973 THROUGH 1980



ENROLLMENT OF NATIVE AMERICAN/AMERICAN INDIAN GRADUATE STUDENTS, FALL TERMS, 1973 THROUGH 1980

BO'K/TGS/5-11-81

ENROLLMENT OF MINORITIES AND WOMEN, FALL 1980, COMPARED TO ESTIMATED AVAILABILITY

The Graduate School

COLLEGE	U.S.Cit. & Perm. Res.			Total Minority													
	Total	M/W	% Women	Amer. Indian	Black		Chicano		Hispanic		Asian Amer.		#	%	M/W		
Agric. & Nat. Res.																	
Master's	364	249/115	31.6	1/0	0.3	1/3	1.1	0/0	0	3/1	1.1	3/1	1.1	13	3.6	8/5(38.5)	
Avail.			16-20		0.3		1.5-2		1.0*				1-1.5		3.5-5		
Doctoral	234	197/37	15.8	0/0	0	7/2	3.8	0/0	0	1/3	1.7	5/1	2.6	19	8.1	13/6(31.6)	
Avail.			10-15		0.3		1.5-2.5		0.6-1.1				2-2.5		4.5-5.5		
Arts & Letters																	
Master's	299	135/164	54.8	0/1	0.3	4/6	3.3	2/2	1.3	2/0	0.7	2/2	1.3	21	7.0	10/11(52.4)	
Avail.			50-60		0.2		4-5		1.5-2.5				1-1.5		7-8		
Doctoral	153	82/71	46.4	1/0	0.6	4/3	4.6	0/0	0	2/1	2.0	1/3	2.6	15	9.8	8/7 (46.7)	
Avail.			40-50		0.2		3-4.5		1-2				1		5.5-7.5		
Business																	
Master's	634	453/181	28.5	0/0	0	8/5	2.0	0/0	0	2/0	0.3	5/5	1.6	25	3.9	15/10(40.0)	
Avail.			14-15		0.1-0.2		3.5-4.5		1-1.5				1-1.5		6-7		
Doctoral	91	67/24	26.4	0/0	0	2/1	3.3	1/0	1.1	0/1	1.1	1/2	3.3	8	8.8	4/4 (50.0)	
Avail.			8-14		0.1-0.2		3.0		0.7				1.0		4.5-5		
Comm. Arts & Sci.																	
Master's	183	65/118	64.3	0/0	0	4/6	5.5	1/0	0.3	0/3	1.6	2/1	1.6	17	9.3	7/10(58.8)	
Avail.			40-50		0.3		5-6		1.5-2				1-1.5		7.5-8.5		
Doctoral	36	25/11	30.6	0/0	0	4/0	11.1	0/0	0	1/0	2.8	0/0	0	5	13.9	5/0 (0.0)	
Avail.			30-35		0.3		4.5-5.5		1.5-2				0.5-1		7-8		
Education																	
Master's	1082	352/730	67.5	5/0	0.5	21/35	5.2	4/3	0.6	4/6	0.9	4/3	0.6	85	7.8	38/47(55.3)	
Avail.			55-65		0.5		7.5-9.5		2-2.5				0.5		11-13		
Doctoral	578	300/278	48.1	1/4	0.9	29/25	9.3	6/1	1.2	4/5	1.6	3/4	1.2	82	14.2	43/39(47.6)	
Avail.			45-50		0.4		9-9.5		2.0				0.7		12-13		
Engineering																	
Master's	150	134/16	11.9	1/0	0.7	4/0	3.0	0/0	0	1/0	0.7	6/1	5.2	13	9.7	12/1 (7.7)	
Avail.			7-7.5		0.2		1.6-2		1.2-1.5				3-6		6.5-8		
Doctoral	40	39/1	2.5	0/0	0	3/0	7.5	0/0	0	0/0	0	1/1	5.0	5	12.5	4/1 (20.0)	
Avail.			4-4.5		0.2		0.8-1		0.5-1.5				3.5-6		5-7.5		
Human Ecology																	
Master's	147	16/131	89.1	0/0	0	2/4	4.1	0/1	0.7	0/1	0.7	2/1	2.0	11	7.5	4/7 (63.6)	
Avail.			85-90		0.1		2.5-3.0		0.5-1.0				0.5-1.0		4.5-5.5		
Doctoral	59	19/40	67.8	0/0	0	0/1	1.7	1/0	1.7	0/1	1.7	0/1	1.7	4	6.8	1/3 (75.0)	
Avail.			55-60		0.3-0.5		2.5-3.0		0.5-1.0				1.0-1.5		5-6		

*Data have not been published which would permit calculation of separate availabilities for Chicanos and Hispanics.

Enrollment (cont.)

COLLEGE	U.S. Cit. & Perm. Res.			Amer. Indian		Black		Chicano		Hispanic		Asian Amer.		Total Minority		
	Total	M/W	X	M/W	X	M/W	X	M/W	X	M/W	X	M/W	X	#	X	M/W
Human Medicine																
Master's	39	13/26	66.7	0/0	0	0/1	2.6	0/0	0	0/0	0	0/0	0	1	2.6	0/1(100.0)
Avail.			45-50		0.3		2.5-3.5			1.5-2.0			1.5-2.5		7.0-7.5	
Doctoral	41	31/10	24.4	0/0	0	0/0	0	0/0	0	0/0	0	2/0	4.9	2	4.9	2/0(0.0)
Avail.			25-30		0.2		2.0-2.5			1.0			2.0-3.0		5.5-6.5	
Grad.Pro.	417	248/169	40.5	1/0	0.2	31/18	11.8	10/5	3.6	7/5	2.9	3/1	1.0	81	19.4	52/29(35.8)
Avail.			25-30		0.4		7.0-8.0			3.0-5.0			1.5-2.0		11-15	
Natural Science																
Master's	270	188/82	30.4	1/0	0.4	1/3	1.5	0/0	0	2/0	0.7	4/3	2.6	14	5.2	8/6 (42.8)
Avail.			25-29		0.2		1.8-2.5			1.0-1.5			1.5-2.0		4.5-6.0	
Doctoral	359	282/77	21.4	1/0	0.3	2/0	0.6	0/0	0	3/3	1.7	5/2	1.9	16	4.5	11/5 (31.3)
Avail.			18-20		0.2		1.5-2.0			1.0-1.5			2.0		5.0-6.0	
Nursing																
Master's	36	1/35	97.2	0/0	0	0/1	2.8	0/0	0	0/0	0	0/0	0	1	2.8	0/1(100.)
Avail.			95.7		0.6		5.3			1.1			0.9		7.9	
Osteopathic Med.																
Master's	1	1/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0	0	0/0
Doctoral	25	20/5	20.0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0	0	0/0
Grad.Pro.	383	244/139	36.3	2/2	1.0	15/18	8.6	7/1	2.1	1/0	0.3	9/8	4.4	63	16.4	34/29(46.0)
Avail.			21.0		0.3		3.4			2.0			2.5		8.4	
Social Science																
Master's	594	265/329	55.4	1/2	0.5	14/16	5.0	4/3	1.2	1/3	0.7	4/1	0.8	49	8.2	24/25(51.0)
Avail.			36-46		0.2-0.3		7.5-9.0			2.0-3.5			1.0-1.5		11-14	
Doctoral	228	139/89	39.0	1/0	0.4	7/6	5.7	3/1	1.8	3/2	2.2	1/2	1.3	26	11.4	15/11(42.3)
Avail.			30-35		0.2-0.3		4.0-5.0			1.5-2.0			1.0-1.5		7.0-9.0	
Veterinary Med.																
Master's	32	21/11	34.3	0/0	0	3/1	12.5	0/0	0	0/0	0	0/0	0	4	12.5	3/1 (25.0)
Avail.			25-30		0.9		1.5-2.5			1-1.5			1-1.5		4-6	
Doctoral	18	13/5	27.8	0/0	0	1/0	5.6	0/0	0	1/0	5.6	0/0	0	2	11.1	2/0 (0.0)
Avail.			25-30		0.2		1.5-2.5			1.0-1.5			1.5-2.0		4-6	
Grad.Pro.	457	248/209	45.7	0/0	0	1/3	0.9	1/1	0.4	0/0	0	0/1	0.5	8	1.8	3/5(62.5)
Avail.			25-30		0.5		1.0-2.0			2.0-.05			0.5		3.5-9.5	
UNIV. TOTALS																
Master's	4065	2005/2060	50.7	9/3	0.3	69/83	3.7	11/9	0.5	16/14	0.7	34/20	1.3	268	6.6	139/129
Avail.			40-50		0.3-0.5		5.5-7.0			1.5-2.5			1.0-1.5		9-10	
Doctoral	1861	1213/648	34.8	4/4	0.4	59/38	5.2	11/2	0.7	15/16	1.7	19/16	1.9	184	9.9	108/76(41.3)
Avail.			30-35		0.3		5.0-6.5			1.5-2.0			1.0-2.0		8-10	

GOALS FOR ENROLLMENT OF AND ASSISTANTSHIPS FOR
MINORITIES AND WOMEN BY COLLEGE

	<u>Total</u>	<u>Women</u>	<u>Total Minor.</u>	<u>Nat. Amer.</u>	<u>Black</u>	<u>Asian Amer.</u>	<u>Hisp.</u>
<u>Agriculture & Natural Resources</u>							
Master's	+19	7	6.5		2.5	0.5	0.5
Doctoral	+22	6	4	-	1	2.5	-
Graduate Assistant	-27	3.5	3.5	-	1	1	
<u>Arts & Letters</u>							
Master's	-24	5	5		4	0.5	0.5
Doctoral	-25		0.5		1		1
Graduate Assistant	-12				2		
<u>Business</u>							
Master's	+75		21		16	1.5	5.5
Doctoral	+ 1	2					
Graduate Assistant	-10	2.5			1		
<u>Communication Arts & Sciences</u>							
Master's	+40		3		2.5		
Doctoral	+ 2						
Graduate Assistant	- 4				1		1
<u>Education</u>							
Master's	-12	3	61	1.5	46	1	21
Doctoral	+ 4	75	4		2	1	8
Graduate Assistant	-11	6.5	3		3.5		1
<u>Engineering</u>							
Master's	+31	3			1		.5
Doctoral	+17	2	1				
Graduate Assistant	+19		3.5			3.5	
<u>Human Ecology</u>							
Master's	-17	2	3	1	3		2.5
Doctoral	+ 1						
Graduate Assistant	-19				2	1	.5
<u>Human Medicine</u>							
Master's	+ 9		2.5		1.5		
Doctoral	+ 8	3	1				
Graduate Assistant	+13	4					
<u>Natural Science</u>							
Master's	-25	2	2.5	-	2.5	2.5	1
Doctoral	+18	6.5	3.5		4	2	2
Graduate Assistant	- 2	6	13		6.5	6.5	3.5
<u>Nursing</u>							
Master's	+13		1				
Doctoral							
Graduate Assistant	- 9						

Goals for Enrollment of Assistantships for
Minorities and Women by College

8.2

	<u>Total</u>	<u>Women</u>	<u>Total Minor.</u>	<u>Nat. Amer.</u>	<u>Black</u>	<u>Asian Amer.</u>	<u>Hisp.</u>
<u>Osteopathic Medicine</u>							
Master's							
Doctoral	+ 9						
Graduate Assistant	+ 2				1		
<u>Social Science</u>							
Master's	+ 2	5.5	23.5	1	17	1	2
Doctoral	- 1	6	1.5			1	1
Graduate Assistant	-19	3	1.5		1	.5	.5
<u>Veterinary Medicine</u>							
Master's	- 7	1					
Doctoral	+ 2						
Graduate Assistant	- 5						
<u>UNIVERSITY TOTALS</u>							
Master's	+104	28.5	129	3.5	62.5	7	6
Doctoral	+ 57	100.5	14.5	0	9	6.5	12
Graduate Assistant	- 84	25.5	24.5	0	18	12.5	6.5

Source: Affirmative Action Goals and
Timetables, Summer 1980

X. OTHER ACTIVITIES

Important aspects of Michigan State University's overall affirmative action program are the activities of individual departments and units in support of affirmative action and on behalf of women, minorities, and handicappers. Each year, a survey is conducted by the Department of Human Relations to inventory these activities. Attached is the summary of the responses of administrators. Data are organized into five categories: (A) credit and non-credit instructional courses and programs, (B) supportive services and extra-curricular activities, (C) research projects, (D) public service activities, and (E) organizational development.

These data represent a significant but partial listing of the types of activities that occur in a complex and decentralized organization that are consistent with the University's commitment to equal opportunity, non-discrimination, and affirmative action.

APPENDIX A

Credit and Non-Credit Instructional Courses and Programs
Related to Women, Minorities and Handicappers

1980 - 81

Credit and Non-Credit Instructional Courses and Programs
Related to Women, Minorities and Handicappers

1980 - 81

UNIT	COURSE NUMBER(S)	COURSE OR PROGRAM
Accounting & Financial Administration	201, 202	Principles of Accounting (Special Minority Sections)
American Thought & Language	151, 152, 153	American Minorities
	181, 182, 183	Women in America
	380, 381	The Role of Women in America: Arts & Self
Anthropology	262	Status of Women in Culture & Society: A Comparative View
Art	350	Women in Modern Art
Audiology & Speech Sciences	444	Oral Language of Urban Areas
	460	Aural Rehabilitation
	470	Communication Disorders
	831	Speech & Hearing Problems of Adults
	832	Speech & Hearing Evalu- ation & Therapy
	874	Speech & Hearing Problems in Public Schools
	875A	Clinical Practicum in Speech & Language Pathology
	880A	Algorithms for Speech & Hearing Sciences
Education	423A	Educational Provisions for the Visually Handicapped

UNIT	COURSE NUMBER	COURSE OR PROGRAM
Education, cont'd	423C	Braille
	423D	Low Vision & Its Facilitation
	423E	Daily Living Skills for Visually Handicapped Children
	423F	Communication Modifications for Visually Handicapped Children
	423G	Education of the Blind- Deaf
	423H	Teaching Optacon Reading to Blind School-Age Learners
	424A	Education of Exceptional Children
	424B	Psycho-Educational Evalu- ation of the Handicapped
	424C	Organization of Services for the Handicapped
	425A	Educational Programs for Deaf Children and Youth
	425B	Language Development for the Deaf
	425C	Speech Development for the Deaf
	427A	Educational Provisions for the Physically Handicapped
	427B	Educational Provisions for Learning Disabilities
	428A	Psycho-Educational Characteristics of the Mentally Retarded
	428B	Curriculum for the Mentally Retarded
	428C	Educational Procedures for the Mentally Retarded

UNIT	COURSE NUMBER(S)	COURSE OR PROGRAM
Education, cont'd	428D	Education of the Severely Retarded
	432A	Psycho-Educational Characteristics of the Emotionally Disturbed
	432B	Remedial Practices with the Emotionally Disturbed
	432C	Classroom Management: Emotionally Disturbed
	490E	Aiding Teachers of Blind/Deaf Learners
	490G	Teaching Daily Living Skills to Visually Handicapped Learners
	805	Seminar in Urban Teaching
	806	Problems of the Professional in Higher Education Administration: Men and Women
	817A	Introduction to Urban Counseling
	817F	Sexism, Racism & Alienation in the Therapeutic Process
	832	Advanced Methods & Materials in Special Education
	889A	Issues in Education of Deaf
	889B	Issues in Education of Emotionally Impaired
	889C	Issues in Mental Retardation
	889D	Psychoeducational Diagnosis of the Handicapped
	889F	Parent-Teacher Relationships in Special Education
	889G	Community Agency Programs for the Handicapped

UNIT	COURSE NUMBER(S)	COURSE OR PROGRAM
Education, cont'd	889H	Special Education Finance
	889I	Seminar: Severely Emotionally Impaired/ Autistic
	889J	Introduction to Learning Disabilities
	889K	The Handicapped Student in the Regular Classroom
	890A	Field Experience: Education of Deaf
	890B	Field Experience: Emotionally Impaired
	890C	Field Experience: Mental Retardation
	890D	Field Experience: Teaching Visually Handicapped Learners
	890E	Field Experience: Teaching Blind/Deaf Learners
	890F	Field Experience: Learning Disabilities
890G	Severely Emotionally Impaired/Autistic	
English	342	Women and Literature
Family & Child Ecology	442	Minority Families in America
	445	Human Sexuality in the Family
History	249	American Urban History
	309	The Black Man in the Americas: Varieties of Slavery
	310	The Black in the United States: Since Emancipation

UNIT	COURSE NUMBER(S)	COURSE OR PROGRAM
History, cont'd	313	A History of Black Women in America
	317	Rise and Decline of the Latin American Empires
	318A	Latin America in the National Period
	318B	Latin America in the Contemporary Period
	319	Latin America in World Affairs
	321	History of Mexico, Cuba, and Central America
	328	History of the Early American Frontier
	329	History of the American West
	335	The United States, 1865- 1900
	347	Women in Industrial Society
	401	Approaches to American History
	405	American Society & Culture Since 1945
	436	West Africa in the Era of the Slave Trade
	446	Studies in Latin American History
James Madison College	249	American Urban History
	251	The Contemporary American City
	252	Urban Policy Problems
	285	Nonwhite Minorities & American Pluralism
	380	Social Politics of Inter- group Relations

UNIT	COURSE NUMBER(S)	COURSE OR PROGRAM
James Madison College, cont'd	381	Intergroup Relations and the Law
	450	Senior Seminars in Urban Community Policy Problems
	452	Urban Economics
Labor & Industrial Relations	868	Equal Employment Opportunity & Occupational Safety & Health Policy
Management	417	Minorities and Women in the World of Work
Political Science	337	Ethnicity, Race and Politics
	338	Politics and Inequality
Psychology	139	Psychology of Women
	290	Human Sexuality
	439	Selected Topics in the Psychology of Women
Racial & Ethnic Studies	130	The First Americans: An Introduction to the Native American Experience
	240	Comparative Theories of Racism & Ethnocentrism
	245	Human Rights Advocates
	250	Minority Experience in American Society
	313	Development of American Indians as an Ethnic Minority
	333	Contemporary Problems of American Indians
	340	Human Rights in the Modern World

UNIT	COURSE NUMBER(S)	COURSE OR PROGRAM
Racial & Ethnic Studies, cont'd	393	Political Affairs of Native Americans
	401	Black (African) Diaspora
	402	Chicano Dramatic Expression
	417	Minorities & Women in the World of Work
	423	Ethnic Groups of Michigan
	440	Human Rights Violations in the Contemporary World
	445	Issues in Affirmative Action Policy
	450	Mechanisms of Racial Dominance & Conflict Resolution
	465	Perspectives on Housing Policies in Selected Industrialized Countries
Social Work	417	Minorities & Women in the World of Work
	428	Dynamics of Marriage & Family Relations
	470	Women's Issues in Social Work
Sociology	329	Urban Sociology
	333	Racial & Ethnic Inequality
	353	Sex Roles
	971	Race, Politics, & Social Structure
Urban & Metropolitan Studies	321	Urban Community Self-Development
	385	Housing Problems of Minorities in Urban Areas

UNIT	COURSE NUMBER(S)	COURSE OR PROGRAM
Urban & Metropolitan Studies, cont'd	401	The Ghetto
	431	Law & Social Change
	463	Economics of Urban Education
Urban Development, College of	201	Historical Roots of Racism and Ethnocentrism
	202	Minorities in American Cities

APPENDIX B

Supportive Services and Extracurricular Activities
Related to Women, Minorities and Handicappers

1980 - 81

Supportive Services and Extracurricular Activities
Related to Women, Minorities and Handicappers

1980 - 81

UNIT	PROJECT OR PROGRAM
Agriculture & Natural Resources, College of	Staff visited inner city high schools in the Detroit and East St. Louis, Illinois areas regarding career opportunities at MSU.
Arts & Letters, College of	Minority student given internship at Migrant Clinic, Mason, Michigan. Minority student given internship at Department of Navy, Washington, D.C.
Biochemistry	Obtained four (4) Graduate Professional Opportunities Programs Fellowships for minority students entering Ph.D. degree program. Provided summer research assistantship for minority high school students to work in research laboratory.
Business	Subsidy to Black Business Students' Assn: office, space, typewriter, assistance to secretary.
Counseling Center	Peer Counseling program which helps serve minority students. Counseling group for women with compulsive eating disorders. Counseling group to assist women plan a career. Counseling group to assist women students in selecting a major. Participated in Black Student Orientation Program. Continued to operate the Multi-Ethnic Counseling Center Alliance (MECCA) program. With the Office of the Vice-President of Student Affairs & Services, operated the Sexual Assault and Safety Education Program.

UNIT	PROGRAM OR PROGRAM
Counseling & Educational Psychology	National Conference on Counseling Minorities.
Engineering	<p>Women in Engineering Awards Banquet Activities of the Society of Women Engineers: Resume Book; Monthly Programs; Skills Workshop; Engineering Opportunities for Women; Participation in College Activities.</p> <p>Engineering Equal Opportunity Program: Academic Advising; Peer Counseling; Tutoring; Study room help sessions; Personal and social counseling; Career counseling & career information; financial scholarships.</p> <p>Participant in Detroit Area Pre-College Engineering Program which provided motivational and preparational activities for middle and high school students.</p> <p>Minority Students in Engineering organization (MSE) sponsored the following activities: Annual banquet; educational seminar; speakers bureau; headquarters for Region IV, National Society of Black Engineers.</p>
Financial Aids	<p>Participated in a series of meetings to discuss handicapper staff concerns with proposed memorandum of understanding being developed between Michigan Student Financial Aid Association and Michigan Rehabilitation Service.</p> <p>Provided specific instructions and materials to Developmental students for the purpose of applying for financial aid.</p> <p>Worked closely with the staff of Supportive Services, in the form of workshops, to assist them with identifying and solving the financial problems of students.</p> <p>EOP Committee - Work in conjunction with the Graduate Office for the purpose of identifying and determining the needs of minority student for grant monies.</p>

UNIT	PROJECT OR PROGRAM
Graduate School	<p>Affirmative Action Graduate Assistantship Program.</p> <p>Committee on Institutional Cooperation: CIC Minorities Fellowship Program in the Social Sciences/ Humanities.</p> <p>CIC Panel on Increased Access to Graduate Studies for Minorities.</p> <p>Equal Opportunity Fellowship Program</p> <p>Graduate Professional Opportunities Program.</p> <p>Minority Biomedical Support Program</p> <p>Minority Competitive Doctoral Fellowship Program</p> <p>Minority recruitment efforts</p>
Handicapper Services	<p>Transport, tutors, notetakers, personal assistants referral, equipment use, readers, etc. .</p>
Human Medicine	<p>Minority Health Career Day</p> <p>Michigan State University Minority Premed Club</p>
International Studies & Programs	<p>Sponsored special Conference on Women in Development</p> <p>Co-sponsored several women speakers to campus</p> <p>Special assistance to Women in Development Office in organization of their office and program.</p> <p>Sponsored programs such as Japan Week, China Week, India Week, Thai Day, Filipino Day - which involved cooperation of international student groups and the ethnic community in the Greater Lansing area.</p>
Lifelong Education	<p>The Office of Overseas Study received a \$20,000 grant from the International Communication Agency to be utilized to assist minority students with their fees regarding formal MSU overseas programs & research projects, which satisfy degree requirements. The Office of Overseas Study is part of the Office of International Extension.</p>

UNIT	PROJECT OR PROGRAM
Mathematics	Classes in Math 081, 082, 108, 109 with special tutorial help.
Natural Science	<p>The Charles Drew Laboratory is a continuing program which has been specifically designed for minority or educationally disadvantaged students who are interested in pursuing careers in the sciences or in science-oriented fields such as agriculture, engineering or medicine. Efforts are directed to helping the students acquire skills in mathematics, learn good study strategies for the sciences, improve writing and communication skills, and gain some insight into what science as a process is. Drew students follow a curriculum designed to better integrate their first year courses and to provide extensive experience with writing, study and test-taking strategies. At the end of this first year, the student who has followed the curriculum should be able to progress through upper-level math and basic science courses with greater facility. Participation in the Drew program and enrollment in the special Drew sections is limited to those 80 students invited to participate.</p> <p>A Biomedical Grant was obtained this past year from the Public Health Service to interest minority students in careers in medically related sciences. The University group under the direction of Judith Krupka and James Gallagher worked this year with high school students. They will again work with the same group this coming year. In the end, we are assuming that a significant fraction of these students will attend Michigan State University in science programs.</p>
Osteopathic Medicine, College of	<p>Continuous pre-application, pre-admissions, pre-matriculation counseling with minorities and women.</p> <p>MSU Minority Pre-Health Club</p> <p>MSU Minority Health Careers Fair</p> <p>Minority Medical Consortium</p>

UNIT

PROJECT OR PROGRAM

Osteopathic Medicine, College of (cont'd)	Meetings, luncheons, etc., with women from both on and off campus to discuss concerns, employment possibilities, etc..
Packaging	Programs in local high schools to recruit blacks and minority students.
Political Science	Continued support for Women's Caucus of the Department of Political Science.
Residence Halls Programs	Black History Week programs; Black Cultural Orientation Week; Women's support group; Programs for Black students interested in career development.
Service-Learning Center	<p>During 1980-81, the Service-Learning Center placed 3,096 students in 50 major community programs and 250 Special Requests. Of these, 159 were identified as minorities which is 5.65% of the total volunteer population and 4.93% of the total minority campus population.</p> <p>There were 29.7% male participants and 70.3% female participants.</p> <p>Many of the community programs in which students participated are designed to benefit women, minorities and handicappers.</p>
Student Affairs	<p>Women's Council: to organize programs of interest and benefit to MSU Women's Students. Activities: Alternative Films, Concerts, Library.</p> <p>Office of Black Affairs: to broaden the educational, political & cultural consciousness of the MSU Black Student community.</p>

UNIT

PROJECT OR PROGRAM

Student Affairs,
cont'd

Activities: Black History Month Program (art, dancers, speakers, drama); Newsletter, Project Foresight (minority enrollment program); Black picnic, Leadership Workshops, Library.

Chicano/Hispanic: on-campus support services for Hispanic students.

Activities: Chicano History Week (speakers, meals, publications); speakers, visitations, & "Tiempo" newsletter.

North American Indian Student Organization: to become better acquainted with University services and broaden awareness of cultural, political, & academic activities relative to the American Indian. Activities: craft-work classes, films, library, speakers, seminars, academic counseling.

Ebony: to identify & produce concerts of interest to Black students at MSU. Activities: produced the Peabo Bryson concert.

Black Notes: to produce video media for and about Blacks at MSU. Activities: produced two-three shows per week that were televised locally on open channels and on closed circuit at the Union Building.

Providing advisory assistance for the National Panhellenic Council, the Black Greek Social fraternities & sororities.

Providing advisory assistance to the Interfraternity Council & Panhellenic Council sponsored Special Olympics. Staff also served as event officials.

Registering student organizations which reflect minority students' interest (17) and women students' interests (19) as well as assisting these groups in planning their activities & events.

April 1981: As advisors to the student groups responsible for recruitment, selection, and appointment of undergraduate students to student judiciaries at the all-campus level, there was a concerted effort to contact and encourage applications from minorities

UNIT	PROJECT OR PROGRAM
Student Affairs, cont'd	and women to positions on various campus judiciaries, i.e., Student-Faculty Judiciary, All-University Student Judiciary, Residence Halls Association Judiciary, and the Anti-Discrimination Judicial Board.
Supportive Services	Conducted a comprehensive supportive program for educationally and economically disadvantaged students that includes pre-orientation, orientation, advising, counseling and tutorial services.
Undergraduate University Division	The staff of the Center conducted study skills workshops for the Athletic Department, VetaBound, Supportive Services. Special consideration for the problems of women, minorities and handicappers in academic advising, course and program selection. Provide needed assistance to handicappers in dealing with problems arising from university regulations.
Veterinary Medicine, College of	The Summer Early Enrollment Program (SEEP), whose participants are new entrants having accelerated matriculation by a quarter, completed its third cycle. The orientation program for SEEP had 12 families participate in a day of meeting University staff and faculty and visiting the Veterinary Clinical Center facilities. Of those students that expressed an interest in SEEP, 11 actually enrolled in the summer quarter. The students were regularly enrolled in Math, ATL, Social Science, and Chemistry required courses and completed rotations in both the large and small animal clinics. This year the College was a recipient of NIH funds that supported four minority high school students in summer jobs in laboratories with biomedical research activities. The Summer Research Apprenticeship Program (SRAP) provided for eight weeks,

UNIT

PROJECT OR PROGRAM

Veterinary Medicine,
College of cont'd

an opportunity for students from the Lansing school district and vicinity an opportunity to actively become involved in research. Cooperating laboratories were the Animal Models for Human Diseases, Animal Health Diagnostic Laboratory endocrinology section, and the parasitology and immunology diagnostic services.

The College umbrella for minority activity for undergraduate students, Vetward Bound, received full federal funding. Pre-veterinary students will now receive supportive services for preparation toward admission in the professional program. This program has a full-time coordinator and staff to handle daily operations. Veterinary experience will also be provided for approximately 40 current trainees.

In addition to those programs that targeted the preprofessional student, the College continued the minority postdoctoral training program recruitment effort and had another successful year with the addition of a new intern in Small Animal Surgery and Medicine. A total of 10 graduate minority veterinarians have received training or are current trainees since the implementation of this program.

APPENDIX C

Research Projects Related to Women,
Minorities & Handicappers

1980 - 81

Research Projects Related to Women,
Minorities & Handicappers

1980 - 81

UNIT	PROJECT
Computer Science	<p>Use of computer technology in communication enhancement projects for handicappers. This includes the use of "talking" computers, voice-recognition systems and special input keyboards for those with motor and speech disabilities. This work in the Artificial Language Laboratory of the Department of Computer Science is being supported by the Wayne County, Jackson County, Ingham County and other Intermediate School Districts through funds received from the federal government and by the United Cerebral Palsy Assn. and other interested foundations & groups.</p> <p>Project on "Impact of Microcomputers on Teaching Math and Science to Junior High School Students", supported by the National Science Foundation. This project focuses on the development of materials which make use of microcomputers for teaching basic problem-solving skills in junior high school mathematics and science. Tutorial programs and teacher oriented materials are being developed, tested and documented. Four junior high schools in the Lansing area are involved & each school has five microcomputers use in the project.</p>
Counseling Center	<p>A survey of the needs and use of services of Black students at MSU.</p> <p>Participated in a research project studying stress and coping mechanisms of Black MSU students.</p> <p>Participated in a project dealing with career choice & planning for minority high school students.</p>

UNIT	PROJECT
Criminal Justice	<p>Historical research analysing the ethnic and racial composition of the prison system and the demographic patterns of the geographic areas from which the prison population was drawn.</p> <p>Research on the treatment and consciousness of female offenders.</p> <p>Victimology research, which indirectly addresses gender and racial differentiation.</p>
Crop & Soil Sciences	<p>Bean/Cowpea Collaborative Research Support Program.</p>
Education, College of	<p>"A Comprehensive Effort to Integrate Principles of Women's Equity into Training Programs and Practices of Educators: A Prototype for Major Institutions".</p> <p>"New Paths Toward Research Leadership for Minorities and Women".</p>
English	<p>NIE-funded study on "Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education".</p> <p>Continuation of work on "The Origins of American Fiction", a book that deals with the cultural and historical origins of American fiction, with emphasis on the feminine origins.</p> <p>Presented eight (8) papers that dealt in full or partially with women's literature and women's studies.</p> <p>Completed manuscript, <u>Women in Popular Culture</u>.</p> <p>Edited a collection of articles by women creative writers on other women creative writers, <u>Still the Frame Holds</u>.</p>
Family & Child Ecology	<p>Quality of Life data currently being reexamined for effects by sex and ethnic origin.</p> <p>Research on Quality of Life of various Hispanic groups</p>

UNIT	PROJECT
Family & Child Ecology, cont'd	Proposals on Female headed low income families Nebkawin Native Americans.
Family Medicine	Research on Health Issues of Women Assessment of Reproductive Knowledge in an Inner City Clinic
Fisheries & Wildlife	Special research assistantship from the Agricultural Experiment Station for minorities.
Food Science & Human Nutrition	Nutrition Education for Migrant Families. Food of Child with Cerebral Palsey & Nutrition Iron Status in Indian Women Nutrition Needs for People with Developmental Disabilities
Osteopathic Medicine, College of	P̄ysiology Undergraduate Minority Summer Research Program A ten-week structured program in research to a selected group of minority undergraduates. The program has been designed to address the problem of lack of minorities in the sciences by providing a supportive environment which stresses direct participation in research laboratories and which provides essential academic and personal support.
Sociology	Continued research on the Black Diaspora Continued research on patterns of sexual inequality, sexism in language, and occupational distribution of women in labor force Continued research on urban fiscal crisis and minority opportunities Continued research on development of sex roles among children

UNIT	PROJECT
Social Science Research Bureau	A study of the social services available to rape victims in the Lansing area.
Urban Affairs Programs	Effect of Neighborhood Racial Composition on Black and White Attitudes Longitudinal Study of Attitudes of students and Parents Coincidents with Court-Ordered School Desegregation
Urban Policy & Planning Library	Research on the social experiences, academic performance and career successes of MSU's Black intercollegiate athletes (1950-1978)

APPENDIX D

Public Service Activities Related to Women,
Minorities and Handicappers

1980 - 81

Public Service Activities Related to Women,
Minorities and Handicappers

1980 - 81

UNIT	ACTIVITY
Admissions & Scholarships	<p>Conducted the Developmental Program for admissions for educationally and/or economically disadvantaged students and their parents.</p> <p>Developmental Program for admission of women, minorities & handicappers.</p> <p>Special assistance offered to handicappers when they arrive on campus.</p> <p>Recruitment of women, handicappers, Native Americans and Chicanos.</p>
Agriculture & Natural Resources	<p>Visitations to selected high schools to inform minority students of career opportunities for graduates in Agriculture and Natural Resources.</p> <p>Participation as resource persons in Cooperative Extension Service, Minority Intern Program.</p>
Audiology & Speech Sciences	<p>Speech and Hearing Clinic serving people with communication handicaps.</p>
Business	<p>"Taking Charge" seminars for women.</p>
Cooperative Extension Programs	<p>Four Equal Opportunity Awards for 1981 were presented to three (3) individuals and a three-person team of the Extension Service.</p> <p>Expanded Food Nutrition Education Program (EFNEP). This partially federally funded program is one of the most extensive efforts to reach minority groups. In 1980, the Michigan EFNEP provided foods and nutrition education to low-income families in 16 counties.</p> <p>Summer Intern Program - The Agriculture-Marketing program supported 10 minorities as "summer interns". Both high school and college students were employed as assistants to CES field agents.</p>

UNIT	ACTIVITY
Cooperative Extension Program, cont'd	Community Resource Development - Special committees are formed to plan and/or direct community development and public policy activities. Efforts have been made in counties to have more minorities represented on such advisory groups.
	Home Economics (Family Living Education) Program for Minorities
	Increased Minority and Interracial Membership in Homemaker Clubs
	College Week - A "college experience" at MSU for over 1,200 Michigan women is held each June.
	4-H Youth Programs - While participation in 4-H Youth programs decreased slightly in 1980-81, numbers of minority youth reached continued to rise as new and innovative programs were developed in all counties, but particularly in those with high percentages of minority populations.
	Increased Minority Participation, Membership and Interracial Clubs
	4-H Urban Expansion Programs
	"Growing Roots" is the one of 16 gardening programs in U.S. cities designed to encourage low-income families to grow, serve and preserve fresh vegetables.
	In Genesee County, nearly 1,000 handicapped youngsters were involved in a project designed to help unfortunate youth enter the mainstream of society.
	Lapeer County organized a Leader Dog program for the blind.
	4-H Mainstreaming Programs for the handicapped
	Horseback Riding for Handicappers, aimed at improving motor abilities as well as self-concept of the handicapper.

UNIT

ACTIVITY

Cooperative Extension
Programs, cont'd

Urban effort in Detroit to create more awareness about career possibilities related to the Great Lakes. Teens are provided with training and field experiences among others on ecology, economics, seamanship, marine science, navigation and history.

Community Youth Training & Community Involvement Program - Youths work at projects to improve the quality of life and the environment in their communities. Vacant lots were cleared and unsightly objects taken away. Dual purpose of employing minorities while helping them develop healthy working skills and appreciation for a clean neighborhood.

Indian Awareness Day - Educational awareness program designed to increase mutual respect and understanding among Indians and Non-Indians who collaborated on the planning and implementation of this program.

Child Care - Workshops planned to train both boys and girls in Child Care. Aimed at creating a reliable and centralized babysitting employment service, while guaranteeing mother's a trained babysitter in areas such as: nutrition, child entertainment, medical emergencies, first-aid and police protection.

Supporting the Family & Human Development - Parent education programs aimed at educating both parents and children on the responsibilities and privileges they have towards the family, relieving the mother from the stresses often placed on her by family concerns. Issues such as: how to cope with guilt, expressing feelings, and parent-child communication have been addressed.

African Cultural Heritage - Statewide programming aimed at increasing, knowledge, awareness, and appreciation concerning black heritage.

UNIT	ACTIVITY
Counseling, Educational Psychology & Special Education	Eighth National Conference on Counseling Minorities
Counseling Center	Provided inservice training for Woman-care of Lansing
	Provided inservice training for Police Women of Michigan
	Program on acquaintance rape to Women's Studies Colloquium
	Co-sponsored "Career Challenges and Women" Conference
	Panelist in seminar at Howard University on violence in Black communities
	Presentation at Second Annual Symposium on Black Suicide at Howard University
	Participation (with Placement Services) in Minority Career forum
	Presentation given to Michigan Home Economists Assn. on "Women's Self-Concepts"
Criminal Justice	Director sat on the Governor's Task Force investigating the recent prison riots. The Task Force specifically addressed the problem of racial tensions in the prison system.
	Criminal Justice's Training Division offered a series of non-credit Personnel Seminars nationally and a National Institute of Correction Personnel Training course which included sessions on Equal Employment Opportunity & Affirmative Action programs.
Education	University Center for International Rehabilitation
Engineering, College of	An experimental project is used to bring ethnic minority students into contact with project material in areas of engineering and related fields. a pre-college program in math and computer programming is designed to interest minority high school students

UNIT	ACTIVITY
Engineering, cont'd	<p>and motivate them toward the necessary preparation for college in these areas. The program involves selected high school students of the Greater Lansing area.</p> <p>A National Science Foundation funded project is used to develop techniques to make use of a microcomputer for teaching basic problem solving skills in junior high mathematics and science. Tutorial programs and teacher oriented materials for math and physical science are developed, tested, evaluated, and documented for use on microcomputers. A group of four (4) 7th and 8th grade students (females) from junior high school in the Greater Lansing area are participating in the project.</p>
English	<p>Non-credit and continuing education seminars on women's studies in Japan (Kyoto and Kobe), 1980-81. Approximately 20 hours.</p> <p>Active participation in ERAmerica.</p> <p>Contributing editor of <u>Women's Studies Newsletter</u></p> <p>Grant proposal reviewed for NEH related to women's literature & history</p> <p>Program Chairman of the Doris Lessing Society</p>
Family & Child Ecology	<p>College Week - Several faculty members involved in teaching a variety of classes to women.</p> <p>Head Start Seminars - Faculty members presented information on working with children from different backgrounds.</p> <p>Employed Mothers Project, Department of FCE & Cooperative Extension developed materials and programs for employed mothers.</p> <p>Consultant to Greater Lansing Office for Handicapper Affairs</p> <p>Faculty Members served as reviewed for 4-H Mainstreaming Project, Cooperative Extension.</p>

UNIT	ACTIVITY
Family & Child Ecology, cont'd	<p>Faculty consultants to various states' agencies for special education.</p> <p>College Week - faculty members participated, teaching classes related to budgeting, single survival, values.</p> <p>Programs given for women's groups throughout state. Topics related to employed mothers, money management.</p> <p>Responded to requests for information on work simplification for handicapped homemakers.</p> <p>Representative to CES Equal Opportunity Advisory Committee.</p> <p>Conference Career Challenges and Women at MSU - "Must Women be Single to Succeed?"</p> <p>Women in International Developmental Conference - "Women's Labor Force Participation and Human Capital Development"</p> <p>Taped TV show on rebuilding financial security for women in transition.</p> <p>Inservice training package: Bureau of Education for the Handicapped developed for USOE.</p> <p>Faculty presentations at conferences or meetings: Advanced Nursing Practice - "Working Parents"</p> <p>National Conference on Women - "Housing for Women in Transition"</p> <p>"Employed Mother in a Changing Society"</p> <p>Jury service for women - Michigan Women's Studies Conference</p>
Family Medicine	<p>Presentation, Michigan Public Health Assn. Meeting: "Folk Medical Beliefs - Implications for Health Care."</p> <p>Presentation, Great Lakes Family Planning Coalition: "Folk Medicine and Family Planning."</p>

UNIT	ACTIVITY
Family Medicine, cont'd	<p>Conference - <u>A Day in Adolescent Medicine</u>, Workshop Presentor - "Adolescent Sexuality."</p> <p>Medical Column in "Response Newspaper"</p> <p>Migrant Clinic - Clinic for the Migrant Agricultural Labor Force Staffed by Volunteer Faculty and Students.</p> <p>A Clinical House-Call Program Operates From the Lansing General Family Medicine Clinic Serving the Elderly & Handicappers.</p> <p>Cristo Rey Clinic Serves the Economically Disadvantaged and Minority Population of North Lansing.</p> <p>State Prison of Southern Michigan (Jackson) Clinical Care - Comprehensive Health Care to Prison Residents.</p>
Financial Aids	<p>Chicano Orientation - Workshops held to acquaint Hispanic and Native American students with financial aid.</p> <p>High School visitations to recruit new Hispanic and Native American students to MSU.</p> <p>Negotiated an agreement with the Michigan Economics for Human Development to coordinate efforts to provide higher education opportunities to migrant and seasonal farmworker students.</p>
Food Science & Human Nutrition	<p>Food & Nutrition Information Center</p> <p>Hotlines - FSHN Extension Bulletins</p> <p>Food & Nutrition Newsletters</p> <p>Master Canner Program</p> <p>Child Food Maintenance Cost Bulletins</p> <p>Audiovisual tapes on Breast & Bottle feeding</p> <p>Trends in Food Service Management</p> <p>Food Service Evaluation Workshops</p> <p>Time-Management in Food Service</p> <p>Food Service in Day-Care Workshops</p>

UNIT	ACTIVITY
Graduate School	<p>Coordinated MSU involvement in Minority Student Locator Service</p> <p>Participated in CIC Minority Student Committee</p> <p>Coordinated the CIC Minorities Fellowship Programs in the Social Sciences and the Humanities</p>
Handicapper Services Program	<p>Community handicapper awareness sessions</p> <p>Presentation on handicapper women.</p>
International Studies & Programs	<p>Coordinated program for Faculty Folk on Asian Women - music and clothing.</p> <p>Sponsored programs such as Japan Week, China Week, India Week, Thai Day, Filipino Day - which involved cooperation of international student groups and the ethnic community in the Greater Lansing area.</p> <p>Collaborated with North Carolina A & T University (an 1890 institution) on several project proposals submitted to AID. One proposal was to work in the Caribbean with MSU as the lead institution. A second was for Tanzania with North Carolina A & T in the leadership role.</p> <p>Continued ongoing relationship with the University of Arkansas at Pine Bluff (an 1890 institution) as part of the Consortium for International Fisheries and Aquaculture Development.</p> <p>Provided the opportunity for several women and minority staff members of the Cooperative Extension Service to travel to Jamaica, Costa Rica and Belize for the purpose of increasing their exposure to international practices in small farm settings.</p>
Kresge Art Gallery	<p>Exhibition of Oriental Ceramics and lecture</p> <p>Exhibition of contemporary Chinese paintings</p> <p>Exhibition of Japanese floral arrangements and demonstrations</p> <p>Exhibition of works by leading Michigan artists including 3 women & lecture</p>

UNIT	ACTIVITY
Kresge Art Gallery, cont'd	Tours/visitations for senior citizens, mentally and physically handicapped individuals. Exhibition for China Week
Labor & Industrial Relations	<p>"Hispanic Women Leadership Conference"</p> <p>"Leadership Training"</p> <p>"Leadership Skills for Hispanic Trade Unionists"</p> <p>"Leadership Conference for Women & Minorities" (2 programs)</p> <p>"Statewide Leadership Conference for Hispanic Trade Unionists"</p> <p>"Hispanic Workers: Problems & Prospects"</p> <p>"Women in the 80%"</p> <p>"Sexual Harassment in the Workplace" (2 programs)</p> <p>"Unity Conference for Women and Minorities"</p> <p>"Conference for Union Women"</p> <p>"Equal Employment and Affirmative Action - An Introduction to the Essential Concepts"</p> <p>"Designing, Implementing, and Reviewing Your Affirmative Action Plan"</p>
Lifelong Education	<p>Established a committee to advise the Dean of Lifelong Education Programs on outreach to the Hispanic community.</p> <p>Planned meetings to inform the Hispanic community about changes in Hispanic programming on WKAR Radio and to alleviate concerns over the effect of budget cuts in radio and Instructional & Public Television on Hispanic programming.</p> <p>Reissued publication. . . "Adult Female Human Being in the 1980's."</p> <p>G. I. Forum of Women's Conference</p> <p>8th National Conference on Counseling Minorities.</p>

UNIT	ACTIVITY
Lifelong Education Programs, cont'd	<p>Women in the 80%: A Dialogue with Working Women</p> <p>Michigan Winter School for Women Workers</p> <p>Developmental Disabilities Dissemination</p> <p>2nd Annual Conference National Black Alcoholism Council - Michigan Chapter</p> <p>Advanced Pre-Engineering Summer Program</p>
Lyman Briggs	<p>Initiated and coordinated program called "Braille Pals" in which sighted students endeavored to learn to communicate with blind persons.</p>
Management	<p>Presentation for Professional Development Workshop, Division of Applied Arts & Sciences, "Working It Out: Men and Women Working Together" (Lansing Community College)</p>
Medical Technology Program	<p>Minorities Health Career Day - Information regarding a career in Clinical Laboratory Science</p>
Osteopathic Medicine, College of	<p>Presentation for Lansing Welcome Wagon "Women in Medicine: Past, Present & Bright Future"</p> <p>Presentation to MSU Circle K (Kiwanis) Club on employment opportunities in medical education - particularly in biomedical communications programs</p>
Packaging	<p>Referred requests from industry and civic groups for assistance in hand packaging to agencies employing the mentally and physically handicapped.</p>
Psychiatry	<p>Consultative/Liaison Service to OB/GYN Department at Sparrow Hospital. Work with physicians in understanding needs of women.</p>

UNIT	ACTIVITY
Radio Broadcasting	<p data-bbox="683 344 1166 375">News - Women & Minorities</p> <p data-bbox="683 394 1419 520">Enforque Nacional/NPR, a weekly half-hour program for the Hispanic community consisting of reports in Spanish from all over the country.</p> <p data-bbox="683 539 1360 697">Horizons/NPR, a weekly half-hour documentary series concerning images, problems, and culture of minority people, women, the elderly and the young.</p> <p data-bbox="683 716 1419 905">Sub-channel for the blind & physically handicapped provide daily reading of newspapers, novels, consumer tips and information as to sidewalk construction and other impediments to the blind.</p> <p data-bbox="683 924 1442 1176"><u>Takin' Care of Business</u> provides music and information produced by and for the Black community in Mid-Michigan. Programs included job information, African news, instructional information on such topics as nutrition, and more than 120 interviews with representatives of area public service agencies.</p> <p data-bbox="683 1194 1403 1352"><u>Ondas En Espanol</u> provides Spanish-language programming which serves the Latino community. The project also provides training for students in radio broadcasting.</p> <p data-bbox="683 1371 1459 1654"><u>Women's Voice</u> provides new, information, and opinion of interest to women. The program, produced by the Women's Media Collective in E. Lansing, deals with women's issues and the women's movement. WKAR provides production facilities and technical assistance to the volunteer group as well as the broadcast time.</p>
Romance & Classical Languages	<p data-bbox="683 1688 1403 1814">Participant in Hispanic Academia, for the Special Assistant for Hispanic Employment, Department of State, Arlington, VA.</p> <p data-bbox="683 1833 1446 1927">Consultant to the Lansing Department of Human Relations on curriculum for Spanish for Police program.</p>

UNIT	ACTIVITY
Service-Learning Center	3,096 Michigan State University students contributed over 300,000 hours of community service valued at \$1,400,000 while adding an additional dimension to their education. These students explored careers, gained experience and built skills while increasing their awareness of community problems and making a significant effort to help solve these problems through community placements.
Sociology	Speeches and articles by faculty members on and off-campus on issues of sexual and racial inequality. Sponsorship of speeches and colloquia relating to women's role in society
Student Affairs & Services	Halloween Party for Underprivileged children Thanksgiving Food Drive
Upward Bound Program	Instructional, guidance, and motivational activities were provided participants enrolled in the Upward Bound Program. Activities were implemented during academic year weekly sessions at MSU and in the schools, and during the six weeks summer program on campus.
Urban Affairs Programs	Assisted Renaissance High School in Detroit in the development of Urban Studies curriculum. American Indian Program - Developed Infrastructure for Native American Program. Reviewed policy related Indian economic development in Michigan. Community Development Unit activities - Board Training Program to qualify underrepresented for public boards. Workshop on reaching hard to reach low-income people power workshop Community Needs Assessment for Public Agencies Conference on Meeting Human Needs in a Tight Economy Urban 4-H Program Evaluation & Coordination.

UNIT	ACTIVITY
Urban Affairs Program, cont'd	Experiential Education Placements - Placement of student manpower with public service agencies.
Veterinary Medicine, College of	The VetaVisit/Outreach Program, now in its fourth year, yielded close to 100 participants. As in previous years, the College hosted high school students from Detroit area high schools for lunch, an orientation presentation, and a tour of the Veterinary Clinical Center During the annual open house, VetaVisit.

APPENDIX E

Organization Development

Special Initiatives Taken By Administrators Related to
Women, Minorities and Handicappers

1980 - 81

Organization Development
Special Initiatives Taken by Administrators Related to
Women, Minorities and Handicappers

1980 - 81

<u>UNIT</u>	<u>ACTIVITY</u>
Vice President for Administration & Public Affairs:	
<u>Campus Park & Planning</u>	Awarded "unit cost concrete work" to minority contractor and plans to extend contract next year.
<u>Grounds Maintenance</u>	Cooperates with the Office of Handicapper Services in coordinating snow and ice control on path ramps and building access ramps for handicappers. Staff participated in training session regarding the treatment of minorities in the work place.
<u>Facilities Planning & Space Management</u>	Administers the university's architectural barrier elimination program for handicappers.
<u>Personnel & Employee Relations</u>	<p>The filmstrip, "The Tale of O" was viewed by all staff members, followed by group discussion.</p> <p>Two staff members attended a two day meeting of the Michigan chapter of the College and University Personnel Association in April. One full day was devoted to discussion of affirmative action and sexual harassment.</p> <p>The Administrative-Professional staff reviewed and discussed a slide presentation prepared by the Department of Human Relations on sexual harassment.</p> <p>OPER accepted a non-academic female administrative intern for three months.</p>
<u>Placement Services</u>	The 14th annual MINORITY CAREERS PROGRAM was held with 92 organizations from business and industry, government and human service agencies, educational institutions, and graduate

UNIT	ACTIVITY
<u>Placement Services, con't</u>	<p>schools participating. Approximately 1,000 students at all levels in all majors attended the "career fair" and 589 interviews were conducted the following day in Placement Services.</p> <p>A MINORITY CAREER FORUM designed to bridge career awareness gaps by encouraging effective career planning, placement, and transition skills from higher education to the workplace was held. Twenty-nine (29) employer representatives (primarily minorities) and campus representatives presented a series of 12 panel presentations.</p> <p>CAREER CHALLENGES & WOMEN was a career conference for women students, University affiliates, and community residents. More than 60 professionally employed women presented 26 workshops which were attended by 2,200 individuals. Placement Services' staff presented 5 of the workshops.</p> <p>WOMEN IN MID-LIFE CONFERENCE was attended by women in their middle years. Workshop topics were both professionally and personally oriented. A career planning and employment search workshop was presented by Placement Services' staff.</p>
Vice President Development:	<p>Made a concerted effort to apply affirmative action principles throughout this period of staff expansion. This effort included an extensive search for qualified minority and female applicants and a very extensive review of all minority candidates to determine qualifications. Strong recruitment efforts have resulted in 56.5% female representation in the AP ranks.</p>
Vice President for Finance & Operations & Treasurer:	<p>Serving State - the divisional newsletter, which is issued 8 times during the year, had 9 out of 14 feature stories which related to female or minority personnel. This included 8 stories on women, of which 3 were minority persons, and 1 story on a minority male.</p>
<u>Housing & Food Services</u>	

UNIT	ACTIVITY
Vice President for Finance & Operations, cont'd	<p>This publication also mentioned a self-defense class relating to sexual harassment, an article from the division's personnel administrator on affirmative action, and highlighted the week of October 12-18 as Handicapped Awareness Week.</p> <p>A pamphlet on human relations in management titled "The Human Factor" is distributed biweekly to 10 department heads and staff personnel within the division.</p> <p>An interracial staff team conducted recruiting activities of graduating minority seniors at various colleges which included Morris Brown College in Atlanta, Georgia, Tuskegee Institute in Alabama, Southern University in Louisiana, and Grambling for graduating seniors; 2 students indicated interest in employment at Michigan State, and both have been hired within the division.</p> <p>Facilities within the division were extensively modified to accommodate handicapped persons. This included the MSU Bookstore, the Crossroads Cafeteria, and the enhancement of 8 student rooms in Wilson Hall. The Wilson Hall modifications bring our handicapper capacity to a total of 46 in the dormitory program and 7 apartments in the University Apartments.</p>
<u>Public Safety</u>	<p>Supervised and paid for the installation of equipment providing audible stop-and-go signals for the visually impaired at 2 pedestrian actuated signal crossings. These crossings are on Shaw Lane near Stadium Road on Farm Lane at the bridge. The project was made possible through the combined efforts of the Retired Communications Workers Service Organization, The Telephone Pioneers of America, and the Handicappers Services of MSU.</p>

UNIT	ACTIVITY
Public Safety, cont'd	<p>Five educational programs were presented to various women's groups concerning self defense and sexual assault prevention. Approximately 150 persons availed themselves of the information provided.</p> <p>The DIAL-A-RIDE service continues and, as of November 20, 1981, 1249 women or 85% of the total number of persons transported have utilized the system. Handicappers not requiring a wheelchair lift vehicle have also been accommodated.</p>
<u>Assistant Vice President for Finance</u>	<p>This division's efforts concentrated in increasing minority procurement activity. This program resulted in an increase of 195% in business awarded to minority vendors over the previous fiscal year, and a 310% increase in business awarded to female-owned businesses in the same period. At its July, 1981 meeting, the Board of Trustees reviewed the affirmative action in procurement program.</p> <p>The MSU Minority Procurement Coordinator, was recognized by the Greater Lansing Minority Business Association for his outstanding efforts in this area. Under his leadership, the Purchasing Department conducted a minority procurement seminar for purchasing managers, buyers, representatives of minority agencies, and state officials designed to acquaint these individuals with the University's program.</p>
<u>Physical Plant Division</u>	<p>The supervisory and management staff was sensitized to concerns relating to sexual harassment. This involved general management meetings and individual counseling sessions.</p> <p>The Engineering Services group assisted the procurement effort in encouraging minority and female-owned businesses to bid University alterations and improvements projects. Representatives of the division met with minority-owned and female-owned businesses to assist them in understanding University procedures relating to bid</p>

UNIT	ACTIVITY
<u>Physical Plant cont'd</u>	specifications, construction requirements, etc. .