

1981-2

ANNUAL REPORT  
ON  
AFFIRMATIVE ACTION

PREPARED FOR  
MICHIGAN STATE UNIVERSITY  
BOARD OF TRUSTEES

Department of Human Relations  
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DEPARTMENT OF HUMAN RELATIONS  
REPORT FOR THE BOARD OF TRUSTEES

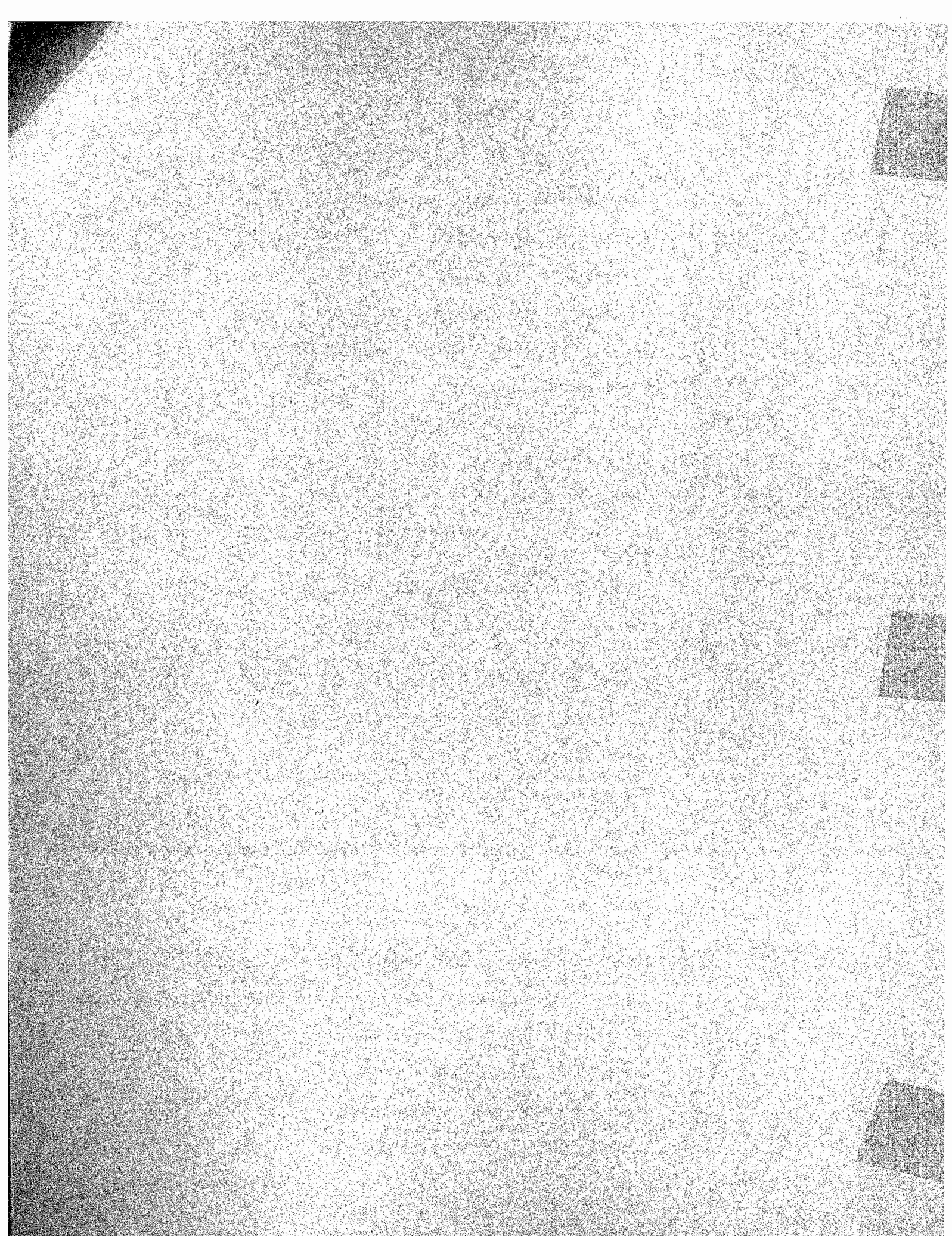
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DEPARTMENT OF HUMAN RELATIONS  
REPORT FOR THE BOARD OF TRUSTEESI. INTRODUCTION

This Annual Report for the Board of Trustees describes the activities undertaken during the past year in pursuit of Michigan State University's commitment to affirmative action; assesses the status of women, minorities, and handicappers relative to full participation in the University community; and reports on some of the problems that must be resolved for the University to achieve the joint goals of equity and excellence. President Mackey's statement of this commitment provides a framework for this report:

As the premier land-grant institution, Michigan State was founded to provide educational opportunities to the sons and daughters of farmers and factory workers who had very limited access to higher education. The University was also charged with the pursuit of excellence and the application of scientific knowledge to the solution of problems facing all the people of the State of Michigan. Thus, the dual goals of expanding educational opportunities and achieving excellence in instructional, research, and public service activities are at the heart of Michigan State University's tradition.

Today's challenge of the land-grant institution includes the responsibility to reduce, and ultimately to eliminate, inequity based upon considerations such as race, sex, national origin, age, or physical condition. Michigan State University and other great state universities must take affirmative action, not simply to come into technical compliance with the law, but also to be a positive influence because our special mission--education--is a principal key to greater equity in our society. The University cannot take shelter behind admissions standards that would screen out those who have potential for college work but who, because of circumstances in their community, home, or school, may need special opportunities to demonstrate their abilities. Nor can the University fall back on pressures of enrollment and commitments to research and public service as justifications for a reluctance to assume responsibility for equity and affirmative action. Admittedly, such issues contain the elements of a true dilemma. If the quality of education is diluted by lowering legitimate standards or by compromising the quality of research and public service programs of the University, these actions will have statewide, national, and even international ramifications. Also, we face difficult financial times and must be careful that sufficient resources are available to fulfill our obligations. Both intelligence and continuing hard work will be required for Michigan State to strengthen its position as a major research institution and to be a leader in the pursuit of equity. The guiding forces behind the University's affirmative action program must be the basic concepts of common sense, reasonableness, and fairness that emerge from a concern about people within an environment that supports learning.

History indicates that progress toward equity in the open society that we enjoy is frequently accompanied by some unrest, confusion, and frustration. The goals of human rights and dignity are difficult to

achieve because far more is required than simple invocation of laws or regulations. There must be changes in attitudes, practices, and values which often come painfully and slowly. Michigan State, by its charter, its Board policies, and its mission, is committed to affirmative action in employment, in all academic programs, and in all its activities. Each person within the University community must learn to value other people for their worth and potential and assume responsibility for ensuring that everyone has access to the full range of advantages of membership in the University community.

(from "Human Rights: The University's Commitment")

A fundamental responsibility of any university is its students. The Fall 1982 enrollment of minority and women students is described in Section VII of this report. Last Fall term Michigan State enrolled the largest number of minority students since data have been collected by racial and ethnic identity. Furthermore, greater numbers and proportions of minority students are enrolling in disciplines in which they have historically been underrepresented, e.g., agriculture, engineering, the physical and biological sciences, and medicine. These shifts were seen at both the undergraduate and the graduate levels. While one year's data are insufficient to conclude that a trend has been established, they provide a basis for recommending that the vigorous recruitment, staff training, curriculum development, and other activities described in Sections III, V, VIII, and IX of the report be continued and strengthened during 1982-83.

Increased enrollment of women and minorities in educational programs, through completion of the doctoral degree, at Michigan State and other respected research institutions is a necessary prerequisite for expanding the presence of protected groups in the professorial ranks. Progress in this sector of our community has been slow; hiring opportunities are scarce due to budgetary uncertainty and reduction plus the low turnover rate among tenure system faculty members. Both the statistics and the good faith efforts for the past year relative to the academic workforce are displayed and discussed in Section III.

Minorities and women historically have been most severely underrepresented among the occupational categories with the greatest power and prestige. To track the University's progress in opening high level positions to persons from underrepresented groups, one group of the academic workforce has been designated as Executive/Management and is separately monitored by the Department of Human Relations and the Assistant Provost for Academic Personnel. Executive/Management positions are discussed in Section IV of the report.

Michigan State University employs a sizable nonacademic workforce to support the instructional, research, and public service programs. Affirmative action efforts and progress are important in this arena for many reasons: the contribution to equity in the larger community in which the University is situated, the leadership that can be demonstrated for society, and the beneficial effect of overall diversity on the academic climate. The composition of Michigan State's nonacademic workforce and the efforts made and planned to improve its status are recounted in Section V.

In addition to detailed analyses of the University's academic and nonacademic workforce, it is useful to look at the total employment pattern of each major administrative unit. Such a summary is contained in Appendix I-A so that the overall composition of elements of the University's organization can be determined. (The appendices are located after the narrative sections with their accompanying tables and graphs; each Appendix is preceded by a colored cover sheet.)

The University plays an important role in the economic activity of the local community and the State, and assuring that our purchasing power is distributed equitably to enterprises owned and operated by people from groups which have historically been disadvantaged promotes equal opportunity throughout the affected society. Section VI presents the University's affirmative action efforts in the procurement of construction and other types of goods and services.

While compliance with state and Federal laws is not the sole objective of the University's affirmative action policies and practices, it is an important one. Furthermore, the audits performed by such external groups serve as a check on the adequacy of our efforts, our self-evaluation, and our results. Michigan State has undergone a number of these audits in recent years, the most recent having been concluded last Spring, and the University has been found in compliance with Executive Order 11246 as amended, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act, and Title IX of the Educational Amendments of 1972. External reporting, review, and commitments are discussed in the next section (II) of the report.

This is the first annual Affirmative Action report coordinated by the Department of Human Relations in accordance with the new responsibilities assigned to its Director in August 1982. The current mission statement of the Department is attached as Appendix I-B. Data are provided by the Office of Planning and Budgets, the Office of Personnel and Employee Relations, and the Office of the Assistant Provost for Academic Personnel. It is recognized that these data are not error-free; a new employee information system was recently purchased, and more accurate employment data are expected when it becomes fully operational. Implementation of the University's affirmative action plans rests with the line administrators, whose performance evaluations include assessment of their execution of affirmative action responsibilities.

Michigan State University has a wide range of activities underway in support of its affirmative action commitment. There has been progress in many areas, especially in the recent past, and the procedures that are now in place have promise. Many things are yet to be done, but the University is aware of the nature and extent of these problems and is at work on them. Every member of the University community should have a positive influence so that our shared goals of equity are realized. (from "Human Rights: The University's Commitment")

Working and learning together, equality of opportunity and the absence of discrimination based on characteristics such as sex, race, ethnic background, religious affiliation, political persuasion, sexual persuasion, physical condition or appearance, and age can be steadily reduced and eventually eliminated.





DEPARTMENT OF HUMAN RELATIONS  
REPORT FOR THE BOARD OF TRUSTEESII. COMPLIANCE WITH LEGAL REQUIREMENTS

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 quality and effectiveness of the University's affirmative action programs are validated through review by external agencies as well as by the internal monitoring processes. Although the several reviews which the University has undergone have found some specific deficiencies in status and procedures, the University has been found in general compliance with the purposes and practices required by the reviewing agencies.

During 1980-81 the Office for Civil Rights (OCR) of the U. S. Department of Education completed an audit of compliance with Title IX of the Educational Amendments of 1972 in areas other than intercollegiate athletics (e.g., in admissions, financial aid, housing, student support services) and found the University in compliance. A copy of the report from the OCR is available upon request. In January 1981 OCR began a Title IX compliance review addressing the University's intercollegiate athletics program. An on-site investigation of this area was conducted in March 1981. The University prepared a response to the audit on March 17, 1982, which is attached as Appendix II-A. The review was completed with a letter from the Region V Director of OCR to President Mackey dated April 16, 1982 which stated, "OCR has now completed its review, including an evaluation of the plans the University is implementing, and has found that Michigan State University is in compliance with Title IX in the award of athletic financial assistance and in the operation of the other program areas in its intercollegiate athletics program." The complete letter from OCR constitutes Appendix II-B of this report.

The Office of Federal Contract Compliance Programs (OFCCP) of the U. S. Department of Labor audited the University's affirmative action programs 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 which 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. The findings from the audit were incorporated into the problem areas for the 1981-82 Affirmative Action Plan, progress on which is discussed in each appropriate section of this report. The report for the OFCCP on the 1981-82 Plan and the contents of the 1982-83 Plan are kept at the University until such time as the agency may request them; they are accessible in the Department of Human Relations during normal business hours to any interested party. The index of the 1982-83 Affirmative Action Plan is Appendix II-C.

In its role as the principal support unit for enhancing the ability of the University to meet its commitments to affirmative action, the Department of Human Relations works with all units in continuing assessment of policies, practices, and procedures--from employment to publications--to assure compliance with legal requirements as well as progress toward the shared broad goal of equal opportunity and non-discrimination in all aspects of University life that is the policy of the Board of Trustees.

DEPARTMENT OF HUMAN RELATIONS  
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### III. ACADEMIC PERSONNEL SYSTEM

The reporting categories within the academic personnel system are tenure system faculty, continuing staff, temporary faculty, and temporary staff. Tenure system faculty include instructors, assistant professors, associate professors, and full professors on continuing appointments. Temporary faculty hold the same ranks as tenure system personnel but are appointed part-time or full-time basis for specified periods of time without assurance of reappointment. About two-thirds of temporary appointments each year historically have been reappointed the following year. Continuing staff members include those specialists, librarians, and field staff of the Cooperative Extension Service who have job security. Temporary staff members hold the same types of appointments, but do not have job security. Academic administrators, including those who hold faculty appointments, are included within the system.

The 14-Step Planning and Hiring Procedures for Academic Personnel foster equal opportunity and assures consideration of affirmative action goals in the hiring of all but a few new academic personnel, including academic administrators, from both inside and outside the University. (Waivers of the Procedure are permitted for short-term temporary appointments, unpaid adjunct/clinical faculty/staff, and in extraordinary circumstances.) Line administrators are involved in both planning and executing the hiring process, with monitoring by the Department of Human Relations. An abbreviated set of procedures for hiring Research Associates, a type of temporary staff, permits flexibility on the part of the principal investigator whose grant funds the position while retaining procedures and monitoring to assure non-discrimination and consideration of opportunities for affirmative action.

As shown in Figure III-1, representation of minorities in the total academic personnel system increased from 8.1% (312 people) in 1980 to 8.9% (328) in 1981 and to 9.4% (332) in 1982 (Figure III-2). Women constituted 25.2% of academic personnel in Fall 1982, almost no change from 25.5% last year (Figure III-3) although their numbers dropped from 941 to 893 (Figure III-4); their representation decreased from 25.5% (856 people) to 24.9% (800) among non-minority academic employees, but increased from 25.9% (85 women) to 28.0% (93) of minority personnel in the academic system. Figure III-4 allows comparison of the number of non-minority and minority women in the academic personnel system in the past three years.

The percentage of minorities in the tenure system has increased steadily over the past three years, from 7.1% (163 individuals) in Fall 1980 to 7.6% (166 persons) in Fall 1981 and 7.8% (165) last Fall. Women also made gains in the past year, rising from 15.7% to 18.2% among minority tenures system faculty (and increasing in numbers from 26 to 30) and from 14.7% to 15.1% of non-minority tenure system employees (but dropped numerically from 297 to 295); thus in Fall 1982 women had an overall representation of 15.3% in the tenure system (being 325 of the 2,123 total tenure system faculty). Within the academic ranks of the tenure system, women and minorities continue to have less representation at each successively higher rank but have made some gains. Women comprise 31.6% (119 of 376) of assistant professors (29.8%--120 of 403--one year earlier), 20.2% (110/545) of associate professors (19.4%--107/551--in 1981) and 7.8%

(93/1,197) of full professors (compared to 7.4%--91/1,228--last year). Minority representation of professors increased from 5.4% (67 of 1,228) in Fall 1981 to 5.8% (69/1,197) in 1982. Associate professors included 10.1% (55 of 545) minorities in 1982 compared to 9.6% (53/551) in 1981. But the percentage of minorities among assistant professors was only 10.9% (41 of 376) in Fall 1982, down from 11.4% (46/403) last year; representation of Asian Americans and Hispanics decreased slightly.

Pages 1 and 2 of Appendix I-A (the first pages of the Appendices sections at the back of the report) show the percentage and numerical distributions within categories of the academic (as well as nonacademic) personnel system by gender and racial/ethnic group. Patterns of change from last year varied among the four protected racial/ethnic groups. The representation of Black academic personnel increased slightly, from 3.4% (127 of 3,686) in 1981 to 3.6% (128/3,548) in 1982 (Figure III-5) due to a net gain of one person (Figure III-6). This slight increase occurred in the context of an overall academic workforce reduction of 138 individuals. The number of Blacks in the tenure system--60--is the same as last year. Asian-Americans increased their representation from 4.3% to 4.8% of academic personnel (from 159 to 172 individuals) (Figures III-7 and III-8). Representation of Hispanics fell slightly, from 0.9% to 0.7% (Figure III-9), and total Hispanic appointments dropped from 32 to 26 (Figure III-10) due to decreases in temporary faculty and staff. The number of Hispanics in the tenure system was unchanged, and Hispanics on the continuing staff rose from 2 to 5 (0.4% to 0.9%). Native Americans also experienced reduced representation due to the loss of four temporary faculty members (Figures III-11 and III-12). Appendix III-A summarizes the distribution of minority and non-minority men and women and provides some details for each of the categories of the academic personnel system for the past four years.

As shown in Figures III-13 and III-14, the proportion of minorities among new tenure system hires dropped from 10.7% (11 of 103 new hires) in 1979-80 and 15.8% (9 of 60) in 1980-81 to 6.6% (6 of 91) last year. Although four new Black faculty members were added, the same number as in 1980-81, no new Hispanics or Native Americans joined the tenure system. The proportion of women among new appointments also dropped, from 33.3% in 1980-81 to 28.6% in 1981-82, although the absolute number of women hired (26) was larger than the number hired the previous year (19). A significant reason for the percentage drops is that 44% of all new appointments last year were in the Colleges of Agriculture and Natural Resources, Business, and Engineering, all of which generally have low availability of both non-Asian minorities and women. Page 7 of Appendix III-A compares tenure system hiring rates by gender and ethnicity for the past three years.

Table III-1 summarizes goal achievement for the tenure system and continuing staff. The tenure system includes faculty holding the ranks of professor, associate professor, assistant professor, and instructor and on continuing appointments. For the three year period which ended September 30, 1982, the goal for adding women to the tenure system was exceeded by 58% (goal of 43 positions; 68 women added), but minority increases fell short of goals by 7.1% (2 positions of a goal of 28). The patterns are similar for the 1980-83 and 1981-84 goal periods, the rate of increase of women somewhat exceeding the target rate but that for minorities lagging behind the goals set. Measures being taken to improve goal attainment for minorities by increasing both hiring and retention rates are described later in this section.



The hiring and goal achievement rates for temporary faculty and continuing staff have been excellent for women and are higher for minorities than the rates in the tenure system. Goals in these areas are set on the basis of projected continuation of the historic pattern of replacing approximately one-third of temporary personnel each year. "New hires" into the system exclude those people employed a full academic year the previous year, but may include a small number of individuals previously employed by the University for less than a full academic year. Appendix III-B contains the interim goal achievement analyses for tenure system faculty in each college and the University totals for other categories of the academic personnel system.

A continuing activity in the University's affirmative action plan is the review of both salary levels and annual salary increases of tenure system faculty members in comparison with salary rates of appropriate colleagues. Patterns of promotion are also reviewed annually to assess the status of minorities and women compared with non-minority male faculty members. In reviewing these analyses for 1982-83, the Director of the Department of Human Relations and the Assistant Provost for Academic Personnel Administration found no evidence of disparate treatment of women or minorities individually or as classes.

Another objective of the University's affirmative action program is to increase the number of minorities and women in administrative positions. The job category of "academic manager" was established three years ago to provide a framework for monitoring progress toward this objective. Academic managers include deans, assistant and associate deans, chairpersons, directors, and other academic supervisors. For the total academic workforce analyses reported above, these people were counted in their appropriate faculty or staff position also; in other words, the figures discussed here do not refer to positions in addition to those reported above.

The number of employees in the academic manager group has decreased from 266 in 1980 to 229 in 1982. Figure III-15 shows the percentages of minorities and women who were academic administrators as of October 1980, 1981, and 1982, and Figure III-16 contains the numbers of people in these positions for the same period. While the representation of women among this group has increased steadily over the past three years, from 10.2% (27 women) in 1980 to 15.3% (39) in 1982, minority academic managers decreased to 9.6% from last year's peak of 10.6%, falling to 22, one below the number of minorities employed in this category in 1980, due to the shift of one Black man to the Executive/Management set of positions.

Comparison of current employment patterns with the estimated availability of minorities and women according to the guidelines approved by the Office of Federal Contract Compliance Programs (OFCCP) showed that, of the 92 individual units involved in hiring faculty and academic staff during the past year, minorities are underrepresented in 57 units (62%) and women are underrepresented in 78 units (85%). Last year women were underrepresented in 82 of the 99 hiring units, or 82%, and minorities were underrepresented in 66 units, 67%. The number and percentage of underutilizing units has remained relatively constant despite achievement of many goals because new data each year show increasing availability of women and minorities in many disciplines.

More detailed analyses, both quantitative and qualitative; continued monitoring of the problem areas identified in last year's reports to the Board of Trustees and the OFCCP; and comments at the January 1982 Board meeting with the subsequent studies and discussions have led to the identification of 12 separate "problem areas" in the academic personnel system which may be divided into two general categories.

The first category identifies particular colleges which underutilize women and/or minority faculty and which also anticipate sufficient opportunities to hire tenure system faculty during the next three years to provide a reasonable chance of moving toward affirmative action goals. It should be noted that progress toward ultimate goals is expected to be slow; all academic units combined projected hiring of only about 230 new tenure system faculty members, less than 11% of the total tenure system faculty, during the next three to four years. If the State's fiscal difficulties lead to additional budget reductions for the University, the number of openings may be even smaller. Furthermore, about three-quarters of the projected vacancies (176 of 230) are in colleges in which the current availability of both women and minorities is low: Agriculture and Natural Resources, Business, Engineering, Natural Science, and the three medical colleges--Human, Osteopathic, and Veterinary Medicine. The Colleges of Agriculture and Natural Resources, Business, Engineering, Natural Science, and Osteopathic Medicine continue to be identified as problem areas.

The College of Arts and Letters and James Madison College were identified as new problem areas last year. These colleges have higher estimated availability of women and minorities than those previously mentioned, but far fewer projected openings for use in correcting underrepresentation. A specific unit of the College of Arts and Letters cited last year and in previous years, the Department of Theatre, has a new chairperson who is sensitive to affirmative action opportunities. The Department supported the production of Wayne State University's Talking Drums during Spring Term 1982 and has hired a visiting Black director to produce No Place To Be Somebody this month. Recruiting is in progress for a faculty member to teach in the area of Black Theatre. Additional efforts undertaken in that department to better serve the minority community are discussed in Section IX--Other Activities. Units in the College of Arts and Letters in which women are underrepresented are making special efforts to recruit women faculty members for the few openings projected.

James Madison College made offers to minority candidates for two of the three positions for which searches were conducted last year, but both offers were declined despite competitive salaries. The College is engaged in the search for new faculty. A series of outreach activities is underway to identify minority and women candidates in the appropriate fields. These include contacts with women and minorities at conventions or disciplinary society meetings, contacts through minority caucus groups and their officers, and contacts through department chairpersons and notables in the fields. The Madison Minority Alliance meets periodically with the Dean and the executive council and has assisted in interviewing candidates for faculty positions as well as with student recruitment.

The second category of academic problem areas includes functional topics which cross college lines. In response to the problem of low representation of Blacks, Hispanics, and Native Americans among Research Associates, the

University has increased the stipends for the minority postdoctoral fellowship program to a level expected to allow more success in competing for these scarce, highly qualified individuals. The Department of Human Relations and the Office of the Provost are developing and conducting programs to improve the retention of minority faculty members, including (1) an exit interview program for both women and minority faculty who resign to obtain in-depth information about the reasons for the departure--such as the atmosphere of the institution, salary, opportunities for advancement, etc.--which will provide a basis for corrective action and (2) training sessions for deans, directors, and chairpersons to assist them in developing more effective annual faculty evaluations and in fulfilling their responsibility to encourage professional advancement of minority and women tenure system faculty, especially nontenured members. These activities fulfill commitments made by President Mackey in his memorandum to the Board of Trustees of September 22, 1982. Based upon analyses of past years' efforts and results, plus concerns expressed last year regarding faculty recruiting and hiring, two modifications have been made in the 14-step hiring procedures for academic personnel: (1) the initial applicant pool for each tenure system position is reviewed by the college dean to assure adequate representation of both minorities and women, and (2) a system for waiving the 14 step procedures was established to assist in attracting and retaining faculty from underrepresented groups by facilitating the employment of their spouses. (A procedure was previously in place for waiving some of the steps to facilitate direct hiring of individuals who would further progress toward affirmative action goals, and this waiver has been used successfully.) The University has taken steps to develop a more effective data system to assess temporary faculty/staff hiring opportunities; others will be possible when the new employee information system is operational, at which time the impact on current employment patterns and affirmative action can be more accurately assessed. Appendix III-C contains the complete statement of academic problem areas for the Affirmative Action Plan required under applicable Federal and State laws and regulations.

Several other initiatives have been taken to increase the visibility of protected groups on campus and to improve the racial environment. For example, several colleges are committed to participating in a visiting minority faculty program, partially implementing two recommendations made last April by the University's Minority Advisory Council. This program has been initiated for the 1982-83 academic year with the objective of increasing the pool of racial minorities for faculty positions, research associate openings, and graduate student prospects. The Office of the Provost has recommended that deans and separately reporting directors reinstitute the practice of designating one or more staff members to be responsible for providing ". . . regular and systematic advice and consultation to the dean or separately reporting director on matters of concern to women and minorities". This recommendation, the complete text of which comprises Appendix III-D, reflects the commitment of the Office of the Provost to promote and participate in informal and formal consultation with minority faculty members and other constituent groups. Other special efforts involving academic personnel were highlighted in the Office of the Provost's "Summary of Special Activities Regarding Affirmative Action, Equal Opportunity and Non-discrimination Since February 1982" distributed to the Board in September.

Line administrators are responsible for implementing the University's affirmative action policies. The President has provided the framework for

implementation of the policies by each of the Vice Presidents, and the Provost has given substance and leadership to the implementation of these policies by deans and other academic administrators. Examples of the operations of the Office of the Provost are the transactions between the Provost and members of the Council of Deans which are chronicled in Appendix III-E. The deans of all seven colleges cited as problem areas, as well as of the colleges not so designated, are accountable for implementing the principles of non-discrimination, equal opportunity, and affirmative action in the hiring and promotion of academic personnel. During the past year the Council of Deans has held discussions on strategies for recruiting minority faculty members and on improving the quality of the academic environment experienced by faculty and students who belong to underrepresented groups. Deans work with the chairpersons and directors of their units on specific plans for implementation of policies and strategies. Appendix III-F lists examples of special affirmative action efforts made by individual units with and/or for their academic personnel.

In sum, a number of initiatives have been taken to increase the hiring and retention of women and minorities throughout the academic personnel system. All of these efforts are intended to move the University toward a more results-oriented affirmative action stance with respect to faculty and academic staff.

Table III-1: Goal Achievement, Academic Personnel System

	WOMEN			MINORITIES		
	Number Added	Goal	% Goal Attained	Number Added	Goal	% Goal Attained
<u>Tenure System Faculty</u>						
1979-82	68	43	158.1	26	28	92.9
1980-83*	4670	61	75.4 114.8	4635	32	50.0 109.4
1981-84**	27 53	56	48.2 94.6	26 31	22.6 83.9	
1982-85	27	63.5	42.5	20	35	57.1
<u>Continuing Staff</u>						
1979-82	25	3	833.3	5	6	83.3
1980-83*	4830	8	225.0 375.0	46	4	100.0 150.0
1981-84**	221	4	225.0 525.0	24	5	40.0 80.0
1982-85	12	3	400.0	2	3	66.7

\*Goals for tenure system faculty and continuing staff are set for three year periods; figures include complete headcounts for the first two years and a partial count for the third.

\*\*Headcounts are complete for the first year of the goal period; the second year has a partial count.



Figure III-1

Michigan State University  
Composition of Academic Workforce, 1980-82  
Percent Minority

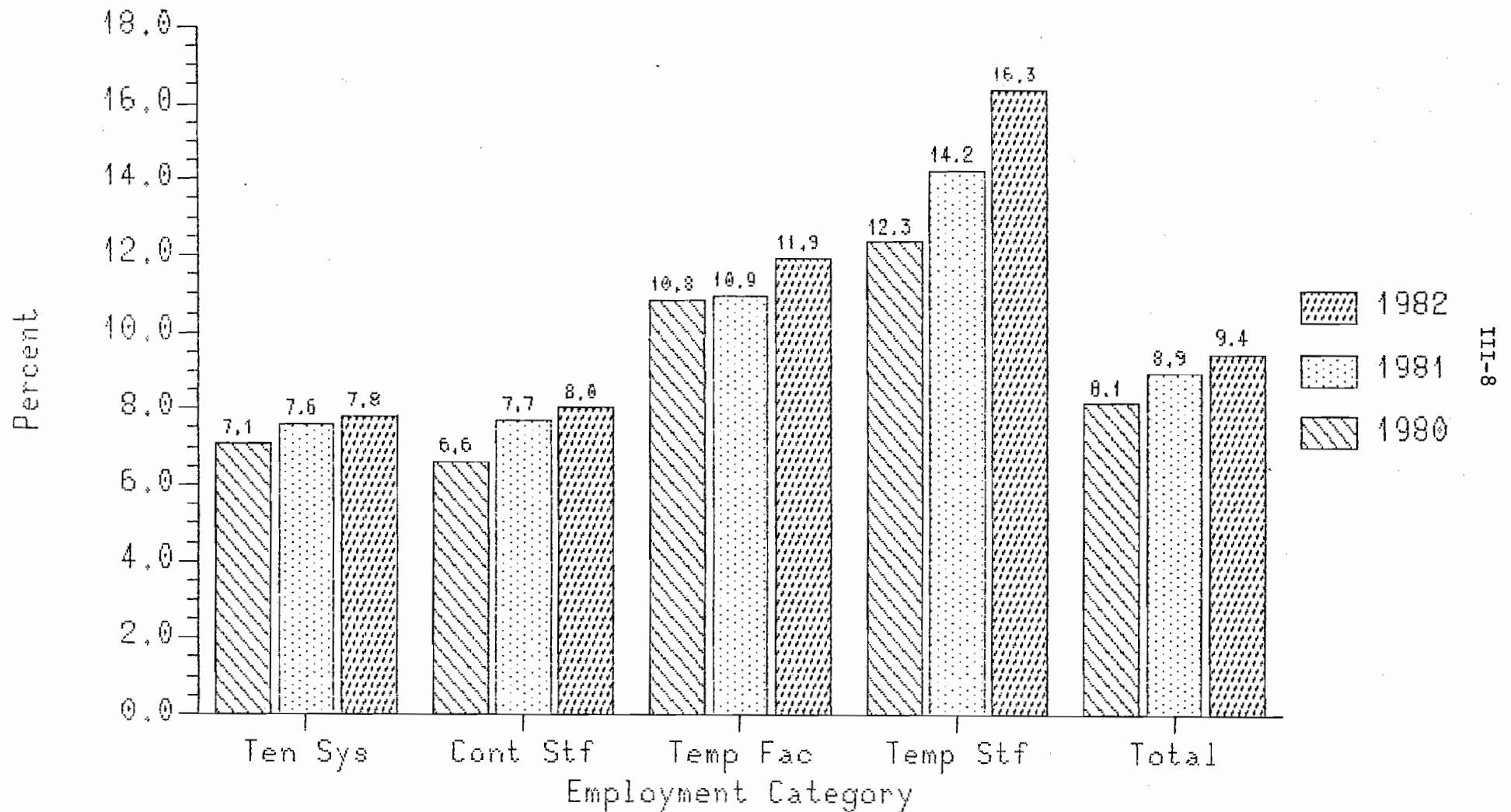


Figure III-2  
Michigan State University  
Composition of Academic Workforce, 1980-82  
Number of Minorities

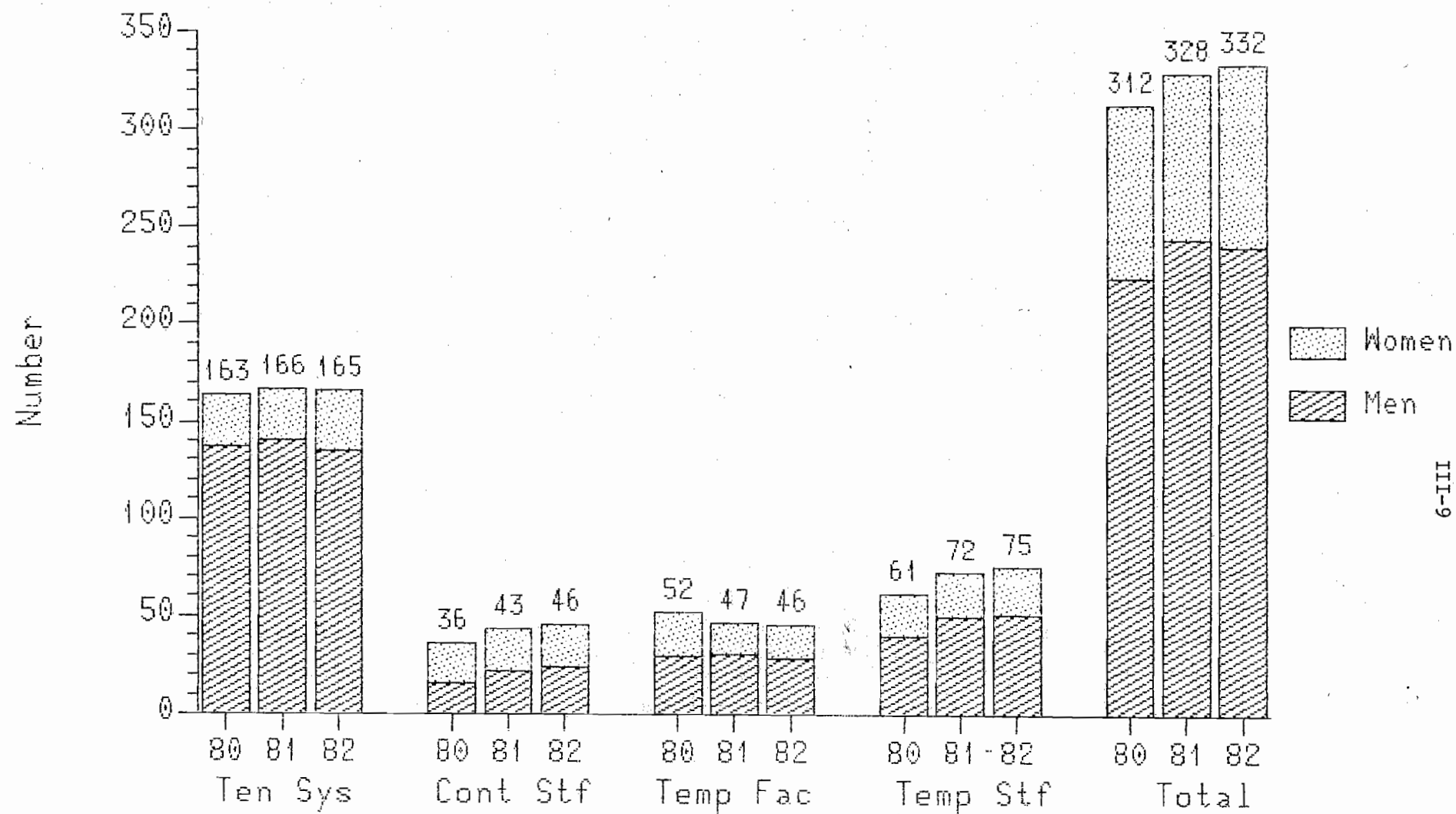


Figure III-3  
Michigan State University  
Composition of Academic Workforce, 1980-82  
Percent Women

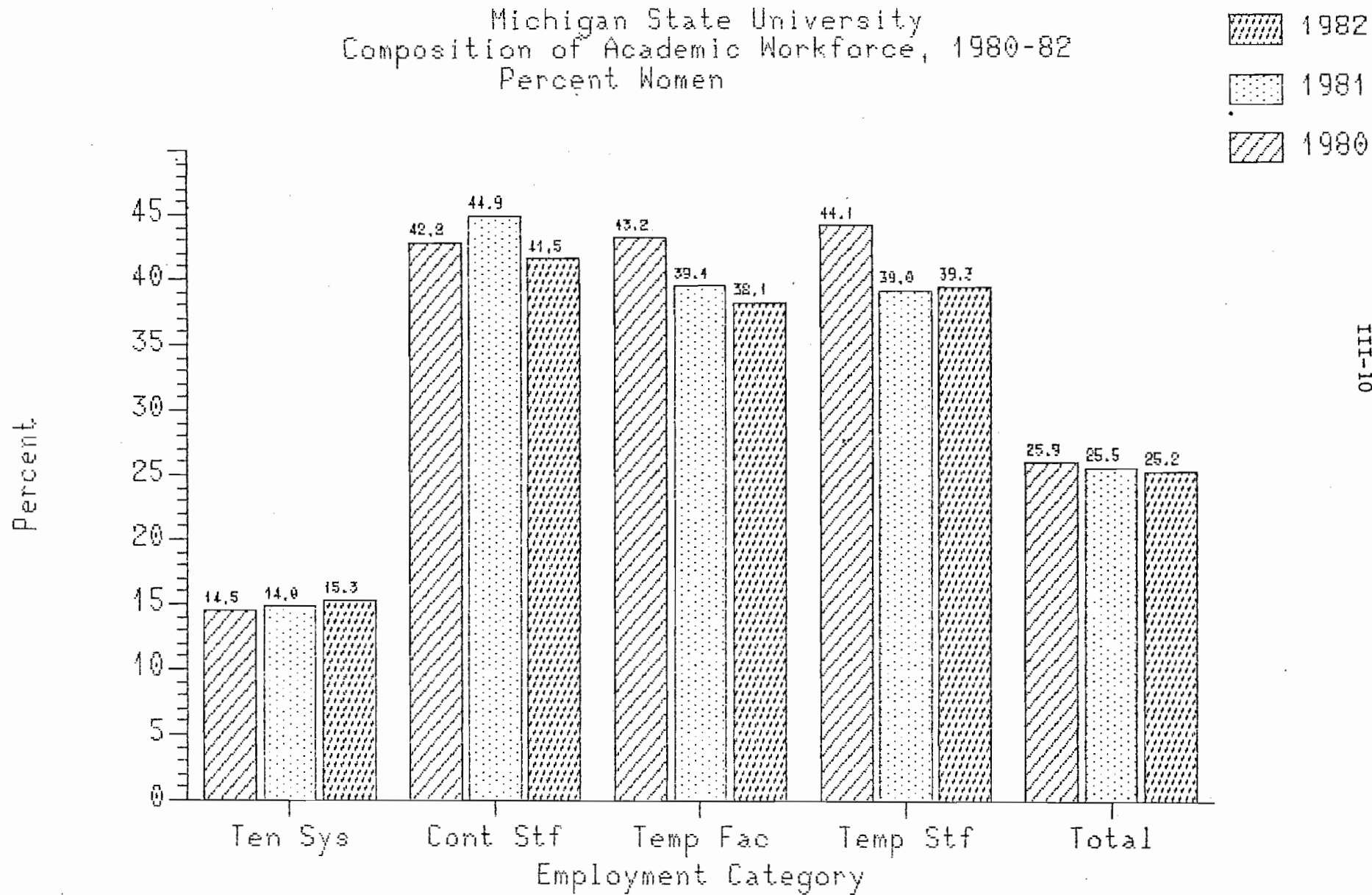


Figure III-4

Michigan State University  
Composition of Academic Workforce, 1980-82  
Number of Women

Non-minority  
Minority

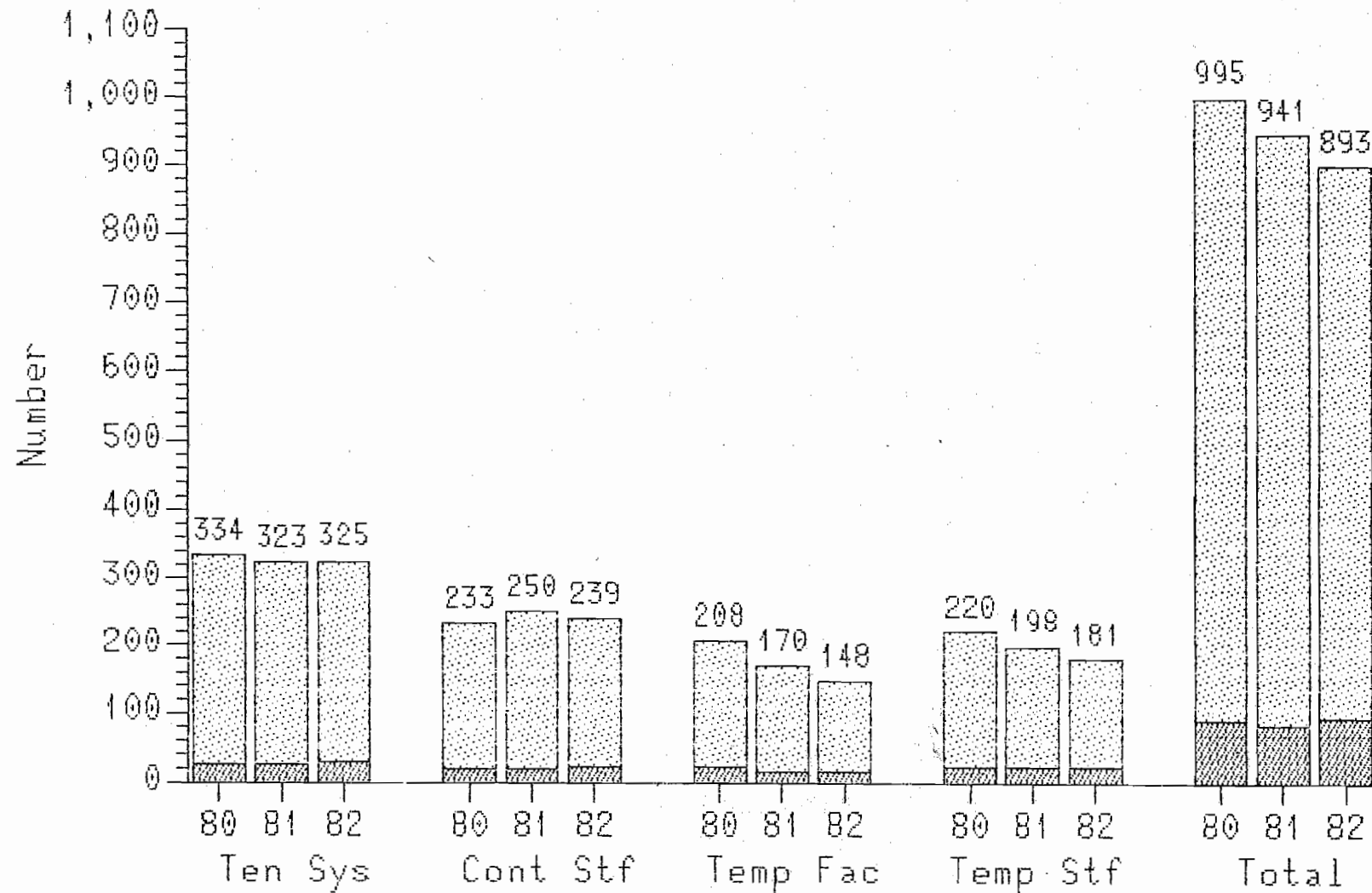


Figure III-5  
Michigan State University  
Composition of Academic Workforce, 1980-82  
Percent Blacks

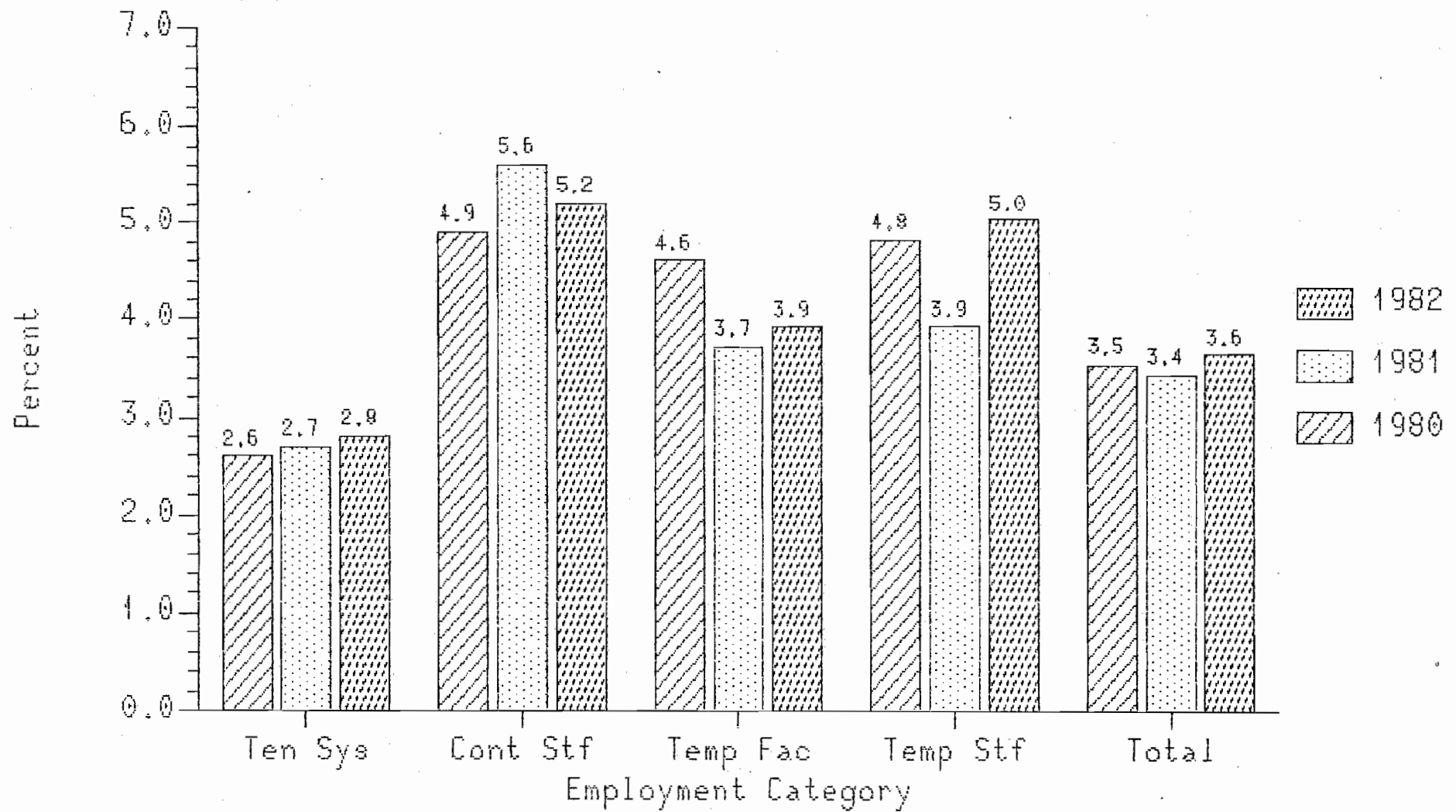




Figure III-6  
Michigan State University  
Composition of Academic Workforce, 1980-82  
Number of Blacks

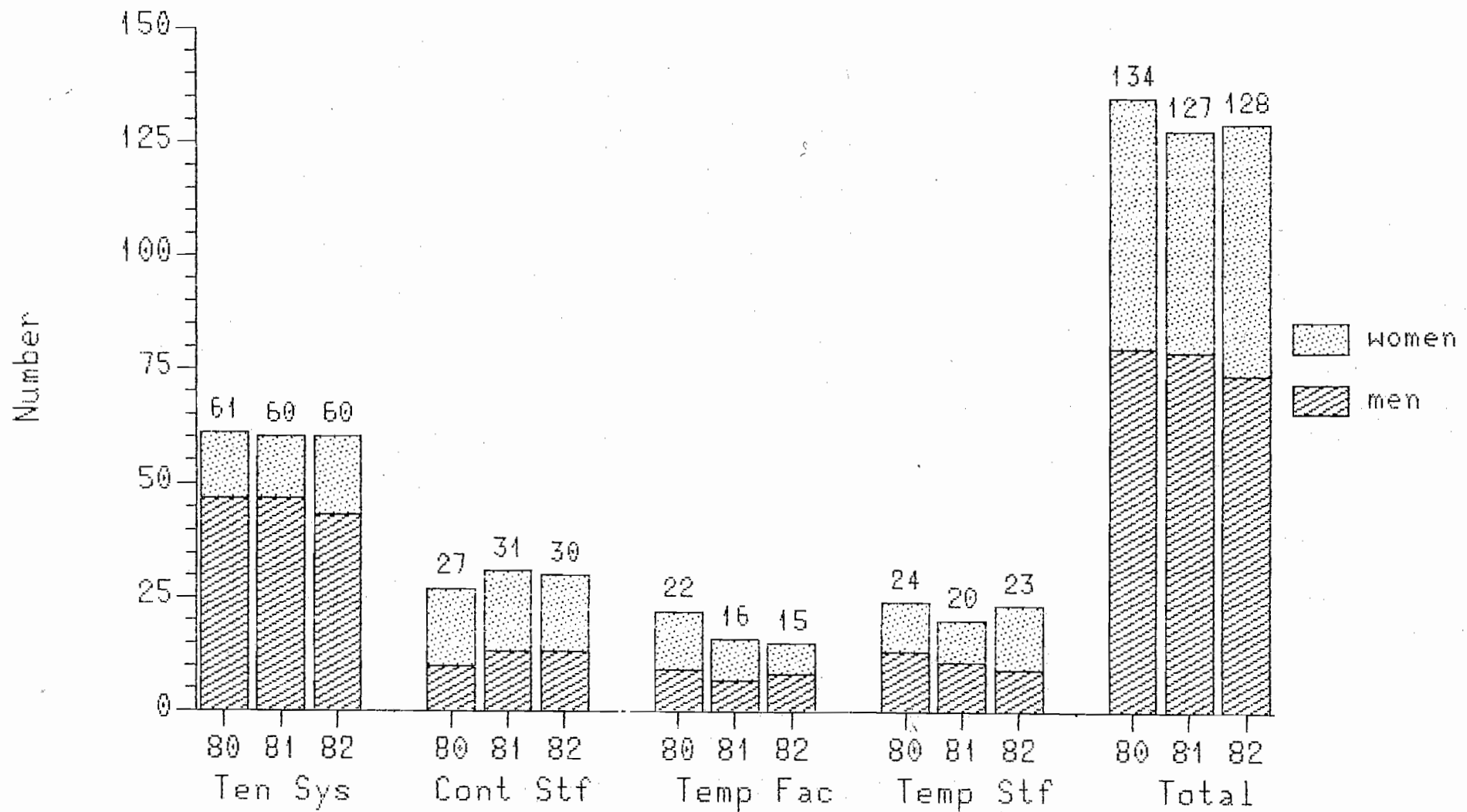


Figure III-7

Michigan State University  
Composition of Academic Workforce, 1980-82  
Percent Asian American/Pacific Islanders

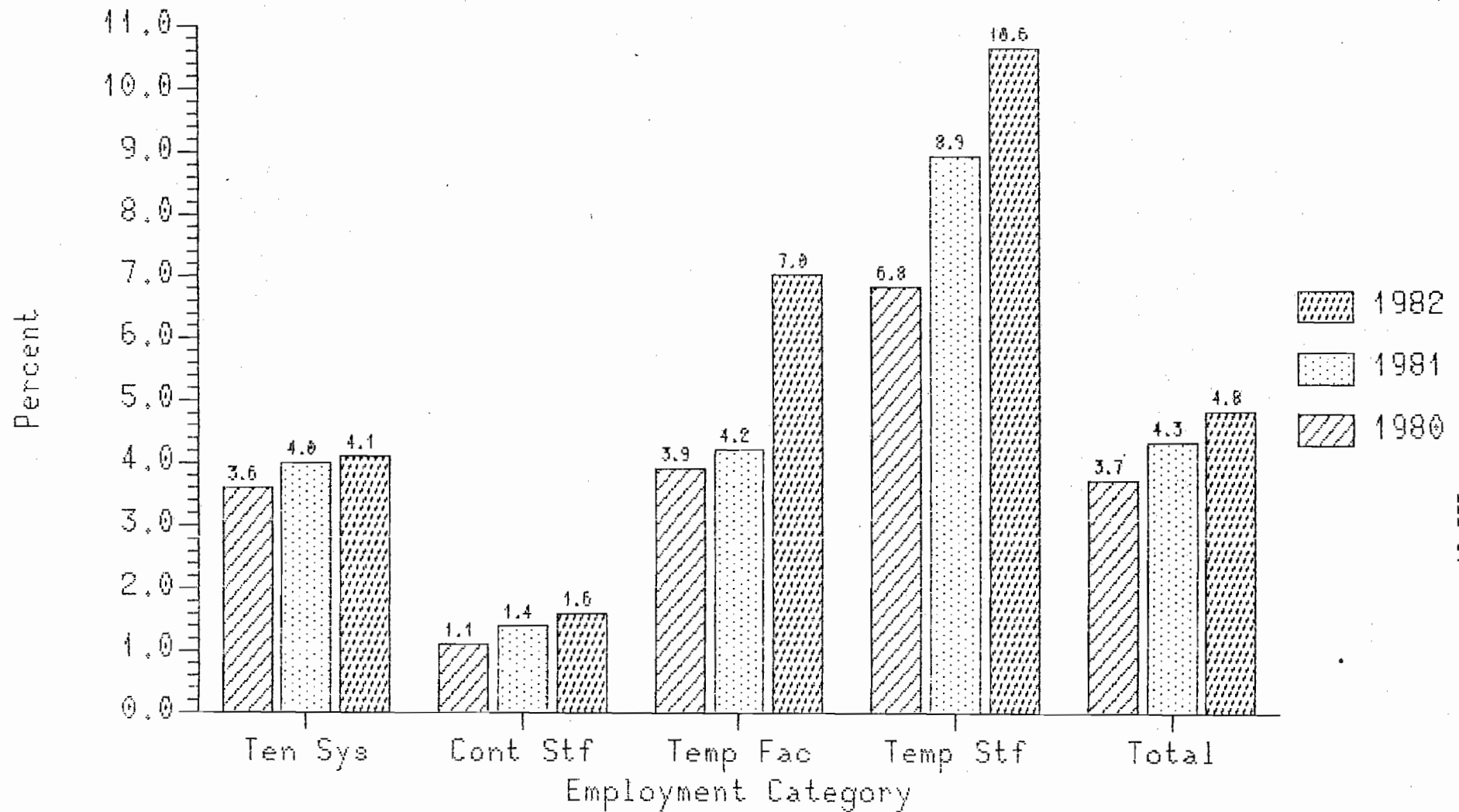


Figure III-8  
Michigan State University  
Composition of Academic Workforce, 1980-82  
Number of Asian/Pacific Islanders

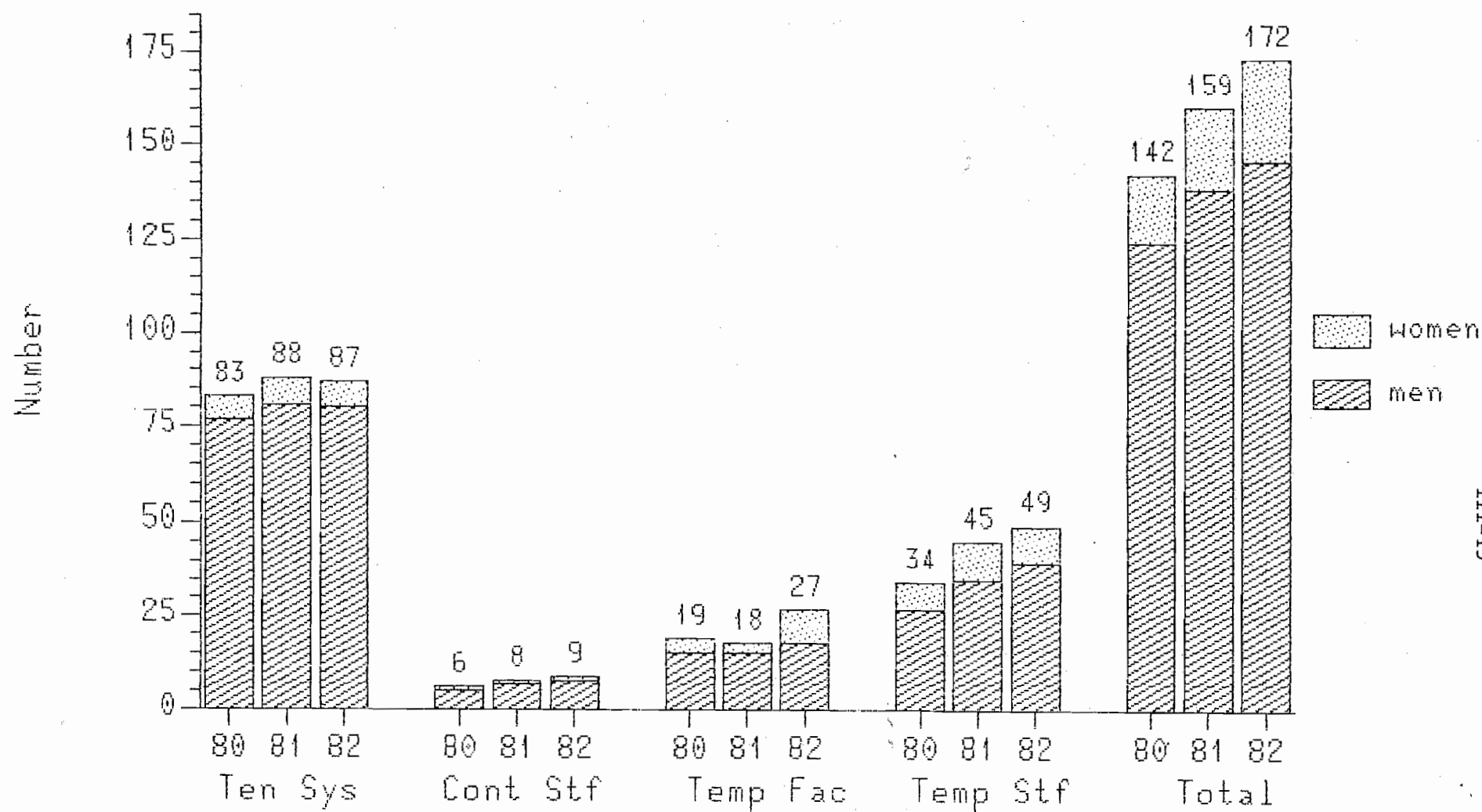


Figure III-9  
Michigan State University  
Composition of Academic Workforce, 1980-82  
Percent Hispanics



Figure III-10

Michigan State University  
Composition of Academic Workforce, 1980-82  
Number of Hispanics

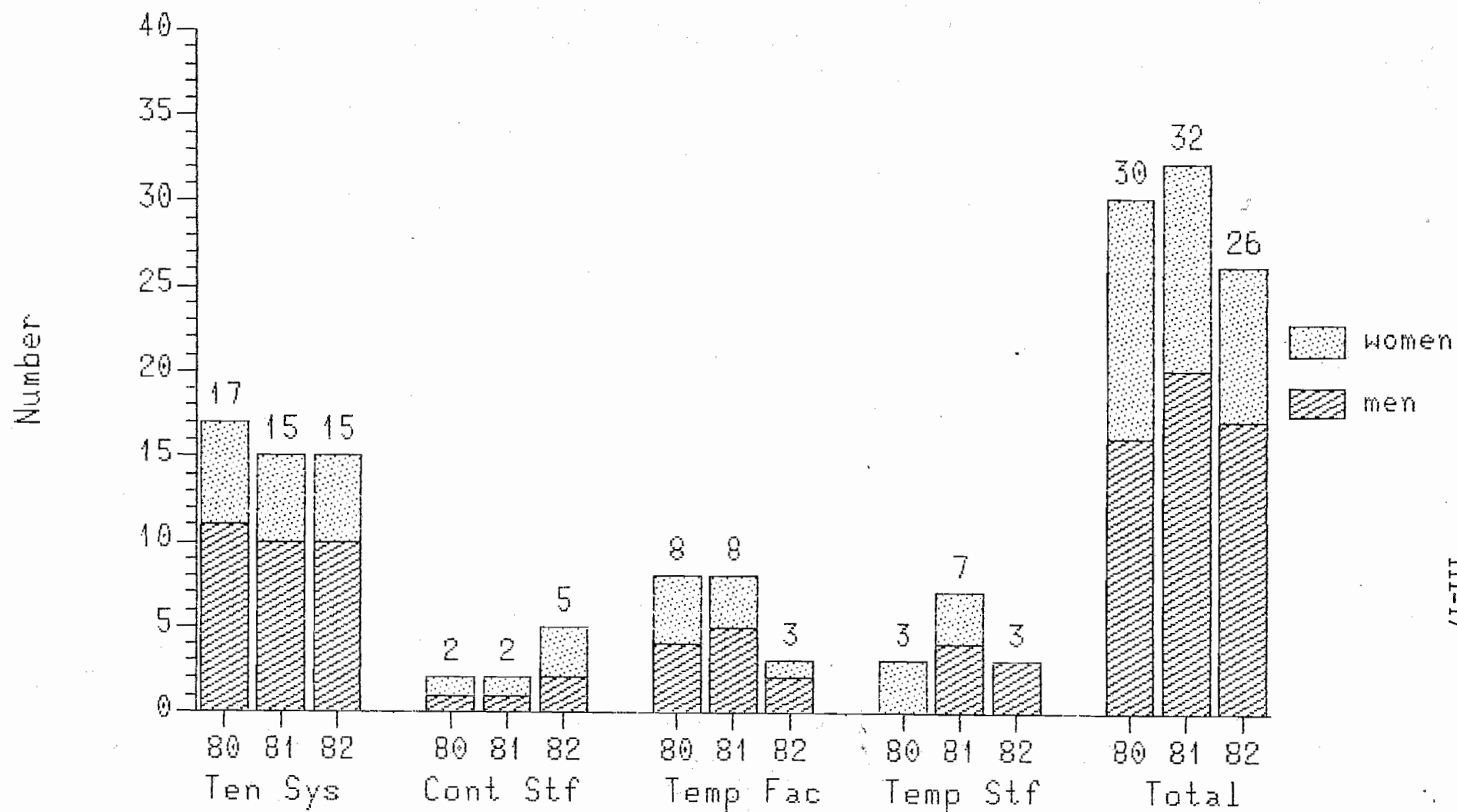


Figure III-11  
Michigan State University  
Composition of Academic Workforce, 1980-82  
Percent Native Americans

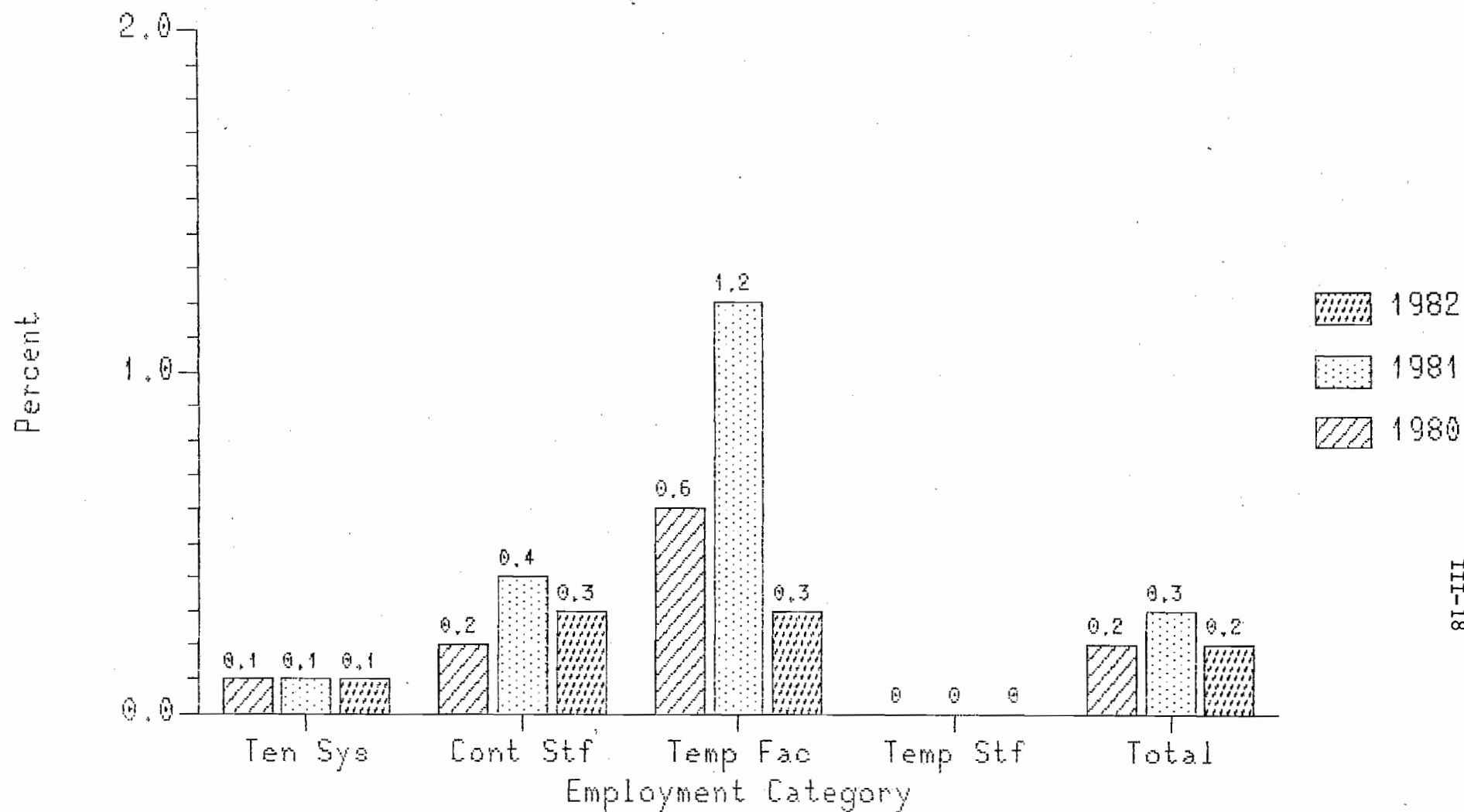


Figure III-12

Michigan State University  
Composition of Academic Workforce, 1980-82  
Number of Native Americans

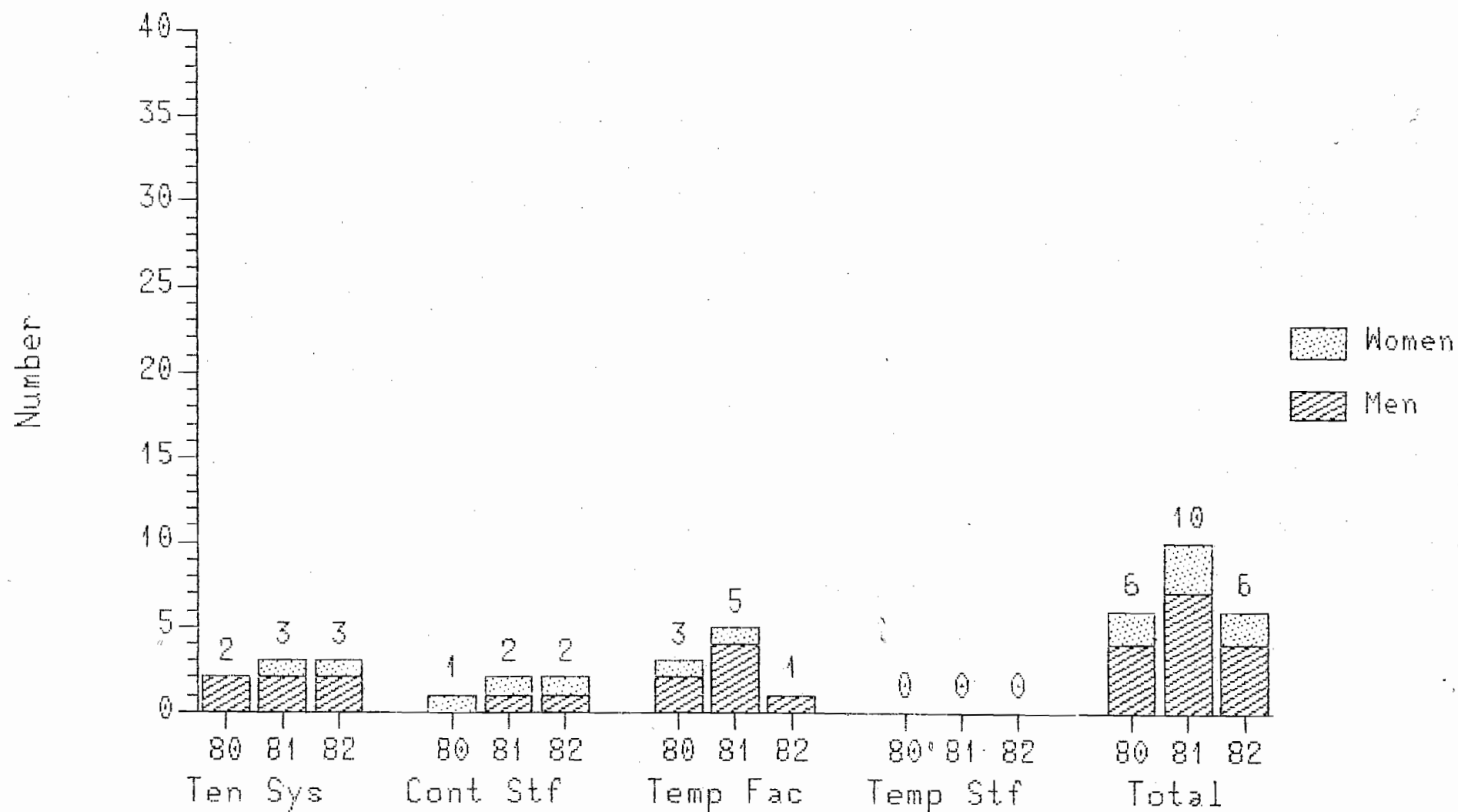




Figure III-13  
Michigan State University  
Tenure System Hiring Rates for Minorities and Women  
1979-80 through 1981-82

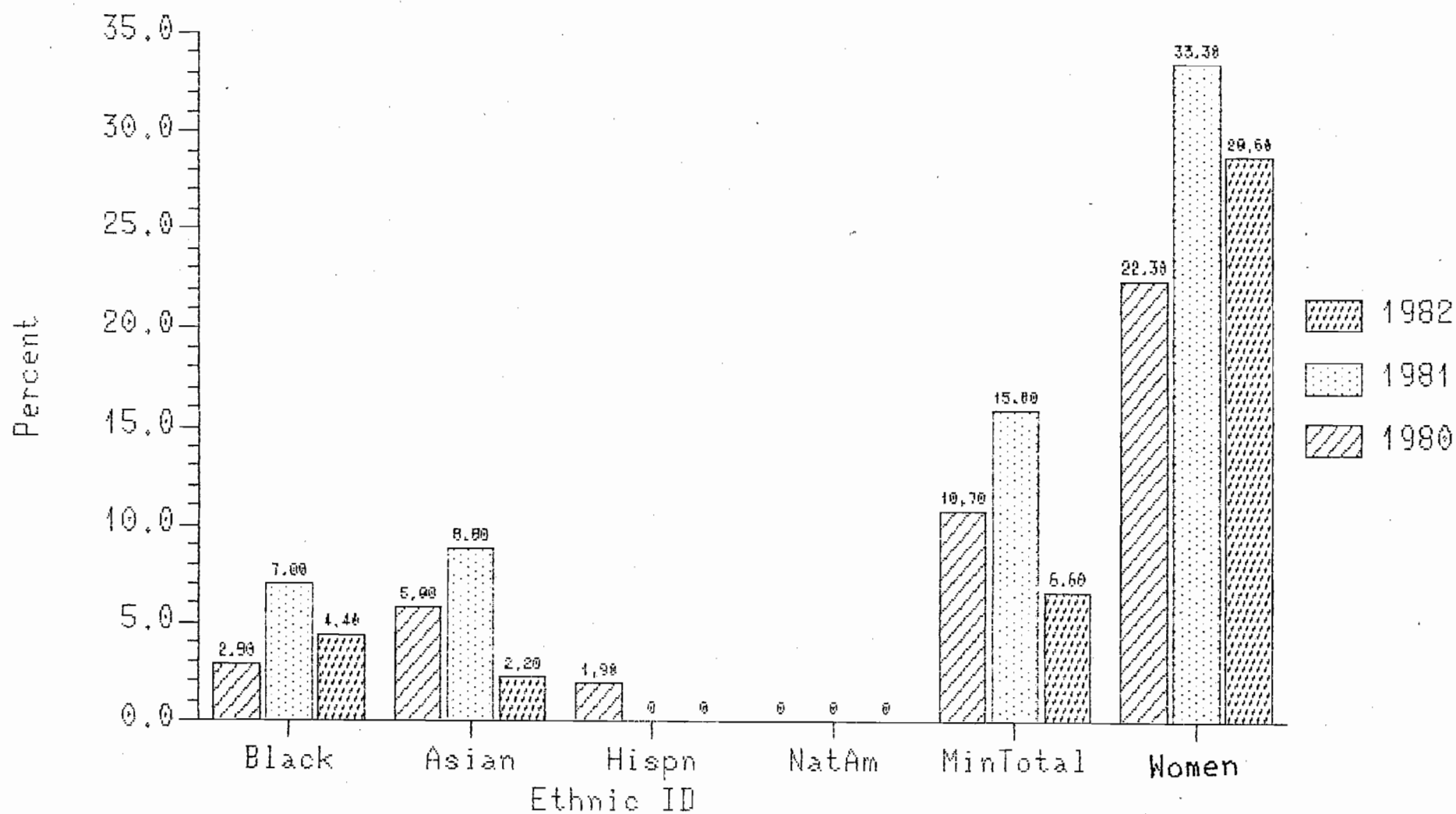


Figure III-14

Michigan State University  
Tenure System Hiring Rates for Minorities and Non-Minority Women  
1979-80 through 1981-82

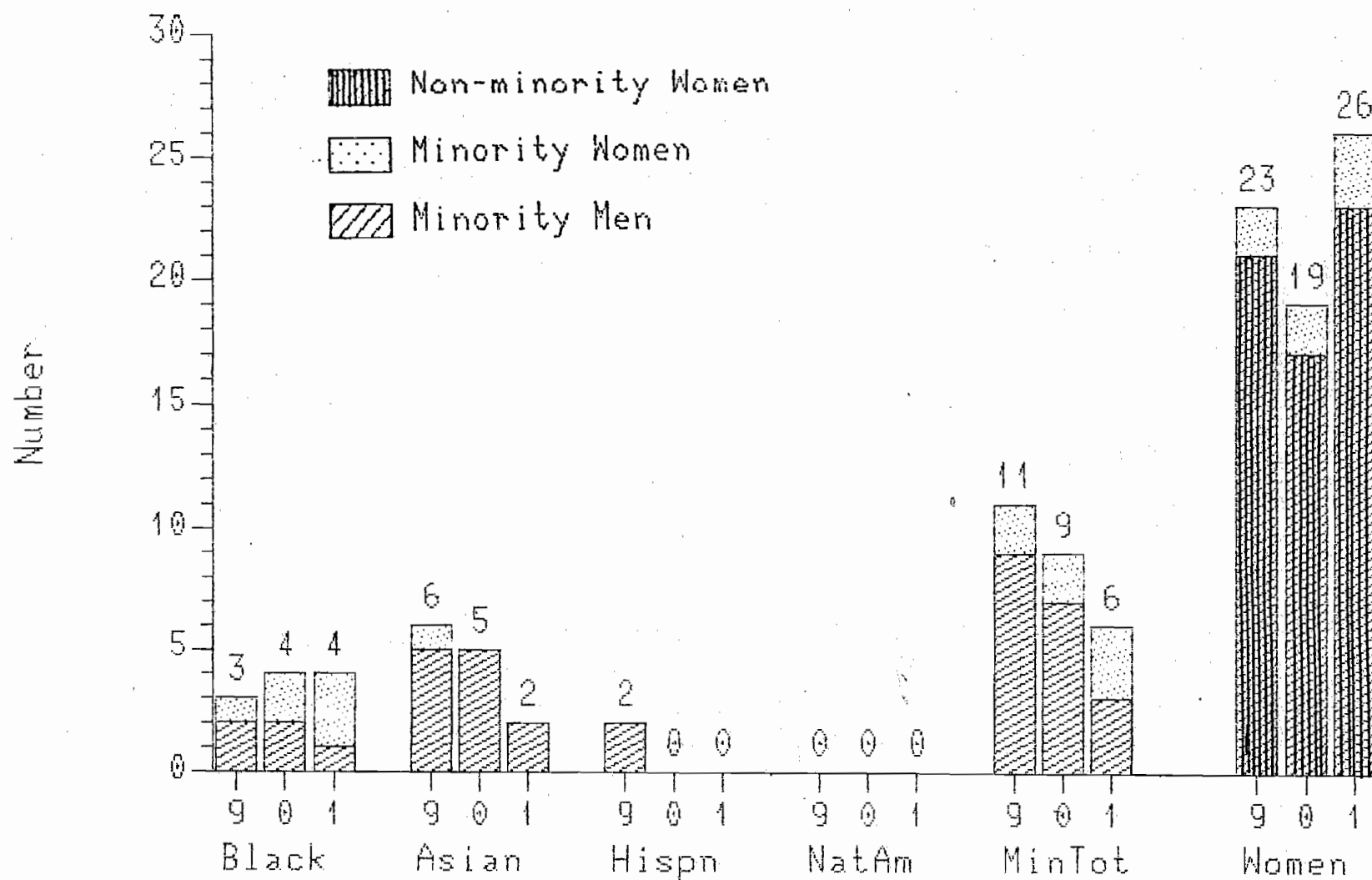


Figure III-15

Michigan State University  
Composition of the Academic Workforce, 1980-82  
Percent of Administrators Who Are Minorities and/or Women

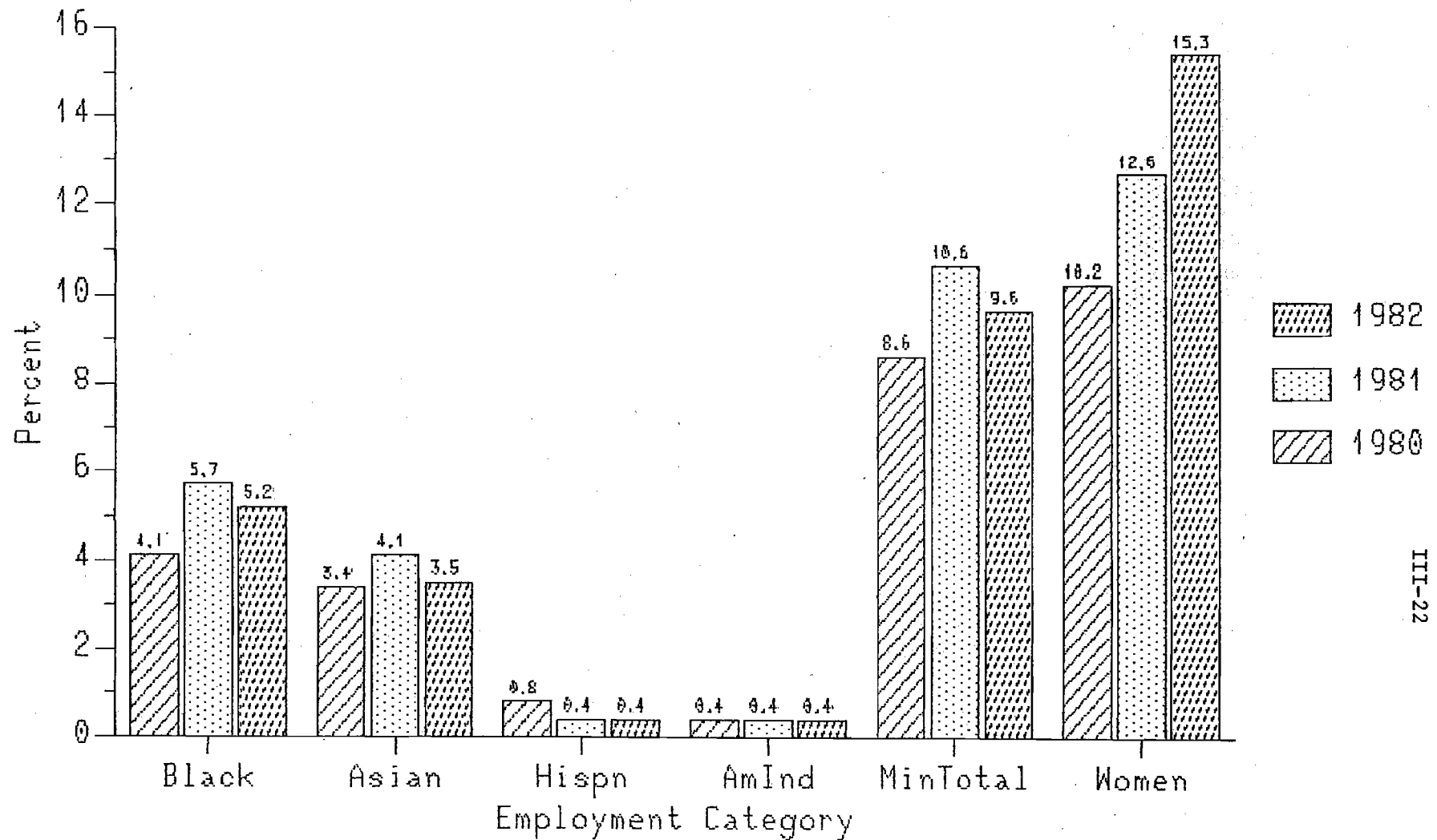
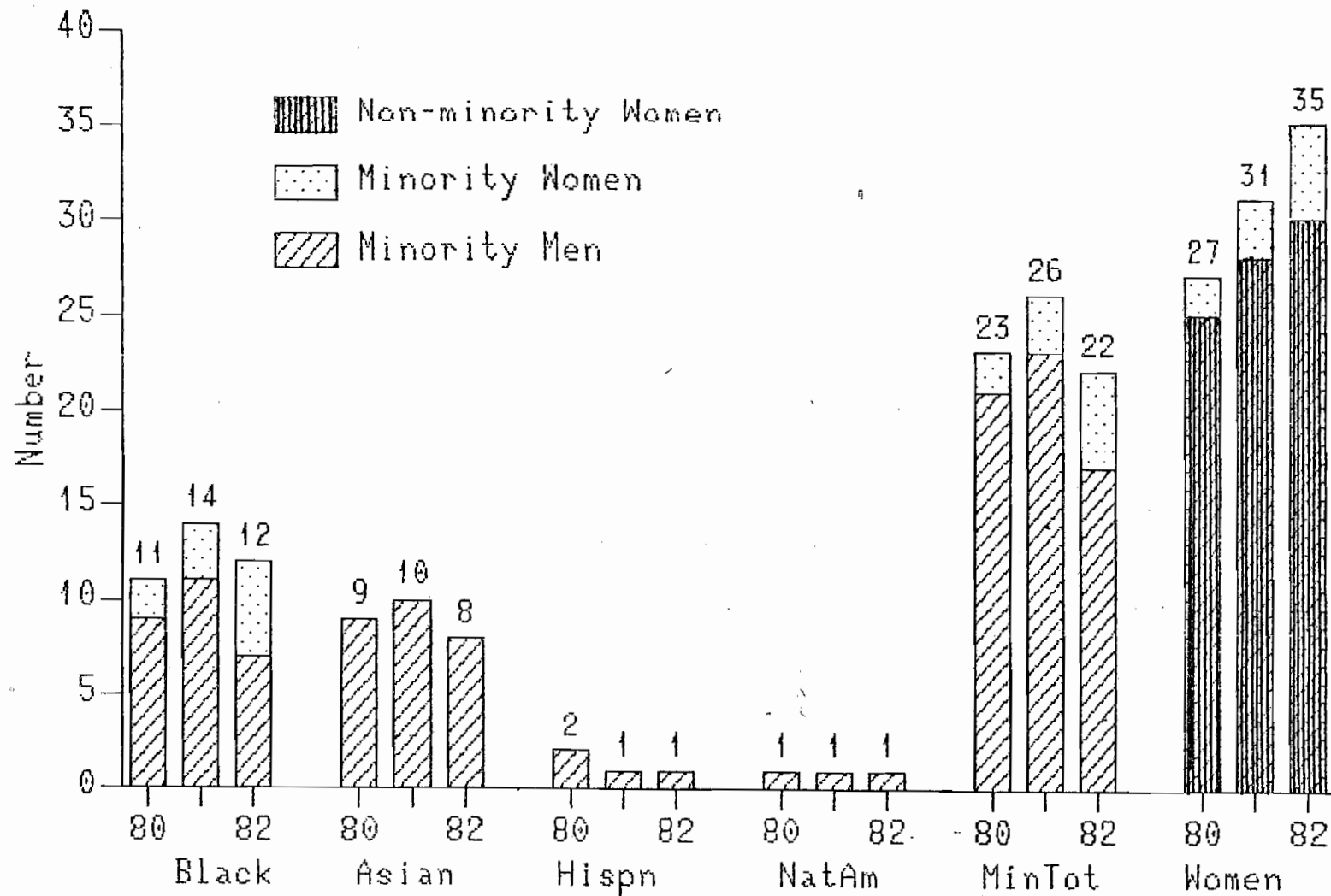


Figure III-16

Michigan State University  
Composition of Academic Workforce, 1980-82  
Number of Administrators Who Are Minorities and/or Women





DEPARTMENT OF HUMAN RELATIONS  
REPORT FOR THE BOARD OF TRUSTEES

IV. EXECUTIVE/MANAGEMENT

Prior to the May 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, a total of 29 positions. On May 21-22, 1981, the Board of Trustees modified the 24 positions previously in levels 17 through 19 of the administrative-professional nonacademic job category and made these executive/management positions. Subsequently, in accordance with the October 22-23, 1981 Board delegation of authority for these positions and the agreement of the Provost and the Vice President for Administration and Public Affairs, the recordkeeping responsibilities for all these positions were located in the Office of the Provost.

Thus, the personnel data for the executive/management category were maintained in separate record systems for the period May 1981 through March 1982. Data on personnel practice for executive/management positions in the 1980-81 Affirmative Action Plan were displayed under both the academic personnel system and the non-academic personnel system. Hiring opportunities were also documented by the separate systems. In the 1981-82 Affirmative Action Plan, the personnel data for all executive/management positions are displayed under the academic personnel system only. Appendix IV-A is a summary of the composition of the executive/management positions categorized in the non-academic personnel system prior to the April 1, 1982 transfer to the academic personnel system. (It should be noted that in tables of Appendix IV-A include one Hispanic man who was miscoded as of October 1982 and instead appears in the tabulations for Caucasian & Others.)

Two positions formerly designated within the academic manager component of the academic personnel system were redefined as executive/management positions. These are:

Director, Human Relations	Minority male
Registrar	Non-minority male

There were six new executive/management appointments effective during the October through September 1981-82 plan year. These were:

Director, Public Relations	3-1-82	Non-minority male
Assistant to the President	4-1-82	Non-minority female
Director, MSU Health Center	4-1-82	Non-minority male
Director, Alumni Association	8-1-82	Non-minority male
Director, Major Gifts	8-1-82	Non-minority male
Acting Associate Provost	9-1-82	Non-minority male

The number of appointees in executive/management positions as of October 1, 1982 is 57 incumbents. Of these, seven (12.3%) are non-minority females, and

six (10.5%) are minority males. Of the minority males, four (7.0%) are Black, one is Hispanic (1.8%), and one (1.8%) is Asian. The non-duplicative representation of members of protected classes is thirteen (22.8%).

Figure IV-1 displays the three-year trend data for numbers of members of protected classes in executive/mangement positions. Figure IV-2 shows these people as percents of the executive/management workforce over the same period; the drop in representation of women is due to the transferred positions all being held by men. It should be noted that prior to October 1979 no woman or minority held a title of vice-president. Now one non-minority woman and one minority man hold titles of vice-president.



Figure IV-1

Michigan State University  
Composition of the Academic Workforce 1980-82  
Percent of Executive Managers who are Minorities or Women

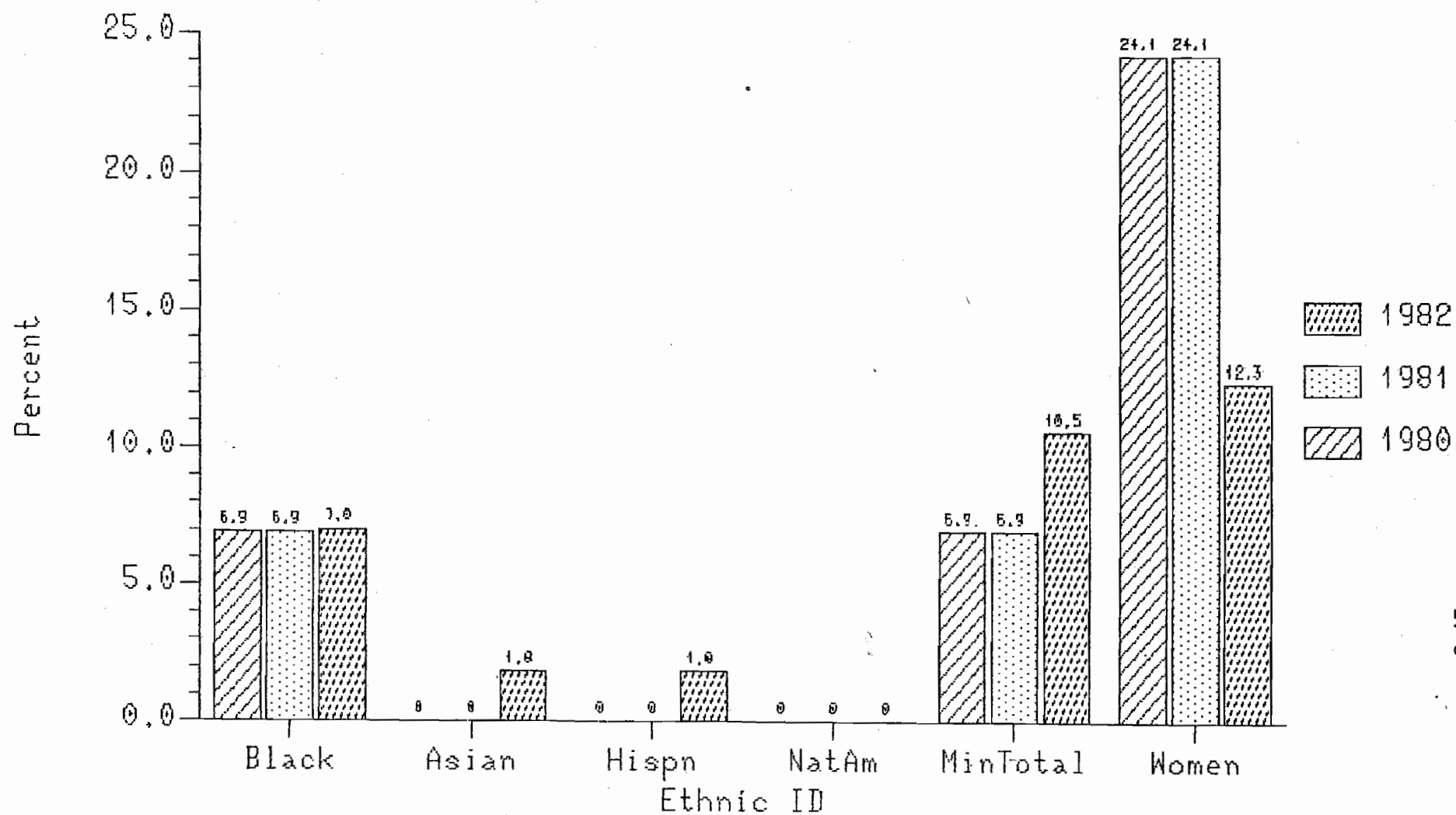
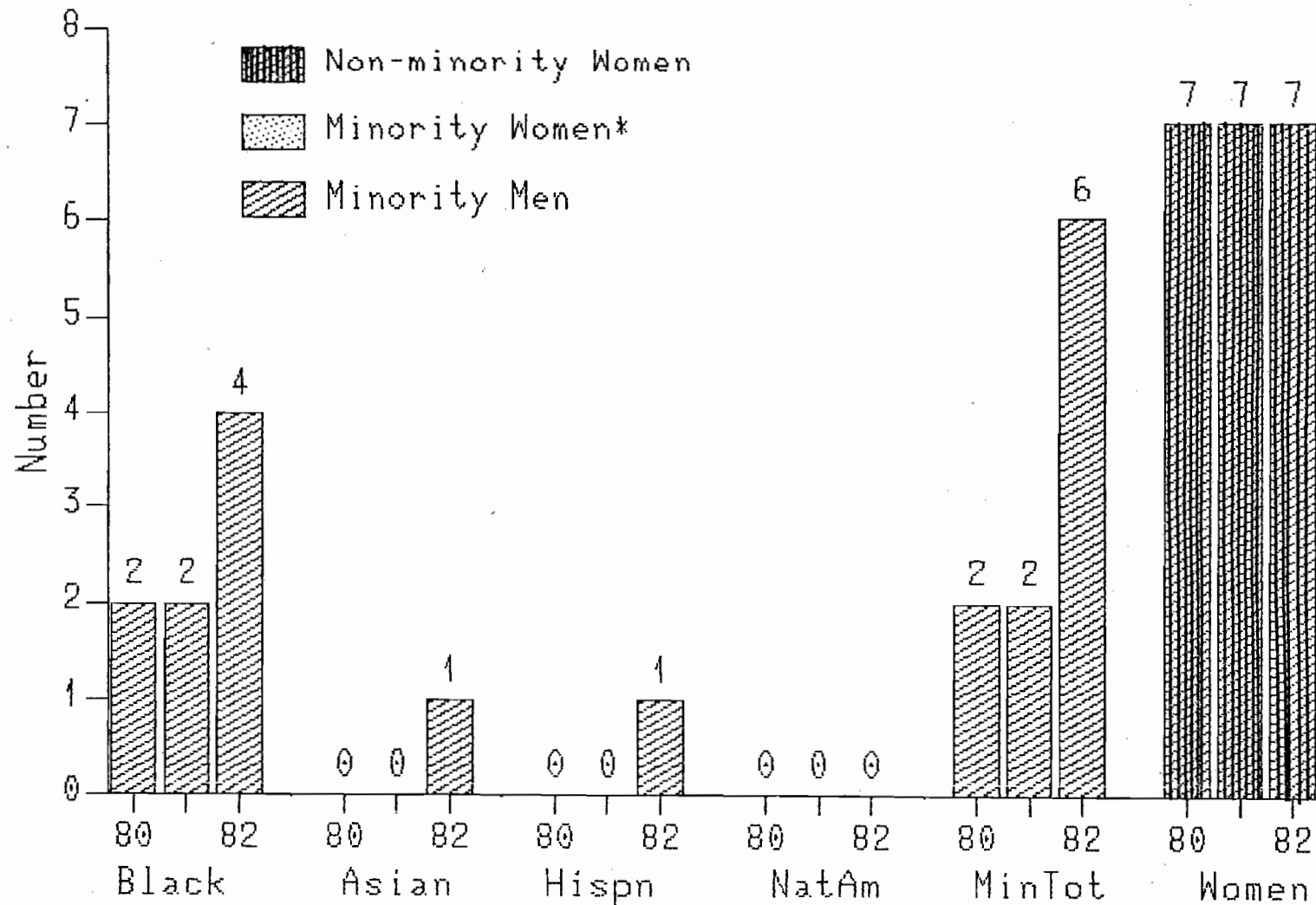


Figure IV-2

Michigan State University  
Composition of the Academic Workforce 1980-82  
# of Minority and Women Executive Managers



\*There were no minority women among the Executive Manager group during 1980-82.

PERSONNEL & EMPLOYEE RELATIONS  
REPORT TO THE BOARD OF TRUSTEES

V. NONACADEMIC PERSONNEL SYSTEM

The classifications within the nonacademic personnel system are aggregated into 86 job groups and seven reporting categories: administrative-professional, clerical-technical, supervisory, public safety (FOP), service maintenance, skilled trades, and cooperative extension.

The 12-Step Planning and Hiring Procedure for Non-academic Personnel is used to assure consideration of affirmative action opportunities and to facilitate monitoring by the Department of Human Relations and the Department of Personnel and Employee Relations.

Three measures are utilized to assess the effectiveness of good faith efforts in implementing the University's Affirmative Action commitment: workforce composition, hiring rates, and achievement of goals established pursuant to the regulations of the U.S. Department of Labor and approved by the Office of Federal Contract Compliance.

Workforce Composition

During the period October 1981 through September 1982, there was a continued reduction in the non-academic workforce. The total number of employees decreased from 5086 to 4847 (4.7%). The absolute number of minority employees decreased from 605 to 590 (2.5%), but the percent of representation in the workforce increased slightly (0.3%). The absolute number of women employees decreased from 3349 to 3203 (4.4%), while the percent of representation remained the same. Minority women represented only .02% of the total decrease in women employees. Appendix V-A details the net change in the non-academic workforce. It should be noted that Executive Management employees formerly in the administrative-professional category were transferred to the academic system during 1981-82.

Figures V-1 through V-12 are graphs which display the number and percent by reporting category, for total minorities each race/ethnic group, and non-minority women during 1980, 1981, 1982.

The proportion of minorities in the non-academic workforce has risen steadily since 1980 (1980-11.30%, 1981-11.9%, 1982-12.2%), while the total non-academic workforce has declined from 5339 to 4847 (9.2%). During 1981-82, gains were made in representation of minorities in the clerical-technical (0.6%), public safety (0.6%), service maintenance (0.6%), and skilled trades (0.7%) categories. Minorities decreased proportionally and in absolute number in administrative-professional (0.1%), supervisory (0.8%) and extension (0.9%)

categories. The percent of Blacks increased from 7.70% to 8.00%, Native Americans increased from 0.3% to 0.5%. The percent of Asians decreased from 1.0% to 0.9%, Hispanics decreased from 2.90% to 2.80%. The total number of Blacks decreased from 392 to 387 but increased in the administrative-professional (by one), clerical-technical (by three) and skilled trades (by one) categories. The total number of Native Americans increased by one in the skilled trades category and remained the same in all other categories. The total number of Asian Americans decreased by ten, five of the decreases occurred in the administrative-professional category, two in clerical-technical, one in supervisory, and three in service-maintenance. One Asian American was gained in the extension category, other categories remained the same. The total number of Hispanics decreased from 140 to 136 but increased in the clerical-technical category (by four).

### Hiring Rates

The rates of new hires into regular, on-call and temporary positions are summarized in Table V-1. The hiring rate for new regular minority employees decreased by 16 (1.0%), while the overall hiring rate for regular employees decreased by 73 (11.8%). The hiring rate for Blacks decreased by 20 (2.3%), while the hiring rate for Hispanics and Native Americans increased by 4 (3.3%) and 1 (0.5%) respectively, and Asian Americans decreased by 1 while the percent remained the same (1.3%).

### Goal Achievement

Another measure of good faith efforts is goal achievement. Goal achievement for the 86 job groups is found in Appendix V-B, graphs of goal achievement by reporting category are in figures V-13 and V-14.

Goals were not established for women in the clerical category, or for women and minorities in the extension categories as the job groups within these categories are fully utilized. Numeric goals were not established for minorities or women in the public safety category since no opportunities occurred in underutilized job groups. Numeric goals were not established for minorities in the supervisory category as very few opportunities occurred, but percentage goals are in place so that if hiring opportunities do occur, affirmative action will be considered.

In total, 114% of the goals for minorities were met. Minority goals were met or exceeded in the professional, clerical and skilled trades categories. The minority goal of one in the administrative category was not met. The minority goal of nine in the technical category was partially met by four placements. In the service-maintenance category the minority goal of six was partially met by five placements.

In total, 57% of the goals for women were achieved. Goals for women were met or exceeded in the administrative category. In the professional category, five of nine goals were achieved. In the technical category, four of six goals were achieved. The goal of four in the skilled trades category was not met. Nine of 18 goals were met in the service maintenance category. In the supervisory category the goal of two was not met.

Achievement of goals is a continuing problem of distribution rather than absolute numbers. Based on projected opportunities for 1982-83, 35 women and 31 minorities distributed in the underutilized job groups would constitute 100% goal achievement. Placement of 129 women and 97 minorities in underutilized job groups would totally eliminate underutilization within the non-academic workforce of 4847 employees. Since job opportunities and turnover in underutilized job groups will be limited, achievement of goals will be continually more difficult.

The present Federal Regulations for determining availability will be revised in the near future. When the new regulations are adopted, the availability percent for each job group will be recalculated to reflect 1980 census data and current internal factors using the new methodology. This will result in new goals and time tables which may change the present status significantly.

#### Problem Areas

The non-academic problem areas for 1982-83 are contained in Appendix V-C. Seven problem areas are identified; two problem areas, "data monitoring system" and "12-step planning and hiring procedures", have been satisfactorily resolved.

The following is a summary of the five remaining problem areas which are continuations of previously identified problems:

- (1) Job groups covered by AFSCME Local 1585 (Service/Maintenance) were not structured to reflect University organizational unit-based lines of progression. A means of analyzing upward mobility within major units without creating 47 additional job groups was necessary. Reports to meet this need were developed and monitoring continues. However, seniority provision of the collective bargaining agreement restrict progression across units. During 1982-83, AFSCME Local 1585 will be asked on each opportunity for a seniority waiver for affirmative action. Their cooperation will be reported in next year's Affirmative Action Plan.

- (2) Insufficient numbers of qualified applicants from protected classes for underutilized positions continues to be a problem and was magnified by a 25% decrease in opportunities for placement in the non-academic system. Recruiting is expected to increase the pool of qualified minority candidates. Using the results of a study conducted by the Department of Personnel and Employee Relations last year, where severely underutilized job groups were identified as having an inadequate supply of qualified protected-class applicants, a recruitment plan was developed and implemented. Two staff professionals in the Department of Personnel and Employee Relations have been assigned to recruit minority employees. A series of on-site visits to colleges, technical training schools, etc., primarily within Michigan, has begun. Medical Technologists, Laboratory Technicians, and Agricultural Technicians are the first areas of recruitment efforts. Efforts will also be increased using new selection and reporting techniques designed to identify qualified internal protected class employees and encouraging them so they may apply for available positions. Internal staff development is being strongly encouraged at the unit level for all members of protected classes in order to prepare them for promotional opportunities.
- (3) Guidelines for use of seniority bypass provisions in the contract between the Clerical-Technical Union and Michigan State University needed further development. During 1981-82, guidelines and procedures were developed and implemented. In the last quarter of 1982, the revised bypass procedures led to 11 minority placements in underutilized job groups.
- (4) Some supervisors were apparently unaware of their responsibilities for affirmative action and the criteria upon which their efforts were being evaluated. A letter was sent by the President to reaffirm their individual responsibilities to Affirmative Action. A training program was developed by the Department of Personnel and Employee Relations dealing with supervisory training and affirmative action. During 1982-83, the Human Resource Development Division of the Department of Personnel and Employee Relations will present training modules for supervisory

personnel on a campus-wide basis. Affirmative action training is one of the four modules to be presented. Affirmative action and equal opportunity are the primary objectives of the program.

- (5) Job groups are continually reviewed for a history of underutilization and/or failure to meet goals. These job groups are "targeted" as areas of special concern and become the focus of intense monitoring efforts. Two job groups targeted in 1981-82 are now fully utilized, four additional job groups have been added for 1982-83. The job groups targeted for 1982-83 are in the general classification of upper level administrators, clerical, nurses, laboratory technologists, medical technologists, computer programmers/analysts, motor vehicle operators, materials and stockhandlers, senior custodial positions, public safety officers, entry level operation engineers and clerical supervisors.

In addition to activities designed to correct problem areas, many units of the University have made special efforts to improve opportunities and the work environment for nonacademic personnel. These efforts are cataloged in Appendix V-D. For example, many units have held meetings affecting nonacademic employees to discuss issues of sexual harassment, increase sensitivity to problems faced by workers from protected classes, and provided training sessions to increase promotability. These efforts are consistent with recommendations made last Spring by the Minority Advisory Council.





[illegible][illegible]

Figure V-1

COMPOSITION OF NON-ACADEMIC WORKFORCE  
MINORITY TOTAL

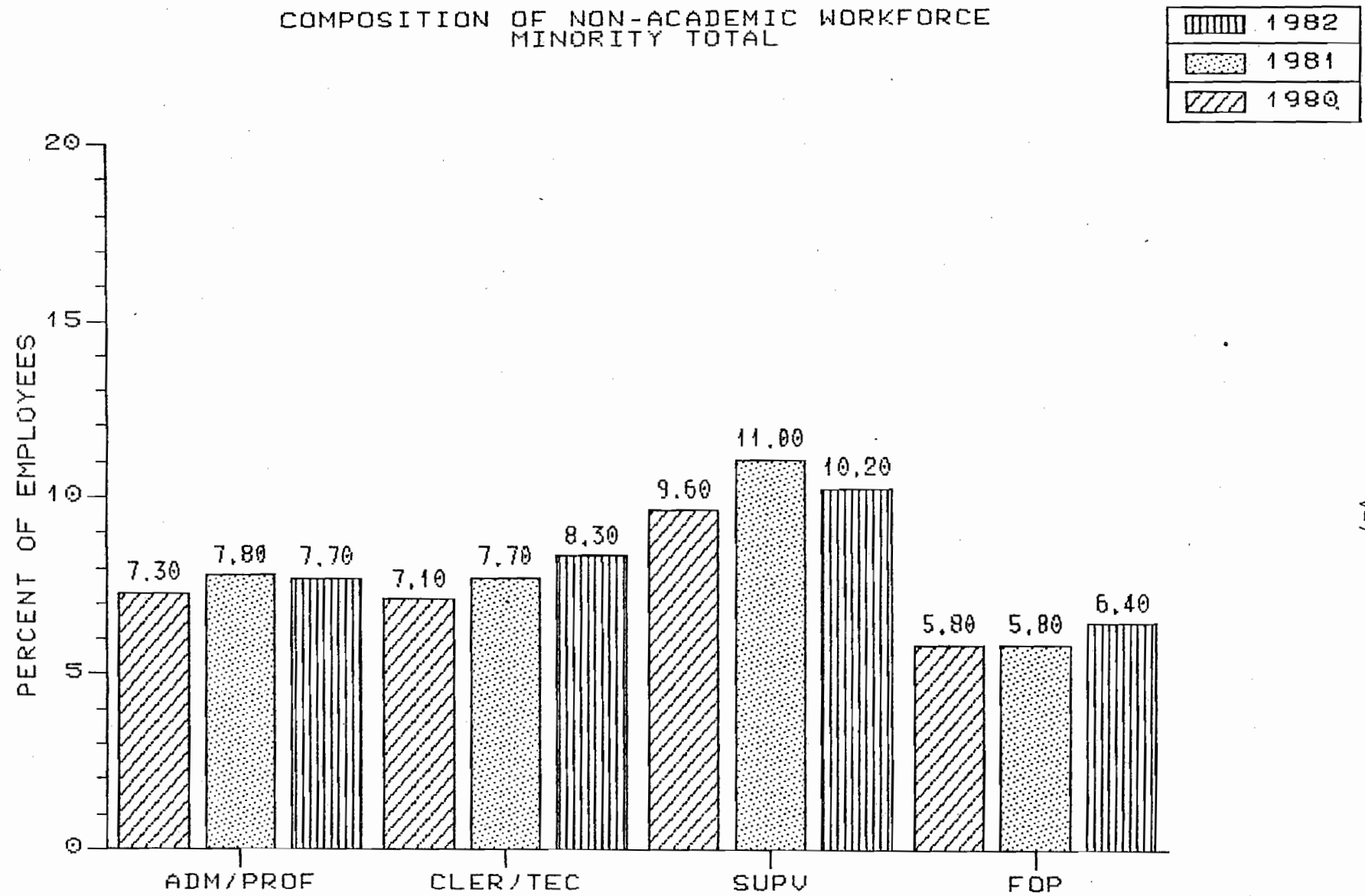


Figure V-1 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
MINORITY TOTAL

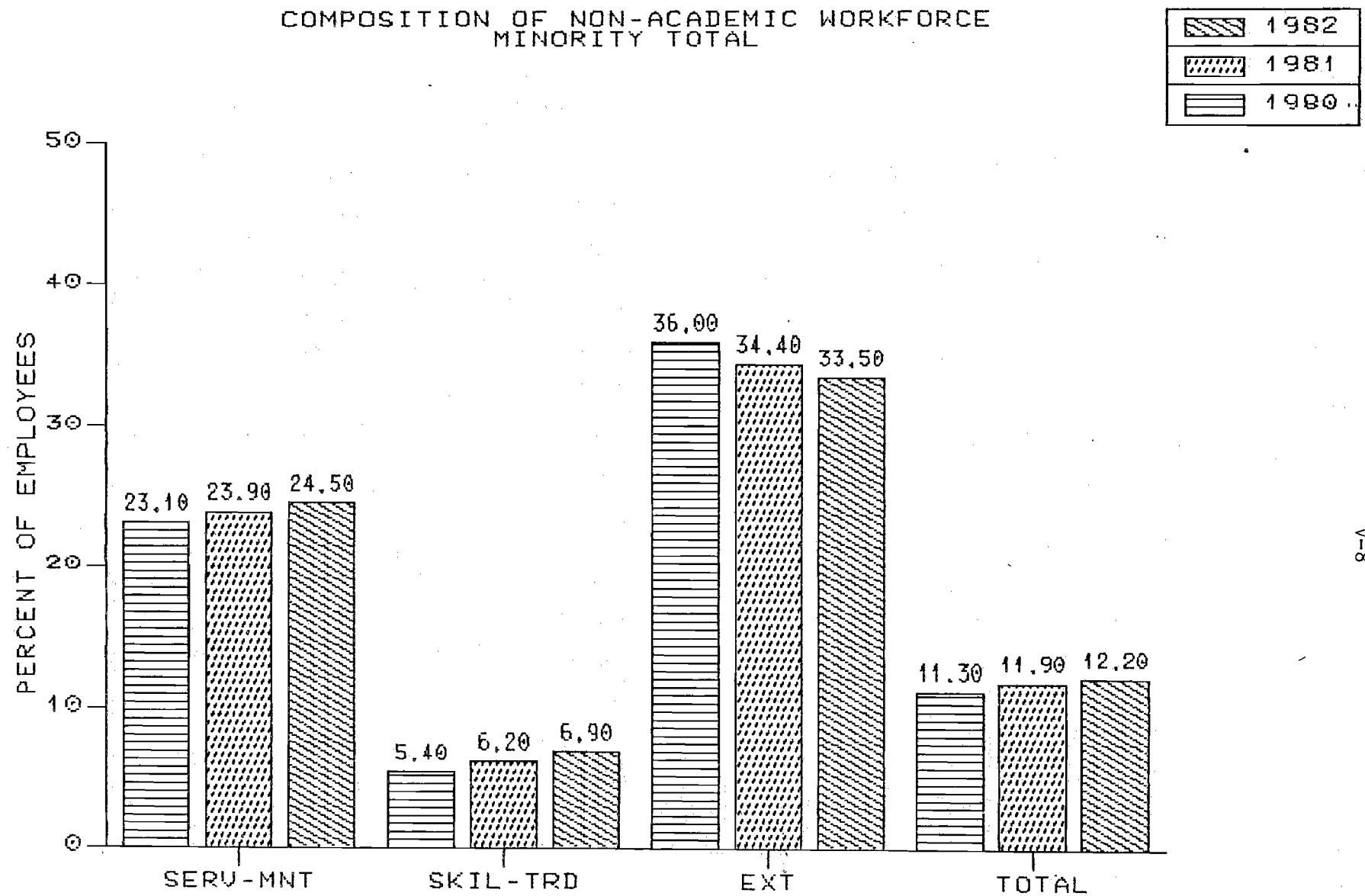


Figure V-2

COMPOSITION OF NON-ACADEMIC WORKFORCE  
MINORITY TOTAL

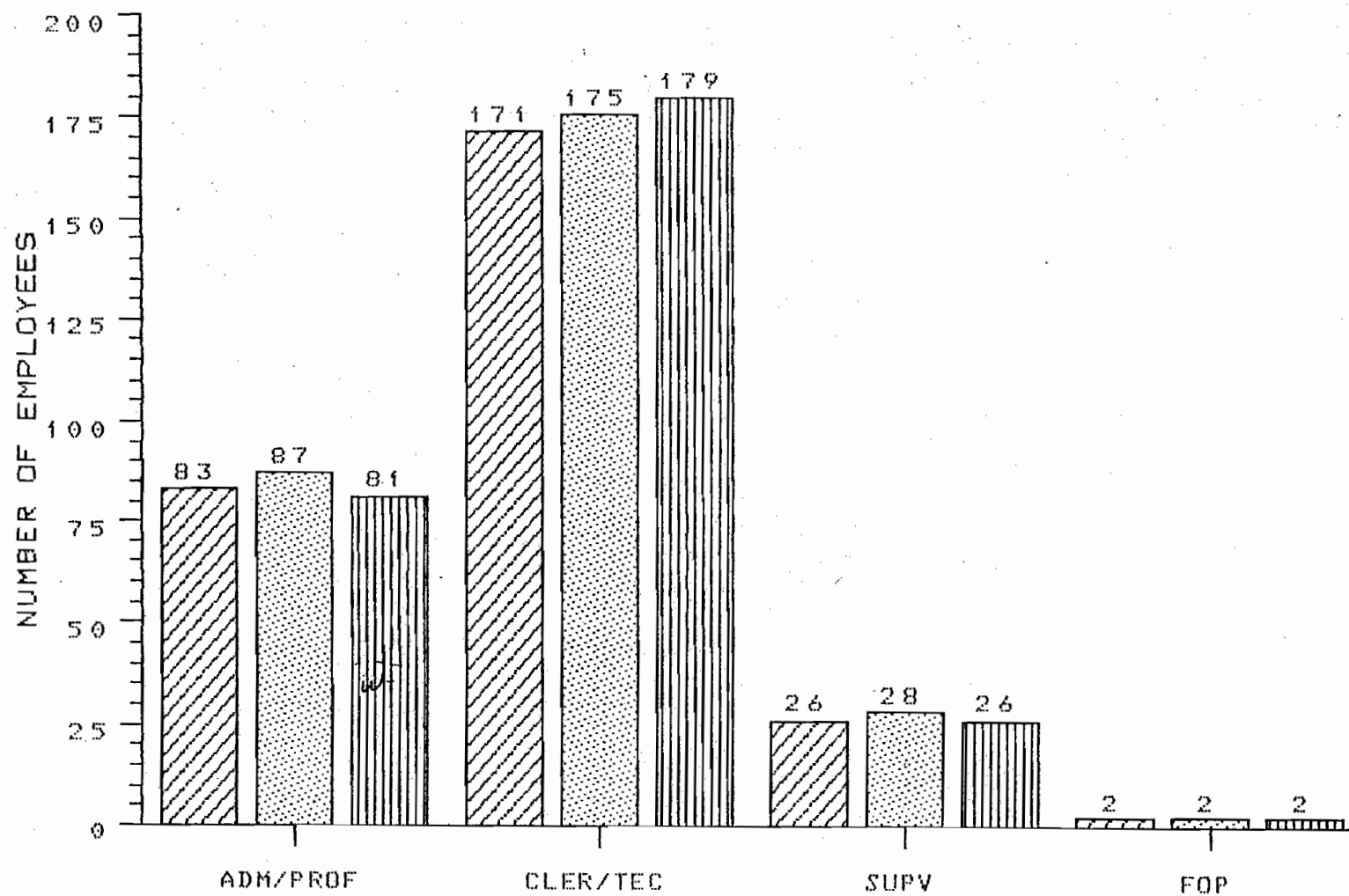
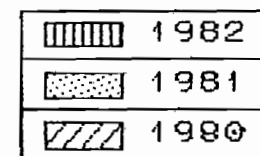





Figure V-2 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
MINORITY TOTAL

	1982
	1981
	1980

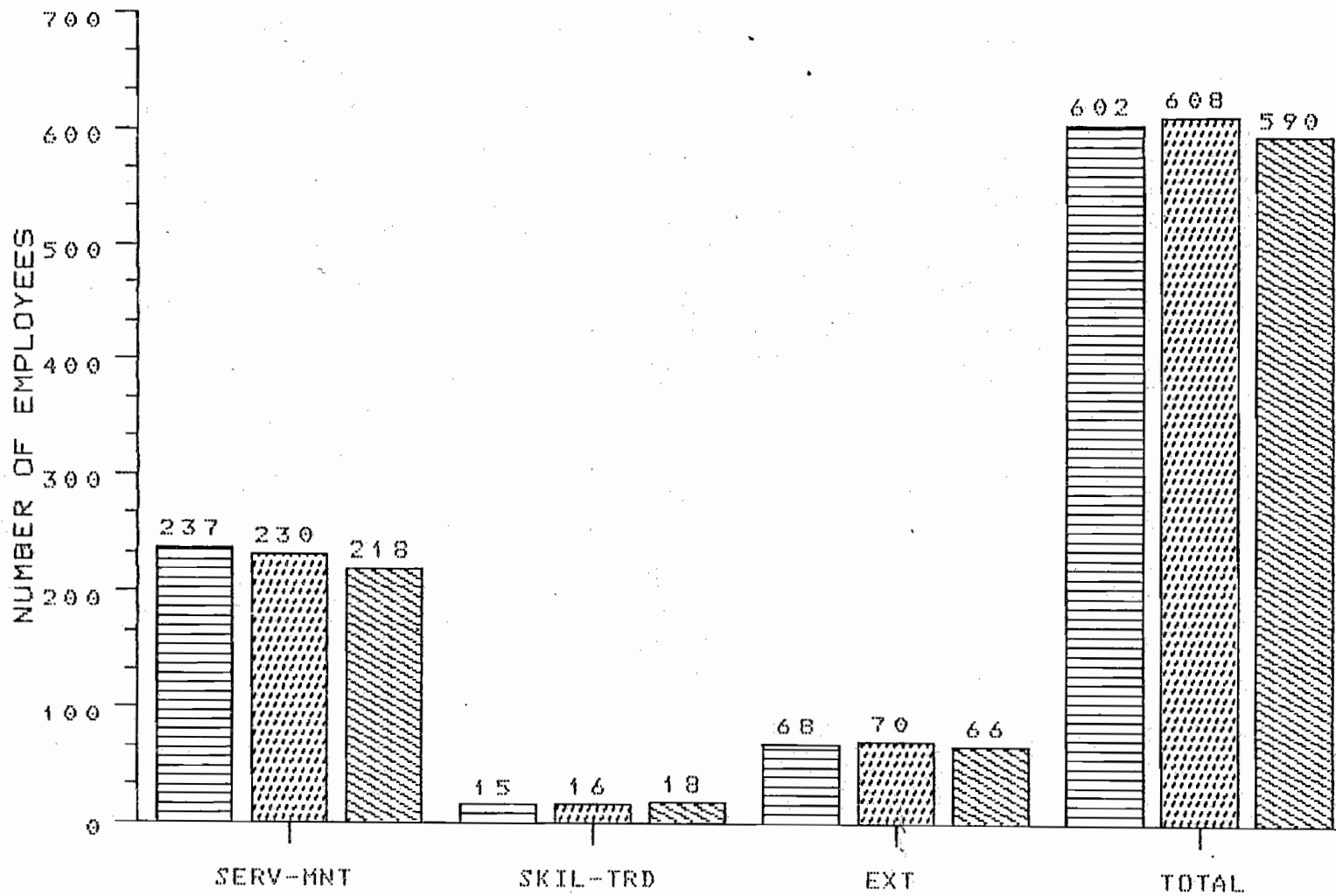


Figure V-3  
COMPOSITION OF NON-ACADEMIC WORKFORCE  
FEMALE NON-MINORITIES

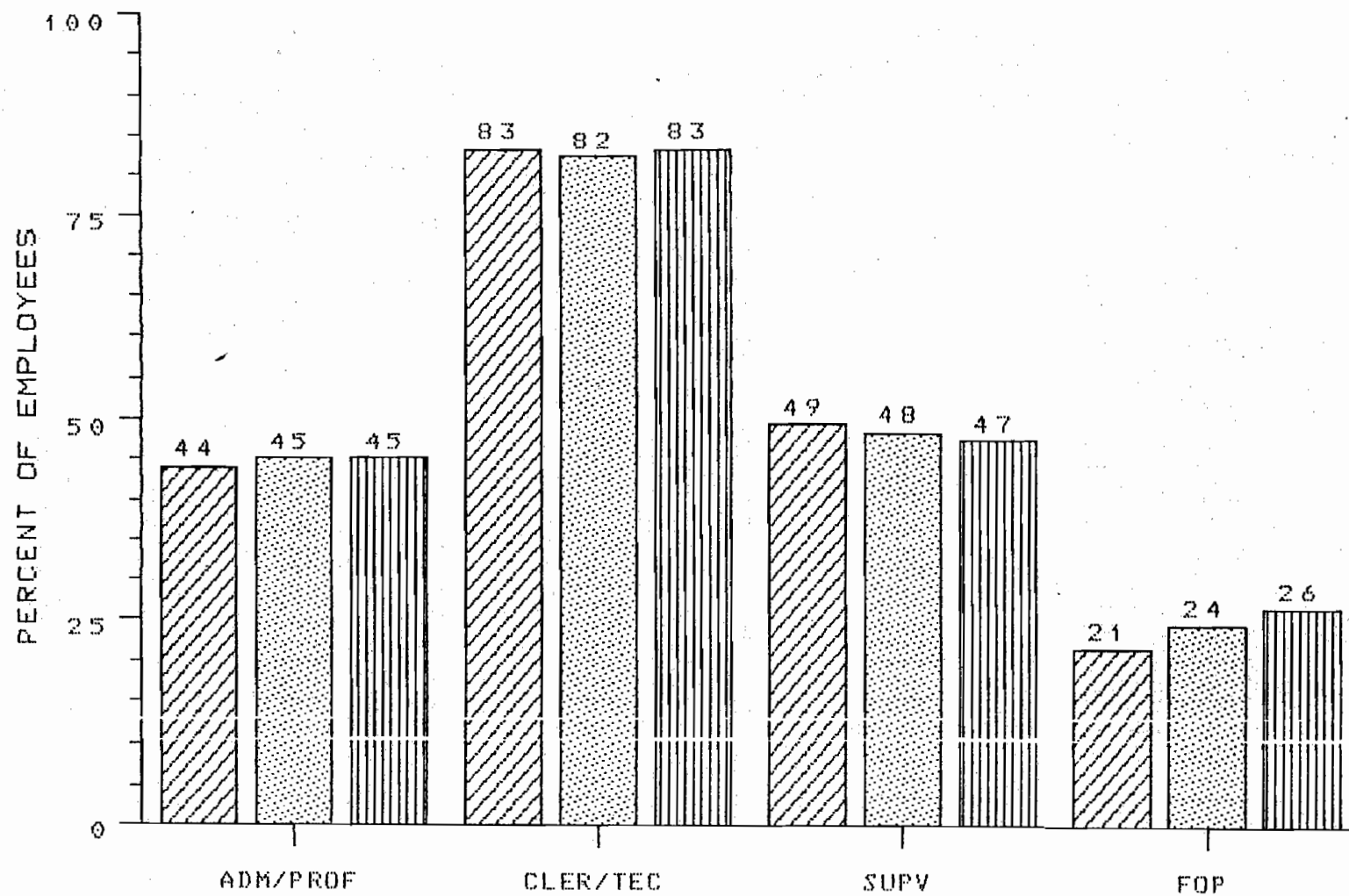
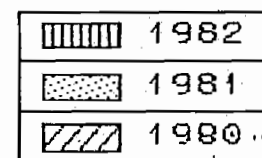




Figure V-3 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
FEMALE NON-MINORITIES

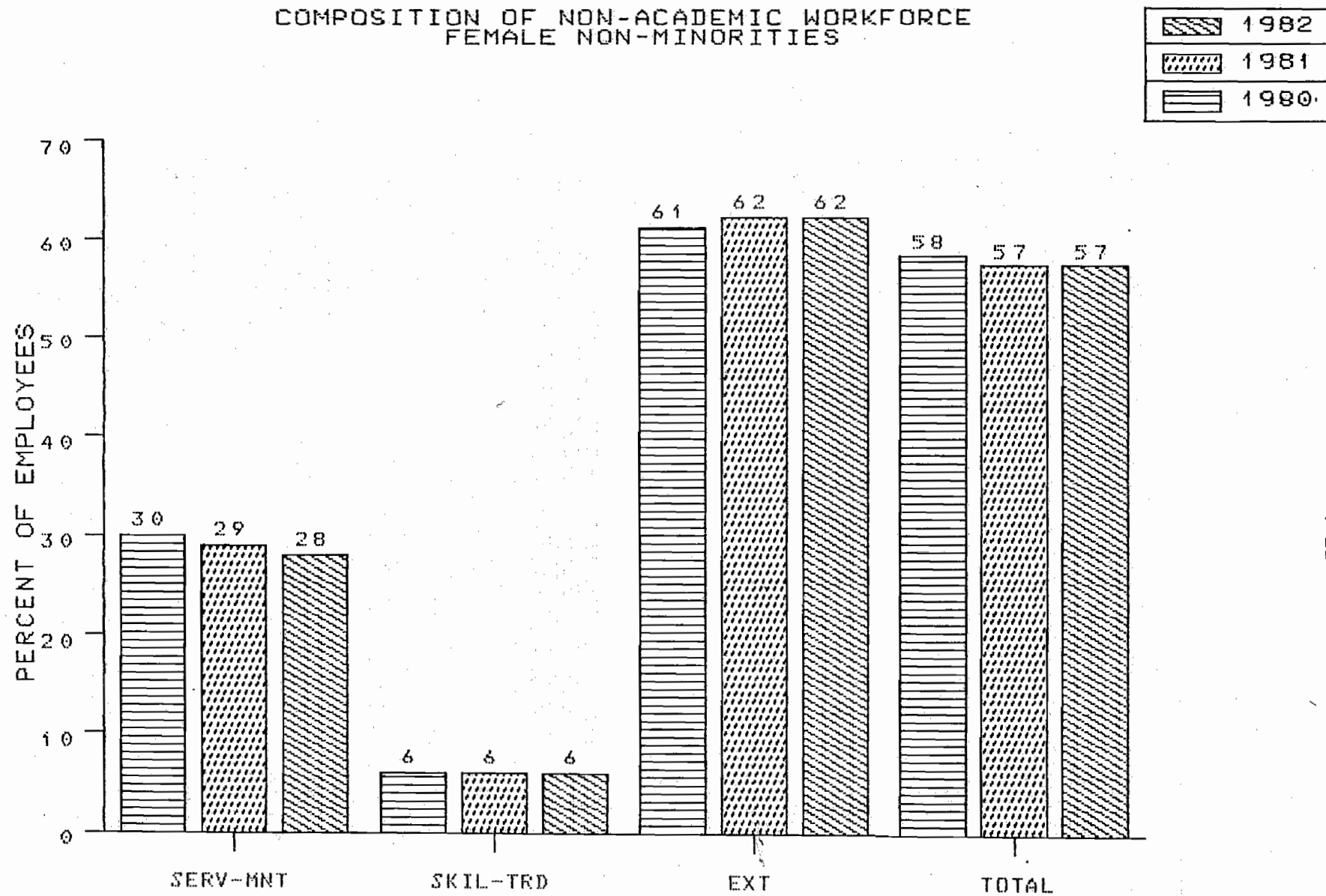


Figure V-4

COMPOSITION OF NON-ACADEMIC WORKFORCE  
FEMALE NON-MINORITIES

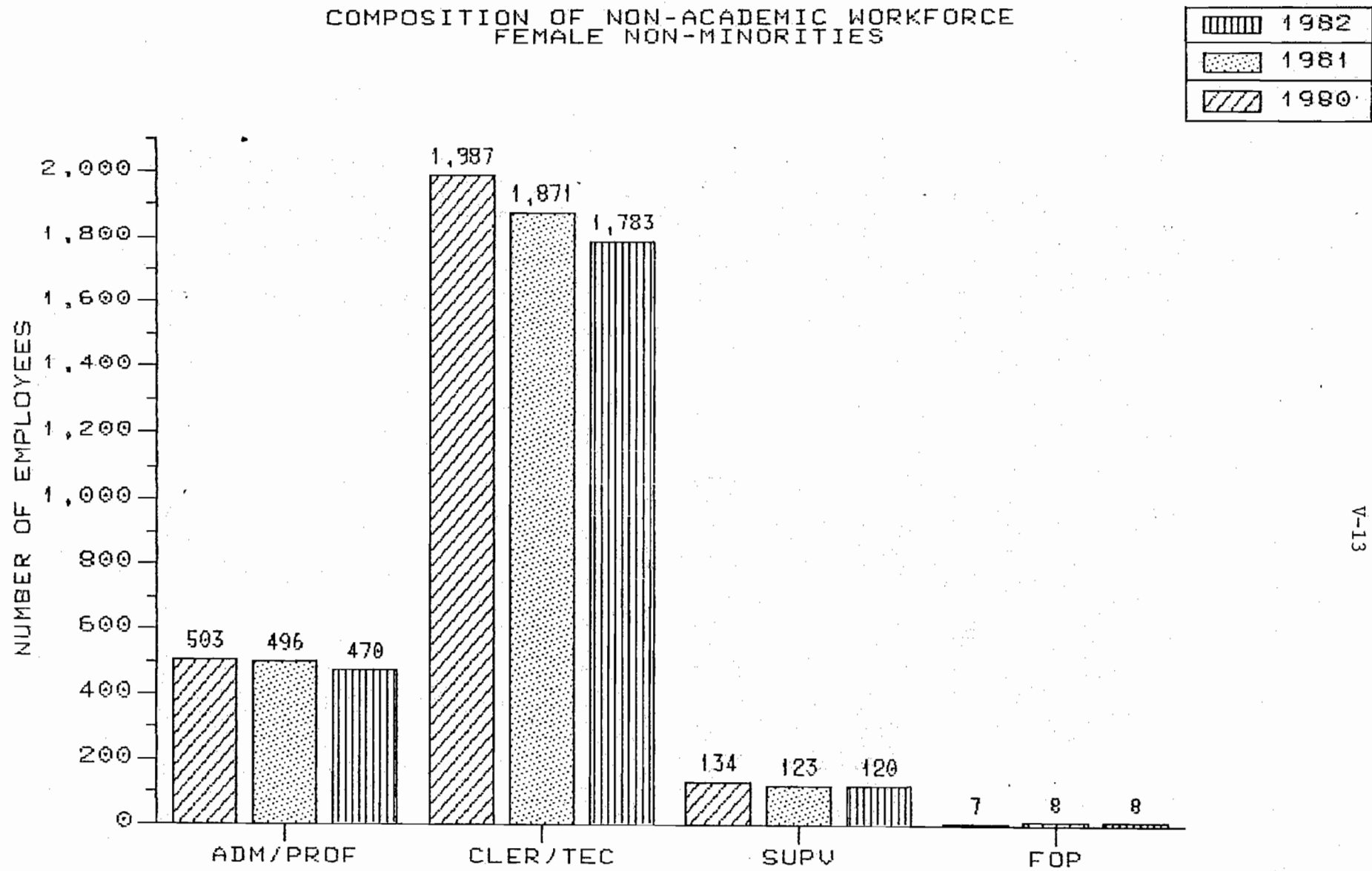





Figure V-4 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
FEMALE NON-MINORITIES

	1982
	1981
	1980

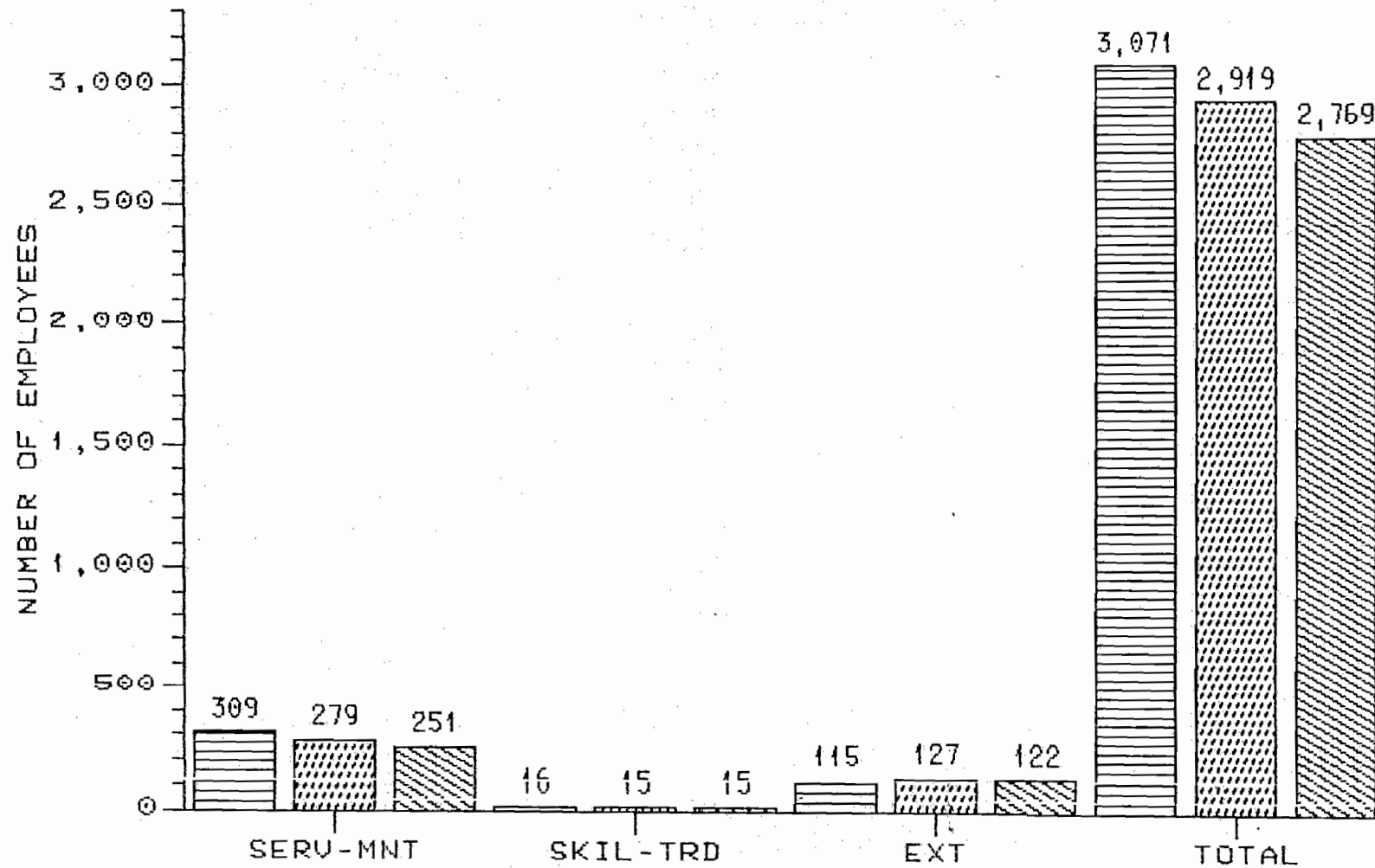


Figure V-5

COMPOSITION OF NON-ACADEMIC WORKFORCE  
BLACK EMPLOYEES

	1982
.....	1981
////	1980

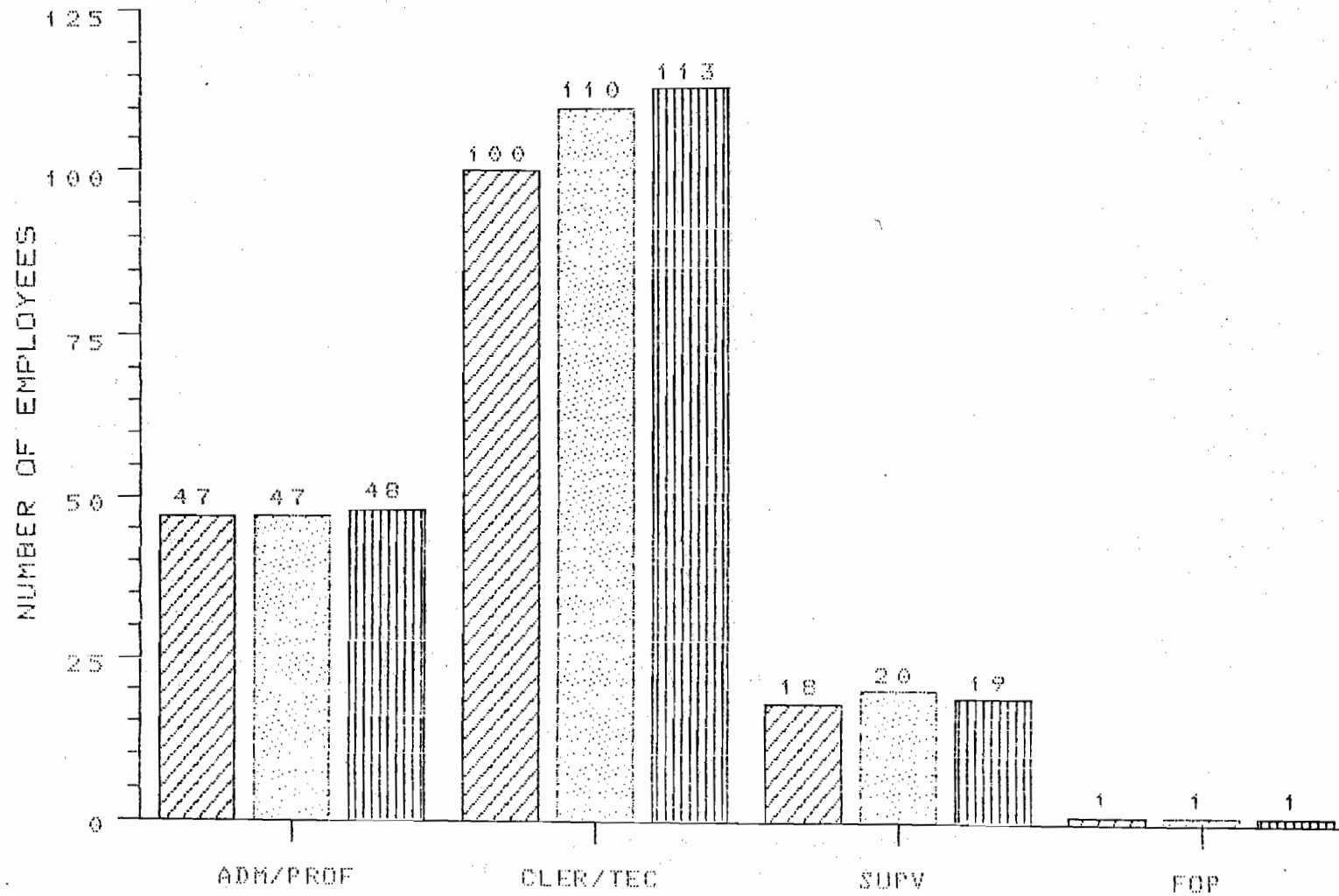


Figure V-5 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
BLACK EMPLOYEES

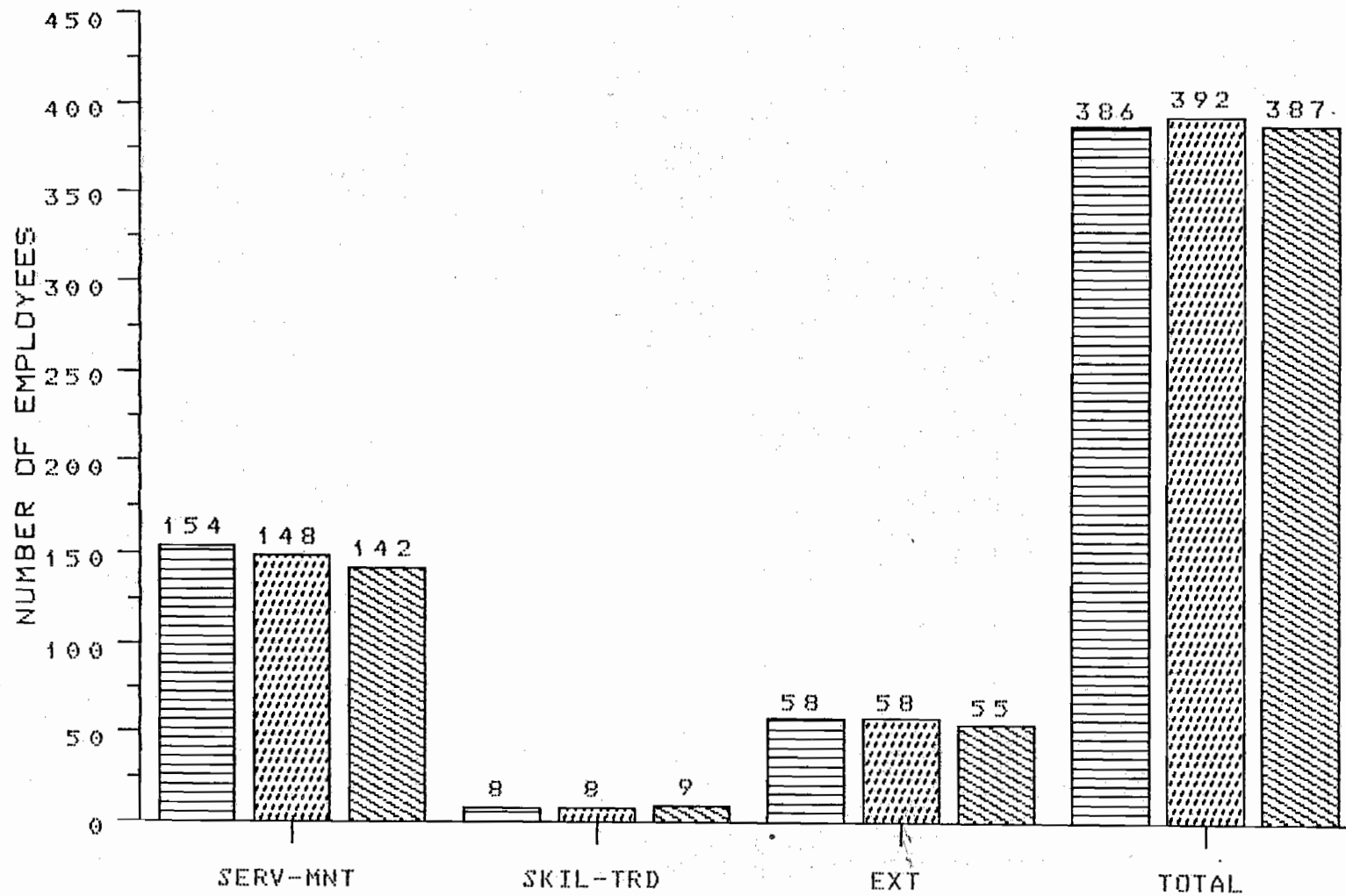
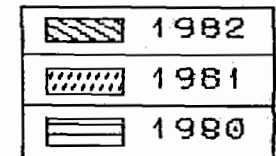


Figure V-6

COMPOSITION OF NON-ACADEMIC WORKFORCE  
BLACK EMPLOYEES

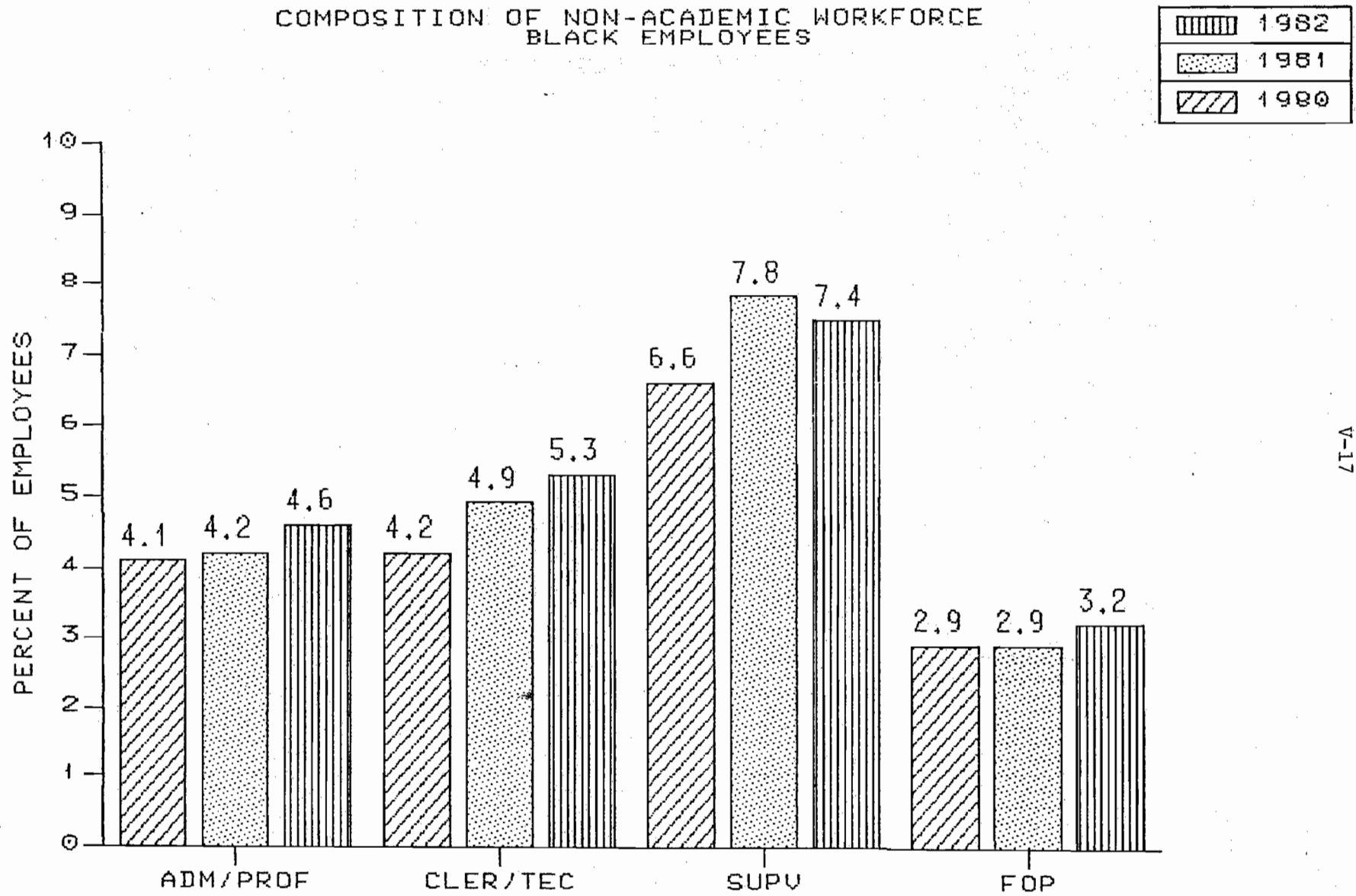


Figure V-6 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
BLACK EMPLOYEES

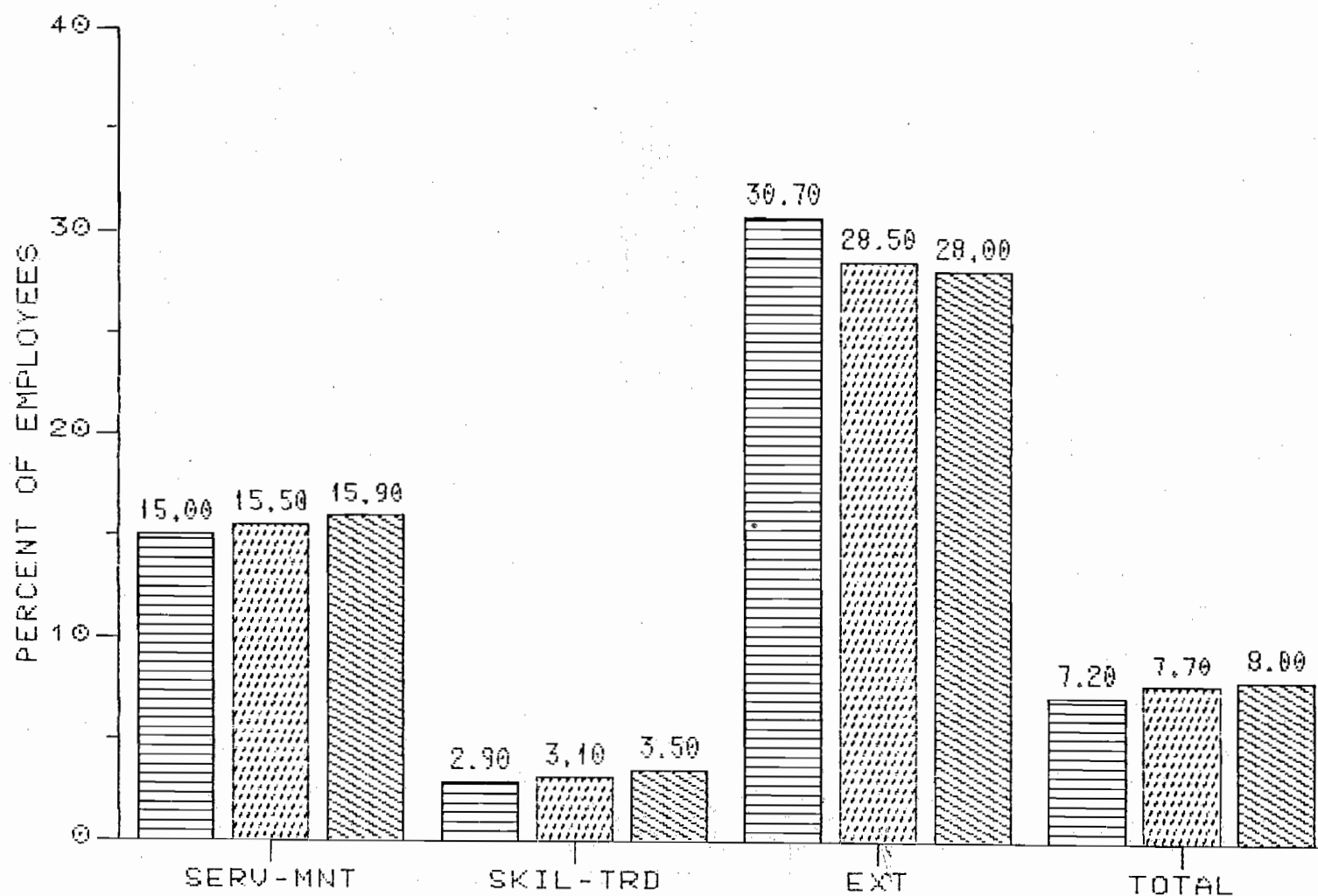
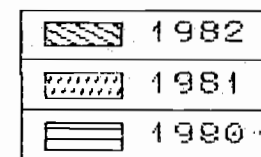


Figure V-7

COMPOSITION OF NON-ACADEMIC WORKFORCE  
NATIVE AMERICAN EMPLOYEES

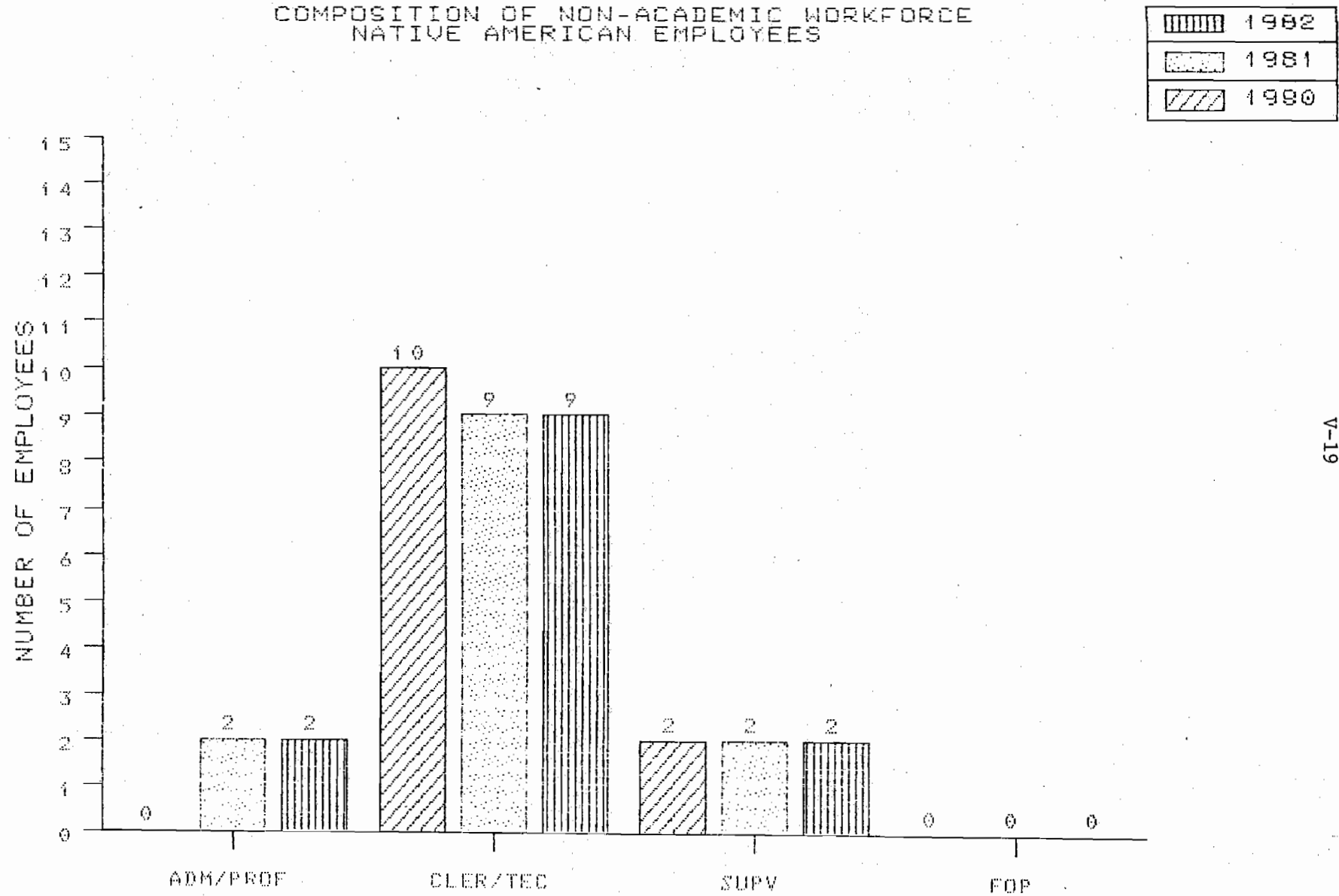




Figure V-7 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
NATIVE AMERICAN EMPLOYEES

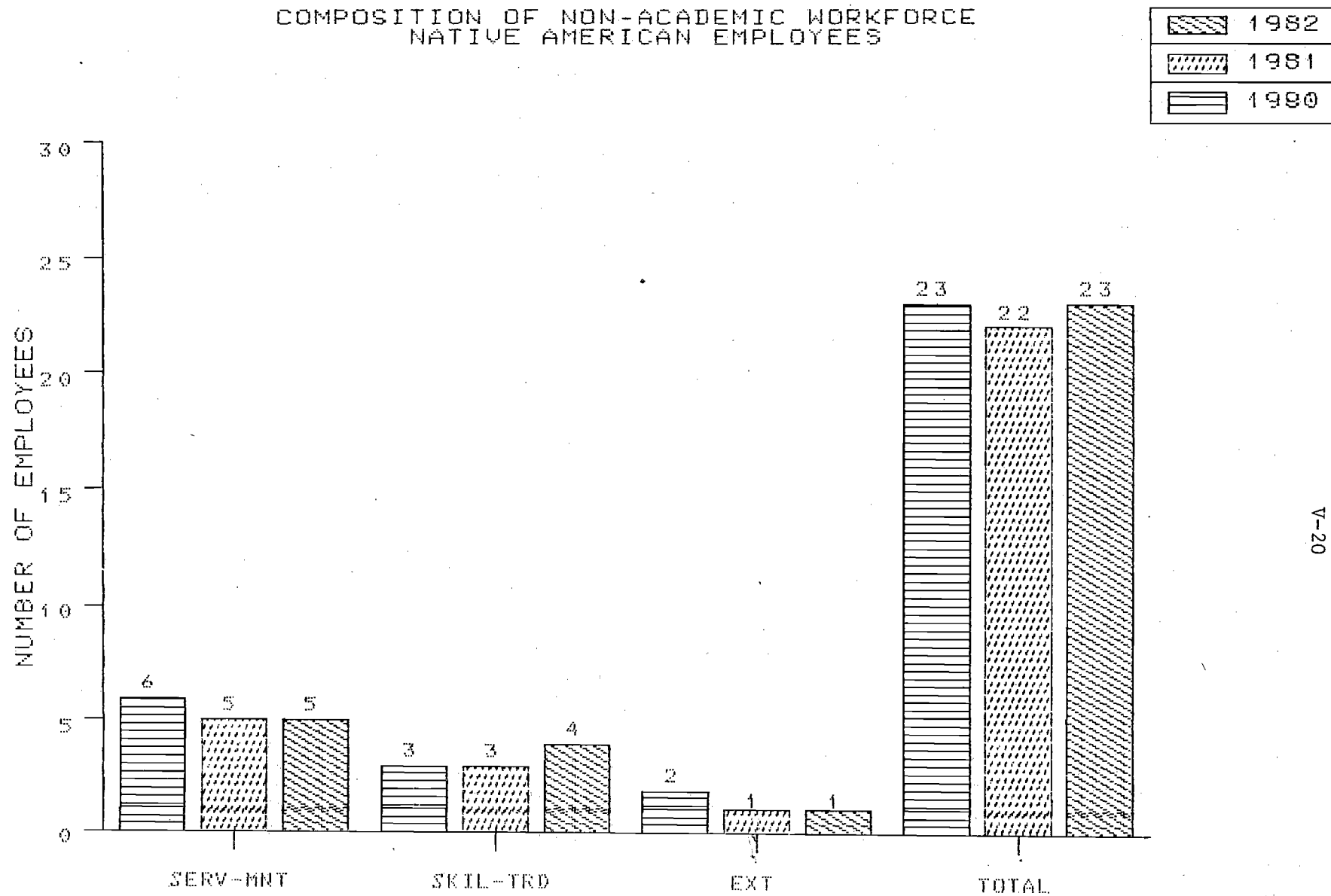


Figure V-8

COMPOSITION OF NON-ACADEMIC WORKFORCE  
NATIVE AMERICAN EMPLOYEES

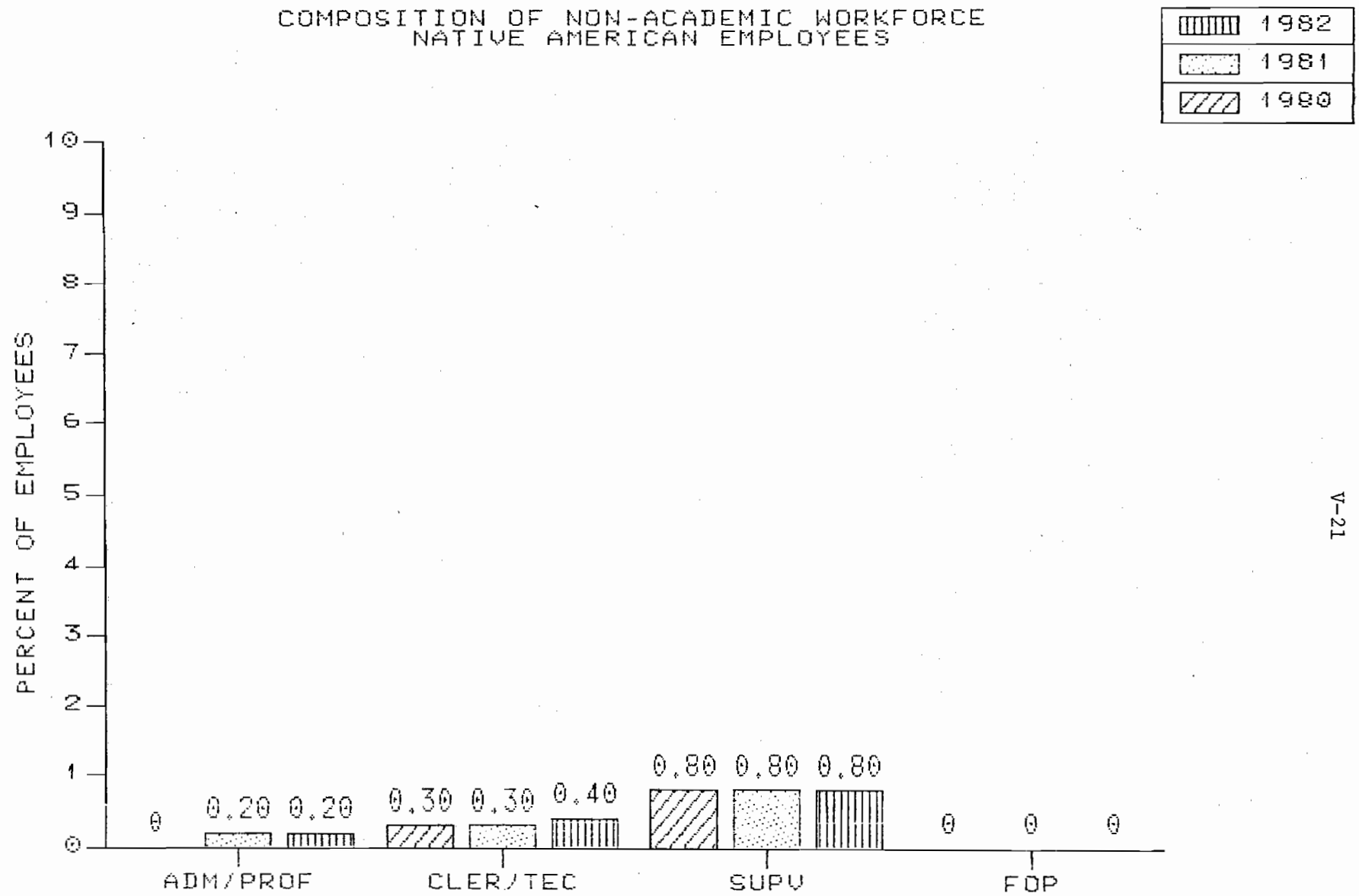


Figure V-8 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
NATIVE AMERICAN EMPLOYEES

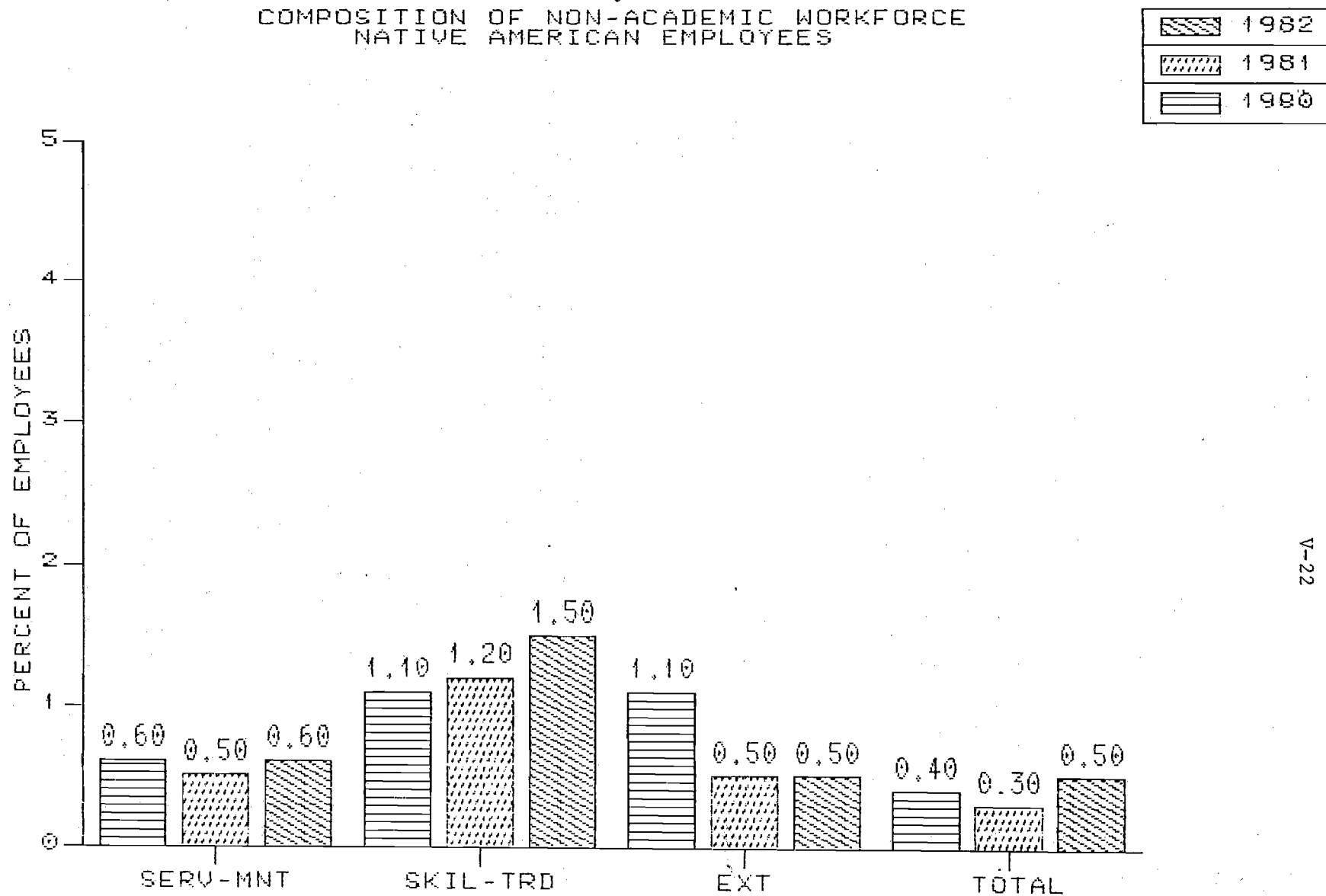


Figure V-9

COMPOSITION OF NON-ACADEMIC WORKFORCE  
ASIAN EMPLOYEES

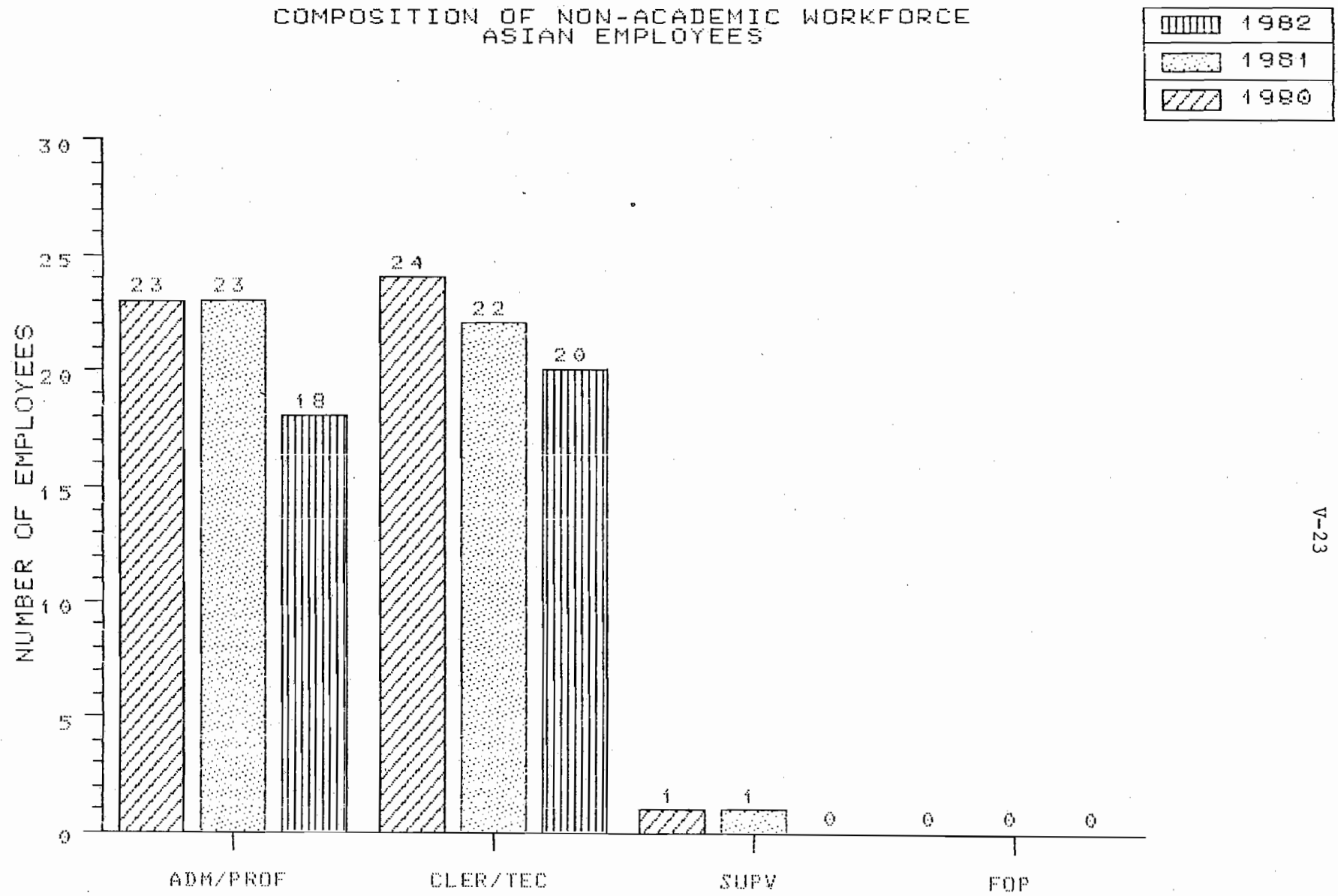


Figure V-9 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
ASIAN EMPLOYEES

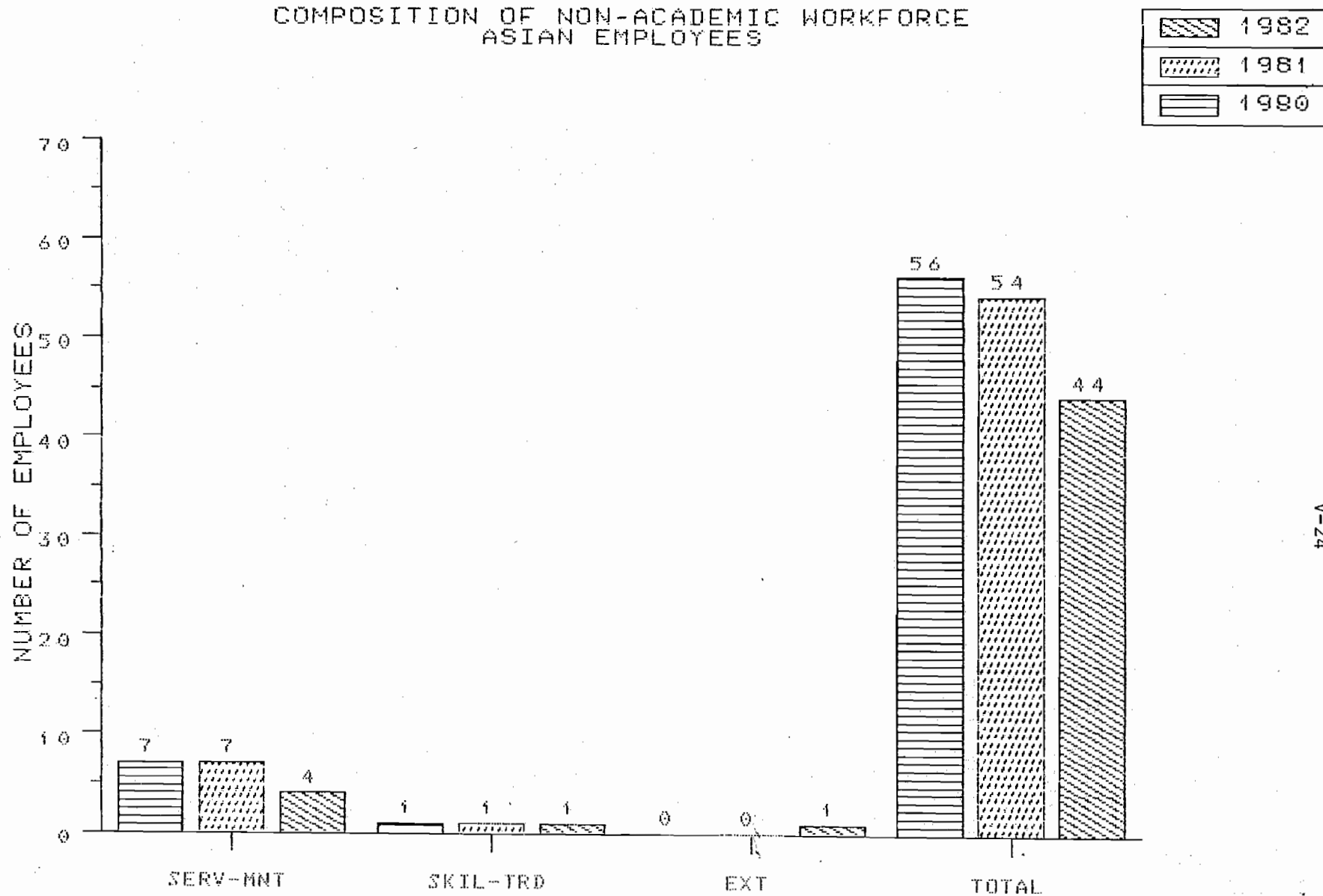


Figure V-10

COMPOSITION OF NON-ACADEMIC WORKFORCE  
ASIAN EMPLOYEES

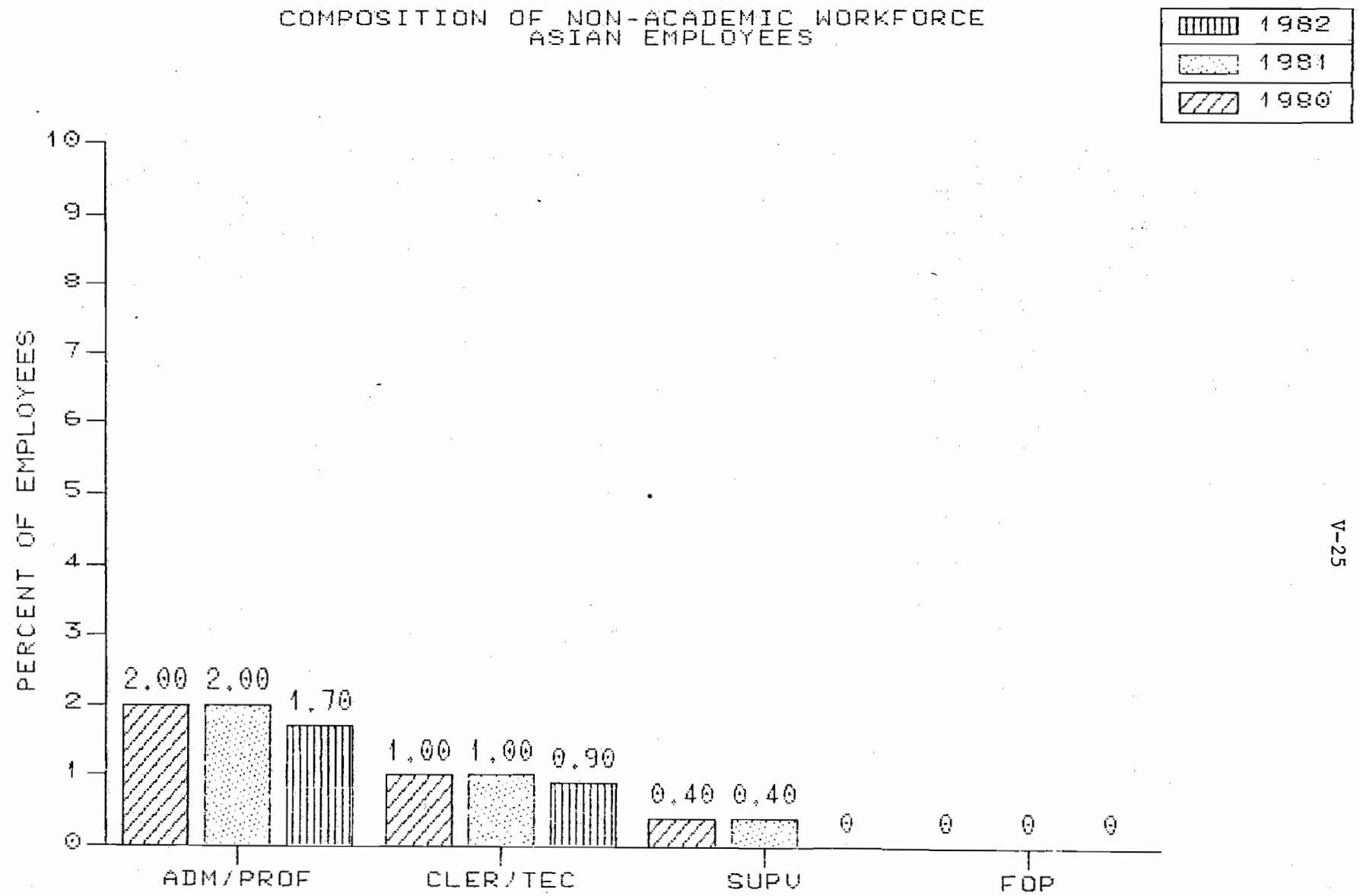


Figure V-10 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
ASIAN EMPLOYEES

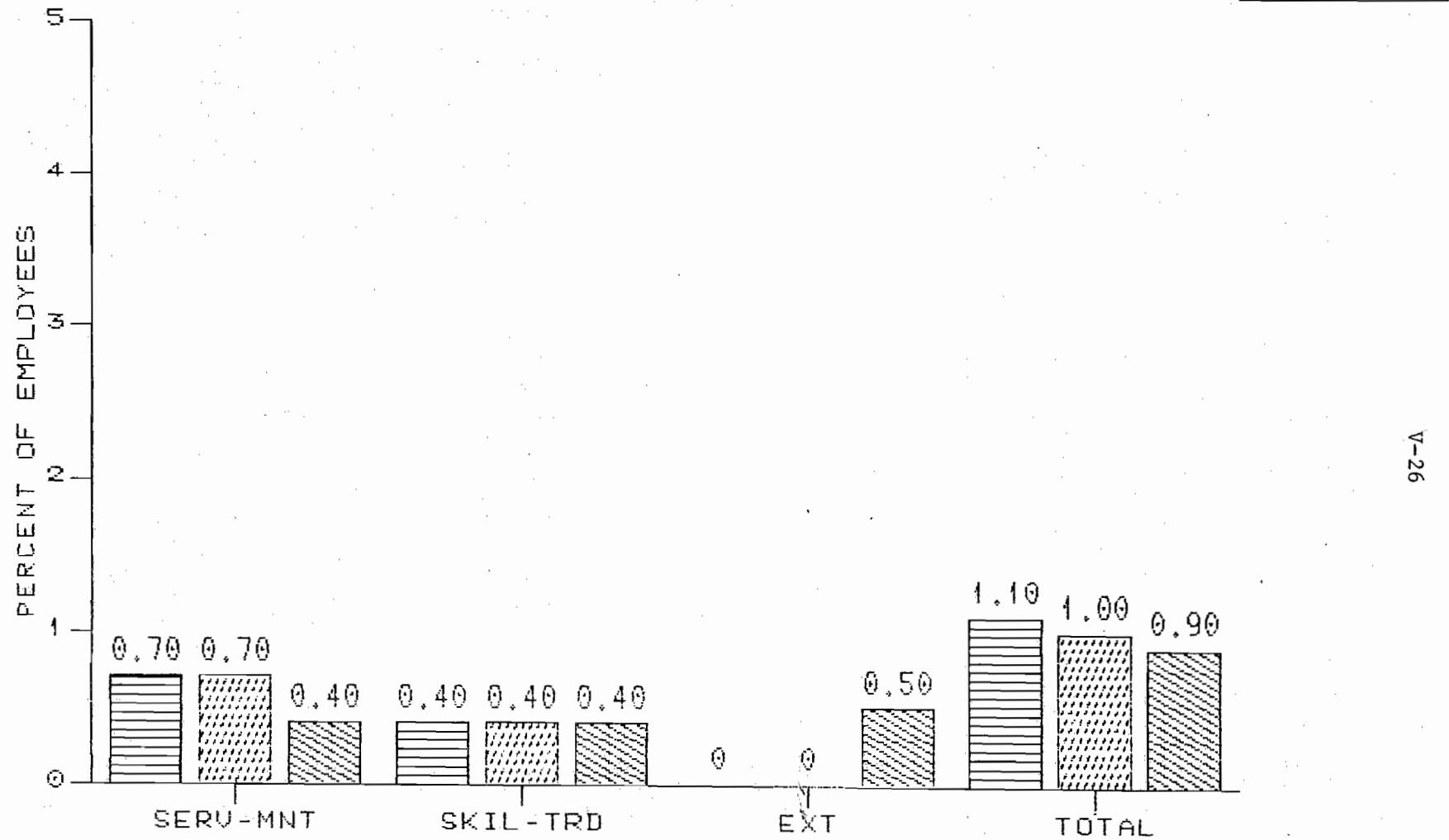


Figure V-11

COMPOSITION OF NON-ACADEMIC WORKFORCE  
HISPANIC EMPLOYEES

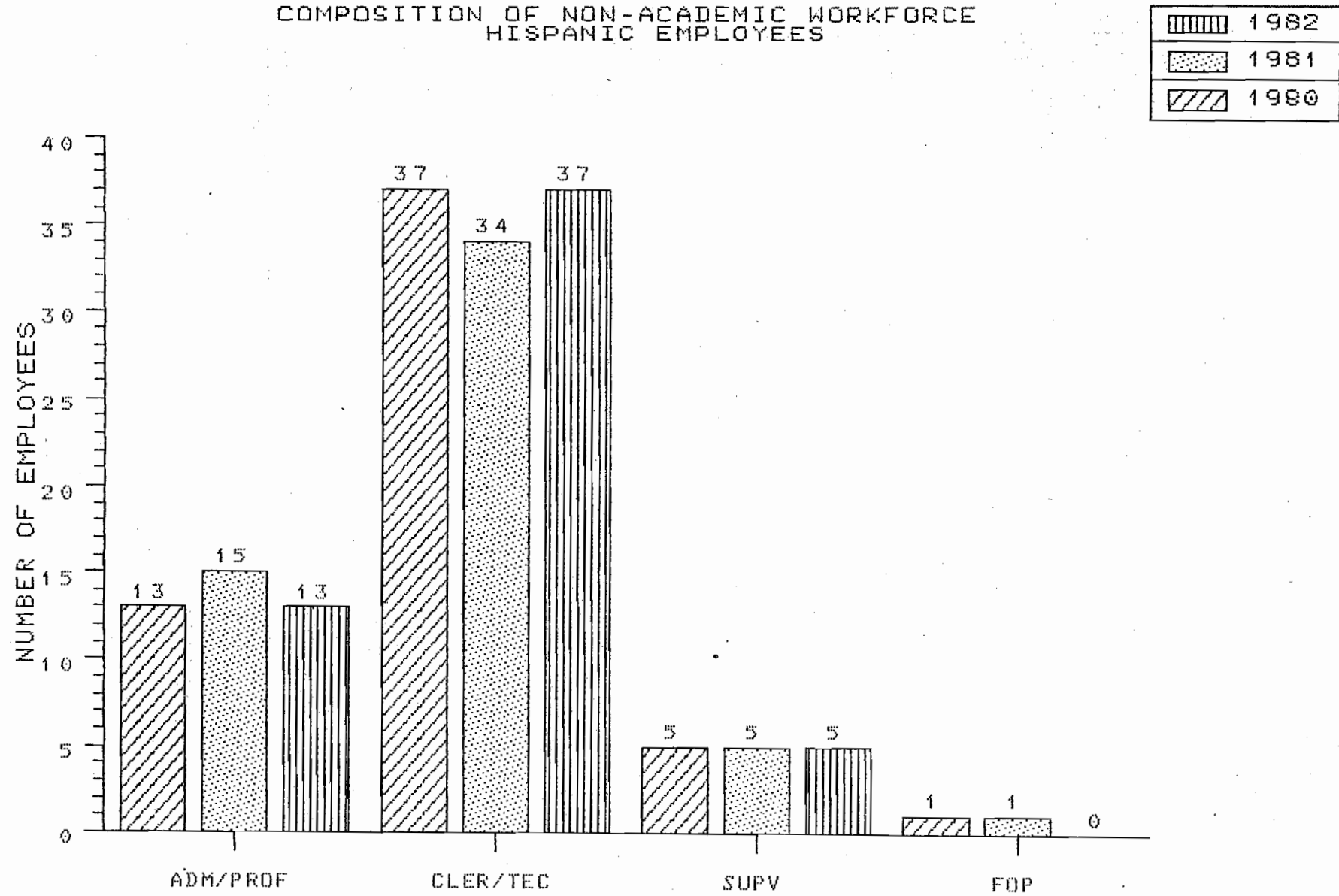




Figure V-11 (cont.)

COMPOSITION OF NON-ACADEMIC WORKFORCE  
HISPANIC EMPLOYEES

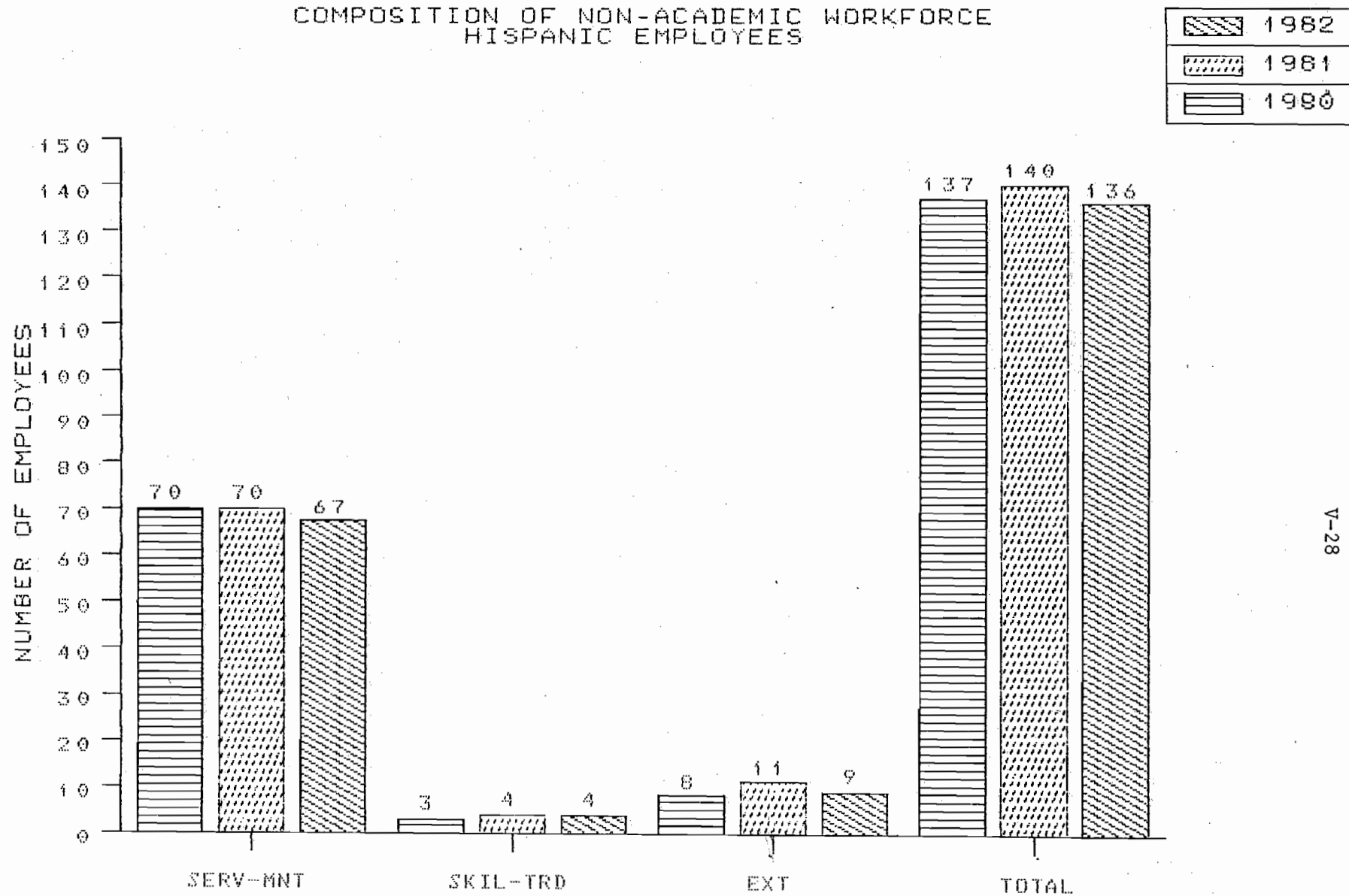


Figure V-12

COMPOSITION OF NON-ACADEMIC WORKFORCE  
HISPANIC EMPLOYEES

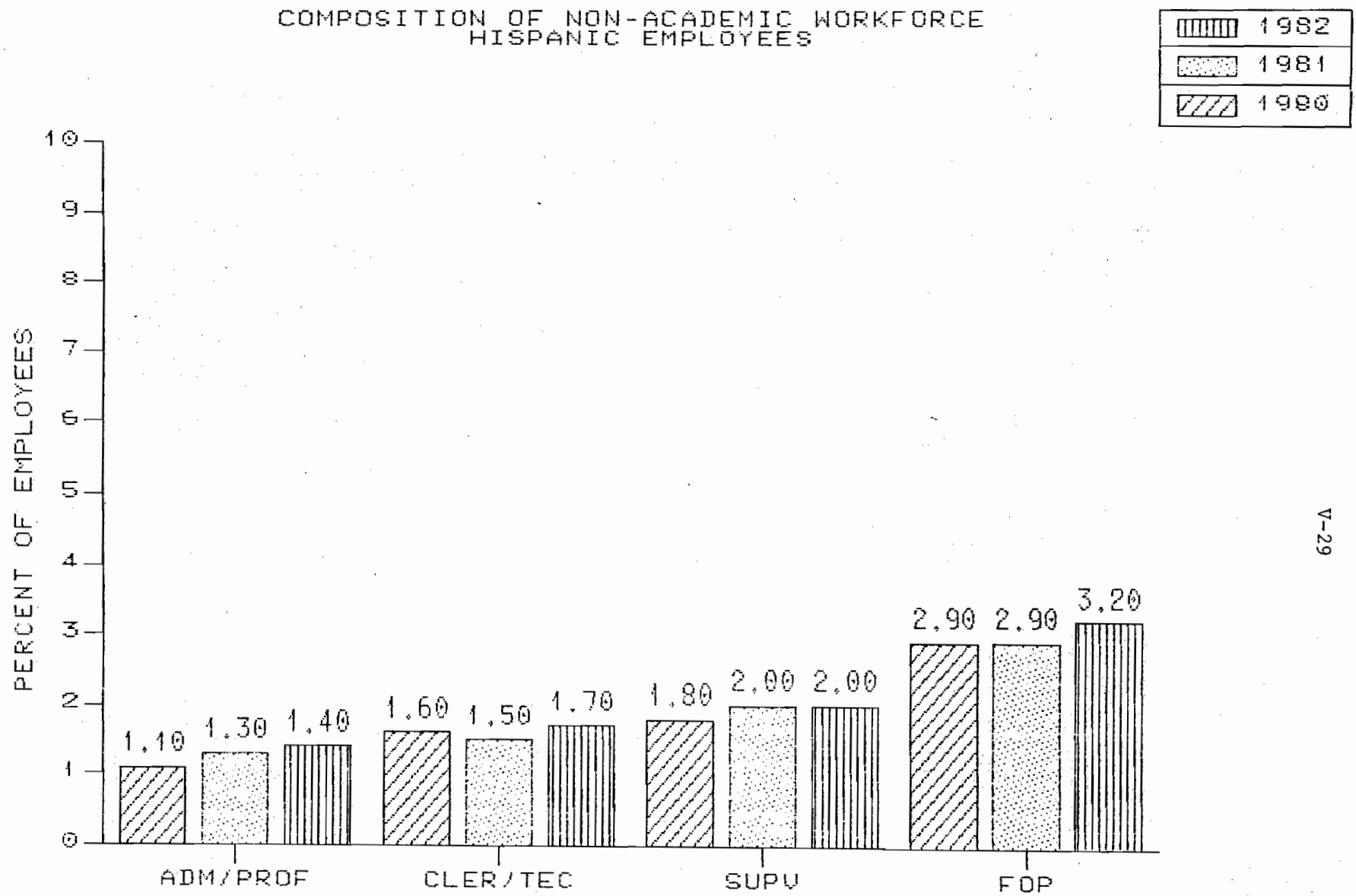


Figure V-12 (cont.)

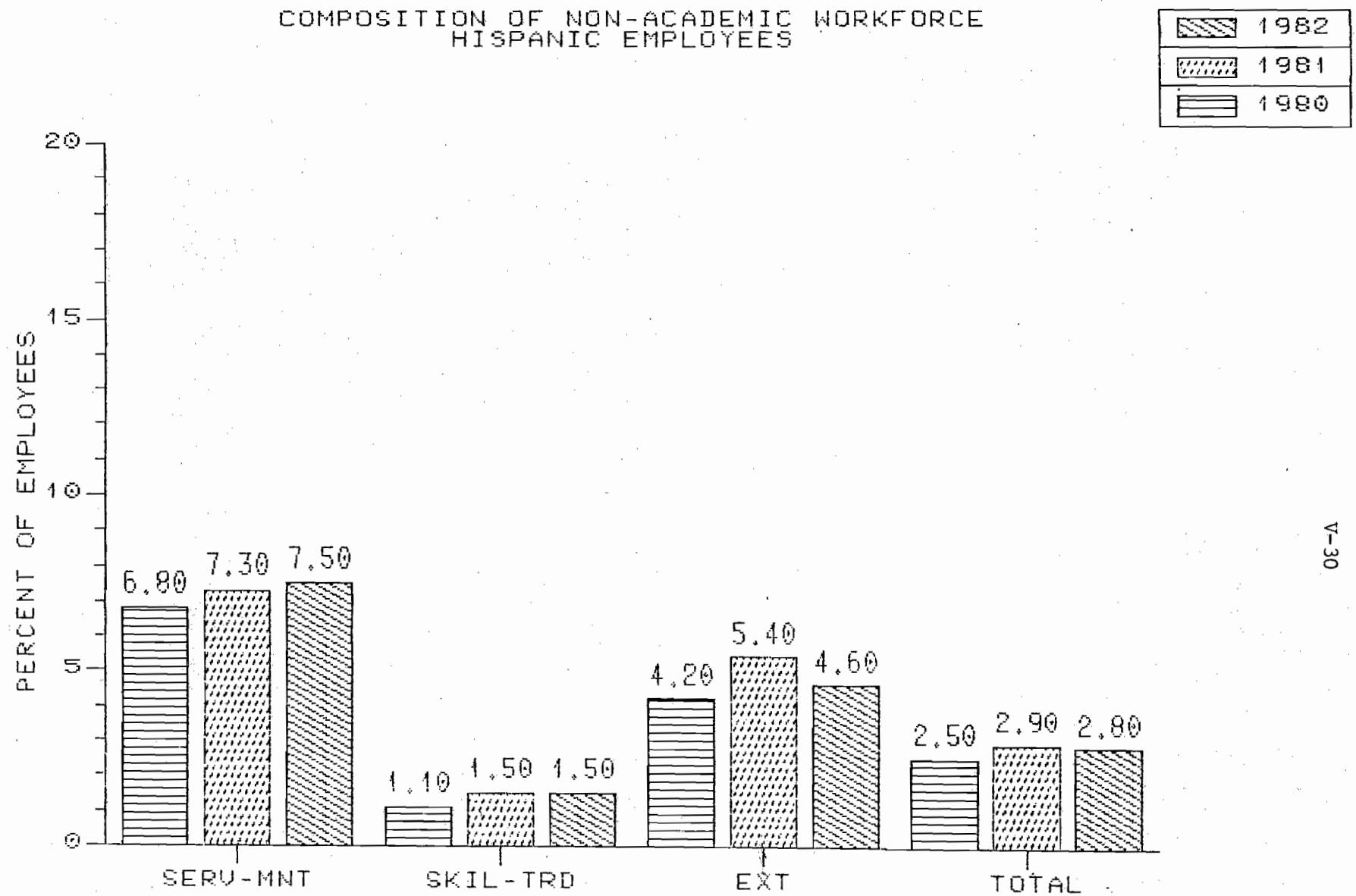


Figure V-13

NON-ACADEMIC GOAL ACHIEVEMENT  
FOR WOMEN  
1981-82

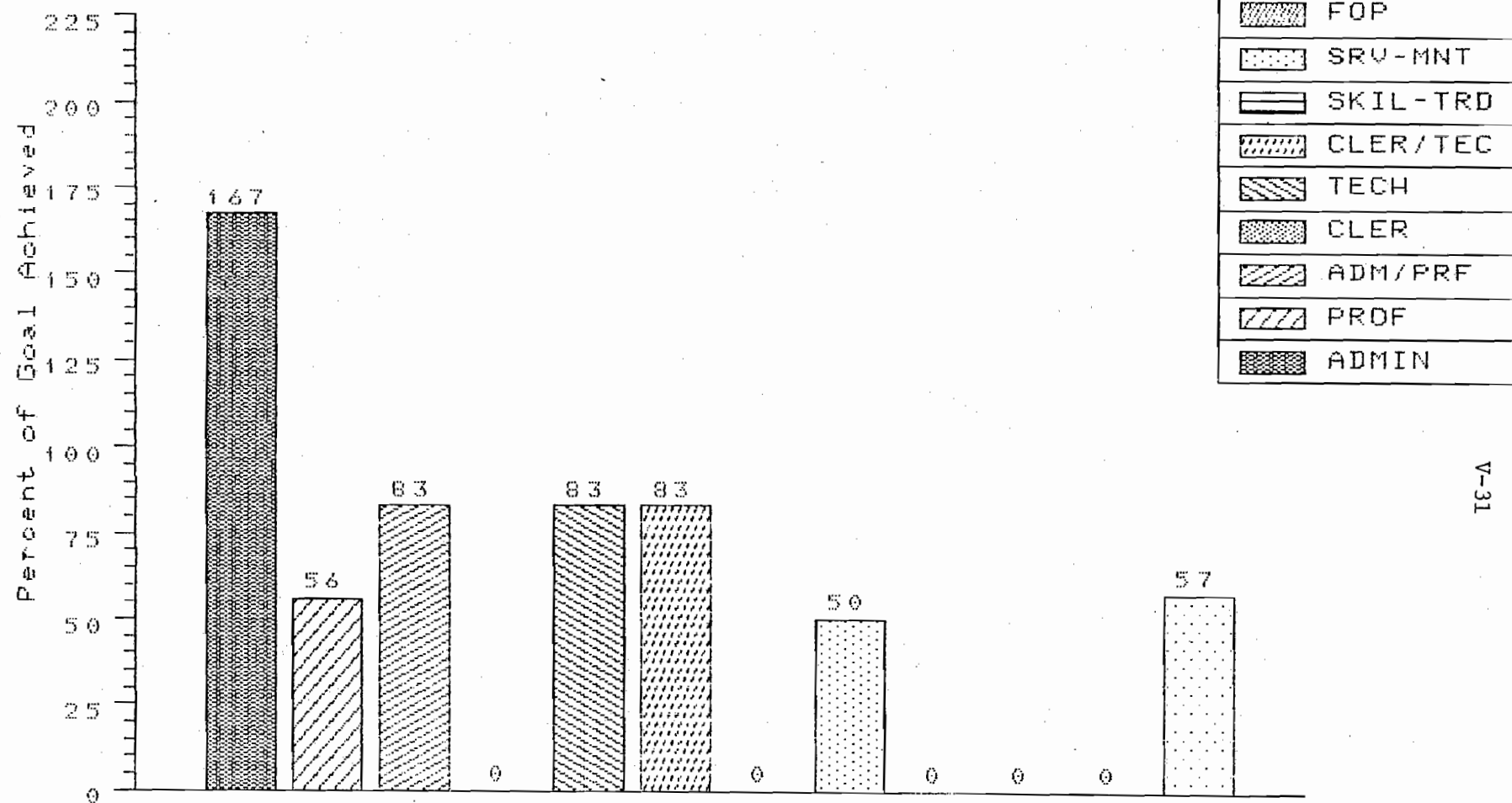
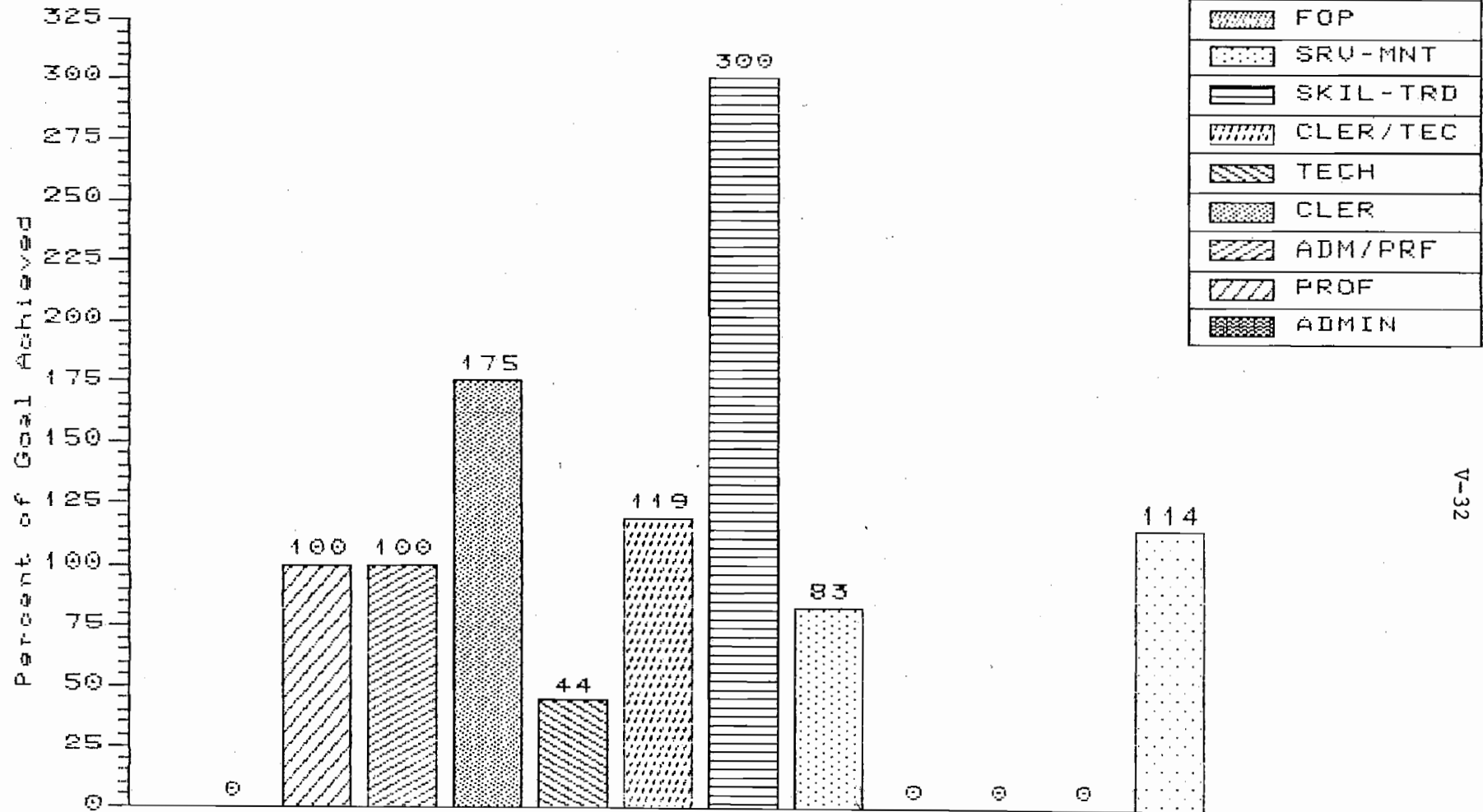


Figure V-14

NON-ACADEMIC GOAL ACHIEVEMENT  
FOR MINORITIES  
1981-82





DEPARTMENT OF HUMAN RELATIONS  
REPORT FOR THE BOARD OF TRUSTEESVI. AFFIRMATIVE ACTION IN PROCUREMENT OF GOODS AND SERVICES

Michigan State University is committed to the ideal of providing opportunities to minorities and disadvantaged segments of our society in all phases of its operations, including the purchase of goods and services. The Affirmative Action in Procurement Program pursues this ideal, and the activities and programs outlined below reaffirm the University's commitment to an effective affirmative action program.

There are three major components of MSU's Affirmative Action in Procurement Program: Personnel, Procedures, and Outreach. During the past year there have been various activities designed to improve upon the affirmative action procurement program as reported by the University Services Division.

Personnel

As recommended to the Board of Trustees last year, a regular, permanent position entitled "Minority Procurement Coordinator" was established and filled to officially coordinate and monitor the University's Affirmative Action in Procurement Program.

Procedures

The University's insurance requirements were identified as a barrier to minority participation in the bidding process. The insurance program was evaluated to determine whether changes could be made that would both protect the University from liability and yet remove the barrier to minority vendors participating in the University's construction business. On October 15, 1981, the University reduced the insurance requirement from \$2,000,000 to \$500,000 on construction contracts under \$100,000 and, as a result, a major barrier was removed for minority contractors.

The University's formal bid requirements, including bid and performance bonds, were reviewed and it was determined that these acted as a barrier to minority participation in a substantial amount of University alteration, improvement and small construction projects. As a result, the bonding requirement for those projects bid through the Purchasing Department was dropped and the formal bid limit was raised to \$100,000 from \$25,000.

The reporting process for minority- and woman-owned business participation was revised, and a University-wide reporting system was implemented. The activity reports now provide more complete information for the total University participation.

A minority participation clause has been drafted for Michigan State University's formal bid documents to encourage vendor use of minority subcontractors on construction projects. This clause will become operative in new construction contracts in the near future.

Realistic program goals, based upon a percentage increase of past year's expenditures, are being established. At this time, because of different stages of development in this program, these goals are individual departmental goals. For example, the Bookstore, Food Stores, and other units with buying functions, are in the stage of sending out questionnaires to identify minority vendors.

The Purchasing Department, on the other hand, has completed this step and has established its department goals. These goals are ten percent (10%) of all dollars expended in the construction areas and three percent (3%) of all dollars expended for supplies, services and equipment.

The University is working to identify the dollar volume of purchases through all sources in which there is no opportunity for minority participation. On approximately 55% of the total dollars expended by the University, we are unable to identify minority vendors who are able to participate in our University business. The Purchasing Department has investigated a minority small business identification program entitled "Procurement Automated Source System" (PASS). The PASS system was developed by the Small Business Administration to provide information about thousands of small and/or protected class business firms nation-wide. Administrative approval and funding have been obtained for the purchase of PASS. Implementation of PASS will aid in identifying more minority vendors, particularly in the areas of supplies and equipment. It is hoped this will improve business opportunities with these vendors and assist Michigan State University in achieving its goals.

#### Outreach

During the fifteen month period of July 1, 1981 through September 30, 1982, the Minority Procurement Coordinator made 30 trips to Detroit, 8 trips to the Grand Rapids and Kalamazoo area, 1 trip to Flint and 1 trip to Midland. These trips included 79 separate meetings with minority vendors and/or representing agencies. During this same period of time, the coordinator has met regularly with local vendors and the Greater Lansing Minority Business Association. He also attended 4 meetings with the Department of Commerce and 12 meetings with various Lansing area minority business leaders.

The purpose of this type of outreach activity is to create a better rapport with the minority business community, to provide more understanding of the University's purchasing function and to encourage and stimulate more minority vendor participation in University business. It is felt that the success of Michigan State University's Affirmative Action in Procurement Program can be attributed to the personal contact and assistance provided through such outreach activities.

The Minority Procurement Coordinator was elected to the Board of Directors for the Michigan Minority Business Development Council on February 15, 1982. He has also been appointed Chair of the Southwest Michigan Minority Purchasing Council.

Michigan State University co-sponsored the First Southwestern Michigan Minority Business Procurement Dialogue Program, which was held in Grand Rapids during July 1982. In conjunction with this program, the Purchasing Department developed a new brochure to provide vendors with a better understanding of our purchasing operations and to encourage them to do business with MSU. The brochure is distributed at conferences and through Purchasing's mailings.

#### Business Activity

As stated earlier, the reporting process for minority- and woman-owned business participation was revised effective July 1982. The activity reports are completed monthly by the Minority Procurement Coordinator and reflect total



University participation. The following information is a summary of this year's totals, through September 30, 1982. The figures reflect both dollars and percentages.

Minority-Owned Business:

Potential Dollars:	\$1,565,525
Actual Dollars Awarded:	\$ 303,079
Percent Actual of Potential Dollars:	19.36%

Woman-Owned Business:

Potential Dollars:	\$ 763,899
Actual Dollars Awarded:	\$ 61,684
Percent Actual of Potential Dollars:	8.08%

During the coming year the goal setting process will be completed for all departments, and next year assessment of goals and their achievement will be possible. The University Services Division is committed to continuing the trend of progress toward greater participation of women- and minority-owned businesses in providing goods and services to Michigan State University.



DEPARTMENT OF HUMAN RELATIONS  
REPORT FOR THE BOARD OF TRUSTEESVII. STUDENT 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 the low representation of minorities and women in many disciplines and professions. Thus, within the context of our affirmation action commitment, the enrollment patterns of women and minorities must be carefully reviewed.

Although the total student enrollment in Fall 1982 decreased 3.5% (1,467 students) from Fall 1981, the total minority student population increased slightly--from 3,224 students (7.7%) in 1981 to 3,323 students (8.2%) last Fall. This increase continues the trend of slow but steady increases in both numbers and proportion of minority students seen since 1978. Furthermore, both the number and the percentage of minority students are now at the highest levels since racial and ethnic statistics started to be collected in 1970. Figure VII-1 displays the numbers of minority men and women enrolled each year, while Figure VII-2 shows the percent minorities enrolled each Fall for the past twelve years.

Each of the four racial/ethnic groups for which data are collected increased its percentage representation among the student body from 1981 to 1982; within the Hispanic group, the proportion of Chicanos remained constant at 0.41% of the total student body, while other Hispanics increased from 0.52% to 0.63%. Some of these increases in percentage, however, occurred though there were declines in the actual number of minority students enrolled. Black enrollment fell to 2,349 students, from 2,361 in Fall 1981 and 2,392 in 1980 (Figure VII-3), though their proportion continued the steady rise from 5.2% in Fall 1977 to 5.8% last Fall (Figure VII-4). The number of Hispanic students rose by 30 (Figure VII-5) to 421, the highest number ever; 165 of these students are Chicano, which continues the decrease in this group observed since at least 1976. The proportion of Hispanics rose from 0.9% to 1.0% of the student body (Figure VII-6). The enrollment of Native American students reversed the pattern of decline seen the two previous years, rising to 113 students in Fall 1982 (Figure VII-7); the proportional representation, 0.28%, equaled the previous high percentage attained in 1977 (Figure VII-8). Asian American students continued their increase in both numerical (Figure VII-9) and proportional (Figure VII-10) representation, and comprised 1.1% of total Fall 1982 enrollment.

As can be seen from Figure VII-11, the number of women students fell again in 1982; the percent drop was approximately the same for women as for men. Figure VII-12 shows that the proportion of women among the students has remained at slightly over 48% for the past four years, having increased steadily prior to that time. These two figures also show that the gains for minority women, although small, have continued without interruption, so that minority women now number 1,930 (shown on Figure VII-11) and comprise 9.8% of female students (Figure VII-12). This year's increases for minority women took place in all four racial/ethnic categories, as shown in Figures VII-3, VII-5, VII-7, and VII-9.

At the undergraduate level, minority representation has increased in total numbers as well as percentage over the past three years: 2,619 (7.1%) in Fall 1980, 2,648 (7.7%) in 1981, and 2,704 (8.2%) for Fall 1982. Numerical gains between 1981 and 1982 occurred for Native Americans, Chicanos, other Hispanics, and Asian Americans; Black undergraduate enrollment dropped by 20 students (from 2,050 in Fall 1981 to 2,030 last Fall) although proportionally Blacks increased from 6.0% to 6.2%.

A particularly encouraging trend is the increase in minority student enrollments in non-traditional fields. The sum of undergraduate, graduate, and graduate-professional minority enrollments in the colleges of Agriculture & Natural Resources, Communication Arts & Sciences, Engineering, Natural Science, and Veterinary Medicine all reached the highest numbers attained since records have been kept by racial/ethnic identification, as shown in Table VII-1. These gains occurred through all four separately recorded groups: Blacks equaled last year's high enrollment in Agriculture & Natural Resources and attained new peaks in Engineering, James Madison, Osteopathic Medicine, and Veterinary Medicine (Table VII-2). Hispanic enrollment attained new maxima in Agriculture & Natural Resources, Communication Arts & Sciences, Engineering, Natural Science, and Veterinary Medicine (Table VII-3). Native Americans matched previous highs in Osteopathic and Veterinary Medicine and reached a new peak in Communication Arts & Sciences (Table VII-4). And Asian American/Pacific Islander students reached record enrollment numbers in the colleges of Business, Communication Arts & Sciences, Engineering, James Madison, Natural Science, Osteopathic Medicine, and Social Science (Table VII-5). Table VII-6 displays total University Fall term enrollments for the same period to enable comparison and calculation of percentages.

Women have also made significant gains in fields not traditional for them. As shown in Table VII-7, in 1982 women attained peaks numerically in the Colleges of Communication Arts and Sciences and Engineering. Proportionally, last Fall women had greater representation than at any time in the previous nine years in the two colleges above plus Agriculture and Natural Resources, Business, and Veterinary Medicine.

Looking separately at graduate students, minority representation increased between Fall 1981 and Fall 1982 at the master's, doctorate, and graduate-professional levels. As of October 1982 minorities constituted 6.6% of master's students, 8.5% of doctoral students, and 12.1% of graduate-professional students (those seeking Doctor of Medicine, Doctor of Osteopathic Medicine, and Doctor of Veterinary Medicine degrees). Among the various racial/ethnic groups, at the master's level Asian Americans, Hispanics (specifically, the subgroup of "other Hispanics"), and Native Americans made both numerical and proportionate gains; Blacks gained slightly in percentage (from 3.4% to 3.5%) but suffered a net loss of two master's students (from 144 to 142). Women comprise 47.1% of students at the master's level, minority women being 7.8% of the total group.

Increasing the numbers of students from underrepresented groups at the doctoral level is particularly important in light of the University's commitment to increasing the pool from which faculty members and research associates may be drawn. Efforts to fulfill this commitment, formalized in 1979 with the establishment of the Affirmative Action Plan for Graduate and

Graduate/Professional Students, seem to have begun yielding results this year: all the racial-ethnic minority groups had increases in both percent and actual numbers in Fall 1982 over the previous year. Native American doctoral students increased from 5 (0.2%) to 9 (0.4%), Blacks from 97 (4.3%) to 107 (4.6%), Chicanos from 6 (0.3%) to 10 (0.4%), other Hispanics from 28 (1.2%) to 32 (1.4%), and Asian Americans from 35 (1.6%) to 40 (1.7%). Overall, minority doctoral students rose from 171 in Fall 1981 to 198 in Fall 1982 and increased in representation from 7.6% to 8.5%. Women are significant fractions of both minority and non-minority doctoral students; overall, women constitute 32.0% of Fall 1982 doctoral students, with minority representation of 13.0% among women.

The distribution of minority graduate students across colleges shows a shift toward the less traditional fields similar to that seen for the University as a whole. Table VII-8 shows total minority student enrollment by college for each of the past five years. Proportionally, minority students reached new levels of representation in Agriculture & Natural Resources, Business, Communication Arts & Sciences, Education, Human Ecology, Natural Science, Nursing, and Veterinary Medicine. While some of these gains did not represent increases in actual numbers of students due to decreases in total graduate enrollments, numerical peaks were achieved in the colleges of Communications Arts & Sciences, Engineering, and Osteopathic Medicine.

Michigan State University has made a significant contribution to increasing the number of minorities and women among medical doctors. Current medical student enrollments indicate that this contribution will continue. Nearly 45% of Fall 1982 medical students are women (44.6%), and minority enrollment increased slightly (from 146 the previous year to 151 last fall) so that minority representation is 12.1%. The gains made by Native Americans are especially noteworthy; their enrollment has risen from 5 (0.4%) in Fall 1980 to 7 in Fall 1981 and 12 (1.0%) last fall. Blacks remained constant at 70 students and 5.6% from 1981 to 1982, Asian Americans increased from 22 (1.8%) to 30 (2.4%), but both subgroups of Hispanics decreased some in numbers and representation: Chicanos from 24 (1.9%) to 21 (1.7%) and other Hispanics from 23 (1.8%) to 18 (1.4%).

The efforts to recruit and retain students from underrepresented groups which led to the gains among undergraduate students are described in the following section of this report. Details of efforts and their results for graduate and graduate-professional will be the subject of a separate report. The data summarized above indicate that the efforts occurring throughout the University to improve the recruitment, admission, and retention of students from underrepresented groups may be beginning to produce the results sought.



TABLE VII-1. TOTAL FALL MINORITY ENROLLMENT BY COLLEGE \*

	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Ag & Natural Resources	82	93	111	125	111	115	106	127	163	179	183
Arts and Letters	243	248	231	224	190	180	164	147	155	144	138
Business	235	269	295	298	261	314	317	426	455	433	417
Comm. Arts and Sciences	143	169	206	224	232	302	269	284	285	304	341
Education	560	530	546	540	468	400	333	297	247	238	214
Engineering	144	125	138	193	218	270	279	321	342	408	447
Human Ecology	140	152	171	162	158	157	133	117	116	124	125
Human Medicine	81	104	113	121	136	144	143	133	142	138	72
James Madison	50	52	53	45	30	36	34	40	50	62	69
Justin Morrill	36	32	31	28	23	23	14	-	-	-	-
Lyman Briggs	56	65	53	54	55	48	51	67	66	73	-
Natural Science	350	359	331	351	340	337	307	321	268	260	449
Nursing	-	-	-	-	-	-	-	-	88	78	82
Osteopathic Medicine	11	15	32	45	52	61	59	72	63	56	70
Social Science	632	602	557	539	486	454	436	460	468	453	428
Urban Development	-	8	68	78	82	86	70	79	75	43	10
Veterinary Medicine	21	19	19	21	40	32	30	43	43	48	55
No Preference	470	362	286	256	268	247	238	219	185	165	204
Unclassified - LLE - Post Doc.	-	-	-	-	-	-	-	12	22	18	19
TOTAL	3254	3204	3241	3304	3150	3206	2983	3165	3223	3224	3323

\* Excludes foreign students. Includes undergraduate, graduate, and graduate-professional.

TABLE VII-2. BLACK FALL ENROLLMENT BY COLLEGE \*

	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Ag & Natural Resources	45	59	68	75	65	67	66	75	116	128	128
Arts and Letters	184	180	156	153	123	109	105	89	97	92	85
Business	193	221	240	235	211	254	251	332	336	322	303
Comm. Arts and Sciences	130	150	179	196	206	273	238	242	248	260	284
Education	474	425	432	444	386	313	248	204	174	175	141
Engineering	101	91	99	142	157	194	214	246	252	292	308
Human Ecology	112	126	146	138	131	129	105	93	90	90	94
Human Medicine	60	73	70	81	88	92	94	80	90	81	32
James Madison	47	47	49	40	26	29	20	26	36	48	53
Justin Morrill	30	22	23	19	15	12	10	-	-	-	-
Lyman Briggs	40	47	40	39	42	32	35	49	48	51	-
Natural Science	276	285	254	266	254	243	207	226	165	159	278
Nursing	-	-	-	-	-	-	-	-	76	68	70
Osteopathic Medicine	11	11	24	25	31	27	32	35	33	27	36
Social Science	556	513	465	436	384	355	346	352	358	348	326
Urban Development	-	6	65	74	79	79	65	74	71	40	9
Veterinary Medicine	16	15	13	10	28	15	17	28	28	31	33
No Preference	403	302	244	214	225	213	198	186	160	138	157
Unclassified - LLE	-	-	-	-	-	-	-	8	14	11	12
TOTAL	2678	2573	2567	2587	2451	2436	2252	2345	2392	2361	2349

1973 distribution by college based on incomplete data

\* Excludes foreign students. Includes undergraduate, graduate, and graduate-professional.



TABLE 3. HISPANIC FALL ENROLLMENT BY COLLEGE \*

	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Ag & Natural Resources	12	12	11	12	10	9	8	13	14	18	25
Arts and Letters	42	40	43	46	41	40	33	28	21	21	24
Business	13	19	20	22	13	21	31	44	46	48	39
Comm. Arts and Sciences	12	13	11	17	15	13	17	21	21	24	35
Education	64	64	69	61	48	60	45	47	44	34	40
Engineering	7	5	9	14	11	16	8	15	19	37	45
Human Ecology	13	9	5	6	12	11	10	8	9	10	10
Human Medicine	8	14	20	17	25	29	33	34	34	37	24
James Madison	3	4	3	2	1	3	6	8	11	8	9
Justin Morrill	1	4	4	5	4	5	3	-	-	-	-
Lyman Briggs	3	2	1	2	2	1	3	4	7	10	-
Natural Science	13	20	22	26	29	34	40	31	40	44	69
Nursing	-	-	-	-	-	-	-	-	3	3	3
Osteopathic Medicine	-	1	4	11	12	14	8	16	9	11	11
Social Science	57	56	51	64	57	53	49	63	53	62	52
Urban Development	-	-	2	1	1	3	3	2	0	1	-
Veterinary Medicine	1	1	1	3	3	9	6	8	10	11	14
No Preference	39	33	29	19	23	14	21	16	14	10	20
Unclassified - LLE	-	-	-	-	-	-	-	2	2	2	1
TOTAL	288	297	305	328	307	335	324	360	357	391	421

1973 Distribution by college based on incomplete data

\* Excludes foreign students. Includes undergraduate, graduate, and graduate-professional.

TABLE VII-4. NATIVE AMERICAN FALL ENROLLMENT BY COLLEGE \*

	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Ag & Natural Resources	-	3	6	9	11	13	8	11	11	10	10
Arts and Letters	2	9	10	3	10	15	13	10	11	9	10
Business	3	5	8	6	9	8	10	7	13	12	12
Comm. Arts and Sciences	-	1	9	6	5	4	3	3	5	8	10
Education	6	11	20	16	12	11	17	20	11	13	11
Engineering	2	-	4	5	3	6	5	6	6	8	6
Human Ecology	2	1	2	2	-	2	4	5	5	3	3
Human Medicine	1	2	6	6	9	7	3	5	3	3	6
James Madison	-	-	0	1	2	2	4	3	1	2	1
Justin Morrill	1	1	1	3	1	4	1	-	-	-	-
Lyman Briggs	1	1	1	0	1	3	2	0	1	1	-
Natural Science	4	5	2	7	11	15	15	12	9	5	11
Nursing	-	-	-	-	-	-	-	-	3	2	3
Osteopathic Medicine	-	1	1	4	2	7	6	5	4	4	5
Social Science	3	9	11	9	18	19	18	18	19	11	15
Urban Development	-	1	1	2	1	2	0	1	2	1	1
Veterinary Medicine	1	-	2	4	5	2	3	4	2	3	5
No Preference	6	9	1	8	5	5	3	5	4	3	4
Unclassified - ILE	-	-	-	-	-	-	-	0	0	0	-
TOTAL	32	59	85	91	106	125	115	115	110	98	113

\* Excludes foreign students. Includes undergraduate, graduate, and graduate-professional.

TABLE VII-5. ASIAN/PACIFIC ISLANDER FALL ENROLLMENT BY COLLEGE \*

	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Ag & Natural Resources	25	19	26	29	25	26	24	28	22	23	20
Arts and Letters	15	19	22	22	16	16	13	20	26	22	19
Business	26	24	27	35	28	31	25	43	50	51	63
Comm. Arts and Sciences	1	5	7	5	6	12	11	18	11	12	12
Education	16	30	25	19	22	16	23	26	18	16	22
Engineering	34	29	26	32	47	54	52	54	65	71	88
Human Ecology	13	16	18	16	15	15	14	11	21	21	18
Human Medicine	12	15	17	17	14	16	13	14	15	17	10
James Madison	-	1	1	2	1	2	4	3	2	4	6
Justin Morrili	4	5	3	1	2	2	0	-	-	-	-
Lyman Briggs	12	15	11	13	10	12	11	14	10	11	-
Natural Science	57	49	53	52	46	45	45	52	54	52	91
Nursing	-	-	-	-	-	-	-	-	6	5	6
Osteopathic Medicine	-	2	3	5	7	13	13	16	17	14	18
Social Science	16	24	30	30	27	27	23	27	38	32	35
Urban Development	-	1	0	1	1	2	2	2	2	1	-
Veterinary Medicine	3	3	3	4	4	6	4	3	3	3	3
No Preference	22	18	12	15	15	15	15	12	7	14	23
Unclassified - LLE	-	-	-	-	-	-	-	2	6	5	6
TOTAL	256	275	284	298	286	310	292	345	364	374	440

1972, 1973 distribution by college based on incomplete data

\* Excludes foreign students. Includes undergraduate, graduate, and graduate-professional.

TABLE VII-6. FALL TOTAL ENROLLMENTS BY COLLEGE\*

	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Ag & Natural Resources	3256	3568	3944	4495	4714	4783	4530	4477	4538	4314	3910
Arts and Letters	3814	3671	3726	3530	3245	3025	2774	2715	2698	2401	2326
Business	3797	4216	4713	5210	5494	6119	6560	7846	7869	7300	6944
Comm. Arts and Sciences	1851	1976	2147	2340	2354	2662	2829	3112	3219	3297	3749
Education	5541	5190	5448	5501	4969	4553	3978	3771	3626	3100	2428
Engineering	2047	1963	2308	2728	2862	3173	3618	3973	4334	4498	4744
Human Ecology	1976	2042	2193	2188	2138	2127	2003	1937	1725	1619	1484
Human Medicine	772	959	1108	1171	1229	1215	1183	1121	1116	1039	489
James Madison	541	535	519	468	460	653	780	832	890	859	863
Justin Morrill	797	732	712	541	482	304	216	-	-	-	-
Lyman Briggs	854	927	1016	941	917	868	836	831	907	873	-
Natural Science	4892	5027	4960	4047	4915	4785	4601	4347	3735	3501	4786
Nursing	-	-	-	-	-	-	-	-	684	584	608
Osteopathic Medicine	150	176	235	264	288	316	333	361	410	396	430
Social Science	6235	5566	5378	5434	5110	5017	4822	4902	4931	4427	4012
Urban Development	-	22	109	122	120	141	121	129	125	75	16
Veterinary Medicine	1010	1261	1357	1319	1246	1237	1205	1329	1260	1111	1008
No Preference	3845	3817	3586	3381	3202	3233	3355	2880	2486	2276	2392
Unclassified - LLE - Post Doc.	-	-	-	-	-	-	-	193	353	424	438
TOTAL	41378	41649	43459	44580	43729	44211	43744	44756	44940	42094	40627

\*Includes undergraduate, graduate, and graduate-professional.

Table VII-7

## TOTAL ENROLLMENT OF WOMEN BY COLLEGE\*

	1973		1974		1975		1976		1977		1978		1979		1980		1981		1982	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Agriculture & Nat. Res.	669	18.8	927	23.5	1,266	28.2	1,476	31.3	1,501	31.4	1,466	32.4	1,482	33.1	1,497	33.0	1,455	33.7	1,346	34.4
Arts & Letters	2,154	58.7	2,183	58.6	2,089	59.2	1,879	57.9	1,777	58.7	1,663	60.0	1,607	59.2	1,617	59.9	1,469	61.2	1,384	59.5
Business	873	20.7	1,091	23.1	1,356	26.0	1,622	29.5	2,026	33.1	2,349	35.8	3,066	39.1	3,293	41.8	3,163	43.3	3,058	44.0
Comm. Arts & Sciences	949	48.0	1,064	49.6	1,210	51.7	1,265	53.6	1,476	55.4	1,607	56.8	1,813	58.3	1,911	59.4	1,946	59.0	2,198	58.6
Education	3,438	66.2	3,613	66.3	3,621	65.8	3,325	66.9	3,063	67.3	2,649	66.6	2,549	67.6	2,532	69.8	2,151	69.4	1,643	67.7
Engineering	139	7.1	222	9.6	287	10.5	374	13.1	468	14.7	630	17.4	758	19.1	909	21.0	1,000	22.2	1,106	23.3
Human Ecology	1,959	95.9	2,109	96.2	2,072	94.7	2,018	94.4	1,999	94.0	1,872	93.5	1,819	93.9	1,606	93.1	1,510	93.3	1,377	92.8
Human Medicine	534	55.7	617	55.7	685	58.5	734	59.7	705	58.0	673	56.9	611	54.5	624	55.9	586	56.4	225	46.0
Residential Colleges (1)	975	44.4	996	44.3	839	43.0	788	42.4	767	42.0	799	43.6	734	44.1	807	44.9	778	44.9	398	46.1
Natural Science	1,901	37.8	1,854	37.4	1,945	39.3	1,986	40.4	2,039	42.6	1,959	42.6	1,880	43.2	1,270	34.0	1,173	33.5	1,864	38.9
Nursing (2)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	660	96.5	567	97.1	588	96.7
Osteopathic Medicine	34	19.3	60	25.5	68	25.8	77	26.7	91	28.8	115	34.5	125	34.6	146	35.6	141	35.6	151	35.1
Social Science	2,245	40.3	2,260	42.0	2,324	42.8	2,278	44.6	2,343	46.7	2,445	48.5	2,511	51.2	2,629	53.3	2,381	74.1	2,076	51.7
Urban Development	13	59.1	58	53.2	65	53.3	70	58.3	91	64.5	74	61.2	81	62.8	75	60.0	43	57.3	9	56.2
Veterinary Medicine	559	44.3	642	47.3	655	49.7	656	52.6	667	53.9	647	53.7	732	55.1	697	55.3	622	56.0	586	58.1
No Preference	1,909	52.5	1,897	53.6	1,876	56.1	1,748	56.1	1,821	57.7	1,917	58.7	1,677	58.2	1,482	59.6	1,349	59.3	1,415	59.2
Unclassified	45	24.9	27	57.4	22	61.1	33	38.4	31	39.2	27	30.7	109	56.5	191	49.4	203	47.9	235	53.6
TOTAL	18,396	44.2	19,620	45.1	20,380	45.7	20,329	46.5	20,865	47.2	20,768	47.5	21,554	48.2	21,946	48.8	20,537	48.8	19,659	48.4

\*Includes women non-resident aliens

(1) Residential colleges include James Madison, Justin Morrill and Lyman Briggs for 1973-1978

Justin Morrill subsumed by Social Science in 1979. Lyman Briggs subsumed by Natural Science in 1982.

(2) Nursing included in Natural Science prior to 1980.

Table VII-8

MICHIGAN STATE UNIVERSITY  
Office of Planning and Budgets

Graduate Minority Students  
Fall Term  
Number and Percent

College	1978					1979					1980					1981					1982				
	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot
Agric. & Nat. Resources	5	13	-	869	2.1	10	22	-	871	3.7	13	19	-	818	3.9	9	15	-	740	3.2	16	22	-	754	5.0
Arts & Letters	12	19	-	546	5.7	20	18	-	579	6.6	21	15	-	525	6.9	23	17	-	501	8.0	19	23	-	550	7.6
Business	23	6	-	702	4.1	22	8	-	759	4.0	25	8	-	820	4.0	28	12	-	809	4.9	37	10	-	787	6.0
Comm. Arts & Sciences	15	3	-	269	6.7	18	4	-	283	7.8	17	5	-	274	8.0	12	4	-	268	6.0	21	5	-	317	8.2
Education	116	84	-	2062	9.7	98	91	-	2006	9.4	85	82	-	1849	9.0	79	72	-	1585	9.5	72	75	-	1358	10.8
Engineering	14	7	-	289	7.3	15	5	-	304	6.6	13	5	-	332	5.4	14	2	-	346	4.6	12	1	-	375	3.5
Human Ecology	10	5	-	245	6.1	9	5	-	268	5.2	11	4	-	217	6.9	10	4	-	188	7.5	10	7	-	186	9.1
Human Medicine	2	5	89	525	18.3	2	3	79	513	16.4	1	2	81	508	16.5	-	4	80	500	16.8	1	2	69	489	14.7
Natural Science	13	11	-	903	2.7	16	15	-	853	2.5	14	16	-	803	3.7	13	15	-	733	3.8	19	22	-	757	5.4
Nursing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	-	-	36	2.8	1	-	-	32	3.1	2	-	-	33	6.1
Osteopathic Medicine	-	-	59	333	17.7	-	-	72	361	19.9	-	-	63	410	15.4	-	-	56	396	14.1	-	-	70	430	16.3
Social Science	59	22	-	946	8.6	64	34	-	948	10.3	49	26	-	931	8.1	54	24	-	828	9.4	46	27	-	819	8.9
Veterinary Medicine	3	1	5	391	2.3	5	2	7	512	2.7	4	2	8	521	2.7	3	2	10	489	3.1	4	4	12	477	4.2
Total <sup>1</sup>	272	176	153	8080	7.4	279	207	158	8257	7.8	254	184	152	8044	7.3	259	171	146	7415	7.8	259	198	151	7332	8.3

<sup>1</sup> Does not include unclassified/postdoctorals

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DEPARTMENT OF HUMAN RELATIONS  
REPORT FOR THE BOARD OF TRUSTEESVIII. STUDENT RECRUITMENT

Recruitment of prospective Michigan State students occurs via two distinct routes. The Office of Admissions and Scholarships bears primary responsibility for the recruitment of undergraduate students, while individual colleges, schools, and departments conduct most of the graduate student recruiting.

Four counselors--two non-minority women, one Black woman, and one Hispanic woman--were added to the staff of the Office of Admissions and Scholarships during the past year. Within the context of the more assertive recruitment activities of the Office of Admissions and Scholarships last year, the Minority Admissions Recruitment Unit intensified activities aimed at attracting racial and ethnic minorities, women, and handicappers. Among the activities were school visitations directed toward informing minority students of education opportunities and services; campus visitation days designed to involve specific groups of potential students-- Minority Day, a Detroit-Area campus visitation day, and Native American and Chicano Visitation Days; expanded recruiting networks through minority-focused professional, religious, and fraternal organizations; development of a special minority flier and brochures; and continuation and strengthening of the Developmental Program for Admission which targets culturally, educationally, and/or economically disadvantaged students who demonstrate potential for successful college work. The MSU Upward Bound program, sponsored by the Office of the Provost, last year again assisted approximately 70 minority and disadvantaged high school youth (64% Black, 15% Caucasian, 15% Chicano, and 6% Asian American) in obtaining exposure to the college environment in order to increase the likelihood that they will successfully complete their secondary education and pursue collegiate study--preferably at Michigan State. Meetings are held with minority students, staff, and faculty to evaluate recruitment tactics and identify problem areas.

The University annually sponsors 10 National Achievement Scholarships for high-achieving Black students identified through the National Merit Scholarship Program. In addition, five Academic Scholarships are awarded annually to the top freshman Chicano students.

The pool of applicants to the University again declined for Fall 1982. Minority applications were down 5.1% (from 1,610 to 1,527), less than the drop for all freshman applicants of 5.5% (from 14,535 to 13,730), and minority admissions were 12.2% lower than Fall 1981 (1,164 admitted for 1981, 1,022 for this Fall) compared to a drop of 1.4% overall (from 11,341 to 11,180). The rate of application of Black students dropped less than the overall rate (off 2.6%, from 1,202 completed forms to 1,171); the number of Blacks admitted declined by 24, a decrease of 3.1% from 1981. The application rates from Chicanos, other Hispanics, Native Americans, and Asian American/Pacific Islanders were all down by over 10%. On the other hand, the extensive follow-up activities conducted by the Office resulted in a high rate of admitted minority students enrolling last Fall, so that first-time freshman minority students rose from 581 in Fall 1981 (9.6% of the total first time freshmen) to 619 last Fall (10.2%) and minority transfer undergraduate students rose from 100 in 1981 (4.9%) to 116 in Fall 1982 (5.4%).

One change in emphasis of the Office of Admissions and Scholarships during the year was increased attention to community college minority populations. The increased number of minority transfer students in Fall 1982 may be a reflection of this shift: the enrollment of transfer students increased 3.4% over last year, from 2,713 to 2,807, and minority transfer students increased 8.8%, from 147 to 160, due to increases among Black and Hispanic students.

At the graduate level, The Graduate School has been conducting and coordinating recruitment efforts directed at minorities for the past four years, but the principal responsibility for recruitment, admission, and retention resides with the academic deans, chairpersons, and directors. Urban Affairs Programs is responsible for assembling the data and reporting on these and other aspects of affirmative action at the graduate and graduate/professional level, and their report is forthcoming. The units are using a wide variety of methods to recruit students from groups underrepresented in their individual programs (some of which are listed in Appendix IX-B as Support Activities), and the improvement in enrollment of minorities and women in graduate and graduate/professional programs over last year, discussed in Chapter VII, may reflect these efforts.



DEPARTMENT OF HUMAN RELATIONS  
REPORT FOR THE BOARD OF TRUSTEESIX. 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. The Appendices to this Section are summaries of the responses of administrators. Data are organized into five categories: Appendix IX-A lists instructional courses and programs with content related to or involving members of protected groups, Appendix IX-B lists support services and extracurricular activities, Appendix IX-C contains examples of cultural activities, Appendix IX-D presents research projects, and Appendix IX-E describes examples of public service activities. Additional data are collected on this survey regarding organizational development; these have been discussed in the sections on academic personnel (III and IV) and nonacademic personnel (V) and the data summaries comprise Appendices III-F and V-C.

These data represent a significant but partial listing of the types of activities that occur in a complex and decentralized organization committed to equal opportunity, non-discrimination, and affirmative action.

Instruction

Instruction is one of the three principal academic responsibilities of Michigan State University. All instructors have the responsibility to create a climate in classrooms, laboratories, and other instructional settings of equality and respect for all persons. Examples of the activities of the line administrators to increase the sensitivity and responsiveness of academic personnel to the issues of non-discrimination, equal opportunity, and affirmative action are discussed in Section III (Academic Personnel) of this report, and specific examples such as workshops on sexual harassment are given in Appendix III-D.

The University also offers a wide array of courses which deal directly with the concerns and experiences of women and minorities and other courses which include content in these areas. Appendix IX-A lists 54 courses offered during 1981-82 relevant to women's issues, 80 regarding minorities, and 16 related to handicappers. Also listed in Appendix IX-A are courses addressing the history and present nature of the Third World countries to which three of the protected minority groups have historical ties.

Student Support Services

Michigan State offers a variety of support services to enhance the success of students who enroll in the University. Appendix IX-B contains examples of special efforts made during the year by many units to provide support services for students who are members of protected groups. Many activities of the Vice President for Student Affairs and Services are summarized in the next chapter, Section X.

The following units within the Office of the Assistant Provost for Undergraduate Education have significant roles in facilitating access and retention of disadvantaged, handicapper, and minority students:

Office of Programs for Handicapper Students (OPHS)  
Office of Supportive Services (OSS)

The programs are jointly supported by the University and since 1973 by federal grants.

During the 1981-82 academic year the Office of Programs for Handicapper Students provided a broad range of services to the 169 students who qualified for and required their services. Transportation to and from classes was provided for 62 students; 1,961 hours of recorded materials were prepared by Tower Guard and other volunteer readers (this represented an increase of 461 hours--30%--over the previous year); 4,240 hours of direct reading of texts to students were contributed; and seventeen (17) in-service workshops were held for campus and community organizations such as Lions Clubs, Optimist Clubs, Residence Hall Groups, and other campus offices. OPHS also coordinated an MSU International Year of Handicappers (IYH) Committee. Activities included films and awareness sessions in residence halls, displays in the International Center and several University Conferences which chose IYH as their theme. The largest single group of students served were those with mobility characteristics (76), followed by those with visual (35), hearing (13), learning (14), and other (31) characteristics.

Students admitted to the University through the Developmental Program for Admissions, economically disadvantaged students, and minority students are provided with academic supportive services by staff within the Office of Supportive Services. During summer 1981 the Office staff held special academic orientation programs sessions with 290 first time freshmen students to assist them with selection and scheduling of classes and to provide them with information on other special services available to them when they enrolled in the fall. A Welcome Week Program for Developmental Students was held on September 21, 1981 (to reinforce the expectation of use of supportive services available to the students).

The support services activities provided to students during the year included workshops on financial aid, study skill improvement, time management, and leadership training. Orientation to careers was facilitated by a resume writing workshop and visits to work sites - students visited Argonne National Laboratory and Wayne State Medical School as well as sites on the MSU Campus. Guidance Specialists gave particular attention to students earning grades below a 2.0 average. They were assisted in contacting students by a group of Student Assistants employed by the Office of Supportive Services.

Direct tutorial assistance was provided to minority and disadvantaged students by the Office of Supportive Services in high need areas such as mathematics, accounting, biology, physiology, computer science, economics, natural science, physics, statistics, and foreign languages. The Office also provided support to the Chemistry and Mathematics Departments for Project TAC (Tutorial Assistance in Chemistry) and mathematics instruction under the Charles Drew Project in the College of Natural Science.

Throughout the year the staff within OSS worked in conjunction with student groups such as CHISPA (Chicano and Hispanic Students for Progressive Action), NAISO (Native American), and Office of Black Affairs to co-sponsor nineteen (19) special events.

To facilitate greater coordination of effort and improved communication among units providing academic supportive services a Supportive Services Advisory Committee was established by the Assistant Provost for Undergraduate Education during fall term 1981. The Committee was chaired by the Director of the Office of Supportive Services and included representatives from all colleges, the Offices of Admissions and Scholarships, Supportive Services, Planning and Budgets, Student Affairs and Services, Counseling Center, Financial Aid, Placement Services, and the Provost. Meetings were held a minimum of twice per term. This continues to be an important means of coordinating supportive services efforts from various areas within the University.

An Upward Bound program is also housed in the Office of Supportive Services. This federally funded program provides academic support, motivation, and enrichment activities to low-income, disadvantaged youth enrolled in high schools in the greater Lansing area. The goal of this program is to prepare and motivate these students to pursue post-secondary educational experiences. Seventy (70) students were served by the program during the year. During fall term 1982 these students were distributed among racial/ethnic groups as follows: Blacks (55%), Chicano/Hispanic (15%), Asian-American (15%), and Caucasian (15%).

Each of the programs cited above continues to contribute significantly to the University's commitments to equal opportunity and affirmative action and represents a major focus of academic supportive services outside of regular academic units. Many additional programs serving minority students exist within colleges--these include two already cited, the Charles Drew Project in the College of Natural Science and Project TAC, as well as special projects in the College of Engineering, the College of Veterinary Medicine and other units. Efforts continue to be made to improve coordination and overall effectiveness of these programs.

The Department of Human Relations houses the Division of Women's Programs and the Division of Minority Programs; examples of their activities are included in Appendix IX-B. The Office of Admissions and Scholarships provides campus visitation days for prospective students and orientation programs for admitted students targeted specifically to each racial/ethnic minority, administers scholarship programs for minority students, and provides services to handicappers during Academic Orientation Programs. Placement Services annually hosts a Minority Career Program. One branch of the Counseling Center, the Multi-Ethnic Counseling Center Alliance, specializes in serving minority students.

Cultural opportunities--concerts, plays, art exhibits, etc.--significantly enrich University life. Appendix IX-C cites some examples of cultural activities of special interest to members of protected groups.

#### Research Projects

Many members of the University community are engaged in research projects which involve women, handicappers, and/or minorities, look for resolution to the problems of these groups, and contribute to raising the awareness of local, state, national, and international groups--sometimes highly specialized, sometimes the general public--of the issues and possible methods for resolution. A number of research projects which were underway during the 1981-82 academic year are abstracted in Appendix IX-D.

Public Service Activities

In addition to teaching and research activities which primarily involve the campus students, faculty, and staff, many persons from all three of these groups are involved in public service activities aimed at improving the quality of life for members of protected groups or at increasing the awareness of the general public of the existence of problems, the need for resolution, and ways in which improvement can be obtained. Appendix IX-E summarizes a few of the activities that occurred during the past year. Missing from such a compilation are huge number of endeavors undertaken by individual members of the University community as private citizens which do not come to the attention of those who collect statistics. These, too, contribute to enhancing the overall quality of the academic environment and should be commended and encouraged.

Procedures for Addressing Grievances and Complaints

While the ideal is the elimination of discriminatory behavior and correcting departures from this ideal immediately at their source, an important element in assuring equity is the existence of effective procedures for resolving grievances about discrimination on grounds prohibited by law or policy and for other types of unfair treatment. Students have access to several avenues for obtaining adjudication of grievances and appropriate redress: the University Ombudsman, the Student-Faculty Judiciary, the All-University Student Judiciary, the Residence Halls Association Judiciary, or judiciaries within the fraternity-sorority system.

The Anti-Discrimination Judicial Board (ADJB), for which the Legal Counsel of the Department of Human Relations serves as Executive Secretary, deals specifically with grievances brought by students, faculty, or staff members regarding acts of discrimination prohibited by policies of the Board of Trustees. During the past year the ADJB handled 11 cases of which 5 were new and 6 carried over from the previous year. Bases of these complaints included age, race, sex, national origin, religion, and sexual preference.

The union agreements which cover nonacademic personnel contain non-discrimination clauses and grievance procedures for airing and correcting violations of the nondiscrimination policy. All members of the University community, of course, have access to the agencies of the State and Federal governments which intervene in cases of alleged unlawful discrimination.

VICE PRESIDENT FOR  
STUDENT AFFAIRS AND SERVICES  
REPORT FOR THE BOARD OF TRUSTEES

X. CAMPUS ENVIRONMENT - STUDENT LIFE

For many students success and satisfaction are contingent upon factors which are not necessarily associated with their academic programs. Financial, social, personal and cultural conditions can create barriers which restrict the opportunities available to them. A concerted effort is being made to foster an environment which is supportive for all students who have been admitted to Michigan State University.

Central to improving the quality of life on campus is the development of appreciation for differences in the cultural backgrounds of the students, faculty, and staff. The Division of Student Affairs and Services has made extensive efforts to increase staff sensitivity to enhance their cultural awareness. At the divisional level, staff development programs on "Bridging Cultural Barriers" have been conducted. Within departments, such as University Housing Programs and Student Life where there is a great deal of direct staff interaction with students, there have also been many training and development programs for staff at all levels. The Theta Chi incident gave impetus for the development of programs for, and by, students in many areas of campus which serve to expand their understanding of cultural differences. Within residence halls alone, approximately 150 programs on cultural awareness were held fall term.

Another factor influencing the environment is the prevailing concern among students about their ability to finance their education. Minority students have identified this as a major problem area. A comprehensive review of the use and distribution of financial aid is underway to examine whether aid is distributed equitably and in a manner consistent with the University's commitment to equal access and equal opportunity. Additionally, a concerted effort has been made to expand the job opportunities for minority students, to assist them in identifying other financial resources, and to encourage responsible management of the funds available to them.

Diversity among staff is important in meeting the needs of our diverse student population since barriers for students can often be reduced if there are faculty and staff with whom students can identify. Significant progress has been made in increasing the number of minority staff members with the Division of Student Affairs and Services who interact directly with students in a wide range of situations outside the classroom. The appointment of a special assistant to the Vice President for Student Affairs and Services, whose primary responsibility will be the coordination of programs to enhance the quality of life for minority students at Michigan State University, is of major importance for minority students. Active involvement by minority students in campus life has been encouraged and opportunities have been provided to enhance their involvement. Through orientation programs for new students, and such programs as the "Minority Sports Fest," minority students are introduced to the many resources which the University has to offer. As advisors to student groups, staff have been effective in promoting positive affirmative action efforts.

For example, minority and female representation has increased on judicial boards, a Greek Council was established to bring together the White and Black Greeks to work on programs of mutual interest, governing groups and caucuses within the residence halls have collaborated on programs for mutual benefit, and a new Asian-American student organization has been established and is now represented on the ASMSU Programming Board.

While progress has been made in reducing barriers and in fostering an environment conducive to learning, continued effort will be made to further the opportunities for, and protect the rights of, all students.



## APPENDICES





Appendix I-A

Workforce Summary by Major Administrative Unit  
Academic Plus Nonacademic

Report to the Board of Trustees  
Department of Human Relations  
January 1983



70 total men  
70 total women  
Workforce Su

Workforce Summary--Percentages--October 1982

[illegible]

MSU is an Affirmative Action/Equal Opportunity institution.

I-A-1

UNIVERSITY TOTALS

MICHIGAN STATE UNIVERSITY

Workforce Summary

October 1982

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1,104	93	1,197	64	5	69	12	18	317	45	2	47	5	2	7	28	0	28	1,040	88	1,128
Associate Professor	435	110	545	43	12	55	19	6	25	22	3	25	2	3	5	0	0	0	392	98	490
Assistant Professor	257	119	376	28	13	41	12	10	22	13	2	15	3	0	3	0	1	1	229	106	335
Instructor	2	3	5	0	0	0													2	3	5
Tenure System Total	1,798	325	2,123	135	30	165	43	17	60	80	7	87	10	5	15	2	1	3	1,668	295	1,958
Continuing Staff	337	239	576	24	22	46	13	17	30	8	1	9	2	3	5	1	1	2	313	217	530
Temporary Faculty	240	148	388	29	17	46	8	7	15	18	9	27	2	1	3	1	0	1	211	131	342
Temporary Staff	280	181	461	51	24	75	9	14	23	39	10	49	3	0	3	0	0	0	229	157	386
Total Appointments	2,655	893	3,548	239	93		73	55	128	145	27	172	17	9	26	4	2	6	2,416	800	3,216
A-P	534	516	1,050	35	46	81	22	26	48	5	13	18	7	6	13	1	1	2	499	470	969
C-T	217	1,944	2,161	18	161	179	6	107	113	5	15	20	6	31	37	1	8	9	199	1783	1,982
Labor	893	743	1,636	103	227	330	59	167	226	5	1	6	32	54	86	7	5	12	790	516	1,306
Total	1,644	3,203	4,847	156	434	590	87	300	387	15	29	44	45	91	136	9	14	23	1,488	2,769	4,257
Grand Total	4,299	4,096	8,395	395	527	922	160	355	515	160	56	216	62	100	162	13	16	29	3,904	3,569	7,473

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	2	0	2	0	0	0													2	0	2
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	2	0	2																		
Continuing Staff	0	1	1	0	0	0													0	1	1
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	2	1		0	0	0													2	1	3
A-P	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
C-T	0	0	0																		
Labor	0	0	0																		
Total	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	2	2	4	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	2	1	3

## PROVOST

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	18	2	20	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	17	2	19
Associate Professor	6	7	13	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	5	7	12
Assistant Professor	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Instructor	0	0	0																		
Tenure System Total	25	9	34	2	0	2	2	0	2	0	0	0	0	0	0	0	0	0	23	9	32
Continuing Staff	31	68	99	4	10	14	2	7	9	2	0	2	0	2	2	0	1	1	27	58	85
Temporary Faculty	2	1	3	0	0	0													2	1	3
Temporary Staff	2	4	6	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	2	3	5
Total Appointments	60	82	142	6	11	17	4	8	12	2	0	2	0	2	2	0	1	1	54	71	125
A-P	56	49	105	7	6	13	4	3	7	1	1	2	2	2	4	0	0	0	49	43	92
C-T	43	272	315	3	30	33	1	25	26	1	2	3	1	2	3	0	1	1	40	242	282
Labor	13	13	26	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	13	12	25
Total	112	334	446	10	37	47	5	29	34	2	3	5	3	4	7	0	1	1	102	297	399
Grand Total	172	416	588	16	48	64	9	37	46	4	3	7	3	6	9	0	2	2	156	368	524

AGRICULTURE & NATURAL RESOURCES

MICHIGAN STATE UNIVERSITY

Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	157	0	157	2	0	2	0	0	0	2	0	2	0	0	0	0	0	0	155	0	155
Associate Professor	51	4	55	7	0	7	1	0	0	6	0	6	0	0	0	0	0	0	44	4	48
Assistant Professor	47	4	51	2	1	3	1	1	2	1	0	1	0	0	0	0	0	0	45	3	48
Instructor	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Tenure System Total	255	9	263	11	1	12	2	1	3	9	0	9	0	0	0	0	0	0	244	8	252
Continuing Staff	13	5	18	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	12	5	17
Temporary Faculty	28	0	28	3	0	3	3	0	3	0	0	0	0	0	0	0	0	0	25	0	25
Temporary Staff	33	17	50	3	2	5	0	1	1	3	1	4	0	0	0	0	0	0	30	15	45
Total Appointments	329	31	360	18	3	21	5	2	7	13	1	14	0	0	0	0	0	0	311	28	339
A-P	46	28	74	0	4	4	0	0	0	0	4	4	0	0	0	0	0	0	46	24	70
C-T	219	179	40	2	6	8	0	1	1	1	1	2	1	2	3	0	2	2	38	173	211
Labor	59	10	69	1	2	3	1	1	2	0	0	0	0	1	1	0	0	0	58	8	64
Total	145	217	362	3	12	15	1	2	3	1	5	6	1	3	4	0	0	0	142	205	347
Grand Total	474	248	722	21	15	36	6	4	10	14	6	20	1	3	4	0	0	0	453	233	686

AGRICULTURAL EXPERIMENT STATIONS

MICHIGAN STATE UNIVERSITY

Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	2	0	2	0	0	0													2	0	2
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	2	0	2	0	0	0													2	0	2
Continuing Staff	0	0	0																		
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	2	0	2	0	0	0													2	0	2
A-P	2	1	3	0	0	0													2	1	3
C-T	0	6	6	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	5	5
Labor	0	0	0																		
Total	2	7	9	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	2	6	8
Grand Total	4	7	11	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	4	6	10

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## COOPERATIVE EXTENSION SERVICE

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Continuing Staff	193	115	308	10	8	18	7	7	14	1	0	1	2	1	3	0	0	0	183	107	290
Temporary Faculty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Temporary Staff	10	8	18	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	10	7	17
Total Appointments	204	125	329	10	9	19	7	8	15	1	0	1	2	1	3	0	0	0	194	116	310
A-P	7	5	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	5	12
C-T	0	51	51	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	51
Labor	13	188	201	2	64	66	2	53	55	0	1	1	0	9	9	0	1	1	11	124	135
Total	20	244	264	2	64	66	2	53	55	0	1	1	0	9	9	0	1	1	18	180	198
Grand Total	224	369	593	12	73	85	9	61	70	1	1	2	2	10	12	0	1	1	212	296	508

## ARTS &amp; LETTERS

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	167	24	191	10	2	12	1	0	1	7	1	8	1	1	2	1	0	1	157	22	179
Associate Professor	65	24	89	1	1	2	1	0	1	0	1	1	0	0	0	0	0	0	64	23	87
Assistant Professor	28	24	52	5	3	8	3	2	5	2	0	2	0	0	0	0	1	1	23	21	44
Instructor	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Tenure System Total	261	72	333	16	6	22	5	2	5	9	2	11	1	1	2	1	1	2	245	66	311
Continuing Staff	1	5	6	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	5	5
Temporary Faculty	13	12	25	3	1	4	1	0	1	1	1	2	1	0	1	0	0	0	10	11	21
Temporary Staff	6	4	10	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	5	4	9
Total Appointments	281	93	374	21	7	28	7	2	9	11	3	14	2	1	3	1	1	2	260	86	346
A-P	1	4	5	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	3	4
C-T	3	43	46	0	4	4	0	3	3	0	0	0	0	1	1	0	0	0	3	39	42
Labor	0	3	3	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	2	2
Total	4	50	54	0	6	6	0	5	5	0	0	0	0	1	1	0	0	0	4	44	48
Grand Total	285	143	428	21	13	34	7	7	14	11	3	14	2	2	4	0	0	0	264	130	394

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## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	63	0	63	2	0	2	0	0	0	2	0	2	0	0	0	0	0	0	61	0	61
Associate Professor	21	0	21	2	0	2	1	0	1	1	0	1	0	0	0	0	0	0	19	0	19
Assistant Professor	28	12	40	4	0	4	2	0	2	2	0	2	0	0	0	0	0	0	24	12	36
Instructor	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Tenure System Total	113	13	126	8	0	8	3	0	3	5	0	5	0	0	0	0	0	0	105	13	118
Continuing Staff	2	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Temporary Faculty	16	4	20	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	16	3	19
Temporary Staff	11	2	13	2	2	4	0	2	2	2	0	0	0	0	0	0	0	0	9	0	9
Total Appointments	142	21	163	10	3	13	3	3	6	7	0	7	0	0	0	0	0	0	132	18	150
A-P	4	2	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	6
C-T	0	39	39	0	2	2	0	0	0	0	1	1	0	1	1	0	0	0	0	37	37
Labor	0	8	8	0	2	2	0	1	1	0	0	0	0	0	0	0	1	1	0	6	6
Total	4	49	53	0	4	4	0	1	1	0	1	1	0	1	1	0	1	1	4	45	49
Grand Total	146	70	216	10	7	17	3	4	7	7	1	8	0	1	1	0	1	1	136	63	199

COMMUNICATION ARTS & SCIENCES

MICHIGAN STATE UNIVERSITY

Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	19	1	20	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	18	1	19
Associate Professor	13	3	16	2	0	2	0	0	0	1	0	1	1	0	1	0	0	0	11	3	14
Assistant Professor	10	5	15	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	9	4	13
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	42	9	51	4	1	5	1	1	2	1	0	1	1	0	1	0	0	0	38	8	46
Continuing Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Temporary Faculty	9	1	10	2	0	2	2	0	2	0	0	0	0	0	0	0	0	0	7	1	8
Temporary Staff	9	10	19	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	8	10	18
Total Appointments	62	25	87	7	1	8	4	1	5	2	0	2	1	0	1	0	0	0	55	24	79
A-P	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
C-T	1	20	21	1	2	3	1	2	3	0	0	0	0	0	0	0	0	0	0	18	18
Labor	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Total	1	27	28	1	2	3	1	2	3	0	0	0	0	0	0	0	0	0	0	25	25
Grand Total	63	52	115	8	3	11	5	3	8	2	0	2	1	0	1	0	0	0	55	49	104

I-A-10

## EDUCATION

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	91	11	102	4	0	4	3	0	3	1	0	1	0	0	0	0	0	0	87	11	98
Associate Professor	30	12	42	4	1	5	3	1	4	1	0	1	0	0	0	0	0	0	26	11	37
Assistant Professor	4	11	15	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	4	10	14
Instructor	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Tenure System Total	125	35	160	8	2	10	6	2	8	2	0	2	0	0	0	0	0	0	117	33	150
Continuing Staff	3	2	5	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	2	2	4
Temporary Faculty	8	13	21	1	3	4	0	2	2	1	0	1	0	1	1	0	0	0	7	10	17
Temporary Staff	6	17	23	2	0	2	1	0	1	1	0	1	0	0	0	0	0	0	4	17	21
Total Appointments	142	67	209	12	5	17	7	4	11	5	0	5	0	1	1	0	0	0	130	62	192
A-P	1	6	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6	7
C-T	0	62	62	0	4	4	0	3	3	0	0	0	0	1	1	0	0	0	0	58	58
Labor	1	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	4
Total	2	71	73	0	4	4	0	3	3	0	0	0	0	1	0	0	0	0	2	67	69
Grand Total	144	138	282	12	9	21	7	7	14	5	0	5	0	2	2	0	0	0	132	129	261

## ENGINEERING

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	45	0	45	5	0	5	0	0	0	5	0	5	0	0	0	0	0	0	40	0	40
Associate Professor	32	0	32	6	0	6	1	0	1	5	0	5	0	0	0	0	0	0	26	0	26
Assistant Professor	24	1	25	6	0	6	1	0	1	4	0	4	1	0	1	0	0	0	18	1	19
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	101	1	102	17	0	17	2	0	2	14	0	14	1	0	1	0	0	0	84	1	85
Continuing Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Temporary Faculty	7	2	9	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	6	2	8
Temporary Staff	6	4	10	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	5	4	9
Total Appointments	114	7	121	19	0	19	2	0	2	16	0	16	1	0	1	0	0	0	95	7	102
A-P	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
C-T	2	28	30	0	5	5	0	3	3	0	0	0	0	2	2	0	0	0	2	23	25
Labor	6	6	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	12
Total	9	35	44	0	5	5	0	3	3	0	0	0	0	2	2	0	0	0	9	30	39
Grand Total	123	42	165	19	5	24	2	3	5	16	0	16	1	2	3	0	0	0	104	37	141

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	5	14	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	14	19
Associate Professor	2	11	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	11	13
Assistant Professor	3	13	16	0	3	3	0	2	2	0	1	1	0	0	0	0	0	0	3	10	13
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	10	38	48	0	3	3	0	2	2	0	1	1	0	0	0	0	0	0	10	35	45
Continuing Staff	0	9	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	9
Temporary Faculty	0	11	11	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	10	10
Temporary Staff	5	11	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	11	16
Total Appointments	15	69	84	0	4	4	0	3	3	0	1	1	0	0	0	0	0	0	15	65	80
A-P	2	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	6
C-T	0	34	34	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	0	32	32
Labor	0	4	4	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	3	3
Total	2	42	44	0	3	3	0	3	3	0	0	0	0	0	0	0	0	0	0	2	39
Grand Total	17	111	128	0	7	7	0	6	6	0	1	1	0	0	0	0	0	0	15	67	119

## HUMAN MEDICINE

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	66	5	71	6	1	7	1	0	1	4	0	4	1	1	2	0	0	0	60	4	64
Associate Professor	27	9	36	2	5	7	0	2	2	2	2	4	0	1	1	0	0	0	25	4	29
Assistant Professor	12	2	14	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	11	2	13
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	105	16	121	9	6	15	2	2	4	6	2	8	1	2	3	0	0	0	96	10	106
Continuing Staff	1	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	4
Temporary Faculty	54	34	88	10	6	16	0	2	2	9	4	13	1	0	1	0	0	0	44	28	72
Temporary Staff	21	19	40	7	4	10	0	1	1	6	3	9	0	0	0	0	0	0	15	15	30
Total Appointments	181	72	253	25	16	41	2	5	7	21	9	30	2	2	4	0	0	0	156	56	212
A-P	12	41	53	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	12	40	52
C-T	8	134	142	1	8	9	0	4	4	1	3	4	0	1	1	0	0	0	7	126	133
Labor	0	7	7	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	6	6
Total	20	182	202	1	10	11	0	5	5	1	3	4	0	1	1	0	1	1	19	172	191
Grand Total	201	254	455	26	26	52	2	10	12	22	12	34	2	3	5	0	1	1	175	228	403



## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	6	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1	7
Assistant Professor	4	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	10	2	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	2	12
Continuing Staff	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Temporary Faculty	4	4	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	8
Temporary Staff	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Total Appointments	15	8	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	8	23
A-P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C-T	0	6	6	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	5	5
Labor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	6	6	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	5	5
Grand Total	15	14	29	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	15	13	28

## NATURAL SCIENCE

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	232	10	242	24	1	25	2	0	2	21	1	22	1	1	2	0	0	0	208	9	217
Associate Professor	60	11	71	4	1	5	1	0	1	3	0	3	0	1	1	0	0	0	56	10	66
Assistant Professor	21	8	29	2	1	3	0	0	0	2	1	3	0	0	0	0	0	0	19	7	26
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	313	29	342	30	3	33	3	0	3	26	2	28	1	1	2	0	0	0	283	26	309
Continuing Staff	14	3	17	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	13	3	16
Temporary Faculty	31	15	46	4	1	5	0	0	0	4	1	5	0	0	0	0	0	0	27	14	41
Temporary Staff	80	29	109	21	5	26	3	2	5	17	3	20	1	0	1	0	0	0	59	24	83
Total Appointments	438	76	514	56	9	65	6	2	8	48	6	54	2	1	3	0	0	0	382	67	449
A-P	33	28	61	1	1	2	0	0	0	1	1	2	0	0	0	0	0	0	32	27	59
C-T	29	118	147	3	9	12	0	6	6	1	1	2	2	2	4	0	0	0	26	109	135
Labor	31	12	43	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	30	11	41
Total	93	158	251	5	11	16	1	7	8	2	2	4	2	2	4	0	0	0	88	147	235
Grand Total	531	234	765	61	20	81	7	9	16	50	8	58	4	3	7	0	0	0	470	214	684

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Associate Professor	0	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Assistant Professor	0	18	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	18
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	0	28	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28	28
Continuing Staff	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Temporary Faculty	0	12	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	12
Temporary Staff	0	9	9	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	8	8
Total Appointments	0	50	50	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	0	48	48
A-P	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
C-T	0	8	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Labor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	12	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	12
Grand Total	0	62	62	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	0	60	60

OSTEOPATHIC MEDICINE

MICHIGAN STATE UNIVERSITY

Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	41	4	45	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	40	4	44
Associate Professor	29	8	37	1	1	2	0	1	1	1	0	1	0	0	0	0	0	0	28	7	35
Assistant Professor	15	3	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	3	18
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	85	15	100	2	1	3	0	1	1	1	0	1	1	0	1	0	0	0	83	14	97
Continuing Staff	1	2	3	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	1	1	2
Temporary Faculty	15	5	20	1	2	3	0	0	0	1	2	3	0	0	0	0	0	0	14	3	17
Temporary Staff	17	9	26	5	2	7	0	1	1	4	1	5	1	0	1	0	0	0	12	7	19
Total Appointments	118	31	149	8	6	14	0	2	2	6	4	10	2	0	2	0	0	0	110	25	135
A-P	17	21	38	0	2	2	0	0	0	0	1	1	0	1	1	0	0	0	17	19	36
C-T	8	71	79	0	4	4	0	1	1	0	0	0	0	2	2	0	1	1	8	67	75
Labor	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	25	93	118	0	6	6	0	1	1	0	1	1	0	3	3	0	1	1	25	87	112
Grand Total	143	124	267	8	12	20	0	3	3	6	5	11	2	3	5	0	1	1	135	112	247

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	111	11	122	4	1	5	2	1	3	1	0	1	1	0	1	0	0	0	107	10	117
Associate Professor	46	8	54	2	2	4	2	1	3	0	0	0	0	1	1	0	0	0	44	6	50
Assistant Professor	27	10	37	3	0	3	0	0	0	1	0	1	2	0	2	0	0	0	24	10	34
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	184	29	313	9	3	12	4	2	6	2	0	2	3	1	4	0	0	0	175	26	301
Continuing Staff	3	7	10	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	3	6	9
Temporary Faculty	16	10	26	1	2	3	1	1	2	0	1	1	0	0	0	0	0	0	15	8	23
Temporary Staff	15	14	29	3	1	4	1	1	2	1	0	1	1	0	1	0	0	0	12	13	25
Total Appointments	218	60	278	13	7	20	6	5	11	3	1	4	4	1	5	0	0	0	205	53	258
A-P	1	4	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	5
C-T	2	69	71	0	7	7	0	3	3	0	1	1	0	3	3	0	0	0	2	62	64
Labor	0	8	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Total	3	81	84	0	7	7	0	3	3	0	1	1	0	3	3	0	0	0	3	74	77
Grand Total	221	141	362	13	14	27	6	8	14	3	2	5	4	4	8	0	0	0	208	127	335

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	33	1	34	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	32	1	33
Associate Professor	24	1	25	2	0	2	0	0	0	2	0	2	0	0	0	0	0	0	22	1	23
Assistant Professor	22	2	24	3	1	4	2	1	3	1	0	1	0	0	0	0	0	0	19	1	20
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	79	4	83	6	1	7	2	1	3	4	0	4	0	0	0	0	0	0	73	3	76
Continuing Staff	2	3	5	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	2	2	4
Temporary Faculty	30	20	50	2	0	2	1	0	1	1	0	1	0	0	0	0	0	0	28	20	48
Temporary Staff	11	9	20	0	3	3	0	2	2	0	1	1	0	0	0	0	0	0	11	6	17
Total Appointments	122	36	158	8	5	13	3	4	7	5	1	6	0	0	0	0	0	0	114	31	145
A-P	4	12	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	12	16
C-T	4	47	51	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	4	45	49
Labor	1	5	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	6
Total	9	64	73	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	9	62	71
Grand Total	131	100	231	8	7	15	3	6	9	5	1	6	0	0	0	0	0	0	123	93	216

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	5	0	5	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	4	0	4
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	5	0	5	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	4	0	4
Continuing Staff	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Temporary Faculty	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Temporary Staff	1	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	4
Total Appointments	7	5	12	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	6	5	11
A-P	1	6	7	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	1	5	6
C-T	0	22	22	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	0	20	20
Labor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	28	29	0	3	3	0	2	2	0	1	1	0	0	0	0	0	0	1	25	26
Grand Total	8	33	41	1	3	4	0	2	2	0	1	1	0	0	0	1	0	1	7	30	37

## LIFELONG EDUCATION PROGRAMS

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	16	2	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	2	18
Associate Professor	3	0	3	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
Assistant Professor	4	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenure System Total	23	3	26	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	22	3	25
Continuing Staff	12	1	13	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	11	1	12
Temporary Faculty	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Temporary Staff	2	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Total Appointments	39	5	44	2	0	2	1	0	1	1	0	1	0	0	0	0	0	0	37	5	42
A-P	39	27	66	4	2	6	2	1	3	1	0	1	1	1	2	0	0	0	35	25	60
C-T	34	66	100	5	1	6	3	0	3	0	0	0	1	1	2	1	0	1	29	65	94
Labor	1	6	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6	7
Total	74	99	173	9	3	12	5	1	6	1	0	1	2	2	4	1	0	1	65	96	161
Grand Total	113	104	217	11	3	14	6	1	7	2	0	2	2	2	4	1	0	1	102	101	203



URBAN AFFAIRS PROGRAMS

MICHIGAN STATE UNIVERSITY

Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	5	0	5	2	0	2	2	0	2	0	0	0	0	0	0	0	0	0	3	0	3
Associate Professor	5	1	6	4	1	5	4	1	5	0	0	0	0	0	0	0	0	0	1	0	1
Assistant Professor	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0																		
Tenure System Total	10	2	12	6	2	8	6	2	8	0	0	0	0	0	0	0	0	0	4	0	0
Continuing Staff	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Temporary Faculty	1	2	3	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	2	2
Temporary Staff	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Total Appointments	13	5	18	7	2	9	6	2	8	0	0	0	0	0	0	1	0	1	6	3	9
A-P	0	2	2	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
C-T	0	10	10	0	4	4	0	4	4	0	0	0	0	0	0	0	0	0	0	2	2
Labor	0	0	0																		
Total	0	12	12	0	5	5	0	5	5	0	0	0	0	0	0	0	0	0	0	7	7
Grand Total	13	17	30	7	7	14	6	7	13	0	0	0	0	0	0	1	0	1	6	10	16

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
Continuing Staff	22	0	22	2	0	2	0	0	0	1	0	1	0	0	0	1	0	1	20	0	20
Temporary Faculty	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Temporary Staff	15	2	17	2	1	3	0	0	0	2	1	3	0	0	0	0	0	0	13	1	14
Total Appointments	42	2	44	4	1	5	0	0	0	3	1	4	0	0	0	1	0	1	38	1	39
A-P	16	4	20	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	15	4	19
C-T	1	7	8	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	6	7
Labor	27	0	27	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	26	0	26
Total	44	11	55	2	1	3	2	1	3	0	0	0	0	0	0	0	0	0	42	10	52
Grand Total	86	13	99	6	2	8	2	1	3	3	1	4	0	0	0	1	0	1	80	11	91

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	7	2	9	0	0	0													7	2	9
Associate Professor	3	0	3	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	10	2	12	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	9	2	11
Continuing Staff	2	1	3	0	0	0													2	1	3
Temporary Faculty	1	0	1	0	0	0													1	0	1
Temporary Staff	1	0	1	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Total Appointments	14	3	17	2	0	2	1	0	1	1	0	1	0	0	0	0	0	0	12	3	15
A-P	9	13	22	0	0	0													9	13	22
C-T	1	17	18	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	1	15	16
Labor	10	2	12	2	1	3	2	1	3	0	0	0	0	0	0	0	0	0	8	1	9
Total	20	32	52	2	3	5	2	3	5	0	0	0	0	0	0	0	0	0	18	29	47
Grand Total	34	35	69	4	3	7	3	3	6	1	0	1	0	0	0	0	0	0	30	32	62

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	2	0	2	0	0	0													2	0	2
Associate Professor	2	1	3	0	0	0													2	1	3
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	4	1	5	0	0	0															
Continuing Staff	6	0	6	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	5	0	5
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	10	1	11	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	9	1	10
A-P	24	25	49	3	2	5	1	1	2	0	0	0	2	1	3	0	0	0	21	23	44
C-T	4	47	51	0	8	8	0	4	4	0	1	1	0	3	3	0	0	0	4	39	43
Labor	68	4	72	6	0	6	1	0	1	0	0	0	5	0	5	0	0	0	62	4	66
Total	96	76	172	9	10	19	2	5	7	0	1	1	7	4	11	0	0	0	87	66	153
Grand Total	106	77	183	10	10	20	3	5	8	0	1	1	7	4	11	0	0	0	96	67	163

MICHIGAN STATE UNIVERSITY  
Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	0	0	0																		
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	0	0	0																		
Continuing Staff	3	0	3	0	0	0													3	0	3
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	3	0	3	0	0	0													3	0	3
A-P	33	23	56	2	0	2	1	0	1	0	0	0	0	0	0	1	0	1	31	23	54
C-T	4	115	119	0	8	8	0	5	5	0	1	1	0	2	2	0	0	0	4	107	111
Labor	49	7	56	3	0	3	1	0	1	0	0	0	2	0	2	0	0	0	46	7	53
Total	86	145	231	5	8	13	2	5	7	0	1	1	2	2	4	0	0	0	81	137	218
Grand Total	89	145	234	5	8	13	2	5	7	0	1	1	2	2	4	0	0	0	84	137	221

MICHIGAN STATE UNIVERSITY

Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	0	0	0																		
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	0	0	0																		
Continuing Staff	2	0	2	0	0	0													2	0	2
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	2	0	2	0	0	0													2	0	2
A-P	37	3	40	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	36	3	39
C-T	6	17	23	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	6	16	22
Labor	300	89	389	38	41	79	20	22	42	2	0	2	11	19	30	5	0	5	262	48	310
Total	343	109	452	39	42	81	21	22	43	2	0	2	11	19	39	5	1	6	304	67	371
Grand Total	345	109	454	39	42	81	21	22	43	2	0	2	11	19	30	5	1	6	306	67	373

MICHIGAN STATE UNIVERSITY

Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	0	0	0																		
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	0	0	0																		
Continuing Staff	2	0	2	0	0	0													2	0	2
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	2	0	2	0	0	0													2	0	2
A-P	60	20	80	2	5	7	1	3	4	1	2	3	0	0	0	0	0	0	58	15	73
C-T	7	135	142	1	20	21	0	15	15	0	2	2	1	3	4	0	0	0	6	115	121
Labor	263	325	588	44	105	149	27	78	105	3	0	3	12	24	36	2	3	5	219	220	439
Total	330	480	810	47	130	177	28	96	124	4	4	8	13	27	40	2	3	5	283	350	633
Grand Total	332	480	812	47	130	177	28	96	124	4	4	8	13	27	40	2	3	5	283	350	633

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	7	1	8	0	0	0													7	1	8
Associate Professor	4	2	6	3	0	3	2	0	2	0	0	0	1	0	1	0	0	0	1	2	3
Assistant Professor	2	3	5	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	2	2	4
Instructor	0	0	0																		
Tenure System Total	13	6	19	3	1	4	2	1	3	0	0	0	1	0	1	0	0	0	10	5	15
Continuing Staff	4	1	5	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	3	1	4
Temporary Faculty	0	1	1	0	0	0													0	1	1
Temporary Staff	1	0	1	0	0	0													1	0	1
Total Appointments	18	8	26	4	1	5	3	1	4	0	0	0	1	0	1	0	0	0	14	7	21
A-P	25	49	74	8	9	17	6	9	15	0	0	0	2	0	2	0	0	0	17	40	57
C-T	1	54	55	0	6	6	0	4	4	0	0	0	0	1	1	0	1	1	1	48	49
Labor	1	3	4	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	2	3
Total	27	106	133	8	16	24	6	14	20	0	0	0	2	1	3	0	1	1	19	90	109
Grand Total	45	114	159	12	17	29	9	15	24	0	0	0	3	1	4	0	1	1	33	97	130



## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	0	0	0	0	0	0													1	1	2
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	0	0	0																		
Continuing Staff	1	1	2																		
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	1	1	2	0	0	0													1	1	2
A-P	9	12	21	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	8	12	20
C-T	0	8	8	0	0	0													0	8	8
Labor	0	0	0																		
Total	9	20	29	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	8	20	28
Grand Total	10	21	31	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	9	21	30

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	0	0	0																		
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	0	0	0																		
Continuing Staff	3	0	3	0	0	0													3	0	3
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	3	0	3	0	0	0													3	0	3
A-P	7	10	17	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	6	10	16
C-T	0	22	22	0	0	0													0	22	22
Labor	0	1	1	0	0	0													0	1	1
Total	7	33	40	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	6	33	39
Grand Total	10	33	43	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	9	33	42

## MICHIGAN STATE UNIVERSITY

## Workforce Summary

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	0	0	0																		
Associate Professor	0	0	0																		
Assistant Professor	0	0	0																		
Instructor	0	0	0																		
Tenure System Total	0	0	0																		
Continuing Staff	1	0	1	0	0	0													1	0	1
Temporary Faculty	0	0	0																		
Temporary Staff	0	0	0																		
Total Appointments	1	0	1	0	0	0													1	0	1
A-P	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1
C-T	0	2	2	0	0	0													0	2	2
Labor	0	1	1	0	0	0													0	1	1
Total	1	4	5	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	4	4
Grand Total	2	4	6	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	4	5



Appendix I-B

Mission Statement  
Department of Human Relations

Report to the Board of Trustees  
January 1983



DEPARTMENT OF HUMAN RELATIONSMission StatementPreamble

The Board of Trustees of Michigan State University is committed to a policy of non-discrimination on the basis of race, creed, ethnic origin, age, political persuasion, handicap and sexual preference. In doing so, the Board recognizes that it is not enough to proclaim a policy of non-discrimination. The University must also strive actively to build a community in which opportunity is equalized and to use its facilities and human resources to develop the skills and opportunities through which members of all groups may play responsible and productive roles. This policy is relevant to all aspects of the University.

In implementing this policy, the University is governed by several laws, regulations, and executive orders. These include Executive Orders 11246 and 11375, which require recipients of federal funds to develop and maintain an affirmative action program; Title VI of the Civil Rights Act of 1964, prohibiting race discrimination in the treatment of students; Title VII of the Civil Rights Act of 1964, providing equal employment opportunity; Title IX of the Educational Amendments of 1972, prohibiting sex discrimination in the treatment of students, Sections 503 and 504 of the Rehabilitation Act of 1973, prohibiting discrimination against handicappers, and the Vietnam Era Veterans Readjustment Act of 1974 prohibiting discrimination against disabled and Vietnam era veterans.

Mission

The Department of Human Relations is a staff unit of the University that promotes Michigan State's commitment to equal opportunity, non-discrimination

and affirmative action by 1) developing programs proposals; 2) providing consultation; 3) developing recommendations; 4) collecting information; 5) implementing approved recommendations, and 6) monitoring the University's responsibility to affirmative action, Title IX, Sections 503 and 504, and disabled and Vietnam-era veterans. The staff members of the department carry out projects and assignments as specified by the Provost and the Vice President for Administration and Public Affairs.

The department conducts a continuing search for information on the obligations of the University in the areas of equal opportunity, non-discrimination, and affirmative action. Within this context, the department 1) assists units of Michigan State in the development of plans, procedures, and practices that promote equal opportunity, non-discrimination, and affirmative action, and 2) develops, promotes, facilitates and researches new and existing programs, opportunities and structures designed to enhance the participation of minorities, women, and handicappers in all segments of Michigan State University.

#### Organization

The Department of Human Relations reports jointly to the Provost and the Vice President for Administration and Public Affairs. In addition, this department provides staff support to the President's Office, the Provost, the Vice President for Administration and Public Affairs, and other vice presidents as related to the administrative portfolio of each, on primarily a project basis. The department has a Division of Minority Programs, Division of Women's Programs, and an Assistant Director for Handicapper, Disabled and Vietnam Era Veterans' Programs, and a Department Counsel.

#### Responsibilities

-To assist the President in developing policy recommendations, in analyzing the organizational patterns and procedures, and in



monitoring the effectiveness of policy implementation and compliance with laws, regulations, and executive orders related to affirmative action, Title IX, Sections 503 and 504, disabled and Vietnam-era veterans, and aging.

- To assist the Provost in the discharge of his/her responsibilities in the areas of equal opportunity, non-discrimination, and affirmative action.
- To assist the Vice President for Administration and Public Affairs in the discharge of his/her responsibilities in the areas of equal opportunity, non-discrimination, and affirmative action.
- To provide active, expert consultation on equal opportunity, non-discrimination, and affirmative action throughout the University.
- To assist in the adjudication of individual cases alleging discrimination.
- To facilitate and assist in the design, development, and evaluation of specific affirmative action programs for minorities, women, and handicappers.
- To serve as liason with advisory and special interest groups within the University.
- To obtain and summarize information about equal opportunity, non-discrimination and affirmative action from civil rights and human relations groups outside the institution for review by appropriate University personnel.
- To promote equal opportunity in employment for all aspects of the University.
- To promote non-discriminatory access to the University and its many programs.
- To coordinate the design and development of specific affirmative action programs for minorities, women, and handicappers.
- To monitor the University's academic and non-academic hiring procedures as they relate to equal opportunity, non-discrimination and affirmative action.

#### Functions of the Director

Under the joint supervision of the Provost and the Vice President for Administration and Public Affairs, the director shall discharge the responsibilities of the department within the context of the University's affirmative action program through the following functions:

1. Serves as the University's affirmative action, Title IX, Section 503 and 504, and disabled and Vietnam-era veterans coordinator.
2. Performs the management functions of the Department of Human Relations of planning, budgeting, staffing, reporting, setting objectives, supervising staff training and coordination.
3. Supervises the activities of the Division of Minority Programs.
4. Supervises the activities of the Division of Women's Programs.
5. Supervises the activities of the Assistant Director for Handicapper, Disabled and Vietnam Era Veterans' Programs.
6. Supervises the activities of the Department Counsel in areas not under the Office of Legal Affairs.
7. Coordinates the activities of the Division of Minority Programs, the Division of Women's Programs, and the Department Counsel.
8. Supervises the portion of the resolution of individual cases alleging discrimination that falls within the purview of the department.
9. Provides consultation and assistance on the recruitment of minorities, women, handicappers, and disabled and Vietnam-era veterans for academic and non-academic employment.
10. Provides consultation to unit administrators and supervisors on management's responsibilities regarding equal opportunity, non-discrimination and affirmative action.
11. Provides consultation and assistance on the recruitment of minorities, women, handicappers, and disabled and Vietnam-era veterans as participants in the affirmative action program.
12. Monitors the hiring process for academic and non-academic employees as prescribed in the procedures to assure the effectiveness of the affirmative action program.
13. Summarizes reference material, evaluates this data, and recommends changes in the University's program for equal opportunity, non-discrimination and affirmative action.
14. Initiates and assists in the development, implementation, and evaluation of programs related to equal opportunity, non-discrimination, and affirmative action.
15. Investigates and reports to the Associate Vice President for Business and Finance any discriminatory practices or policies of contractors or organizations doing business with the University.
16. Develops recommendations and implements approved proposals for inservice training workshops and conferences for the University on race and sex equity and equal opportunity.

17. Participates in workshops, conferences, programs, and classes on human relations, equal opportunity, and affirmative action.
18. Performs other duties as directed.

Functions of the Director of the Division of Women's Programs

To assist in the discharge of the responsibilities of the Department of Human Relations within the context of the University's affirmative action program, and especially in regard to issues of concern to women students, staff and faculty, the Director of the Division of Women's Programs shall perform the following functions under the supervision of the Director of the Department of Human Relations.

1. Assists the director of the department in relation to Title IX activities.
2. Initiates and assists the department in planning, development, implementation, monitoring, and evaluation of programs of equal opportunity, non-discrimination, and affirmative action as they apply to women.
3. Receives and investigates complaints of women concerning discrimination, informally mediating such complaints where possible. May formally refer individuals to the Department Counsel.
4. Provides consultation and assistance on the recruitment of women for academic and non-academic employment.
5. Provides consultation and assistance on the recruitment of women as participants in the University's programs.
6. Provides consultation to unit administrators and supervisors on management's responsibilities regarding equal opportunity, non-discrimination and affirmative action for women.
7. Serves as a staff resource to the three women's advisory committees. Serves in relationship to the committees as specified in their by-laws or operating procedures.
8. Sponsors, develops, and implements workshops, conferences, and programs about issues affecting women.
9. Develops and assists in the design of proposals for inservice training workshops and conferences for the University on equal opportunity.

10. Develops appropriate informational materials to inform women of opportunities available to them at Michigan State University.
11. Prepares periodic reports on progress of affirmative action plans on the status of women, as related to colleges, schools, departments, and operational units.
12. Summarizes reference material on women and recommends changes in the University's program for equal opportunity, non-discrimination, and affirmative action to the director of the department.
13. Maintains liaison with women's groups, faculty, staff and students on campus, and assists them in cooperation with other MSU units that have similar responsibilities.
14. Supervises the activities of the division and its staff.
15. Performs other duties as directed.

#### Functions of the Director of the Division of Minority Programs

To assist in the discharge of the responsibilities of the Department of Human Relations within the context of the University's affirmative action program, and especially in regard to issues of concern to minority students, staff and faculty, the Director of the Division of Minority Programs shall perform the following functions under the supervision of the Director of the Department of Human Relations:

1. Initiates and assists the department in planning, development, implementation, monitoring, and evaluation of programs of equal opportunity, non-discrimination, and affirmative action as they apply to minorities.
2. Receives and investigates complaints by minority individuals of discrimination, informally mediating such complaints where possible. May formally refer individuals to the Department Counsel.
3. Provides consultation and assistance on the recruitment of minorities for academic and non-academic employment.
4. Provides consultation and assistance on the recruitment of minorities as participants in the University's programs.
5. Provides consultation to unit administrators and supervisors on management's responsibilities regarding equal opportunity, non-discrimination, and affirmative action for minorities.

6. Chairs the Minority Advisory Council and provides necessary staff support.
7. Sponsors, develops, and implements workshops, conferences and programs about issues affecting minorities.
8. Develops and assists in the design of proposals for and in the conduct of inservice training workshops and conferences for the University on equal opportunity.
9. Develops appropriate informational materials to inform minorities of opportunities available to them at Michigan State University.
10. Prepares periodic reports on programs of affirmative action plans on the status of minorities as related to colleges, schools, departments and operational units.
11. Summarizes reference material on minorities and recommends changes in the University's program for equal opportunity, non-discrimination, and affirmative action to the director of the department.
12. Maintains liaison with minority groups, faculty, staff and students on campus, and assists them in cooperation with other MSU units that have similar responsibilities.
13. Supervises the activities of the division and its staff.
14. Performs other duties as directed.

#### Functions of the Department Counsel

Under the supervision of the Director of the Department of Human Relations and within the context of the University's affirmative action program, the Department Counsel:

1. Serves as the Executive Secretary of the Anti-Discrimination Judicial Board; receives formal complaints filed by MSU faculty, staff and students under the anti-discrimination policies and procedures at MSU; informs the appropriate vice president or his/her representative of the complain and informs the President as per the Anti-Discrimination Judicial Board policies and procedures; engages in factfinding and discovery as may be necessary; mediates complaints and implements recommendations of the Anti-Discrimination Judicial Board.
2. Collects and analyzes legal research data as may be required by the department.
3. Renders legal advice to staff members in that portion of the resolution of individual cases alleging discrimination under the purview of the department, but not formally filed with the Anti-Discrimination Judicial Board.

4. Advises the department on formulating recommendations on University policies and procedures in the areas of purview of the department.
5. Prepares special and periodic reports primarily in the areas of civil rights and equal employment opportunity as may be directed.
6. Researches federal, state, and local laws primarily in the areas of civil rights and affirmative action and advises the department, the Provost, the Vice President for Administration and Public Affairs, the Office of Legal Affairs, as well as unit administrators of interpretations and potential impact of such laws. Included within this duty, the Department Counsel shall select, maintain and update legal reference files and related material for the department.
7. Prepares research papers and manuscripts for publication and presentation at conferences and workshops, and in the writing of project reports, articles and other documents relating primarily to civil rights laws, equal employment opportunity, and compliance regulations.
8. Performs, through the director of the department, other legal services as requested by the Office of Legal Affairs.
9. Performs other duties as directed.

The Department Counsel also has the responsibility to investigate and mediate external complaints of discrimination. This responsibility is delegated to the Department Counsel in the Department of Human Relations by the Office of Legal Affairs. Information about the status of these cases, particularly those involving allegations with systemic implications, are to be conveyed to the director of the department, to the Office of Legal Affairs, and the Office of the President. Recommendations about the University's position in these cases are prepared by the Department Counsel for review and approval by the line administrators who are involved, including the Provost and the Vice President for Administration and Public Affairs.

This case load should be considered on a project basis within the delegated responsibility concept and not as a part of assigned functions of the

Department of Human Relations. Should the role assumed by the Department Counsel in internal deliberations put the counsel in a conflict situation in any specific case, the Office of Legal Affairs will assume responsibility for the case in any proceedings external to the University. Such decisions are made by the Office of Legal Affairs in consultation with the Director of the Department of Human Relations and the Provost of the Vice President for Administration and Public Affairs.

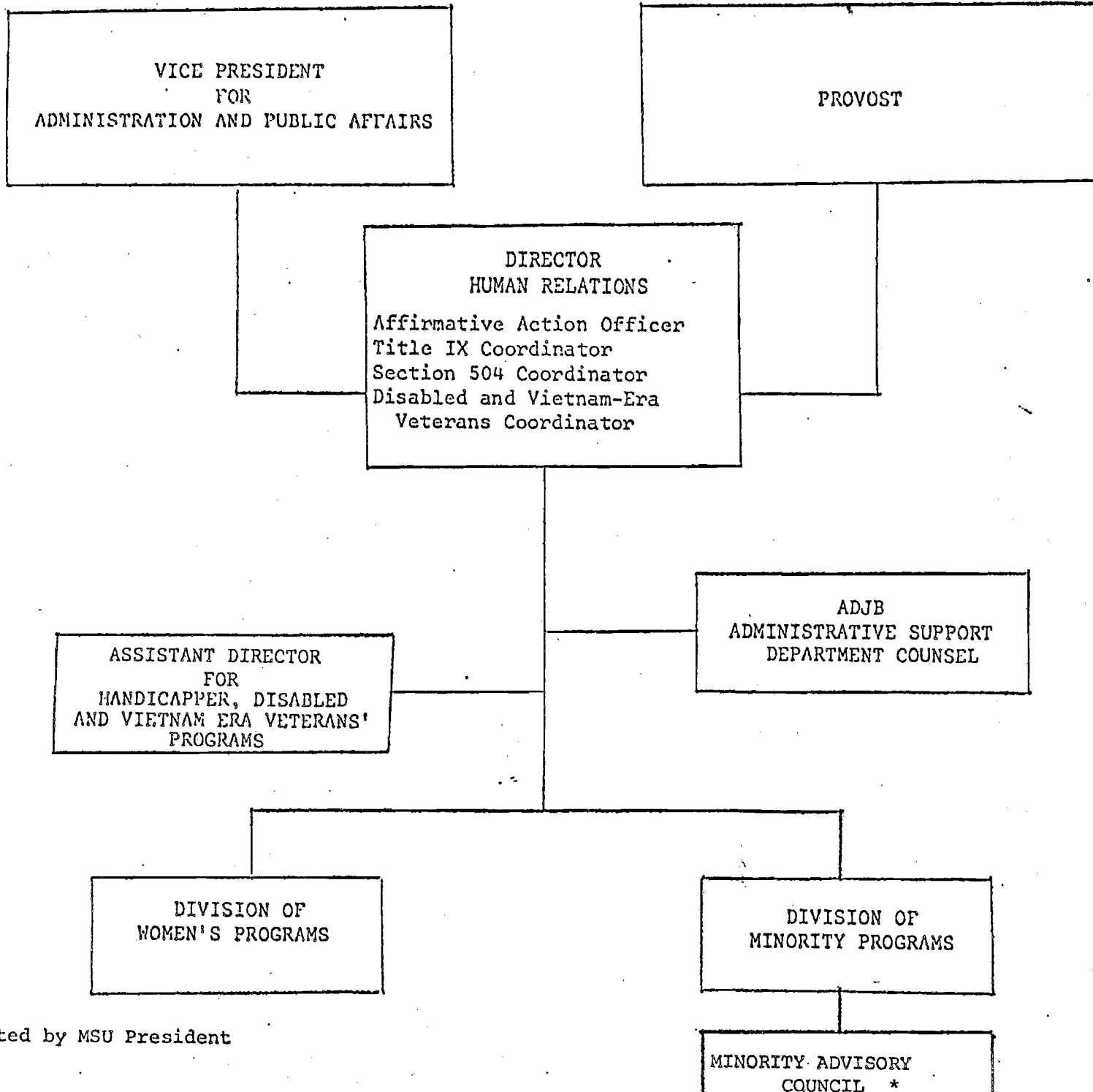
Functions of the Assistant Director for Handicapper, Disabled  
and Vietnam Era Veterans Programs

To assist in the discharge of the responsibilities of the Department of Human Relations within the context of the University's affirmative action program, and especially in regard to issues of concern to handicappers, disabled and Vietnam era veterans, students, staff and faculty, the Assistant Director shall perform the following functions under the supervision of the Director of the Department of Human Relations:

1. Assists the director of the department in relation to Section 503 and 504 activities and disabled and Vietnam era veterans affairs.
2. Initiates and assists the department in planning, development, implementation, monitoring, and evaluation of programs of equal opportunity, non-discrimination, and affirmative action as they apply to handicappers, disabled and Vietnam era veterans.
3. Receives and investigates complaints of handicappers, disabled and Vietnam era veterans concerning discrimination, informally mediating such complaints where possible. May formally refer individuals to the Department Counsel.
4. Provides consultation and assistance to the recruitment of handicappers, disabled and Vietnam era veterans as participants in the University's programs.
5. Provides consultation and assistance on the recruitment of handicappers, disabled and Vietnam era veterans for academic and non-academic employment.

6. Provides consultation to unit administrators and supervisors on managements responsibilities regarding equal opportunity, non-discrimination and affirmative action for handicappers, disabled and Vietnam era veterans.
7. Serves as a staff resource to handicappers, disabled and Vietnam era veterans advisory committees.
8. Sponsors, develops, and implements workshops, conferences, and programs about issues affecting handicappers, disabled and Vietnam era veterans.
9. Develops and assists in the design of proposals for inservice training workshops and conferences for the University on equal opportunity.
10. Develops appropriate informational materials to inform handicappers, disabled and Vietnam era veterans of opportunities available to them at Michigan State University.
11. Prepares periodic reports on progress of affirmative action plans on the status of handicappers, disabled and Vietnam era veterans as related to colleges, schools, departments and operational units.
12. Summarizes reference material on handicappers, disabled and Vietnam era veterans and recommends changes in the University's program for equal opportunity, non-discrimination, and affirmative action to the director of the department.
13. Maintains liaison with handicapper, disabled and Vietnam era veterans groups, faculty, staff and students on campus, and assists them in cooperation with other MSU units that have similar responsibilities.
14. Supervises the activities of the division and its staff.
15. Performs other duties as directed.





I-B-11

\*Appointed by MSU President



Appendix II-A

MSU Response to Title IX Athletic Audit  
March 17, 1982

Michigan State University  
Office of the President



March 17, 1982  
Michigan State University  
response to  
Title IX Athletic Audit

Introduction

Michigan State University is committed to the principles of equal opportunity, non-discrimination, and affirmative action. University employment, 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 institution.

Sport is central in society and contributes to the personal and social development of students. Intercollegiate athletics is also an important part of Michigan State University's programs. The University's affirmative action commitment extends to the opportunities for women to participate in sports and to the quality of their experiences.

The role of women in sports has been historically limited because of myths, stereotypes, and overt sexism. Michigan State University formally established the Women's Intercollegiate Athletic Program in 1972, with a full range of ten sports. The Women's Intercollegiate Athletic Program was built upon a strong and comprehensive intramural sports program. This intramural program has continued to grow and meets the needs of women students through a variety of individual, team, and club activities. The Intercollegiate Athletic Program must be viewed in the context of the entire configuration of the recreational, intramural, and intercollegiate sport opportunities at Michigan State University.

Since 1972, the financial support of women's intercollegiate athletics has increased significantly from \$30,000 for the sports operations budgets in 1972-73 to \$265,275 in 1981-82. With salaries, grant-in-aid, and administrative overhead, the 1981-82 budget support for women's athletics exceeds \$1.1 million. The level of competition of women's teams and the level of ability of women on these ten teams has also dramatically increased since 1972. Michigan State University has a high quality women's intercollegiate sports program with teams and individuals who have successfully competed regionally and nationally.

In 1981, Michigan State University voted to place its intercollegiate athletic program under the auspices of the NCAA. The University has also assumed a leadership role in the Big Ten Conference in establishing a conference format for women's athletics paralleling the men's program. This conference format has proven to be the strength of the men's intercollegiate athletic program since the Big Ten is considered one of the premier conferences in the country. The University expects that the change to a conference orientation will also produce the high caliber competition necessary to support a strong women's intercollegiate athletic program at Michigan State University.

Jurisdiction and Process

The University does not recognize the jurisdiction of the Office for Civil Rights over intercollegiate athletics because the Department of Intercollegiate Athletics is not a federally funded program. As such, the University, by providing information and cooperating with the Agency, has not agreed that

(1) the Agency has jurisdiction to review the intercollegiate athletic program, (2) the provisions of Title IX are applicable to intercollegiate athletics, (3) the Agency's guidelines correctly interpret Title IX, and (4) the Agency has jurisdiction in the employment area.

Throughout the review, the University has not waived the right to formally pursue issues of jurisdiction and interpretation through administrative and judicial channels. However, the University has viewed the Title IX Athletic Compliance Review conducted by the Office for Civil Rights as another type of assessment of the strengths and of problem areas within the University's affirmative action program. The University's position on affirmative action is that as problems are identified, the University has and will make reasonable and sustained efforts to correct and resolve those problems. The Agency's review provided an opportunity for an external assessment of the intercollegiate athletic program in addition to the self-studies done in 1976 and 1978 and the legal audit done in 1978.

The Agency and the University recognized that Title IX does permit differential expenditures in the men's and women's programs because of gender neutral factors including the nature of sports. The University has analyzed the effects of the nature of sports and the distribution of athletes across sports. Specifically, as the information provided by the University indicates, all aspects of the intercollegiate athletic program have been carefully reviewed based on the University's commitment to equity. Reviews were conducted prior to promulgation of Title IX "final" guidelines which included the proportional criteria for grant-in-aid and for other provisions of services. Our experience with numerical analysis and the identification of underlying factors affecting numerical differences have increased our awareness of how a large squad size in any sport distorts the results of numerical analyses that are used as benchmarks for evaluative judgments. The requirements of football in terms of squad size and the high proportion of student athletes that must actively be recruited for the program to be competitive at a national level are unique. Historical precedent for the need to recruit such a large number of top quality football players to remain competitive nationally has been questioned on philosophical grounds. However, it is well documented that a large squad that is highly tendered is inherent to the nature of the sport because unique physical demands require depth in individual positions. For a team to be competitive nationally the names on the depth chart must be high quality players. At an institution like Michigan State where football is a primary source of revenue for the entire intercollegiate athletic program, the need to field a football program that is competitive in the Big Ten (which equates to nationally competitive because of the status of the conference) is an economic as well as philosophical programmatic decision.

The Title IX regulations acknowledge that the unique nature of the sport can result in justifiable differences in various measures of program equity including proportionality. The guidelines do not specify how one can precisely analyze how much of the difference is truly explained by the nature of the sport. Prior to the on-site review, the University, in the absence of guidelines, has used a concept of sport-by-sport comparison for operational budgets under the assumption that the nature of the sport was controlled. In addition, the University has taken the position that those services which

are individual to the student (i.e., medical services, tutoring, housing) should be provided on an equitable basis without regard to issues related to the nature of the sport in which one competes. The budget for 1981-82 reflects this philosophy with differences in program budgets primarily a function of rule differences between AIAW and NCAA, the nature of sports, and the distribution of athletes across sports.

The overall results of the review provide encouragement for the University to continue its efforts and recognize that many positive steps have been taken to provide quality intercollegiate athletic competition for women.

However, because of Agency protocol, the Letter of Finding will include very little information about the positive efforts of the University. Rather, the Agency must document and discuss the allegations in the 1978 complaint filed by student athletes from one of the women's teams and from opinions expressed in interviews in addition to analysis of affected class which is predicated on the determination of percents of student athletes affected.

The Agency and the University agree that student opinions standing alone do not constitute sufficient bases for determining that deficiencies or non-equivalencies exist.

The evaluation of the quality and quantity of areas such as equipment, supplies, facilities, and competition must be based primarily on the professional judgments of coaches and administrators.

The length of time between the initiation of the review by the Agency and the conclusion of the review by the issuance of a Letter of Findings presents special problems in interpreting the data in the report and the plan proposed by the University. The Agency requested data for the 1979-80 and 1980-81 academic and budget years. The 1980-81 data were incomplete at the time of the on-site review in March 1981. The Agency has based its findings primarily on the 1979-80 data and on opinion data from interviews. Allegations from the 1978 complaint filed with the Agency were included as student comments and were included in the report though many areas were corrected prior to the review by the Agency. Since the on-site review, the University has provided additional information about the intercollegiate athletic program. Some information was to clarify or expand on data provided prior to the on-site visit; other information was to counter claims or comments made during an interview; other information was to provide new information about changes since the on-site visit. During the preliminary conference about the nature of the findings in February 1981, the Agency requested that the University provide additional information about the current status about these areas of concern because of the length of time between the original date set (1979-80), the on-site visit (March 1981) and the closure of the review (February-March 1982). Many of the data exchanged by the Agency and the University have been incorporated in the findings and conclusions of the Agency. The University believes that the primary foci of the review of the audit will be the Letter of Findings from the Agency. As such, this letter should contain the appropriate data for

developing conclusions. The University in the following points has summarized the understanding of the key elements of these areas in which the current status reflects a different base. Future actions are also outlined in greater depth. This summary was difficult to prepare since the University has not had an opportunity to review the language in the Letter of Findings because of Agency protocol.

In many of these areas, additional information on actions taken by the University prior to the findings of a report resulted in the area being considered in equivalence. The following is a discussion of financial aid and the areas which we have discussed and the appropriate actions or additional information provided by the University.

### Plan

#### 1. Financial Aid

The information on grant-in-aids for male and female student athletes validates the University's position that was discussed during the on-site phase. Significant progress has been made since the 1975-76 academic year when no grant-in-aids were awarded to women. In a five year period, the women's grant-in-aid budget had increased to over a quarter million dollars (\$255,752) in 1980-81. For the year under review (1979-80), the women's grant-in-aid budget was \$211,933 and had increased by approximately 119% over the previous year (1978-79).

Our analysis of the 1980-81 data indicates that approximately 24% of the dollars went to women. The participation rate was approximately 28%. Our analysis indicates that the small difference is due in part to the larger number of out-of-state male student athletes. The "4/5ths rule" has been applied to the comparison of rates. Based on this calculation, the ratio for grant-in-aid is approximately .86 for the budget.

For 1981-82, the grant-in-aid budget for women increased by 21% to \$307,417, and the grant-in-aid budget for men increased by 19% to \$915,283. Our analysis of the 1981-82 data indicates that approximately 25% of the dollars went to women as compared with a preliminary participation rate of approximately 30%. The "4/5ths rule" has been applied to the comparison of rates. Based on this calculation, the ratio for grant-in-aid is approximately .83 for the budget. It is important to recognize that participation data change during the year and the "4/5ths calculation is sensitive to these variations.

This large infusion of money for women reflects the University's commitment to achieving equity in women's athletics. As you are aware, phasing-in grant-in-aids over a period of time is important to increase the level of



competitiveness of our teams. Recruiting successive classes of student-athletes via grant-in-aids is necessary to sustain the quality of the program. The level of the increase in the 1981-82 grant-in-aid dollars reflects the need to phase-in athletes recruited via grant-in-aids. Also, as discussed during the on-site phase, the Director of Athletics has and will continue to allocate additional grant-in-aids if coaches of women's teams are able to recruit blue-chip ("ace") female student-athletes and additional grant-in-aid dollars are required to make an offer to those student-athletes.

As the information provided by the University indicates, various aspects of the intercollegiate athletic program have been carefully reviewed based on the University's commitment to equity. These reviews were conducted prior to when the Agency issued final guidelines that included the proportional criteria for grant-in-aids. Our experience with numerical analysis and the identification of underlying factors affecting numerical differences has increased our awareness of how a large squad size in any sport skews the results of numerical analyses that are used as benchmarks for evaluative judgments.

The Title IX regulations acknowledge that the unique nature of a sport can result in justifiable differences in various measures of equity including the proportionality concept for financial aid. The guidelines do not specify how one can quantifiably analyze how much of the difference is truly explained by the nature of the sport.

Given (1) the equivalency under the 4/5ths rule of the participation and grant-in-aids rates for 1980-81 and 1981-82, (2) the higher proportion of equivalent out-state grant-in-aid for men, and (3) the effect of the nature of squad sizes as described previously, it is the University's position that the analysis of grant-in-aid for 1980-81 and 1981-82 supports a conclusion of equity under the Title IX regulations. While the difference between participation rates and grant-in-aids was larger in 1979-80, factors 2 and 3 listed above were still operative.

The University will continue to assess proportionality as part of the budget process. When, as a result of this annual analysis, the relationship between percentage of grant-in-aid dollars and the participation rate is statistically significant, the University will analyze the program to assure that the difference is not gender-based. If it is gender-based, appropriate corrective action will be implemented.

## 2. Provision of Equipment and Supplies (Practice)

Practice equipment and supplies were a problem area identified by the Agency. The University is committed to assure that all teams will be provided adequate practice uniforms and equipment. While not accepting as fact the comments reported by the Agency from student athletes about equipment and supplies, the University reviewed the comments from coaches and the expenditure patterns for practice and competitive equipment. In light of the professional judgments about the quantity and quality of practice equipment, the University will purchase additional shorts, socks,

and shirts for distribution to female student athletes through a central pool. The University carefully reviewed the equipment provided by student athletes and will purchase spikes for softball. Other practice equipment and supply needs have been addressed through expenditures in sport budgets since 1979-80.

### 3. Opportunity to Receive Coaching Assignment and Compensation of Coaches

The University does not agree that Title IX covers employment. The University is committed to provide student athletes quality coaching commensurate with their abilities and the level of competition. Coaches must demonstrate integrity in working with student athletes that includes compliance with applicable NCAA, Big Ten and University rules, regulations and policies. Coaches must promote the significance of receiving a college education in the context of a winning sports program. Excellence in academics and athletics are mutually important goals.

Until recently, coaching at the intercollegiate level has not been a career track for women. With the development of strong women's intercollegiate programs, the opportunities for full-time coaching assignments have increased. The change in the basic philosophy about women's intercollegiate athletics has also significantly influenced career decisions about coaching. As such, the experience and credentials of women coaches may be significantly different than their male counterparts. However, this difference in patterns of credentials should not be the basis for determining where women student athletes are receiving coaching of equivalent quality. In keeping with our responsibilities as an affirmative action/equal opportunity employer, the University would perpetuate the effects of past discrimination by adhering to a rigid standard of equivalent experiences.

The University does not accept the findings in this area because (1) the opportunity to work in summer sports school was ignored, (2) the assignment basis for full-time coaches is equivalent and is ten-months, and (3) the 1979 policy governing dual appointments has been applied to both male and female coaches. In addition, the only coaches on twelve-month contractual appointments are football coaches. The preparation of fall practice for football is unique and requires the coaching staff to be present during the summer. The head hockey and head basketball coaches have a ten-month contract period with multiple year contracts.

Summer sports schools provide an opportunity for coaches to work with young athletes from age nine through high school seniors. Coaches can assess talent and identify potential athletes with skills of a high enough level to successfully compete at Michigan State University. Coaches also develop contacts with high school coaches through the program. Both these outcomes assist recruiting.

All coaches who are on ten-month contract and who work in a summer sport school are paid a proportional rate of their salary for this sport school activity.

University policy on academic personnel restricts the condition of joint appointments between intercollegiate athletics and academic units. All new appointments are on a contractual basis. Copies of the policy and the standard contract for coaches were sent under separate cover and apply to both the men's and women's programs. It is our current understanding that over time, the implementation of this policy will resolve Agency concerns in this area.

#### 4. Provision of Locker Rooms, Practice and Competition Facilities

The University undertook major renovations and reallocations of locker room facilities in 1979 in the West Intramural Building and in Jenison Fieldhouse. These projects resulted in the reassignment of lockers to women and were done at a cost of approximately \$200,000. In Summer 1981, the team locker room for women's basketball and volleyball which is contiguous to the renovated locker room in the West Intramural Building was remodeled consistent with the general strategy begun in 1979 to expand and up-grade locker room facilities for women.

Through the 1981-82 budget, additional improvements have been made in the weight training room in Jenison Fieldhouse and the number of showers in the women's swimming locker room was increased. In addition, a metal back stop was purchased and installed for softball in 1981, and the extensions are planned for 1982.

The budget priorities for major renovations are established after review of the requests submitted by coaches as part of the annual budget cycle. Routine maintenance requests including sanitary concerns are submitted to the Assistant Athletic Director in charge of facilities during the year. Priority for all requests are given to items that relate directly to the health and safety of student athletes.

The University has already implemented appropriate arrangements to set up equipment, move bleachers and provide maintenance for space used by women's teams.

#### 5. Provision of Housing, Dining Facilities, and Services

The University provides training tables for women's and men's basketball. These training tables also function as optional pre-game meals on days of games in which the student athletes participate. The training table for football is controlled by the trainer and prescribed by the physician for health and safety reasons. According to Dr. Hough, the Director of Sports Medicine, pre-game meals for football and ice hockey are necessary for medical purposes. He explains that football and hockey are high-energy and physically-demanding sports which require proper nutrition before and after engaging in the activity. This type of nutrition prevents fatigue, weight loss, and reduces injury in these sports. While other student athletes

should eat balanced meals daily, they do not necessarily require the high caloric intake and the control to assure the health and safety of student athletes. It is estimated that football requires about 4,500 calories per day as a minimum to maintain the athlete's weight because of the nature of this sport. As such, we believe the nature of this sport does provide an argument for difference in training tables.

There is no longer tripling in the housing room arrangements under the control of intercollegiate athletics, and the late plates are available to all athletes who live in residence halls with late practice schedules.

#### 6. Publicity

In 1980, the University established the position of Director of Promotions for Women's Athletics to work with coaches and to develop basic promotions encompassing the areas of visibility, publicity and public relations. The goal is to increase attendance and external financial support for the program.

For example, all the solicitation of advertisers for all women's sports as well as seeking potential sponsors for receptions, special events, etc., are done through this position. Promotions of women's athletics have included contacting businesses to sponsor each home basketball game. This includes advertising, half-time give-aways, and distribution of complimentary tickets. Contacts are made with schools, service groups, community organizations with information on the complimentary ticket program and general information on women's athletics. Distribution of athletic schedules in cooperation with the women's varsity club to all surrounding businesses and direct work with the Women's Sports Booster Club are other areas of direct involvement with women's athletics and promotions. Assistance is given to coaches in gaining additional visibility through special promotional flyers. The Director has personally been a part of a local radio sports spot announcing dates, times, and locations of all Spartan home events. Work is done directly with the coaches in adding to the promotion of their programs through clinics, special high school events, etc. Contacts and requests for pep bands, concessions, bookstore items and programs are all initiated through this position. There is a "PR" board that is set up at any event the coaches request that may highlight their sport as well as all other women's sports at Michigan State University. In addition, brochures, schedules, etc. are made available to the general public. Contact is made with local community organizations and schools to provide them a source to obtain athletic speakers. Opportunities are provided to discuss and also follow through on new ideas involved with fund raising.

While on campus in February, the representative of the Agency reviewed the news releases and news letters since the 1981 on-site review. Copies were sent to the Agency under separate cover which document that quality and quantity differences in the nature of news releases for the men's and women's programs have been eliminated. In addition, representatives of women's sports participate in the weekly press luncheon.

The University has agreed to survey current news sources to determine if additional information about women's intercollegiate athletics is desired. This survey will be conducted during Spring Term 1982.

#### 7. Recruitment of Student Athletes

During the review, the University and the Agency recognized that differences existed in the recruitment activities of the women's and men's programs. This situation is historical in origin and relates to differences in the regulations of the AIAW and the NCAA. As a result, recruitment in the men's program under NCAA regulations was significantly more flexible than that permitted under the AIAW regulations. For example, coaches in the women's program were forbidden to visit a prospective athlete in her home, although they were permitted to scout games.

Title IX guidelines avoided a direct approach to resolving the effect of the differences between NCAA and AIAW recruiting regulations. MSU, in an effort to bridge this dilemma and at the same time observe AIAW regulations, increased its financial support to scouting activities engaged in by coaches in the women's program. This financial effort is reflected by increases in the overall budget of the women's program. For example, the sports operations budget increased by 7% from 1979-80 to 1980-81 and the expenditures for recruiting trips and talent assessments increased by 19%. The sports operations budget increased by 19% from 1980-81 to 1981-82 (1.3 times the 1979-80 budget), and the expenditures to date in 1981-82 for recruiting trips and talent assessments are almost 1.5 times the total expenditures in 1979-80.

The increased emphasis on promotions and publications through the Director of Promotions for Women's Athletics, access to word processing equipment, access to computer support, the recruitment coordinator, participation in summer sports schools, and increased grant-in-aid are also examples of efforts to remain competitive within the applicable rules and regulations. The records of the women's teams and the quality of individual student athletes are evidence of successful recruiting efforts.

The University realized that this increased support was not enough to overcome the differences between the AIAW and the NCAA regulations. Therefore, the University availed itself of the opportunity offered by the NCAA when it extended its programs to include women's athletics in 1981-82. Under the NCAA program for women athletes, there is a 3-year transition period, at the end of which both the women's and men's programs will be under identical regulations.

However, the saga continues. The expansion of the NCAA into women's athletics has jeopardized the future of the AIAW. To protect its existence, the AIAW filed an anti-trust suit against the NCAA. It is our understanding that it also took additional action within the past few weeks. The University understands that the AIAW has recently adopted NCAA-type rules on recruitment. The University has not seen these recruiting regulations, nor has it any information as to how the NCAA will respond.

Pending further development, it must be understood that Michigan State University operates its recruitment program in a manner compatible with regulations of the Big Ten Conference and the NCAA. All coaches in the

women's and men's programs must adhere to these policies and regulations in recruiting prospective student athletes.

Since recruitment is a highly competitive process, where coaches promote or sell the Institution to prospective student-athletes, Michigan State University is committed to recruiting the best prospective student-athletes available for the University and the Conference. Our primary goal is for each men's and women's sport to be highly competitive in the Conference. By finishing high within the Conference, the University may be invited to regional or national post-season events. Michigan State University is a University Division 1-A Intercollegiate Athletics Program.

As a result of this historical situation, the University recognizes that the coaches in the women's program have not had the opportunity to develop recruitment skills to the extent as their counterparts in the men's program. To this end, the University will initiate a system of formal and informal communications to heighten the recruitment skills of the coaches in the women's program. Secondly, the University is committed to support the recruitment efforts of the coaches in the women's program in a manner which will provide them the equivalent opportunity to recruit to the level of their competition. To the extent that a particular program requires national recruitment to maintain its competitive edge, the University will support same. Concomitantly, to the extent that the level of competition is regional or local, the University will support recruitment efforts to this end. In addition, a recruitment plan for each sport will be developed that includes the definition of the most appropriate recruiting area for continued concentrated efforts, though it is recognized that efforts on a national basis to attract individual athletes may occur. These plans will also include techniques needed to attract athletes and special funding for recruitment. All plans will be evaluated in accordance with professional assessment of recruitment strategies and available dollars. Assessment will also be made to assure equivalent competitive advantage within individual men and women's programs so that the programs can attain a level of competition in the Big Ten. The University will engage in a self-evaluation of its in-service education efforts, the development of the recruitment plans, and changes in the nature of women's recruiting that have occurred during the year. A copy of this self-evaluation will be forwarded to the Agency for its review by September 1983.

#### 8. Accommodation of Student Interest and Abilities

The Athletic Council will adopt criteria for the establishment and the discontinuance of intercollegiate sports at MSU. As part of the review of the individual application, student interests and abilities will be assessed. There are four measures of student interests and abilities: (1) the availability of intercollegiate competition, (2) the level of high school competition, (3) the level and type of club activity, and (4) self-reported student interests and abilities. A survey of individual student interests and abilities will be done if the first three sources of information do not provide conclusive evidence about student interest and ability. The University anticipates the approval of criteria by the Athletic Council by July 1, 1982, and that the policy will be in effect for the academic year 1982-83.

Appendix II-B

Office for Civil Rights  
Letter of Findings  
April 16, 1982

Michigan State University  
Office of the President







II-B

-1-

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS—REGION V

300 SOUTH WACKER DRIVE • 8TH. FLOOR

CHICAGO, ILLINOIS 60606

OFFICE OF THE  
DIRECTOR

April 16, 1982

**RECEIVED**

APR 21 1982

MICHIGAN STATE UNIVERSITY  
OFFICE OF THE PRESIDENT

Dr. Cecil Mackey  
President  
Michigan State University  
East Lansing, Michigan 48824

Dear Dr. Mackey:

By a letter dated January 7, 1981, the Office for Civil Rights (OCR) of the Department of Education informed you that Michigan State University had been selected for a Title IX compliance review addressing its intercollegiate athletics program. The letter explained that the review would include an investigation of the complaints filed with this office on June 19, 1978 and January 14, 1979, alleging that Michigan State University discriminates on the basis of sex in its intercollegiate athletics program. These complaints were filed by members of the women's basketball team of Michigan State University (MSU). Specifically, the complainants alleged that Michigan State University discriminated against female athletes in the provision of athletic financial assistance, equipment and supplies, scheduling of games and practice times, travel and per diem, opportunity to receive coaching and assignment and compensation of coaches, recruitment efforts as related to coaching assignments, locker room, practice and competitive facilities, medical and training facilities and services, housing and dining facilities and services, support services, athletic awards, and amount of financial support for the women's program.

An on-site investigation of the overall intercollegiate athletic program was conducted by OCR from March 2-6, 1981 and March 9-13, 1981. Subsequent to this visit additional information was obtained through telephone conversations with athletic department administrators.

On February 18 and 19, 1982, representatives of the Office for Civil Rights met with you and members of your staff to discuss informally the proposed findings of our investigation and to identify any plans the University may already be implementing which would correct the inequities that were found.

OCR has now completed its review, including an evaluation of the plans the University is implementing, and has found that Michigan State University is in compliance with Title IX in the award of athletic financial assistance and in the operation of the other program areas in its intercollegiate athletics program. This letter and the enclosed Statement of Findings explain the bases for our findings.

We appreciate the excellent cooperation that you and your staff extended to our investigators during the on-site investigation and throughout the course of the review. We are particularly grateful to Dr. Lou Anna Kimsey Simon, Assistant Provost, and Mr. Byron Higgins, University Counsel, who coordinated our on-site visits and have responded promptly to our many requests for clarification and additional information.

Page 2 - Dr. Cecil Mackey

Section 901(a) of Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 (hereinafter cited as Title IX), provides:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In addition, the provisions of HEW's implementing regulation for Title IX, 34 CFR Part 106, which became effective on July 21, 1975 and was adopted by the Education Department on May 9, 1980, set forth specific requirements regarding intercollegiate athletics (copy enclosed). Athletic scholarships are addressed at 34 CFR 106.37(c). The general prohibition of discrimination on the basis of sex in intercollegiate athletic programs is addressed at 34 CFR 106.41.

Because the Title IX regulation establishes separate standards for the provision of equal athletic opportunity in program areas other than financial assistance, OCR has assessed compliance with the two sections of the regulation individually. As a means of assessing compliance, we have followed the directions provided in the Policy Interpretation issued by the Department of Health, Education and Welfare on December 11, 1979, 44 Fed. Reg. 71413 et seq. (1979). A copy is enclosed for your information.

In assessing compliance with 106.37(c), OCR considered 1) whether the total amount of athletic scholarship aid available to male and female athletes was substantially proportionate to their rates of participation in intercollegiate athletics; and 2) whether different types of non-grant athletic assistance were proportionately available to male and female athletes.

We assessed compliance with 34 CFR 106.41(c) by reviewing the overall intercollegiate athletics program. We reviewed the ten factors listed in the regulation plus the provision of support services. (As explained in the Policy Interpretation, the regulation authorizes OCR to consider factors other than those listed in the regulation.)

In each program area we examined whether the availability, quality and kinds of benefits, opportunities and treatment provided were equivalent for both sexes. Equivalent is defined as equal or equal in effect. It is important to note that we compared the men's program and the women's program on an overall basis, rather than on a sport-by-sport basis that would pair, for example, men's basketball and women's basketball. Where disparities were noted, we considered whether the differences were negligible. Where the disparities were not negligible, we determined whether they were the result of nondiscriminatory factors. Finally, we determined whether disparities resulted in the denial of equal opportunity to male or female athletes because the disparities collectively were of a substantial and unjustified nature or because the disparities in individual program areas were substantial enough in and of themselves to deny equality of athletic opportunity. We recognize that our analysis of each program area is detailed. However, this level of analysis is necessary to arrive at the overall determinations as described above.

Page 3 - Dr. Cecil Mackey

The regulation at 34 CFR 106.41(c) provides that "unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams, if a recipient operates or sponsors separate teams, will not constitute noncompliance with this section, but the Assistant Secretary may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." Where appropriate, we have considered the level of funding for men's and women's programs in assessing the equivalence of benefits and opportunities.

SUMMARY OF FINDINGS:

Athletic Financial Assistance:

In 1979-80 Michigan State University awarded 78.5 percent of all financial aid to men and 21.5 percent to women, while men comprised 68.72 percent of all athletes and women 31.28 percent. However, additional information provided by the University for 1980-81 indicated that Michigan State University awarded 75.26 percent of all financial aid to men and 24.74 percent to women, while men comprised 73.26 percent of all athletes and women 26.74 percent. Based on the 1980-81 awards, the University does provide reasonable opportunities for the award of athletic financial assistance for male and female athletes in proportion to their rates of participation in intercollegiate athletics. OCR finds that Michigan State University is in compliance with 34 CFR 106.37(c).

Other Program Areas:

OCR finds that Michigan State University is providing male and female athletes equivalent treatment, benefits and opportunities in the following areas: scheduling of games and practice times, travel and per diem allowances, tutoring, medical and training facilities and services, support services, coaching and provision of equipment and supplies.

OCR found that benefits, opportunities and treatment are not equivalent in the provision of locker rooms, practice and competitive facilities; provision of housing and dining facilities and services; publicity; recruitment of student-athletes; and the provision of participation opportunities. OCR concluded that collectively these disparities violate Title IX. However, Michigan State University, at present, is implementing plans which remedied or will remedy these disparities. Therefore, Michigan State University is in compliance with 34 CFR 106.41(c).

Page 4 - Dr. Cecil Mackey

Enclosed is a Statement of Findings which provides a more complete description of the general background, scope and method of investigation of the review. It states the factual findings of the investigation and describes the bases for our conclusions. The report is divided into three principal parts: Athletic Financial Assistance, Other Program Areas, and Effective Accommodation of Student Interests and Abilities.

This letter of findings addresses only the issues listed above and should not be interpreted as a determination of the University's compliance or noncompliance with Title IX in any other respect. It should be emphasized that the findings and conclusions in this letter and the attached Statement of Findings are based on the currently applicable provisions of the Title IX implementing regulations and the policy interpretation described above.

The Freedom of Information Act , 5 U.S.C. 552, requires that the Office for Civil Rights release this letter and other information about this case upon request by the public. In the event that OCR receives such a request, we will protect information that identifies individuals or that may constitute an invasion of privacy.

Thank you again for the cooperation that we have received. We congratulate Michigan State University for excellence in achievement of compliance with Title IX in the award of athletic financial assistance. We are pleased that Michigan State University is voluntarily implementing plans for the intercollegiate athletics program which will ensure compliance with Title IX in this area. If you have further questions, please do not hesitate to call me at (312) 886-3456 or Dr. Mary Frances O'Shea, Director, Postsecondary Education Division, at (312) 353-3865.

Sincerely,



Kenneth A. Mines  
Regional Director

Appendix II-C

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1982-83 Affirmative Action Plan  
Office of Federal Contract Compliance Programs

Department of Human Relations  
Report for the Board of Trustees  
January 1983



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Tab E	AFSCME Local 1585 Contract
Tab F	AFSCME Local 999 Contract
Tab G	I.A.T.S.E. & M.P.M.O. Local 274 Contract
Tab H	Anti-Discrimination Judicial Board Grievance Procedure
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Volume 13 - Other AAP's

Tab A	AAP for Handicappers
Tab B	AAP for Disabled and Vietnam-Era Veterans



Appendix III-A

Composition of the Academic Workforce, 1979-82

Office of Assistant Provost for  
Academic Personnel  
Report for the Board of Trustees  
January 1983



MICHIGAN STATE UNIVERSITY  
Academic Personnel Records

Summary: Composition of the Workforce 1979-82

	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
1979	2957	986	3943	233	82	315	78	51	129	131	17	148	20	13	33	4	1	5	2724	904	3628
% of total	75.0	25.0	100.0	5.9	2.1	8.0	2.0	1.3	3.3	3.3	0.4	3.8	0.5	0.3	0.8	0.1	0.03	0.1	69.1	22.9	92.0
1980	2835	994	3829	223	89	312	79	55	134	124	18	142	16	14	30	4	2	6	2612	905	3517
% of total	74.0	26.0	100.0	5.8	2.3	8.1	2.1	1.4	3.5	3.2	0.5	3.7	0.4	0.4	0.8	0.1	0.05	0.2	68.2	23.6	91.9
1981	2745	941	3686	243	85	328	78	49	127	138	21	159	20	12	32	7	3	10	2502	856	3358
% of total	74.5	25.5	100.0	6.6	2.3	8.9	2.1	1.3	3.4	3.7	0.6	4.3	0.5	0.3	0.9	0.2	0.1	0.3	67.9	23.2	91.1
1982	2655	893	3548	239	93	332	73	55	128	145	27	172	17	9	26	4	2	6	2416	800	3216
% of total	74.8	25.2	100.0	6.7	2.6	9.4	2.1	1.6	3.6	4.1	0.8	4.8	0.5	0.3	0.7	0.1	0.1	0.2	68.1	22.5	90.6

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MICHIGAN STATE UNIVERSITY  
Academic Personnel Records

Composition of the Workforce 1979-82

	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
Tenure System																					
1979	1976	330	2306	129	30	159	43	17	60	73	7	80	11	6	17	2		2	1847	300	2147
% of total	85.7	14.3	100.0	5.6	1.3	6.9	1.9	0.7	2.6	3.2	0.3	3.5	0.5	0.3	0.7	0.1		0.1	80.1	13.0	93.1
1980	1972	334	2306	137	26	163	47	14	61	77	6	83	11	6	17	2		2	1835	308	2143
% of total	85.5	14.5	100.0	5.9	1.1	7.1	2.0	0.6	2.6	3.3	0.3	3.6	0.5	0.3	0.7	0.1		0.1	79.6	13.4	92.9
1981	1866	323	2189	140	26	166	47	13	60	81	7	88	10	5	15	2	1	3	1726	297	2023
% of total	85.2	14.8	100.0	6.4	1.2	7.6	2.1	0.6	2.7	3.7	0.3	4.0	0.5	0.2	0.7	0.1	0.05	0.1	78.8	13.6	92.4
1982	1798	325	2123	135	30	165	43	17	60	80	7	87	10	5	15	2	1	3	1663	295	1958
% of total	84.7	15.3	100.0	6.4	1.4	7.8	2.0	0.8	2.8	3.8	0.3	4.1	0.5	0.2	0.7	0.1	0.05	0.1	78.3	13.9	92.2

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MICHIGAN STATE UNIVERSITY  
Academic Personnel Records

Composition of the Workforce 1979-82

	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
Continuing Staff																					
1979	313	230	543	13	14	27	7	12	19	5	1	6	1		1		1	1	300	216	516
% of total	57.6	42.4	100.0	2.4	2.6	5.0	1.3	2.2	3.5	0.9	0.2	1.1	0.2		0.2		0.2	0.2	55.2	39.8	95.0
1980	312	233	545	16	20	36	10	17	27	5	1	6	1	1	2		1	1	296	213	509
% of total	57.2	42.8	100.0	2.9	3.7	6.6	1.8	3.1	4.9	0.9	0.2	1.1	0.2	0.2	0.4		0.2	0.2	54.3	39.1	93.4
1981	308	250	558	22	21	43	13	18	31	7	1	8	1	1	2	1	1	2	286	229	515
% of total	55.2	44.8	100.0	3.9	3.8	7.7	2.3	3.2	5.6	1.3	0.2	1.4	0.2	0.2	0.4	0.2	0.2	0.4	51.3	41.0	92.3
1982	337	239	576	24	22	46	13	17	30	8	1	9	2	3	5	1	1	2	313	217	530
% of total	58.5	41.5	100.0	4.2	3.8	8.0	2.3	3.0	5.2	1.4	0.2	1.6	0.3	0.5	0.9	0.2	0.2	0.3	54.3	37.7	92.0

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MICHIGAN STATE UNIVERSITY  
Academic Personnel Records

Composition of the Workforce 1979-82

	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 Faculty																					
1979	362	202	564	38	18	56	13	10	23	21	6	27	2	2	4	2		2	324	184	508
% of total	64.2	35.8	100.0	6.7	3.2	9.9	2.3	1.8	4.1	3.7	1.1	4.8	0.4	0.4	0.7	0.4		0.4	57.4	32.6	90.1
1980	273	208	481	30	22	52	9	13	22	15	4	19	4	4	8	2	1	3	243	186	429
% of total	56.8	43.2	100.0	6.2	4.6	10.8	1.9	2.7	4.6	3.1	0.8	3.9	0.8	0.8	1.7	0.4	0.2	0.6	50.5	38.7	89.2
1981	262	170	432	31	16	47	7	9	16	15	3	18	5	3	8	4	1	5	231	154	385
% of total	60.6	39.4	100.0	7.2	3.7	10.9	1.6	2.1	3.7	3.5	0.7	4.2	1.2	0.7	1.9	0.9	0.2	1.2	53.5	35.6	89.1
1982	240	148	388	29	17	46	8	7	15	18	9	27	2	1	3	1	0	1	211	131	342
% of total	61.9	38.1	100.0	7.5	4.4	11.9	2.1	1.8	3.9	4.6	2.3	7.0	0.5	0.3	0.8	0.3	-	0.3	54.4	33.8	88.1

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MICHIGAN STATE UNIVERSITY  
Academic Personnel Records

Composition of the Workforce 1979-82

	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 Staff																					
1979	306	224	530	53	20	73	15	12	27	32	3	35	6	5	11				253	204	457
% of total	57.7	42.3	100.0	10.0	3.8	13.8	2.8	2.3	5.1	6.0	0.6	6.6	1.1	0.9	2.1				47.7	38.5	86.2
1980	278	219	497	40	21	61	13	11	24	27	7	34		3	3				238	198	436
% of total	55.9	44.1	100.0	8.0	4.2	12.3	2.6	2.2	4.8	5.4	1.4	6.8		0.6	0.6				47.9	39.8	87.7
1981	309	198	507	50	22	72	11	9	20	35	10	45	4	3	7				259	176	435
% of total	60.9	39.1	100.0	9.9	4.3	14.2	2.2	1.8	3.9	6.9	2.0	8.9	0.8	0.6	1.4				51.1	34.7	85.8
1982	280	181	461	51	24	75	9	14	23	39	10	49	3		3				229	157	386
% of total	60.7	39.3	100.0	11.1	5.2	16.3	2.0	3.0	5.0	8.5	2.2	10.6	0.7		0.7				49.7	34.1	83.7

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MICHIGAN STATE UNIVERSITY  
Academic Personnel Records

Composition of the Workforce 1979-82

	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
Academic Managers																					
1979	241	29	270	20	2	22	8	2	10	9		9	2		2	1		1	221	27	248
% of total	89.3	10.7	100.0	7.4	0.7	8.1	3.0	0.7	3.7	3.3		3.3	0.7		0.7	0.4		0.4	81.9	10.0	91.9
1980	239	27	266	21	2	23	9	2	11	9		9	2		2	1		1	218	25	243
% of total	89.8	10.2	100.0	7.9	0.8	8.6	3.4	0.8	4.1	3.4		3.4	0.8		0.8	0.4		0.4	82.0	9.4	91.4
1981	215	31	246	23	3	26	11	3	14	10		10	1		1	1		1	192	28	220
% of total	87.4	12.6	100.0	9.3	1.2	10.6	4.5	1.2	5.7	4.1		4.1	0.4		0.4	0.4		0.4	78.0	11.4	89.4
1982	194	35	229	17	5	22	7	5	12	8		8	1		1	1		1	177	30	207
% of total	84.7	15.3	100.0	7.4	2.2	9.6	3.1	2.2	5.2	3.5		3.5	0.4		0.4	0.4		0.4	77.3	13.1	90.4

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MICHIGAN STATE UNIVERSITY  
Academic Personnel Records

Tenure System Hiring Rates 1979-82

	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
Tenure System																					
1978-79	113	35	148	8	2	10	2	1	3	3		3	3	1	4				105	33	138
% of total	76.4	23.6	100.0	5.4	1.4	6.8	1.4	0.7	2.0	2.0		2.0	2.0	0.7	2.7				70.9	22.3	93.2
1979-80	80	23	103	9	2	11	2	1	3	5	1	6	2		2				71	21	92
% of total	77.7	22.3	100.0	8.7	1.9	10.7	1.9	1.0	2.9	4.9	1.0	5.8	1.9		1.9				68.9	20.4	89.3
1980-81	38	19	57	7	2	9	2	2	4	5		5							31	17	48
% of total	66.7	33.3	100.0	12.3	3.5	15.8	3.5	3.5	7.0	8.8		8.8							54.4	29.8	84.2
1981-82	65	26	91	3	3	6	1	3	4	2		2							62	23	85
% of total	71.4	28.6	100.0	3.3	3.3	6.6	1.1	3.3	4.4	2.2		2.2							68.1	25.3	93.4

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Appendix III-B

Interim Goal Achievement  
Tenure System Faculty

1981-82

Michigan State University  
Assistant Provost for Academic  
Personnel Administration  
November 1982





## ACHIEVEMENT OF 1979-82 INTERIM GOALS

Tenure System Faculty

[illegible]

### ACHIEVEMENT OF 1980-83 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	1		3	8	37.5	1	2		3	9	33.3
Arts & Letters	2	5		7	10	70.0	0	1		1	3	33.3
Business	2	1		3	4	75.0	1	1		2	2	100.0
Communication	1	2		3	5	60.0	0	0		0	2	0.0
Education	3	5		8	6	133.3	2	0		2	1	200.0
Engineering	0	1		1	6	16.7	1	0	1	2	1	200.0
Human Ecology	3	2		5	0	-	1	0		1	2	50.0
Human Medicine	0	0		0	4	0.0	1	0		1	1	100.0
J. Madison	0	0		0	0	-	0	0		0	1	0.0
Natural Science	1	2		3	5	60.0	1	0		1	3	33.3
Nursing	1	2		3	0	-	0	0		0	2	0.0
Osteopathic Med	1	3		4	5	80.0	0	0		0	2	0.0
Social Science	3	1	1	5	5	100.0	1	0		1	2	50.0
Urban Development	0	0		0	0	-	0	0		0	0	-
Veterinary Med	0	1		1	3	33.3	0	2		2	1	200.0
TOTAL	19	26	1	46	61	75.4	9	6	1	16	32	50.0
* NOTE: Goals are set for a 3-year period, October 1980 through September 1983. New hire headcounts are complete for the 2-year period, October 1980 through September 1982. The third year, October 1982 through September 1983, has a partial headcount.												

ACHIEVEMENT OF 1981-84 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	1			8	12.5		2			10	20.0	
Arts & Letters	5			8	62.5		1			4	25.0	
Business	1			5	20.0		1			3	33.3	
Communication A&S	2			5	40.0		0			2	0.0	
Education	5			0	-		0			0	-	
Engineering	1			6	16.7		0	1	1	1	100.0	
Human Ecology	2			0	-		0			0	-	
Human Medicine	0			4	0.0		0			0	-	
J. Madison	0			0	-		0			1	0.0	
Natural Science	2			6	33.3		0			3	0.0	
Nursing	2			0	-		0			1	0.0	
Osteopathic Med	3			3	100.0		0			2	0.0	
Social Science	1	1		2	25.0		0			2	0.0	
Veterinary Med	1			3	33.3		2			2	100.0	
TOTAL	26	1		27	56	48.2	6	1	7	31	22.6	
*NOTE: Goals are set for a 3-year period, October 1981 through September 1984. New hire headcounts are complete for the first 1-year period, October 1981 through September 1982. The second year has a partial headcount.												

ACHIEVEMENT OF 1981-82 INTERIM GOALS \*  
(or 1981-82 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	Goal	% Goal Attained	Y E A R	Goal	% Goal Attained
Agriculture & NR	2	3	66.7	2	0	-
Arts and Letters	5	0	-	2	0	-
Business 2-yr goal 1981-83	5	2	250.0	2	2	100.0
Communication A&S	1	0	-	2	1	200.0
Education	5	0	-	0	4	0.0
Engineering	2	0	-	3	2	150.0
Human Ecology	5	0	-	1	1	100.0
Human Medicine	12	0	-	9	0	-
J. Madison	1	0	-	0	0	-
Lifelong Ed 2-yr goal 1981-83	0	0	-	0	1	0.0
Natural Science	8	0	-	4	0	-
Nursing	5	0	-	0	1	0.0
Osteopathic Med	3	0	-	0	3	0.0
Social Science	4	0	-	0	0	-
Urban Development	1	1	100.0	0	0	-
Veterinary Med	7	0	-	2	0	-
TOTAL	66	6	1100.0	27	15	180.0
* NOTE: Headcounts are partial for Business and Lifelong Education since they have 2-year goals.						

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			
CONT LIBRARIAN												
All Colleges	0	2	6	8	0	-	0	0	2	2	3	66.7
CONT SPECIALISTS - TEACHING												
* Undergrad Univ Div	0	0	0	0	0	-	0	0	0	0	1	0.0
All Other Colleges	8	4	2	14	0	-	1	1	0	2	0	-
TOTAL	8	4	2	14	0	-	1	1	0	2	1	200.0
CONT SPECIALISTS - ADMINISTRATIVE												
All Colleges	0	2	0	2	1	200.0	0	0	0	0	0	-
CONT SPECIALISTS - RESEARCH												
Natl Sup Cyc Lab	0	0	0	0	0	-	0	1	0	1	1	100.0
All Other Colleges	0	0	0	0	1	0.0	0	0	0	0	0	-
TOTAL	0	0	0	0	1	0.0	0	1	0	1	1	100.0
CONT SPECIALISTS - EXTENSION												
All Colleges	0	0	1	1	1	100.0	0	0	0	0	1	0.0
TEMP LIBRARIANS												
All Colleges	4	3	0	7	0	-	1	0	0	1	0	-

\* NOTE: Headcounts are complete for the years October 1980 through September 1982 only.

### ACHIEVEMENT OF 1981-84 INTERIM GOALS\*

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)			
CONT LIBRARIAN												
All Colleges	6				0	-	2				2	100.0
CONT SPECIALISTS - TEACHING												
* Undergrad Univ Div	0				0	-	0				1	0.0
All Other Colleges	2				0	-	0				0	-
TOTAL	2				0	-	0				1	0.0
CONT SPECIALISTS - ADMINISTRATIVE												
All Colleges	0				1	0.0	0				0	-
CONT SPECIALISTS - RESEARCH												
Nat Sup Cyc Lab	0				1	0.0	0				1	0.0
All Other Colleges	0				1	0.0	0				0	-
TOTAL	0				2	0.0	0				1	0.0
CONT SPECIALISTS - EXTENSION												
All Colleges	1				1	100.0	0				1	0.0
TEMP LIBRARIANS												
All Colleges	0				0	-	0				0	-
* NOTE: Headcounts are complete for 1981-82 only.												

ACHIEVEMENT OF 1981-82 INTERIM GOALS

Temporary

TYPE OF APPOINTMENT COLLEGE/DEPARTMENT	W O M E N			M I N O R I T I E S		
	Y E A R	Goal	% Goal Attained	Y E A R	Goal	% Goal Attained
TEMP RESEARCH ASSOC						
Agriculture & NR	1	0	-	1	0	-
Human Medicine	2	0	-	4	0	-
Natural Science	13	0	-	10	2	500.0
Osteopathic Med	1	0	-	2	0	-
All Other Colleges	2	0	-	6	1	600.0
TOTAL	19	0	-	23	3	766.7
TEMP SPECIALISTS - TEACHING						
Social Science	0	0	-	0	2	0.0
All Other Colleges	6	0	-	2	1	200.0
TOTAL	6	0	-	2	3	66.7
TEMP SPECIALISTS - ADMINISTRATIVE						
All Colleges	3	0	-	1	1	100.0
TEMP SPECIALISTS - RESEARCH						
Agriculture & NR	0	1	0.0	3	0	-
Natural Science	2	0	-	3	0	-
Natl Sup Cyc Lab	0	0	-	0	0	-
All Other Colleges	3	0	-	3	2	0.0
TOTAL	5	1	500.0	9	2	450.0
TEMP SPECIALISTS - EXTENSION	5	0	-	1	1	100.0
OTHER TEMP	44	0	-	11	0	-



Appendix III-C

Academic Problem Areas  
Affirmative Action Plan  
1982-83

Michigan State University  
Assistant Provost for Academic  
Personnel Administration &  
Department of Human Relations  
December 1982



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 many of the University's departments indicates some degree of underutilization in the employment of women and minorities. The University currently has 92 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, 1981 through September 30, 1984, seventy-eight of these units, or 85%, show underutilization for women, and fifty-seven, or 62%, show underutilization for minorities.

Because of the State's fiscal difficulties, the University is experiencing a very difficult economic environment which clearly will continue for the foreseeable future. MSU has low turnover among its tenure system faculty, as a whole, and, because of severe budgetary limitations, probably 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 230 tenure system faculty members, or some 10-11% of the total of tenure system faculty, during the 1981-84 and 1982-85 goal periods. (It also should be noted that these projections are tentative and, because of the possibility of additional budget cuts, they may have to be adjusted downward.) An analysis of interim affirmative action goals for the 1981-84 goal period (including only units with opportunities to hire) shows that only forty-five, or 58%, of underutilized units will have interim hiring goals for female faculty, while only twenty-nine, or 51%, of the underutilized units will have interim hiring goals for minority faculty. Further, it should be noted that about three-quarters of the projected vacancies, i.e., 176 of 230, 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 and the academic units are committed to vigorous efforts to achieve the affirmative action hiring goals, the opportunity to do so in the near future will be constrained by the State of Michigan's harsh fiscal environment, the disciplinary location of open positions, and market competition which will affect 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 1982-83 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/or minority faculty and which also have the opportunity to hire a reasonable number of tenure system faculty (approximately 18 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 previous AAPs or are included because of the lack of representation of women and/or minorities in the tenure system. 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 are 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 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.

#### Other Issues

As part of the letter of commitment with the Department of Labor's OFCCP dated December 4, 1981, a procedure was established 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 in the 1981-82 AAP. A summary of the results of the review procedure appears as Volume 6, Tab G.)

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\*The College of Human Ecology has been dropped from the problem areas identified in the 1981-82 AAP. While the College is underrepresented for minorities appointed in the tenure system, it projects only 3 openings for 1981-84 and 1982-85 interim goal periods. It is committed to vigorous affirmative action efforts regarding available openings.

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. Subsequently, however, the Department of Human Relations, in cooperation with the Office of the Provost, completed a review of the Cooperative Extension Service's affirmative action employment record and made several recommendations to improve CES affirmative action efforts. This reflects the University's general commitment to affirmative action and equal opportunity. Recommendations developed were accepted by the Dean of the College of Agriculture and Natural Resources, and CES employment efforts have been pursued consistent with the objectives identified in these recommendations. The Cooperative Extension Service is committed to annual reports relative to the implementation of these recommendations and has developed a report format in cooperation with the Department of Human Relations. The CES produced its first progress report during fall, 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 of the 1981-82 AAP. The CES progress report for 1982 appears as Volume 1, Tab F.)

In conclusion, it should be noted that a number of initiatives have been taken to improve the results of the affirmative action program for hiring and retention of women and minorities in the tenure system and other academic personnel system appointments. These initiatives are described in several of the problem area action plans (see especially Volume 7, Tabs A-8, 9, and 11). In addition, at least 10 colleges have committed to a visiting minority faculty program for the 1982-83 academic year in the hope that this program will increase the pool of racial minorities for faculty positions, research associate openings and graduate enrollment possibilities. All of these efforts are intended to move the University toward a more results-oriented affirmative action stance in recruitment and retention of faculty and academic staff.

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 264 individuals, has only 9 women and 12 minorities (9 Asian American and 3 Blacks) appointed in the tenure system. Between October 1981 and October 1982 the College appointed 14 persons into the tenure system. There were one female and two minorities ( both Black) in this group. (One Black candidate turned down a position offer.)
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 bachelors 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, although the College has made progress in affirmative action in recent years.
4. During the period October 1, 1981-September 30, 1984, the College projects 37 openings in the tenure system. Hiring goals of 7 women and 7 minorities have been stated for this period. 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 continuing 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 program to recruit minority faculty as visiting professors in the 1983-84 academic year. 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. In the 1982-83 academic year, 139 women were enrolled in the College's graduate programs. Minorities increased from 27 to 37 between the 1976-77 and the 1982-83 academic years.

1. Job Group: The Tenure System -- College of Arts and Letters
2. Affirmative Action Program Results: The College of Arts and Letters, with a tenure system faculty of 333 individuals, has 72 women and 22 minorities (7 Black, 11 Asian-Americans, 2 Hispanic, 2 Native American). Between October 1981 and October 1982 the College appointed 8 persons into the tenure system. There were 5 females and 1 minority (Black) 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 shows a substantial availability of women, i.e., availability percentages range from a low of 21% to a high of 62%. The College has made significant progress in recent years in recruiting women into tenure system positions. However, all but one of its departments show substantial underutilization of women. Availability data for minorities is considerably less than for women, with availability percentages ranging between 2.5% and 6%, except for the Department of Romance and Classical Languages, which has an availability percentage for minorities of 21%. (It should be noted that in this College the range of the availability for particular racial minority groups does not vary significantly.) Six units in the College are underutilized for minorities. As noted previously, the College has made substantial progress in recent years regarding the recruitment of women and minorities. The significant availability of female applicants partly explains this result, although the College's commitment to affirmative action has been a critical factor affecting these results. The major problem confronting the College is the limited number of departments that will have substantial opportunities to hire tenure system faculty over the 1981-84 interim goal period. For example, more than two-thirds of the openings available during this period occur in three departments (English, Music, and Romance and Classical Languages). Thus, only about a quarter of the College's departments will have the opportunity to advance the College's commitment to affirmative action in this period.
4. During the period October 1, 1981 through September 30, 1984 the College projects 19 openings in the tenure system. Hiring goals of 8 women and 4 minorities have been stated for this period. 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 the limited numbers of opportunities to hire. Consequently, we do not project meeting the ultimate goals, especially for women, in various departments in the College for a considerable period of time.

5. Action Plan: The dean and department chairpersons have made a strong commitment to advance the affirmative action objective in the hiring of tenure system faculty. The dean has been particularly aggressive in insisting that units devise search strategies which ensure an adequate representation of women, and especially minority, candidates. On several occasions units have been instructed to engage in additional search efforts as a result of the lack of identification of a reasonable representation of minorities in initial hiring pools. This College also participated in the



special recruitment efforts program organized by the Department of Human Relations during the 1981-82 academic year and will be a participant again during 1982-83. With regard to the enrollment of women and minorities in the College's graduate programs, the number of women declined from 326 to 260 between 1976-77 and 1982-83 and the number of minorities in both years was 41. However, the figures for 1982-83 represent a higher percentage of total enrollment than in 1976-77 because of a general decline in enrollment; the percentage of women increased from 53% to 54%, while that for minorities increased from 6.6% to 8.5%.

1. Job Group: The Tenure System -- College of Business
2. Affirmative Action Program Results: The College of Business, with a tenure system faculty of 126, has 13 women and 8 minorities. Between October 1981 and October 1982, the College hired 15 persons in the tenure system. There was one woman and one minority included in this group. The College also reports making seven offers to female candidates and one Black candidate during 1981-82 which were not accepted. In a very 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 one of the most competitive markets 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 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 in the College's departments of 8.8%-24.4% for women and 8.3%-13.7% for minorities.
4. During the period October 1, 1981-September 30, 1984, the College projects 36 openings in the tenure system. Hiring goals of 8 women and 4 minorities are projected for this time period. 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 has been made in the recruitment of women, although efforts were less successful during the past year. 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 215 and the number of minorities from 23 to 47.

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 102, has 1 woman and 17 minorities (2 Blacks, 1 Hispanic and 14 Asian Americans). Between October 1981 and October 1982, the College appointed 11 persons in the tenure system. There was one woman and no minorities in this group. (Two Asian Americans rejected offers.) 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 1.7% to 13.4%.) 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, 1981-September 30, 1984, the College projects 33 openings in the tenure system. Interim hiring goals of six women and three minorities are projected for this period. However, with low availability of women Ph.D.s, it will be very difficult to achieve these goals. 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.

1. Job Group: The Tenure System--James Madison College
2. Affirmative Action Program Year Results: James Madison College, with a tenure system faculty of 12 individuals, has two female and no minority tenure system faculty. Between October 1981 and September 1982, the College appointed one individual into the tenure system (a white male).
3. Special Problems: The College is a small unit and as a result has limited hiring opportunities. Further, while overall availability figures for women and minorities appear reasonable--26.3% for females and 10% for minorities, the data is derived from weighted availability data for the several disciplines currently represented on the faculty. (James Madison has a multidisciplinary program, thus individuals with qualifications from the various social sciences and the humanities hold faculty appointments.) Thus, opportunities to advance affirmative action objectives will be influenced by the availability of women and minorities in the particular disciplines in which openings occur. Since the early 1970s, the College has been unsuccessful in recruiting minorities as tenure system faculty, although efforts in the recruitment of women have been somewhat more successful.
4. The Future: During the period October 1, 1982 - September 30, 1984, the College projects two openings in the tenure system including an interim hiring goal of one minority. These openings are in the disciplines of economics and political philosophy for which minority availability is low. In addition, the competition for economists is brisk. Budgetary circumstances may require downward readjustment in the number of openings in the near future.
5. Action Plan: The College is committed to vigorous affirmative action efforts to hire women and minorities. The Dean in cooperation with the Office of the Provost has devised plans involving aggressive efforts to identify minority candidates for available positions. In 1982-83, the College is participating in the special recruitment program arranged by the Department of Human Relations.

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 342, has 29 women and 33 minorities (28 of the 33 minorities are Asian Americans). Between October 1981 and September 1982, the College appointed 8 persons into the tenure system. Included in this group were two women and no minorities.
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 14 units show availability for women of more than 10 percent. However, only seven of these units project any openings for the period October 1, 1981 through September 30, 1984.) The same pattern of low availability is true for minorities with availability figures ranging from a low of 3.2 percent to a high of 12.4 percent in the College's units. In addition, most minority availability is for Asian Americans. For example, availability for Black faculty averages 1.3 percent across all the College's units, ranging from a low of 0.6 percent to a high of 2.0 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 19 openings in the tenure system, including interim hiring goals of nine women and two minorities. However, 16 of these openings will occur in the Departments of Botany & Plant Pathology, Entomology, Geology, Mathematics and Physics. Of these departments, only Botany & Plant Pathology has reasonably substantial availability for women and all have low availability for minorities, especially non-Asian minorities. Budgetary circumstances may require downward readjustment in the number of openings 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 minority candidates to visiting or exchange appointments is being pursued. 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 40, this latter figure being applicable for 1982-83. In recent years, the number of female enrollees has increased to above 200, although the total for 1982 is 143.

The College has established a program involving 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 15 women and 3 minorities. Between October 1981 and September 30, 1982, the College appointed seven individuals in the tenure system; of these, three were women.
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, 1982 - September 30, 1984, the College projects 18 openings in the tenure system, including interim hiring goals of three women and two minorities. However, 11 of these openings are projected for the Departments of Family Medicine and Osteopathic Medicine, which have low availability for both women and minorities. Budgetary circumstances may require downward readjustment in the number of projected openings 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, although progress in the recruitment of women has been made.
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 146, while the number of minorities enrolled as graduate-professional students has increased from 52 to 70. 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 (90% plus in 1982-83) 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 to their own professional careers. Indeed, in many of the physical and biological sciences, experience as research associate or postdoctorate fellow is regarded as an expected ingredient of professional development.

In September 1982, Michigan State University employed 120 research associates, of which 27 (or 23 percent) were women and 32 (or 11 percent) were minorities. However, all minority research associates were Asians. (Thirteen individuals held appointments as research associates without pay.) It should be noted that 61% of the individuals with paid appointments (73 of 100) were non-U.S. nationals and that no minority U.S. nationals held research associate appointments. 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 representation problem for U.S. national minorities 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 the 1980-81 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 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 College hires a large proportion of the research associates employed at Michigan State

University. The Departments of Chemistry, Physics, and Biochemistry 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, the departments were assisted by a group of minority faculty in the College of Natural Science who were available to consult with units concerning the development of search strategies.

In spite of efforts by these departments, these recruitment efforts were not successful. One problem identified was the low level of stipends provided. Based on information provided by the College regarding adequate stipend levels, they will be adjusted upward and the College of Natural Science has committed to participate in this program during the 1982-83 academic year.



1. Job Group: The Tenure System
2. Problem Area: Retention of Minority Faculty
3. Statement of the Problem: The University has had some success in 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 faculty in some colleges because of salary competition. However, 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. 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. In July 1982, the Department of Human Relations prepared a report on the Academic Exit Interview program (See Volume 7 - Tab A of Report). Beginning in calendar 1981 through June 1982, the DHR received 33 resignation/termination forms--29 (87.8%) were for females and 4 (12.1%) were for minority males. Only 13 (39.3%) responded. The response rate seems to be significantly influenced by the inability to contact individuals before they leave the campus. Those responding indicated initial salary and future salary increase potential as reasons for leaving but, in general, placed more emphasis on qualitative factors--caliber of associates, departmental reputation and interactions with unit administrators. The DHR noted it was difficult to draw conclusions from such a small number of responses and recommended several changes in the general program and in the content of the survey.

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5. Action Plan: The DHR and Office of the Provost are reviewing the program to make changes to improve the quality and number of responses. In addition, the Office of the Provost in the fall of 1982 directed deans, directors, and chairpersons to develop more effective programs regarding annual evaluations and career and professional advancement of probationary tenure system faculty and female and minority tenure system faculty generally. Training and orientation programs on these topics will be held with deans, directors and chairpersons during the 1982-83 academic year. This program is being developed by the Office of the Provost and the Department of Human Relations. The results of these efforts will be assessed at the end of the 1982-83 academic year.

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 in the period through September 1981 showed a number of informational and data 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 had 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. Subsequently, it has been noted that, while technical compliance with the system is high, hiring results, especially for minorities, have not been outstanding.
4. Plan of Action: The 1981-82 AAP reported that, based on an analysis of the affirmative action data collected under the monitoring system during the 1980-81 academic year, a number of changes were 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, were incorporated in accordance with the December 1981 letter of agreement with OFCCP. Further, this system has been 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 currently being implemented.

Based on the affirmative action results of the University's hiring record for faculty and academic staff in the 1981-82 academic year, the 14-step procedure was modified in September 1982 to require that deans certify that initial applicant pools for tenure system positions in their colleges had adequate representation of women and minorities. (See Volume 8 - Tab F and Volume 8 - Tab A of the Report.) Identification of women and minorities in initial applicant pools is critical to the advancement of affirmative action objectives. The analysis for the past year shows low representation especially of minorities in initial applicant pools. Previously in July 1982 a special use of waivers under the 14-step procedure was established to assist in affirmative action recruitment. (See Volume 8 - Tab F of the Report.) Experience with these new approaches will be evaluated at year's end.

Units also again will be assisted in undertaking more vigorous affirmative action search efforts. Last year a special recruitment program for 15 selected departments (1981-82 AAP Vol. 7, Tab A-10) was introduced by the Department of Human Relations. (DHR assessment of this program appears in Volume 7 - Tab B of the Report.) The DHR has continued this program for the 1982-83 academic year involving 17 departments/units and based on the following participation selection criteria:

1. Two or more openings projected for 1982-83.
2. Availability factor of 7% for minorities and/or women.
3. Low utilization of minorities in the department.
4. Low utilization of females in the department.
5. Lack of Blacks, Hispanics and Native Americans in the department.

Colleges and departments involved in this program in the 1982-83 academic year are:

<u>College</u>	<u>Department</u>
Arts and Letters	English
Business	Accounting Management Marketing
Communication	Advertising Telecommunication
Education	Administration/ Curriculum Health, Physical Educ. Teacher Education
Human Medicine	Pediatrics, Human Development
James Madison	
Natural Science	Mathematics
Social Science	Political Science Psychology Urban Planning and Landscape Architecture

In general, these initiatives, plus others listed in the introduction to the Academic Problem Area section reflect a more aggressive approach to affirmative action. The 14-step procedure has been implemented to assure technical compliance with the University's AAP. Hiring results have been less successful than hoped for, especially for minorities. Through these efforts the University has committed to aggressive, continuous affirmative action hiring efforts which, hopefully, will produce results.

## MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST  
ADMINISTRATION BUILDING

EAST LANSING • MICHIGAN • 48824

October 5, 1982

MEMORANDUM #A/12/82-83

TO: Deans, Directors, and Chairpersons

FROM: Robert F. Banks, Assistant Provost for *REFB*  
Academic Personnel Administration

SUBJECT: Faculty Career Advancement and Professional Development:  
A Special Affirmative Action Responsibility

University policy requires that each non-tenured faculty member in the tenure system be "evaluated and informed annually of his/her progress" (see statement on Non-Tenured Faculty in the Tenure System. Faculty Handbook, page III-15). Such annual reviews are to provide opportunities for two-way communication regarding academic unit performance expectations and, if necessary, to provide suggestions and reasonable assistance for improving performance. Faculty career advancement and professional development are to be encouraged.

Under the University's affirmative action policy, unit academic administrators have a special responsibility to encourage the career advancement and professional development of all women and racial minority faculty members appointed in the tenure system, especially non-tenured faculty. A supportive environment should be created in each academic unit to maximize the opportunity for success of these individuals in meeting both their career goals and the unit's performance standards for merit salary increases, reappointment, promotion and tenure. An important aspect of this environment is regular and supportive interaction with colleagues in the unit and in related fields in other units. Efforts of women and racial minority faculty members to overcome barriers related to gender and/or race can divert attention from the achievement of basic career goals and diminish the quality of professional experience.

Council of Deans' memo #D/93/81-82, dated May 19, 1982, lists several equal opportunity/affirmative action topics to be addressed in the annual evaluation of chairpersons and directors. Included in this list is the requirement that department and school administrators give special attention to and encourage the professional development of their units' women/racial minority faculty members. Special emphasis is placed on the role of annual performance reviews and/or special meetings with women and racial minority faculty to evaluate progress, to encourage professional development, and to ensure two-way communication. Among other things, performance reviews and/or special meetings are:

1. To encourage opportunities as appropriate for: membership in informal and formal research groups, teaching, research, and service program activities, assignment of graduate students and research assistants, committee assignments, and other critical activities in the unit.

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2. To discuss professional objectives and their relationship to the individual's distribution of effort among assigned duties.
3. To discuss any issues and concerns that may be perceived as barriers to effective performance and full participation in the unit.

Deans should ensure that unit administrators conduct annual performance reviews of each non-tenured faculty member appointed in the tenure system and that, among the topics addressed, those stated above are included in these reviews. If college or unit practice is to require written annual evaluations, the dean should receive a copy of the evaluation sent to each faculty member. The dean should conduct in-depth reviews with each chairperson or director of the annual performance evaluations of each non-tenured faculty member appointed in the tenure system to identify issues and to implement appropriate steps to assist the faculty member in achieving success in the unit.

Deans also are encouraged to schedule individual meetings at least annually with all racial minority and women--if underrepresented--tenure system faculty members appointed in their colleges. Issues identified in these meetings should be discussed with the applicable chairperson/director so that each individual can have full opportunity to develop professionally and make progress toward meeting unit standards.

Documentation of the occurrence of annual performance reviews of non-tenured faculty in the tenure system by unit administrators must be submitted by each dean to the Office of the Provost along with the preliminary reappointment, promotion and tenure recommendation list. The details of each performance review will be discussed in the preliminary meetings with each dean by the Associate Provost and Assistant Provost for Academic Personnel Administration.

RFB:br

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, 1982 there were a total of 16 Black faculty appointed in the tenure system in the Colleges of Agriculture & Natural Resources, Engineering, Human Medicine, Natural Science, Osteopathic Medicine, and Veterinary Medicine (an increase of one over October 1981). 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 1981, which ranges from an average availability of 0.7% to 3.2%, e.g.:

<u>College</u>	<u>Black Availability Average of Departments</u>	<u>High-Low Black Availability by Department</u>
Agriculture & Natural Resources	1.9%	4.4% - 0.0%
Engineering	0.7%	1.5% - 0.2%
Human Medicine	2.2%	5.2% - 1.2%
Natural Science	1.3%	2.0% - 0.5%
Osteopathic Medicine	2.2%	5.0% - 0.7%
Veterinary Medicine	3.2%	5.5% - 1.9%

4. Plan of Action: After consultation with the relevant deans, the following interim goals for 1981-84 have been established for the following colleges. (The same goals were stipulated for the 1980-83 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>1981-84 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 Medicine and Agriculture & Natural Resources have each appointed two Black faculty members, and the College of Human Medicine has appointed one Black faculty member, but these appointments relate to interim goals established under the regular goal-setting procedures.

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\*Because of very low availability of Black faculty candidates in Engineering, an interim goal period of 1981-86 has been established.



## MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST  
ADMINISTRATION BUILDING

EAST LANSING • MICHIGAN • 48824

September 10, 1982

MEMORANDUM #A/10/82-83

TO: Deans, Directors and Chairpersons

FROM: Robert F. Banks, Assistant Provost for *ref B*  
Academic Personnel Administration

SUBJECT: Modification of 14-Step Affirmative Action Hiring Procedure -  
Initial Applicant Pools

Adequate representation of women and racial minority candidates in initial applicant pools is necessary if Michigan State University is to achieve its affirmative action goals regarding the appointment of tenure system faculty.

Current Policy

Currently under steps 8 and 9 of the 14-Step Hiring Procedure for faculty and academic staff, the search committee screens all candidates on the basis of qualifications, credentials, and affirmative action goals and then recommends a list of final candidates. Those eliminated from the initial pool are also included for review and approval by the unit administrator. The unit administrator then submits to the dean for review and approval a list including final candidates for the position and those eliminated.

Modification of Policy

Effective September 1, 1982 in all faculty and academic staff search procedures, including those currently underway but in which the screening of initial applicants has not yet commenced, steps 8 and 9 in the 14-Step Hiring Procedure are modified to require that the unit administrator and the dean review and approve the composition of the initial applicant pool (IAP) prior to any initial screening of the candidates by the search committee. Unit administrators and deans must evaluate each initial applicant pool to determine whether adequate representation exists for women and racial minorities, (including Blacks, Hispanics, Asian Americans, and Native Americans). Prior to approving the initial applicant pool, unit administrators and deans should evaluate the representation of women and racial minorities represented in the IAP with reference to the current availability data percentages for women and racial minority groups as agreed to by each unit. In addition, unit administrators and deans must ensure that the recruitment efforts proposed and undertaken by each search committee are framed to have the potential of attracting women and racial minority candidates. If the unit administrator and/or dean determine that the representation of women and/or racial minorities in the initial applicant pool is not adequate, they should direct that additional search efforts be undertaken to obtain adequate representation.

Memorandum #A/10/82-83

September 10, 1982

Page - 2 -

Effective immediately the unit administrator's and dean's signatures on Section E of the Affirmative action Report for Faculty and Academic Staff shall indicate review and approval of both the composition of the final candidate list and the initial applicant pool.

Please include this memorandum in the booklet entitled, Academic Personnel System, which was distributed to each college and department by the Office of the Provost on March 15, 1979.

This policy memorandum is the most recent concerning affirmative action/equal opportunity. Others include:

1. Planning and Hiring Procedures for Academic Personnel, revised November 1981
2. Affirmative Action and Research Associate Hiring Process, July 24, 1979
3. Affirmative Action Hiring Process for Certain Academic Administrative Positions, September 6, 1979
4. Affirmative Action Procedures for Advance Postings in the Academic Personnel System, October 2, 1980
5. Special Use of Waivers to Advance University Affirmative Action Recruitment for Tenure System Faculty, July 21, 1982

RFB:br

## MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST

EAST LANSING • MICHIGAN • 48824

July 21, 1982

MEMORANDUM #A/2/82-83

TO: Deans, Directors, and Chairpersons

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

SUBJECT: Special Use of Waivers to Advance University Affirmative Action  
Recruitment for Tenure System Faculty

Attached you will find the policy entitled Special Use of Waivers to Advance University Affirmative Action Recruitment for Tenure System Faculty. These procedures are in effect immediately. Please include them with other affirmative action policies and procedures in the booklet, "Academic Personnel System," which was distributed to Deans, Directors, and Chairpersons in March 1979.

Affirmative Action policies and procedures issued to date are:

1. 14-Step Faculty Hiring Procedure
2. Hiring Procedure for Research Associates
3. Hiring Procedure for Academic Administrators
4. Procedures for Advance Postings for Positions in the Academic Personnel System
5. Special Use of Waivers to Advance University Affirmative Action Recruitment for Tenure System Faculty

RFB:br

Attachment

Special Use of Waivers to Advance University Affirmative Action Recruitment  
for Tenure System Faculty

An offer to recommend appointment of a woman and/or a minority candidate may be acceptable to the individual, but the individual's final acceptance of the offer may be conditional on his or her spouse finding employment in the area and specifically at Michigan State University. In such instances, if necessary, in accordance with the stipulations below, an Affirmative Action Waiver of the 14-Step Hiring Procedure for faculty and academic staff can be requested for the appointment of the individual's spouse in an academic personnel system appointment either continuing or temporary.

Such Affirmative Action Waivers will be permitted only with the following stipulations:

1. The individual who is to be recommended for initial appointment, in accordance with the 14-Step Hiring Procedure, must be: a non-minority woman who is to be appointed in a unit which currently has no non-minority women holding appointments in the tenure system; or a Black, Hispanic, Asian American, or Native American who is to be appointed in a unit which is currently underutilized in tenure system employment for Blacks, Hispanics, Asian Americans and Native Americans. This must be documented by the unit making the initial appointment recommendation, and this information must be provided to the unit recommending the appointment of the spouse for submission in support of the waiver request. Under the 14-Step Procedure, the waiver request must be approved by the Office of the Provost in advance of any employment offer to the spouse. The Director of Human Relations will be consulted regarding such waiver requests.
2. A formal appointment offer subject to providing a position for the spouse must be made by the unit administrator to the individual who is the subject of the initial search prior to the submission of the Affirmative Action Waiver Request regarding the spouse's appointment recommendation. It is to be understood that in the event this offer is rejected the offer of appointment to the spouse will not be concluded.
3. The position for which the spouse is to be recommended for appointment must have been approved in accordance with the procedures for the establishment of academic personnel system appointments and the individual must meet the applicable criteria and standards for appointment in the applicable unit.
4. This Affirmative Action Waiver policy applies only to positions within the academic personnel system. Unit administrators involved in the initial search should contact other unit administrators and the Assistant Provost for Academic Personnel Administration to ascertain the availability of academic personnel system positions for which the individual's spouse is qualified. If a non-academic personnel system position is sought by a spouse, the assistance of the Office of Personnel and Employee Relations should be sought regarding position opportunities.

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 and 1981-82 AAPs, 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.

Temporary Faculty and Academic Personnel System Staff Members

Page 2

- 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: During 1981-82 the University has taken steps to develop a more effective data system to assess temporary faculty/staff hiring opportunities.
  - A. A survey of the CIC institutions conducted by the Department of Human Relations revealed that, of the 9 institutions responding, only 4 had established hiring goals for temporary faculty/staff, and none had systems for collecting data for temporary faculty/staff hiring opportunities. The responding institutions recognized the problem, but their experience offered no solution to Michigan State University.
  - B. During the 1981-82 academic year a policy decision was made to "bridge breaks" in employment for up to one year for fringe benefit eligibility purposes, i.e., individuals eligible for fringe benefits during an initial appointment, if reappointed within a year or less, would obtain immediate fringe benefit eligibility regardless of the length of the subsequent appointment. This policy has had the additional result of being able to count the initial appointment as one opportunity to hire but not counting any subsequent reappointments of the same individual if such appointments occurred within a year or less of the initial appointment. Thus, this procedure will remove the counting of the employment of the same individual in several short-term appointments as separate opportunities to hire, a problem identified in 1981-82 AAP. Current data systems do not permit collection of hiring opportunity data as defined by this new policy as yet. However, this will be possible with the implementation of the new employee information system.

The policy change described above is likely to significantly reduce the employment opportunity data problems identified in the 1981-82 AAP,

Temporary Faculty and Academic Personnel System Staff Members  
Page 3

although the extent to which it does make a contribution can only be determined following the full implementation of the employee information system. It must be recognized that, since the number and length of temporary appointments is variable from year to year, there always will be some ambiguity in projecting hiring opportunities from one year to the next.





Appendix III- D

Memorandum on Affirmative Action Consultation for Deans

Michigan State University  
Assistant Provost for Academic  
Personnel Administration  
January 1983



## MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST  
ADMINISTRATION BUILDING

EAST LANSING • MICHIGAN • 48824

January 7, 1983

MEMORANDUM #A/24/82-83

TO: Deans, Directors and Chairpersons

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

SUBJECT: Affirmative Action Consultation for Deans

The Board of Trustees of Michigan State University has continually reaffirmed its commitment to a policy of equal opportunity, non-discrimination and affirmative action. In doing so, the Board recognizes that it is not enough to proclaim a policy of non-discrimination. The University must also strive actively to build a community in which opportunity is equalized and full participation assured. To accomplish this objective, the University must use its financial and human resources to develop the skills and foster opportunities through which all students, faculty and staff may play responsible and productive roles in the University community. The Board of Trustees holds the President and the officers of the University responsible for implementing its policy.

The attainment of the goals of equity in education and employment is a difficult task that requires the efforts of all the University community. Deans, chairpersons and directors are key to effective affirmative action. They must be knowledgeable about their role, responsibilities, authority and strategies for implementation of the affirmative action policy. These administrators must understand the University policy and develop and implement unit affirmative action plans. It is clear that only through affirmative action programs that are definitive, systematic and vigorous can most colleges, departments and schools achieve full participation of women, minorities and handicappers. For affirmative action programs to be effective requires strong support and commitment at all administrative levels, with practical unit plans for actions and careful unit evaluation of outcomes.

The Provost holds the dean of each college and the director of each separately reporting program responsible for the effectiveness of his or her unit's affirmative action programs as defined by University policy. As deans and separately reporting directors strive to meet their responsibilities, they may seek advice and support from a variety of people, including designated affirmative action consultants, affirmative action committees or other systematically utilized sources.

Specifically, college affirmative action consultants or committees can assist deans in carrying out their responsibilities by:

1. Advising the dean during the development and implementation of programs related to affirmative action for the college;

Memorandum #A/24/82-83  
January 7, 1983  
Page 2

2. Advising the dean, chairpersons/directors and search committees about the strategies for recruitment of minority, female and handicapper applicants for academic positions;
3. Advising the dean, chairpersons/directors on strategies for the recruitment and retention of minority graduate students and women in underrepresented areas;
4. Assisting the dean in maintaining liaison with minority, women and handicapper individuals and groups within the college;
5. Serving as resource person for the dean in matters related to the quality of the environment for women, minorities and handicappers in the college;
6. Advising the dean during the preparation of data and reports on college affirmative action for forwarding to central administration;
7. Assisting the dean in monitoring the college's affirmative action program, including personnel actions.

It is recommended that, where possible, the dean or separately reporting director assign to one or more staff members the responsibility to provide regular and systematic advice and consultation to the dean or separately reporting director on matters of concern to women and minorities. The most appropriate option may be to assign these responsibilities to women and minority staff members if they are willing to assume these responsibilities which do not at the same time divert attention away from career goals and development. If this is not feasible, other women and minorities, individually or as members of committees, can and should be utilized as consultants to the dean to assist deans in meeting their responsibilities. In this way, a diversity of perspectives can be part of the regular, continuing decision-making process in the college.

Please include this memorandum in the booklet entitled, Academic Personnel System, which was distributed to each college and department by the Office of the Provost on March 15, 1979.

This policy memorandum is the most recent concerning affirmative action/equal opportunity. Others include:

1. Planning and Hiring Procedures for Academic Personnel, revised November 1981
2. Affirmative Action and Research Associate Hiring Process, July 24, 1979
3. Affirmative Action Hiring Process for Certain Academic Administrative Positions, September 6, 1979
4. Affirmative Action Procedures for Advance Postings in the Academic Personnel System, October 2, 1980
5. Special Use of Waivers to Advance University Affirmative Action Recruitment for Tenure System Faculty, July 21, 1982
6. Modification of 14-Step Affirmative Action Hiring Procedure - Initial Applicant Pools, September 10, 1982

RFB:br

Appendix III-E

Interactions of the Office of the Provost  
with the Council of Deans



III-E-1

Discussion of Affirmative Action  
at Council of Deans Meetings

January 1982 - January 1983

<u>Meeting Date</u>	<u>Discussion</u>
January 20	LAKS presentation on affirmative action
January 27	Affirmative Action Program (AAP) for Graduate Students
February 3	Special Meeting On Affirmative Action <ul style="list-style-type: none"><li>- Recruitment of faculty</li><li>- Environmental Issues</li><li>- External Communication</li><li>- Exit Interviews</li></ul>
February 10	Survey Report - Non Returning Students: <ul style="list-style-type: none"><li>- Impacts on minority students</li></ul>
February 24	Possible joint meeting of Council of Deans and Black Faculty
March 10	AAP for Graduate Programs Hiring rates of women and minorities Gunnings to Weston memo on Affirmative Action Retention of minority faculty including environmental issues
March 24	Affirmative Action Recruitment and Appointment of Tenure System Faculty Affirmative Action Program for Graduate Students
April 7	Recruitment & hiring of minority tenure system faculty Quality of environment for minority faculty Deans instructed to assess degree to which chairpersons and directors implement affirmative action policy Deans instructed to report on recruitment of women and minorities for tenure system positions (successful strategies, problems, etc.) Deans instructed to provide assessment of 14-Step Hiring Procedure in implementing MSU Affirmative Action Policy

III-E-2

Deans instructed to review "Strategies for  
Assisting Academic Departments in Enhanc-  
ing Hiring & Recruiting Process for  
Women and Minorities," paper prepared by  
Department of Human Relations  
Deans instructed to review list of affirma-  
tive action issues identified at meeting of  
February 3, 1982

May 19 FGO Position: Women and Minorities  
Affirmative Action: Reassignment of Duties  
Utilization of minorities who are administra-  
tors or in non-academic units as adjunct  
faculty to teach classes  
Minority Advisory Council Report

June 2 Theta Chi Incident

June 9 Follow-up activities on President Mackey's  
June 4, 1982 memo on racism  
Affirmative Action Reappointment and New  
Hires for Temporary Faculty  
Academic Governance and Implementation of  
Board-MSU Policy on Non-Discrimination and  
Affirmative Action

June 23 Minority Graduate Financial Aid Program

June 30 Board of Trustees Resolution Against Racism

July 7 Minority Student Recruitment

July 14 President's June memo on affirmative action  
Student Recruitment  
Affirmative Action Consultation to the Deans

July 21 Affirmative Action Administrative Reorganiza-  
tion  
Supportive Services Advisory Committee

August 18 Modification of 14-Step Hiring Procedures

September 1 C-T Bypass Provisions

September 22 President Mackey reported that he would be  
sending the Board a report on affirmative  
action activities to be undertaken this  
year

September 29 (4-hour meeting) Review of Affirmative Action Plan  
- Non-Academic Personnel  
- Academic Personnel  
- Minority Student Issues

October 6 President's Statement on Affirmative Action  
Review Affirmative Action Objectives of  
September  
Racial Minority Visiting Faculty and Exchange  
Program



III-E-3

October 13	Enrollment and Recruitment
October 20	Minority Enrollment, Fall, 1982 Academic support systems, recruitment, and retention Sexual Harassment
October 27	Minority Advisory Council (encouraging deans to accept invitations to meetings) Affirmative Action Consultation for Deans Student Recruitment
November 3	Student Recruitment Plan for 1982-83
December 1	Student Recruitment Plan for 1982-83
December 8	Affirmative Action and Academic Governance
December 22	Affirmative Action: Non-Academic Personnel - Preselection - Staff Development

Follow-Up to Council of Deans Meeting

Regarding Affirmative Action

January 1, 1982 - January 1, 1983

<u>Date Sent</u>	<u>Date of Meeting</u>	<u>Description</u>
3-11-82	3-10-82	Item Number 2 Affirmative Action Tenure System Appointment
		Item Number 3 Affirmative Action Plan for Graduate Programs
4-8-82	4-7-82	Item Number 4 Affirmative Action
6-9-82	6-9-82	Item Number 2 President Mackey's Memo of June 4
7-16-82	7-14-82	Affirmative Action Consultants to Deans Recruitment, Enrollment & Retention
8-20-82	8-18-82	Item Number 3 Modification of the 14-Step Hiring Procedure
10-1-82	9-29-82	Item Number 2 Affirmative Action
10-6-82	10-6-82	Item Number 1 President Mackey's Statement on Affirmative Action
		Item Number 2 Affirmative Action Objectives
10-28-82	10-27-82	Item Number 2 Minority Advisory Council
		Item Number 4 Affirmative Action Consultant for Deans
12-27-82	12-22-82	Non-Academic Affirmative Action Reports

## Memoranda Sent to the Council of Deans

## Regarding Affirmative Action

January 1, 1982 - January 1, 1983

<u>Date</u>	<u>Memo Number</u>	<u>Description</u>
2-2-82	56	JBK to Deans - Graduate Assistant Affirmative Action Hiring Guidelines
3-15-82	66	Affirmative Action: Tenure System Hiring
4-5-82	73	RFB to Deans - Number and Percent of Graduate Students with Graduate Assistantships by Sex and Ethnic Identification, Fall Term 1981
4-5-82	74	Selection of Graduate Assistants: Affirmative Action Guidelines
4-15-82	75	Executive Summary of the U.S. Commission on Civil Rights, November 1981, Statement on "Affirmative Action in the 1980's: Dismantling the Process of Discrimination."
5-10-82	85	Material from Minority Advisory Council
5-13-82	89	Minority Advisory Council Report on Affirmative Action
5-19-82	93	Annual Evaluation of Chairpersons/Directors: Equal Opportunity/Affirmative Action Issues
5-26-82	96	Affirmative Action
5-25-82	95	RFB to Deans - Special Use of Waiver to Advance University Affirmative Action Recruitment for Tenure System Faculty
6-9-82	99	RFB to Deans - Modification of 14-Step Affirmative Action Hiring Procedure - Initial Appointment Pools: Draft Proposal
6-10-82	100	Affirmative Action, Equal Opportunity and Non-Discrimination
6-22-82	107	Graduate Affirmative Action Plan Representative Deadline
6-29-82	110	RFB to Deans - Affirmative Action Career Advancement and Professional Development
7-2-82	1	Affirmative Action Consultant to Deans

7-6-82	2	Annual Performance Evaluation (attachment in evaluation discusses affirmative action)
8-2-82	14	Theta Chi Fraternity Problems
8-13-82	19	RFB to Deans - Racial Minority Visiting Faculty and Exchange Programs
8-20-82	21	RFB to Deans - Modification of 14-Step Affirmative Action Hiring Procedure - Initial Appointment Pools
8-23-82	22	Tenure System Appointment and Affirmative Action
9-9-82	29	Council of Deans Agenda Items - Item on Affirmative Action
9-16-82	35	RFB to Deans - Faculty Career Advancement and Professional Development: A Special Affirmative Action Report - Redraft
9-23-82		Affirmative Action Consultation for Deans
10-18-82	43	Minority Graduate Enrollment: CIC Universities
10-29-82		Affirmative Action Summaries
11-1-82	55	Director, CIC Minority Fellowship Program
12-22-82	68	RFB to Deans - Visiting Racial Minority Faculty Program

Appendix III-F

Examples of Special Efforts Related to Women, Minority and Handicapped  
Academic Personnel, 1981-82

Michigan State University  
Department of Human Relations  
December 1982



1981-82

Examples of  
Special Efforts Related to Women, Minority and Handicapped  
Academic Personnel

UNIT	ACTIVITY
Institute of International Agriculture	Sponsored Spanish and French language training programs to increase faculty capacities to be involved internationally. Class enrollments included both women and minorities.  Made special efforts to include women and minorities as faculty/staff nominees as part of MSU responses to overseas project opportunities.
International Studies and Programs	The only new Core Faculty Members of the African Studies Center for Fall 1982 are two Afro-Americans, one female.  Staff meeting discussions of sexual harassment and of inter-racial relations between staff and its constituencies.
Office of Women in International Development	Research Roundtable Discussions held on various topics are open to faculty and students from all disciplines.  Various WID faculty regularly host informal evening discussions during which faculty engaged in international development research, but not necessarily WID-identified research, share their experiences.  Faculty Scholar Awards are made available to faculty from any disciplines to provide support for the adaptation of undergraduate and graduate course syllabi to the WID perspective, the creation of new WID courses or course components, and the development of WID materials.
Lifelong Education Programs	Established a Hispanic Advisory Committee to the Dean to provide input on radio and television programming matters and on personnel decisions. Includes representatives of the area Hispanic community.
Department of Human Relations (Jointly with V.P. for Administration & Public Affairs)	Developed and conducted three 4-hour "Service Training Workshops on Improving Interpersonal Staff Relations" to sensitize supervisors to discriminatory and poor human relations attitudes and practices that work against affirmative action and equal opportunity for minorities and women. Participants included 96 faculty, staff members, and supervisors.

## Special Efforts, Academic Personnel

UNIT	ACTIVITY
Department of Human Relations (cont.)	<p>Dissemination of information concerning the definition, handling, prevention, and University policy on sexual harassment; presentations to faculty and other groups.</p> <p>First Thursday Lunch Group to encourage minority women (including faculty) to meet once a month to share concerns, needs, and resources. Six meetings, 109 participants.</p> <p>Minority Women's Symposium. 44 participants, three sessions.</p> <p>Publication of <u>MSU Woman</u>, an 8-page monthly newsletter distributed to faculty as well as students and staff and to off-campus organizations.</p> <p>Assisted a committee of the Faculty Women's Association in compiling and publishing a "Directory of MSU Women's Research, Fall 1981"; 500 copies distributed.</p>
Assistant Provost for Under-graduate Education	<p>Discussed racism and sexism in staff meetings with unit heads.</p> <p>Participated in discussions of racism and sexism in Council of Deans.</p>
Office of Admissions and Scholarships	Staff discussions of minority concerns and minority recruitment issues during regular meetings and annual retreat.
Agricultural Economics	Compiled Inventory of Women and Black Doctoral Agricultural Economists.
Resource Development	Discussed sexual harassment with faculty; issued memo regarding issues, dangers, and penalties of sexual harassment.
Telecommunication	<p>Traveled to Howard University to recruit minority faculty members at Communications Conference; brought one faculty member to department.</p> <p>Contributed to support of women faculty member's post-doctoral fellowship awarded by the National Institute of Education.</p>
Communication	Special training for staff of COM 115 in recognizing the needs of minority students and women.



## Special Efforts, Academic Personnel

UNIT	ACTIVITY
Dean, College of Communication Arts & Sciences	Equal Opportunity Committee to deal with incorporation and support of minority and women faculty (and students).
Dean, College of Human Ecology	Focus of Fall 1982 Faculty Conference was "Human Relations in the Work Place."
James Madison College	Faculty Advisory Committee discussions on resurgence of overt racism on campus led to discussions at several faculty meetings.  Several joint meetings of faculty and/or Faculty Advisory Committee with Madison Minority Alliance (student group).
College of Nursing	Staff development program conducted by Dr. Marylee Davis.
Physics and Astronomy	Provided sponsorship, contribution to salary, and computing support for NSF Visiting Professor for Women in Science at the University of Wisconsin.
Lyman Briggs School	Administrative Group discussed racism on campus.
Pediatrics	Faculty seminar on issues or problems of minorities.
Dean, College of Osteopathic Medicine	Faculty instruction in correct use of racial and ethnic identification of patients.
Dean, College of Social Science	Issues of affirmative action, equal opportunity, and non-discrimination and strategies to implement related policies have been discussed at one-third of the meetings of Chairpersons and Directors of the College during 1981-82. Similar discussions have taken place in the Faculty Advisory Council of the College. Chairpersons and Directors have been urged to conduct such discussions with their faculties and advisory councils.  The College now practices a specific case approach to problems of discrimination and restraints on equal opportunity. If there are charges or rumors of discrimination, or restrictions on equal opportunity or failure to follow affirmative action guidelines the individual alleged to have engaged in improper practices is invited to discuss the matter with the Dean of the College or with the appropriate administrator.

Special Efforts, Academic Personnel

UNIT	ACTIVITY
College of Social Science (cont.)	When an open faculty position is approved for a unit and there are alternative programs in the unit where a new faculty member could profitably be placed, the Dean's office insists that the position be filled in an area where there is some hope that a minority person will be available.
Criminal Justice	Formation of a support group for women faculty and students.
Counseling Center	Spearheaded project which led to publication of Directory of MSU Women's Research.
Vice President for Research & Graduate Studies	<p>Staff presentations to faculty groups:</p> <ul style="list-style-type: none"> <li>--to Faculty Women's Association on sexual harassment.</li> <li>--to Division of Women's Programs Brown Bag Lunch Series on women's career planning.</li> <li>--to FWA Board on promotion and advancement of academic women.</li> <li>--"Superwoman, The Little Woman, and Me" for Counseling Center's Faculty-Staff Lecture Series and for Division of Women's Programs noontime discussion series.</li> <li>--to faculty, staff and administrators regarding cultural diversity in American society.</li> <li>--to School of Nursing on women's health issues.</li> </ul> <p>Biomedical Research Support Grant Program, funded through this office, supported four projects of women investigators, another whose subject was female physiology, and a sixth of a minority investigator.</p> <p>All-University Research Initiation Grants, administered by this office, supported five projects of women investigators, three projects by or about minorities, one dealing with handicappers, and one regarding women's medicine.</p> <p>Proposals to study minority issues have been specially solicited from the faculty for the Fall 1982 AURIG cycle.</p>

Appendix IV-A

Executive Management Employees Transferred  
to the  
Academic Personnel System  
from the  
Nonacademic Personnel System  
April 1, 1982

Office of Academic Personnel  
Report for the Board of Trustees



# Appendix IV-A

## MICHIGAN STATE UNIVERSITY Academic Personnel Records

Executive Management Employees Transferred to the Academic Personnel System April 1, 1982

	Total Employees			Total Minorities			Black			Asian			Hispanic			American Indian			Caucasian & Other		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Number	21	2	23	2		2	1		1	1		1							19	2	21
% of Total	91.3	8.7	100.0	8.7		8.7	4.3		4.3	4.3		4.3							82.6	8.7	91.3



Appendix V-A

Net Change in the Nonacademic Workforce  
October 1981 to October 1982

Department of Human Relations  
Report to the Board of Trustees  
January 1983





# Appendix V-A: Net Change in the Nonacademic Workforce, 10/81 to 10/82

MICHIGAN STATE UNIVERSITY

10/1/81

JOB GROUP	TOTAL			TOTAL MINORITIES			Black		Asian-American		Hispanic		Native American		Caucasian, Other	
	Men	Women	Total	Men	Women	Total	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
A105	8	11	19	0	0	0									8	11
A110	4	42	46	0	2	2	0	0	0	3	3	0	0	0	4	42
A115	11	5	16	2	1	3	1	1	2	1	0	1	0	0	9	4
A120	0	34	34	0	2	2	0	1	1	0	1	0	0	0	0	34
A125	7	50	57	0	4	4	0	4	0	0	0	0	0	0	7	46
A130	79	44	123	5	4	9	2	1	3	1	3	4	1	0	74	40
A135	14	15	29	0	2	2	0	2	2	0	0	0	0	0	14	15
A140	111	24	135	5	4	9	3	2	3	1	1	2	1	2	104	22
A145	39	4	43	3	0	3	1	0	1	1	0	1	0	0	30	4
A150	7	0	7	0	0	0									7	0
Administrative Subtotal	280	232	513	15	20	35	7	11	18	4	8	12	3	1	265	215
A205	15	9	24	1	0	1	1	1	2	0	0	0	0	0	14	9
A210	8	8	16	0	0	0									8	8
A215	0	18	18	0	1	1	0	0	0	1	1	0	0	0	0	17
A220	0	18	18	0	1	1	0	1	1	0	0	0	0	0	0	17
A225	5	8	13	2	0	2	1	0	1	0	0	1	0	1	3	8
A230	15	29	44	1	2	3	0	0	1	1	2	0	1	1	14	27
A235	25	41	66	8	6	14	5	6	11	0	0	3	0	3	17	35
A240	17	21	38	3	3	6	3	2	6	0	0	0	0	0	14	18
A245	10	4	14	1	0	1	1	0	1	0	0	0	0	0	9	4
A250	14	1	15	0	0	0									14	1
A255	15	1	16	1	0	1	0	0	1	0	1	0	0	0	14	1

10/1/82

JOB GROUP	TOTAL			TOTAL MINORITIES			Black		Asian-American		Hispanic		Native American		Caucasian, Other	
	Men	Women	Total	Men	Women	Total	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
A105	9	14	23	0	0	0									9	14
A110	4	39	43	0	2	2	0	0	0	2	2	0	0	0	4	37
A115	8	5	13	2	1	3	1	1	2	1	0	1	0	0	6	4
A120	0	34	34	0	2	2	0	1	1	0	1	0	0	0	0	34
A125	5	48	53	0	4	4	0	4	0	0	0	0	0	0	5	44
A130	80	52	132	6	8	12	3	1	4	1	3	4	1	2	74	46
A135	13	15	28	0	2	2	0	2	2	0	0	0	0	0	13	15
A140	113	25	138	4	2	6	3	1	4	0	0	1	1	2	109	23
A145	18	2	20	1	0	1	1	0	1	0	0	0	0	0	17	2
A150	7	0	7	0	0	0									7	0
Administrative Subtotal	257	237	494	13	19	32	8	10	18	2	6	8	2	3	244	218
A205	13	8	21	0	1	1	0	1	1	0	0	0	0	0	13	7
A210	7	8	15	0	0	0									7	8
A215	0	18	18	0	1	1	0	0	0	1	1	0	0	0	0	17
A220	0	14	14	0	2	2	0	2	2	0	0	0	0	0	0	12
A225	7	9	16	2	0	2	1	0	1	0	0	1	0	1	5	9
A230	12	35	47	0	2	2	0	0	0	0	0	1	1	0	12	33
A235	14	32	46	5	7	12	3	7	10	0	0	2	0	2	9	25
A240	16	31	37	4	3	7	4	3	7	0	0	0	0	0	12	18
A245	12	3	15	1	0	1	1	0	1	0	0	0	0	0	11	3
A250	16	1	17	0	0	0									16	1
A255	19	1	20	1	0	1	0	0	1	0	1	0	0	0	18	1

NET CHANGE IN WORKFORCE, 10/1/81 to 10/1/82

JOB GROUP	TOTAL			TOTAL MINORITIES			Black		Asian-American		Hispanic		Native American		Caucasian, Other	
	Men	Women	Total	Men	Women	Total	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
A105	+1	+3	+4	-	-	-									+1	+3
A110	0	-3	-3	-	-1	-1	-	-	-1	-1	-	-	-	-	0	-2
A115	-3	0	-3	0	0	0	0	0	0	0	-	-	-	-	-3	0
A120	-	-2	-2	-	0	0	-	0	0	0	-	-	-	-	-	-2
A125	-2	-7	-9	-	0	0	-	0	-	-	-	-	-	-	-2	-4
A130	+1	+6	+7	+1	+2	+3	+1	0	+1	0	0	+2	+2	0	0	+6
A135	-1	+2	+1	-	0	0	-	0	-	-	-	-	-	-	-1	+2
A140	+2	-1	+1	-1	-2	-3	0	-1	-1	-1	-2	0	0	-	+3	+1
A145	-21	-1	-22	-2	-	-2	0	-	0	-1	-1	-1	-	-	-19	-1
A150	0	-	-	-	-	-									0	-
Administrative Subtotal	-23	-4	-19	-2	+1	+3	+1	-1	0	-2	-4	-1	+2	+1	-21	-5
A205	-2	-1	-3	-1	0	-1	-1	0	-1	-	-	-	-	-	-1	-1
A210	-1	0	-1	-	-	-									-1	0
A215	-	0	0	-	0	0	-	-	-	0	0	-	-	-	-	0
A220	-	-4	-4	-	+1	+1	-	+1	-	-	-	-	-	-	-	-5
A225	+2	+1	+3	0	-	0	-	0	-	-	0	-	-	-	+2	+1
A230	-3	+6	+3	-1	0	-1	-	-	-1	-1	-2	-	0	0	-1	+1
A235	-11	-9	-20	-3	+1	-2	-2	+1	-1	-	-	-1	-	-1	-8	-10
A240	-1	0	-1	+1	0	+1	0	+1	-	-	-	-	-	-	+2	0
A245	+2	-1	+1	0	-	0	-	0	-	-	-	-	-	-	+2	-1
A250	+2	0	+2	-	-	-									+2	0
A255	+4	0	+4	0	-	0	-	-	0	-	0	-	-	-	+4	0

MICHIGAN STATE UNIVERSITY

10/1/81

JOB GROUP (p. 2)	TOTAL		TOTAL MINORITIES			Black		Asian-American			Hispanic		Native American		Caucasian, Other	
	Men	Women	Men	Women	Total	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women
A260	52	20	72	1	3	4	1	0	1	0	3	3	0	0	0	0
A265	34	8	42	1	1	2	1	0	1	0	1	1	0	0	0	0
A270	11	21	32	2	1	3	0	0	0	1	0	1	1	2	0	0
A275	24	24	48	2	0	2	2	0	2	0	0	0	0	0	0	0
A280	22	35	57	1	2	3	0	0	0	0	1	1	1	2	0	0
A285	7	29	36	0	1	1	0	0	0	0	0	0	1	1	0	0
A290	12	7	19	2	0	2	1	0	1	0	0	0	1	0	0	0
A295	4	2	7	1	2	3	0	2	2	1	0	1	0	0	0	0
A299	4	2	6	1	0	1										
Professional Subtotal	294	307	601	28	24	52	16	13	29	4	7	11	7	4	11	0
TOTAL A-P	374	540	914	43	44	87	23	24	47	8	15	23	10	5	15	1
C300	4	82	86	1	14	15	0	11	11	0	0	0	1	3	4	0
C305	13	491	504	0	54	54	0	38	38	0	5	5	0	11	11	0
C310	9	303	312	0	24	24	0	19	19	0	1	1	0	4	4	0
C320	16	870	886	1	47	48	1	31	32	0	4	4	0	8	8	0
Clerical Subtotal	43	1,744	1,787	2	139	141	1	99	100	0	10	10	1	24	27	0
C400	24	30	54	2	0	2	0	0	0	1	0	1	1	0	0	0
C410	20	0	20	0	0	0										
C420	12	46	58	1	5	6	0	2	2	0	1	1	1	2	3	0
C430	40	107	147	3	5	10	0	1	1	5	3	8	1	0	1	0
C440	16	24	40	0	1	1	0	0	0	0	1	1	0	0	0	0
C445	2	4	6	0	1	1	0	1	1	0	0	0	0	0	0	0

10/2/82

JOB GROUP (p. 2)	TOTAL		TOTAL MINORITIES			Black		Asian-American			Hispanic		Native American		Caucasian, Other	
	Men	Women	Men	Women	Total	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women
A260	44	19	63	1	2	3	1	0	1	0	2	2	0	0	0	0
A265	37	9	46	1	1	2	1	0	1	0	1	1	0	0	0	0
A270	10	17	27	2	1	3	0	0	0	1	0	1	1	2	0	0
A275	18	23	41	2	2	4	2	2	3	0	0	0	1	1	0	0
A280	25	32	57	0	2	2	0	0	0	0	2	2	0	0	0	0
A285	8	14	22	0	0	0										
A290	12	8	20	2	0	2	1	0	1	0	0	0	1	0	0	0
A295	5	5	10	1	3	4	0	2	2	1	1	2	0	0	0	0
A299	2	2	4	0	0	0										
Professional Subtotal	277	279	556	22	27	49	14	16	30	3	7	10	5	3	8	0
TOTAL A-P	534	516	1,050	35	46	81	22	26	48	5	12	18	7	6	13	1
C300	4	69	73	1	15	16	0	12	12	0	0	0	1	3	4	0
C305	12	431	443	0	50	50	0	35	35	0	4	4	0	11	11	0
C310	10	285	295	0	28	28	0	22	21	0	1	1	0	6	6	0
C320	12	881	893	1	51	52	1	34	35	0	5	5	0	8	8	0
Clerical Subtotal	36	1,466	1,502	2	144	146	1	102	103	0	10	10	1	26	29	0
C400	19	26	45	1	0	1	0	0	0	0	0	0	1	0	1	0
C410	18	1	19	0	0	0										
C420	7	36	43	0	5	5	0	1	1	0	1	1	0	3	3	0
C430	32	110	142	5	6	11	0	2	2	4	3	7	1	0	1	1
C440	11	20	31	0	1	1	0	0	0	0	1	1	0	0	0	0
C445	1	4	5	0	1	1	0	1	1	0	0	0	0	0	0	0

NET CHANGE IN WORKFORCE, 10/1/81 to 10/1/82

JOB GROUP (p. 2)	TOTAL		TOTAL MINORITIES			Black		Asian-American			Hispanic		Native American		Caucasian, Other	
	Men	Women	Men	Women	Total	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women
A260	-8	-1	-9	0	-1	-1	0	-	0	-	-	-	-	-	-8	0
A265	+3	+1	+4	0	0	0	-	0	0	-	-	-	-	-	+3	+1
A270	-1	-3	-4	0	0	0	-	-	-	0	-	0	0	-	-1	-3
A275	-6	-1	-7	0	+2	+2	0	+1	+1	-	-	+1	-	-	-6	-1
A280	+3	-3	0	-1	0	-1	-	-	-	-	+1	+1	-	-	-	-
A285	+1	-15	-14	-	-1	-1	-	-	-	-	-	-1	-1	-	-	-
A290	0	+1	+1	0	-	0	0	-	-	-	0	-	-	-	0	+1
A295	+1	+2	+3	0	+1	+1	-	0	0	0	+1	+1	-	-	+1	+1
A299	-2	0	-2	-1	-	-1									-1	0
Professional Subtotal	-17	-28	-45	-6	+3	-3	-2	+3	+1	-1	0	-1	-2	-1	-3	-
TOTAL A-P	-40	-24	-64	-8	+7	-6	-1	+7	+1	-2	-5	-3	-1	-2	0	+1
C300	-	-13	-13	0	+1	+1	-	+1	+1	-	0	0	0	0	-	-
C305	-1	-40	-41	-	-6	-6	-	-3	-3	-	-1	-1	-	-	-	-
C310	+1	-18	-17	-	+6	+6	-	+2	+2	-	0	0	-	-	+1	-22
C320	-4	+11	+7	0	+6	+6	0	+3	+3	-	+1	+1	-	0	0	-
Clerical Subtotal	-4	-60	-64	0	+5	+5	0	+3	+3	-	0	0	+2	+2	-	0
C400	-5	-4	-9	-1	-	+1	-	-	-1	0	-1	0	-	0	-	-
C410	-2	+1	-1	-	-	-									-2	+1
C420	-5	-10	-15	-1	0	-1	-	-1	-1	-	0	0	-1	+1	0	-
C430	-8	+3	-5	0	+1	+1	0	+1	+1	-1	0	-1	0	-	+1	+1
C440	-5	-4	-9	-	0	0	-	-	-	0	0	-	-	-	-5	-4
C445	+1	0	+1	-	0	0	-	0	0	-	-	-	-	-	+1	0

ALABAMA STATE UNIVERSITY

10/1/81

JOB GROUP (p. 3)	T O T A L			TOTAL MINORITIES			Black			Asian-American			Hispanic			Native American			Caucasian, Other		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
C430	11	9	20	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	10	9	19
C480	54	1	55	8	0	8	3	0	3	0	0	0	2	0	2	1	0	1	68	1	69
C470	0	41	41	0	3	3	0	1	1	0	0	0	0	0	0	0	2	2	0	38	38
C480	11	14	25	2	1	3	1	0	1	1	0	1	0	0	0	0	1	1	9	13	22
C485	1	2	3	0	0	0													1	2	3
C490	4	1	5	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	5	1	6
C495	9	1	10	0	0	0													9	1	10
Technical Subtotal	204	280	484	18	16	34	5	5	10	7	5	12	6	2	8	1	3	4	186	264	450
TOTAL C-T	246	2,026	2,272	20	155	175	6	104	110	7	15	22	7	28	35	1	7	8	226	1,872	2,098
E610	1	91	92	0	42	42	0	31	32	0	0	0	0	9	9	0	0	0	1	49	50
E620	11	101	112	5	23	28	3	21	26	0	0	0	0	1	1	0	1	1	6	76	82
Extension	12	192	204	5	65	70	5	53	58	0	0	0	0	10	10	0	1	1	7	127	134
F600	1	3	4	0	0	0													1	3	4
F610	19	5	24	2	0	2	1	0	1	0	0	0	1	0	1	0	0	0	17	5	22
F620	6	0	6	0	0	0													6	0	6
Public Safety	26	8	34	2	0	2	1	0	1	0	0	0	1	0	1	0	0	0	24	8	32
S320	1	75	76	0	4	4	0	3	3	0	0	0	0	0	0	0	1	1	1	71	72
S350	0	3	3	0	0	0													0	3	3
S370	15	0	15	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	14	0	14
S410	32	6	38	3	5	8	0	4	4	0	0	0	3	1	4	0	0	0	29	15	44
S600	17	9	26	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	16	9	25

10/1/82																					
JOB GROUP (p. 3)	TOTAL			TOTAL MINORITIES			Black			Asian-American			Hispanic			Native American			Caucasian, Other		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
C150	10	9	19	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	9	9	18
C460	54	2	57	7	0	7	3	0	3	0	0	0	3	0	3	1	0	1	49	1	50
C470	0	35	35	0	3	3	0	1	1	0	0	0	0	0	0	0	3	2	0	32	32
C480	13	12	25	2	1	3	1	0	1	1	0	1	0	0	0	0	1	1	11	11	22
C485	0	2	2	0	0	0													0	2	2
C490	2	1	3	0	0	0													2	1	3
C495	8	1	9	0	0	0													8	1	9
Technical Subtotal	179	358	427	16	17	33	5	5	10	5	5	10	5	3	8	1	4	5	165	241	406
TOTAL C-T	217	1,944	2,161	18	161	179	6	107	113	5	15	20	6	31	37	1	8	9	199	1,783	1,982
E610	0	90	90	0	42	42	0	33	33	0	1	1	0	8	8	0	0	0	0	48	48
E620	11	96	107	2	23	24	2	20	22	0	0	0	0	1	1	0	1	1	9	74	83
Extension Subtotal	11	186	197	2	64	66	2	53	55	0	1	1	0	9	9	0	1	1	9	122	131
F600	1	3	4	0	0	0													1	3	4
F610	17	5	22	2	0	2	1	0	1	0	0	0	1	0	1	0	0	0	15	5	20
F620	3	0	3	0	0	0													3	0	3
Public Safety Subtotal	23	8	31	2	0	2	1	0	1	0	0	0	1	0	1	0	0	0	21	8	29
S320	1	73	74	0	4	4	0	3	3	0	0	0	0	0	0	0	1	1	1	69	70
S360	0	3	3	0	0	0													0	3	3
S390	14	0	14	1	0	1	0	0	0	0	0	8	0	0	0	1	0	1	13	0	13
SA10	32	6	38	3	5	8	0	4	4	0	0	0	3	1	4	0	0	0	29	1	30
SA10	17	7	24	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	16	7	23

NET CHANGE IN WORKFORCE, 10/1/81 to 10/1/82																					
JOBS GROUP (p. 3)	TOTAL			TOTAL MINORITIES			Black			Asian-American			Hispanic			Native American			Caucasian, Other		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
CA50	-1	0	-1	0	-	0	0	-	0	-	-	-	-	-	-	-	-	-	-1	0	-1
CA60	+2	0	+2	+1	-	+1	0	-	0	-	-	-	+1	-	+1	0	-	0	+1	0	+1
CA70	-	-4	-4	-	0	0	-	0	0	-	-	-	-	-	-	-	0	0	-	-4	-4
CA80	+2	-2	0	0	0	0	0	-	0	0	-	0	-	-	-	-	0	0	+2	-2	0
CA85	-1	0	-1	-	-	-													-1	0	-1
CA90	-2	0	-2	-1	-	-1	-	-	-	-	-	-	-1	-	-1	-	-	-	-1	0	-1
CA95	-2	0	-2	-	-	-													-2	0	-2
Technical Subtotal	-25	-22	-47	-2	+1	-1	0	0	0	-2	0	-2	-1	+1	0	0	+1	+1	-23	-23	-46
TOTAL C-T	-29	-47	-111	-2	+6	+4	0	+3	+1	-2	0	-2	-1	+2	+2	0	+1	+1	-27	-46	-111
EA10	-1	-1	-2	-	-	-	-	+1	+1	-	+1	+1	-	-1	-1	-	-	-	-1	-1	-2
EA20	0	-2	-2	-3	+1	-4	-3	-1	-4	-	-	-	-	0	0	-	0	0	+3	-4	-1
Extension Subtotal	-1	-4	-5	-3	0	-3	0	-3	0	-	+1	+1	-	-1	-1	-	0	0	+2	-5	-3
FA00	0	0	0	-	-	-													0	0	0
FA10	-2	0	-2	0	-	0	0	-	0	-	-	-	0	-	0	-	-	-	-2	0	-2
FA20	-1	-	-1	-	-	-													-1	-	-1
Public Safety Subtotal	-3	0	-3	0	-	0	0	-	0	-	-	-	0	-	0	-	-	-	-3	0	-3
SA20	0	-2	-2	-	0	0	-	0	0	-	-	-	-	-	-	-	0	0	0	-2	-2
SA30	-	0	0	-	-	-													-	0	0
SA35	-1	-	-1	0	-	0	-	-	-	-	-	-	-	-	-	0	-	0	-1	-	-1
SA40	0	0	0	0	0	0	-	0	0	-	-	-	0	0	0	-	-	-	0	0	0
SA45	0	-2	-2	0	-	0	-	-	-	-	-	-	0	-	0	-	-	-	0	-2	-2

10/1/02

[illegible]

10/1/81

[illegible]

NET CHANGE IN WORKFORCE, 10/1/81 to 10/1/82

[illegible]

MICHIGAN STATE UNIVERSITY

10/1/81

JOB GROUP (p. 3)	TOTAL			TOTAL MINORITIES			Black			Asian-American			Hispanic ..			Native American			Caucasian, Other		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
5610	10	1	11	2	0	2	2	0	2	0	0	0	0	0	0	0	0	0	2	1	3
5620	24	0	24	2	0	2	1	0	1	0	0	0	1	0	1	0	0	0	22	0	22
Trades	34	1	35	4	0	4	3	0	3	0	0	0	1	0	1	0	0	0	30	1	31
5510	93	0	93	5	0	5	2	0	2	1	0	1	0	0	0	2	0	2	88	0	88
5520	4	0	4	0	0	0													4	0	4
5530	9	14	23	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	9	13	22
5540	5	0	5	0	0	0													5	0	5
5550	6	1	7	0	0	0													6	1	7
5560	20	0	20	0	0	0													20	0	20
5570	65	0	65	6	0	6	2	0	2	0	0	0	3	0	3	1	0	1	59	0	59
5580	12	0	12	0	0	0													12	0	12
Skilled Trades	214	13	229	11	1	12	4	1	5	1	0	1	3	0	3	3	0	3	203	14	217
Other Non-Academic	923	751	1,716	107	719	1,666	64	171	235	7	2	9	30	60	90	6	5	11	818	552	1,370
TOTAL NON-ACADEMIC	1,745	3,757	5,102	170	438	608	93	299	392	22	32	54	47	93	140	86	12	20	1,574	2,919	4,493

10/1/82

JOB GROUP (p. 5)	TOTAL			TOTAL MINORITIES			Black			Asian-American			Hispanic ..			Native American			Caucasian, Other		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
5610	8	1	9	2	0	2	1	0	1	0	0	0	0	0	0	1	0	1	6	1	7
5620	25	0	25	3	0	3	2	0	2	0	0	0	1	0	1	0	0	0	22	0	22
Skilled Trades Subtotal	33	1	34	5	0	5	3	0	3	0	0	0	1	0	1	1	0	1	28	1	29
5510	89	0	89	6	0	6	3	0	3	1	0	1	0	0	0	2	0	2	81	0	81
5520	3	0	3	0	0	0													3	0	3
5530	11	14	25	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	11	13	24
5540	5	0	5	0	0	0													5	0	5
5550	4	1	5	0	0	0													4	1	5
5560	19	0	19	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	18	0	18
5570	65	0	65	5	0	5	2	0	2	0	0	0	2	0	2	1	0	1	60	0	60
5580	13	0	13	0	0	0													13	0	13
Skilled Trades Subtotal	211	13	225	12	1	13	5	1	6	1	0	1	3	0	3	3	0	3	199	14	213
Other Non-Academic	893	743	1,636	103	727	1,300	59	167	226	3	1	4	37	66	103	7	3	10	790	516	1,306
TOTAL NON-ACADEMIC	1,644	3,203	4,847	156	434	590	87	300	387	15	29	44	65	91	156	9	14	23	1,489	2,769	4,257

NET CHANGE IN WORKFORCE, 10/1/81 to 10/1/82

JOB GROUP (p. 5)	TOTAL			TOTAL MINORITIES			Black			Asian-American			Hispanic ..			Native American			Caucasian, Other		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
5610	-2	0	-2	0	-	0	-1	-	-1	-	-	-	-	-	-	+1	-	+1	-2	0	-2
5620	+1	-	+1	+1	-	+1	+1	-	+1	-	-	-	0	-	0	-	-	-	0	-	0
Trades Subtotal	-1	0	-1	+1	-	+1	0	-	0	-	-	-	0	-	0	+1	-	+1	-2	0	-2
5510	-4	-	-4	+1	-	+1	+7	-	+1	0	-	0	-	-	-	0	-	0	-5	-	-5
5520	-1	-	-1	-	-	-													-1	-	-1
5530	-2	0	-2	-	0	0	-	0	0	-	-	-	-	-	-	-	-	-	-2	0	-2
5540	0	-	0	-	-	-													0	-	0
5550	0	0	0	-	-	-													0	0	0
5560	-1	-	-1	+1	-	+1	-	-	-	-	-	-	+1	-	+1	-	-	-	-2	-	-2
5570	0	-	0	-1	-	-1	0	-	0	-	-	-	-1	-	-1	0	-	0	+1	-	+1
5580	+1	-	+1	-	-	-													+1	-	+1
Skilled Trades Subtotal	-3	0	-3	+1	0	+1	+4	0	+1	0	-	0	0	-	0	0	-	0	-4	0	-4
TOTAL Other Non-Academic	-34	-48	-82	-4	-14	-18	-3	-4	-7	-2	-1	-3	-6	-4	-10	+1	-	+1	-28	-36	-64
TOTAL NON-ACADEMIC	-102	-154	-256	-14	-4	-18	-6	+1	-5	-7	-3	-10	-2	-2	-4	+1	+7	+3	-87	-150	-237
% Reduction	40.0	40.0	100	5.3	1.6	7.7	2.4	-	2.0	2.7	1.2	3.9	.8	0.8	1.6	-	-	-	34.3	38.6	92.9
% Reduc. w/in Sex	100	100		33.7	2.6		5.9	-		6.5	1.9		2.0	1.7		-	-	-	85.1	47.4	
% Group 1981 w.f.	-5.8	-4.6	-5.0	-8.2	-0.9	-5.0	-4.4	+0.3	-1.3	-31.8	-9.4	-18.5	-4.3	-2.7	-2.9	+12.9	+18.7	+15.0	-5.3	-5.1	-5.2



Appendix V-B

Non-Academic Goal Achievement Rates  
1981-82

Report to the Board of Trustees  
Office of Personnel and Employee  
Relations  
December 1982





MSU AACP  
GOAL ACHIEVEMENT

1981-82

\*GOAL = 20% of  
Underutilization

Job Group #	Adj 6/30/82 Opportunities		WOMEN								MINORITIES								
	Proj.		Ultimate Goals		Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference		
		Actual	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
A105	4	4	9	45.83	-	-	-	-	-	-	1	6.49	0	6.49	0	0.00	0	-6.49	
A110	1	1	15	31.70	-	-	-	-	-	-	4	8.29	0	8.29	0	0.00	0	-8.29	
A115	8	6	5	30.70	-	-	-	-	-	-	1	9.42	-	-	-	-	-	-	
A120	1	1	33	86.64	-	-	-	-	-	-	3	7.44	0	7.44	0	0.00	0	-7.44	
A125	2	2	26	45.05	-	-	-	-	-	-	4	7.32	-	-	-	-	-	-	
A130	16	16	37	30.17	-	-	-	-	-	-	9	7.17	-	-	-	-	-	-	
A135	0	0	9	31.78	-	-	-	-	-	-	2	7.85	-	-	-	-	-	-	
A140	7	7	35	25.61	*	2	28.57	3	42.86	+1	+14.29	11	7.99	1	14.29	0	0.00	-1	-14.29
A145	3	5	11	24.73	1	24.73	2	40.00	+1	+15.27	3	8.19	-	-	-	-	-	-	
A150	0	0	1	18.91	0	18.91	0	0.00	0	0.00	1	9.42	0	9.42	0	0.00	0	0.00	
A205	2	2	8	32.49	-	-	-	-	-	-	2	7.76	-	-	-	-	-	-	

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MSU AACP  
GOAL ACHIEVEMENT

1981-82

\*GOAL = 20% of  
Underutilization

Job Group #	Adj 6/30/82 Opportunities		Ultimate Goals		WOMEN		Goal Achieve.		Difference		Ultimate Goals		MINORITIES		Goal Achieve.		Difference	
	Proj.	Actual	#	%	#	%	#	%			#	%	#	%	#	%		
A210	0	1	6	38.18	-	-	-	-	-	-	1	6.77	0	6.77	0	0.00	0	-6.77
A215	5	5	10	54.10	-	-	-	-	-	-	2	10.55	1	20.00	0	0.00	-1	-20.00
A220	2	2	13	73.15	-	-	-	-	-	-	2	9.21	0	9.21	1	50.00	+1	+40.79
A225	2	3	5	37.60	-	-	-	-	-	-	2	13.77	-	-	-	-	-	-
A230	15	20	19	43.40	-	-	-	-	-	-	3	7.22	-	-	-	-	-	-
A235	6	11	28	43.09	-	-	-	-	-	-	7	10.38	-	-	-	-	-	-
A240	5	6	20	52.93	-	-	-	-	-	-	6	14.96	-	-	-	-	-	-
A245	6	6	4	27.20	-	-	-	-	-	-	0	6.84	-	-	-	-	-	-
A250	5	5	4	25.81	1	25.81	0	0.00	-1	-25.81	1	6.87	0	6.87	0	0.00	0	-6.87
A255	2	2	4	22.55	*	1	50.00	0	0.00	-1	-50.00	1	6.99	-	-	-	-	-
A260	11	14	24	33.46	5	35.71	5	35.71	-	-	7	10.41	1	10.41	2	14.29	+1	+3.88
A265	4	5	13	30.50	2	40.00	0	0.00	-2	-40.00	4	9.30	0	9.30	0	0.00	0	-9.30

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MSU AACP  
GOAL ACHIEVEMENT

1981-82

Job Group #	Adj 6/30/82 Opportunities		Ultimate Goals		Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference	
	Proj.	Actual	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
270	0	0	12	39.01	-	-	-	-	-	-	3	9.54	-	-	-	-	-	-
275	3	4	19	39.01	-	-	-	-	-	-	5	9.54	1	25.00	2	50.00	+1	+25.00
280	20	21	31	53.71	-	-	-	-	-	-	5	9.00	2	9.52	2	9.52	-	-
285	7	7	15	40.51	-	-	-	-	-	-	3	8.16	1	14.29	0	0.00	-1	-14.29
290	1	1	6	32.72	-	-	-	-	-	-	2	8.31	-	-	-	-	-	-
295	1	5	3	37.51	-	-	-	-	-	-	1	8.06	-	-	-	-	-	-
300	19	21	49	56.81	-	-	-	-	-	-	10	10.06	-	-	-	-	-	-
305	119	139	286	56.81	-	-	-	-	-	-	51	10.06	-	-	-	-	-	-
310	60	65	252	80.61	-	-	-	-	-	-	26	8.22	5	8.22	12	18.46	+7	+10.24
320	76	90	758	85.60	-	-	-	-	-	-	70	7.92	7	7.92	9	10.00	+2	+2.08

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MSU AACP  
GOAL ACHIEVEMENT

1981-82

\*GOAL = 20% of  
Underutilization

Job Group #	Adj 6/30/82 Opportunities		WOMEN								MINORITIES							
	Proj. Actual		Ultimate Goals		Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference	
	#		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
400	15	20	18	32.98	-	-	-	-	-	-	2	4.48	-	-	-	-	-	-
410	0	2	6	32.26	1	50.00	1	50.00	-	-	1	5.56	0	5.56	0	0.00	0	-5.56
420	10	15	38	64.74	-	-	-	-	-	-	8	13.56	2	13.56	2	13.33	-	-.23
430	37	46	83	56.56	-	-	-	-	-	-	19	12.95	6	13.04	2	4.35	-4	-8.69
440	4	5	25	62.88	3	62.88	3	60.00	-	-2.88	5	13.56	1	20.00	0	0.00	-1	-20.00
445	1	2	2	26.98	-	-	-	-	-	-	0	7.13	-	-	-	-	-	-
450	5	7	4	19.57	-	-	-	-	-	-	1	5.97	-	-	-	-	-	-
460	5	7	9	17.22	*	28.57	1	14.29	-1	-14.28	3	5.97	-	-	-	-	-	-
470	3	7	11	26.98	-	-	-	-	-	-	3	7.13	-	-	-	-	-	-
480	7	7	8	26.98	-	-	-	-	-	-	2	7.13	-	-	-	-	-	-
485	0	0	1	26.98	-	-	-	-	-	-	0	7.13	-	-	-	-	-	-
490	1	1	1	26.98	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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MSU AACP  
GOAL ACHIEVEMENT

1981-82

Job Group #	Adj 6/30/82 Opportunities		WOMEN								MINORITIES							
	Proj. Actual		Ultimate Goals		Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference	
	#		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
C495	0	0	3	26.98	0	26.98	0	0.00	0	0.00	1	7.13	0	7.13	0	0.00	0	0.00
E610	26	29	35	38.57	-	-	-	-	-	-	10	10.97	-	-	-	-	-	-
E620	26	26	43	38.57	-	-	-	-	-	-	12	10.97	-	-	-	-	-	-
F600	3	3	2	57.92	-	-	-	-	-	-	0	10.48	-	-	-	-	-	-
F610	0	*	0	24.43	0	24.43	0	0.00	0	0.00	3	13.12	0	13.12	0	0.00	0	0.00
F620	0	*	0	15.87	0	15.87	0	0.00	0	0.00	1	9.99	0	9.99	0	0.00	0	0.00
I320	1	2	64	84.54	-	-	-	-	-	-	6	7.46	0	7.46	0	0.00	0	-7.46
I360	0	0	3	84.54	-	-	-	-	-	-	0	7.46	-	-	-	-	-	-
I460	0	0	0	17.22	-	-	-	-	-	-	0	5.97	-	-	-	-	-	-

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MSU AACP  
GOAL ACHIEVEMENT

1981-82

Job Group #	Adj 6/30/82 Opportunities Proj. Actual		WOMEN				MINORITIES					
			Ultimate Goals # %	Annual Goals # %	Goal Achieve. # %	Difference # %	Ultimate Goals # %	Annual Goals # %	Goal Achieve. # %	Difference # %		
S590	0	0	3 19.57	0 19.57	0 0.00	0 0.00	2 13.84	0 13.84	0 0.00	0 0.00		
S640	0	0	9 22.63	0 22.63	0 0.00	0 0.00	4 11.81	- -	- -	- -		
S660	1	2	11 41.71	1 50.00	0 0.00	-1 -50.00	2 6.75	0 6.75	0 0.00	- -6.75		
S670	3	5	5 16.14	1 20.00	0 0.00	-1 -20.00	2 6.74	0 6.74	0 0.00	- -6.74		
S680	8	23	37 52.78	- -	- -	- -	9 13.50	- -	- -	- -		
605	9	15	84 43.94	- -	- -	- -	21 10.95	- -	- -	- -		
610	6	9	74 49.75	4 49.75	3 33.33	-1 -16.42	32 21.70	- -	- -	- -		
615	0	0	7 40.55	- -	- -	- -	2 12.09	- -	- -	- -		
620	3	5	12 38.18	2 40.00	0 0.00	-2 -40.00	3 10.43	1 20.00	1 20.00	- -		
625	4	4	2 16.36	1 25.00	0 0.00	-1 -25.00	2 11.82	0 11.82	0 0.00	- -11.82		

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MSU AACP  
GOAL ACHIEVEMENT

1981-82

\* GOAL = 20% of  
Underutilization

Job Group #	Adj 6/30/82 Opportunities Proj. Actual		WOMEN								MINORITIES								
			Ultimate Goals		Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
1630	7	8	25	38.57	3	38.57	3	37.50	-	-1.07	7	10.97	1	12.50	1	12.50	-	-	
1635	8	8	13	14.60	1	14.60	2	25.00	+1	+10.40	17	18.86	2	25.00	1	12.50	-1	-12.50	
1640	3	4	6	15.31	1	25.00	0	0.00	-1	-25.00	5	14.17	-	-	-	-	-	-	
1645	5	4	9	30.97	-	-	-	-	-	-	3	11.10	-	-	-	-	-	-	
650	2	3	13	17.34	*	2	66.67	0	0.00	-2	-66.67	8	11.30	*	1	33.33	0	0.00	
655	1	1	5	54.45	1	100.00	0	0.00	-1	-100.00	1	16.07	-	-	-	-	-	-	
660	16	18	37	46.42	-	-	-	-	-	-	9	11.13	-	-	-	-	-	-	
665	10	10	40	69.86	-	-	-	-	-	-	8	14.19	-	-	-	-	-	-	
670	4	4	21	53.62	-	-	-	-	-	-	5	12.55	-	-	-	-	-	-	
675	5	5	11	21.01	*	2	40.00	1	20.00	-1	-20.00	7	13.83	1	20.00	2	40.00	+1	+20.00
680	1	1	3	14.94	*	1	100.00	0	0.00	-1	-100.00	2	9.56	-0	9.56	0	0.00	-	-9.56

V-B-7-

**1981-82**

[illegible]



MSU AACP  
GOAL ACHIEVEMENT

1981-82

\*GOAL = 20% of  
Underutilization

Job Group #	Adj 6/30/82 Opportunities		WOMEN								MINORITIES							
	Proj.	Actual	Ultimate Goals		Annual Goals		Goal Achieve.		Difference		Ultimate Goals		Annual Goals		Goal Achieve.		Difference	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
210	0	1	6	38.18	-	-	-	-	-	-	1	6.77	0	6.77	0	0.00	0	-6.77
215	5	5	10	54.10	-	-	-	-	-	-	2	10.55	1	20.00	0	0.00	-1	-20.00
220	2	2	13	73.15	-	-	-	-	-	-	2	9.21	0	9.21	1	50.00	+1	+40.79
225	2	3	5	37.60	-	-	-	-	-	-	2	13.77	-	-	-	-	-	-
230	15	20	19	43.40	-	-	-	-	-	-	3	7.22	-	-	-	-	-	-
235	6	11	28	43.09	-	-	-	-	-	-	7	10.38	-	-	-	-	-	-
240	5	6	20	52.93	-	-	-	-	-	-	6	14.96	-	-	-	-	-	-
245	6	6	4	27.20	-	-	-	-	-	-	0	6.84	-	-	-	-	-	-
250	5	5	4	25.81	1	25.81	0	0.00	-1	-25.81	1	6.87	0	6.87	0	0.00	0	-6.87
255	2	2	4	22.55	*	1	50.00	0	0.00	-1	-50.00	1	6.99	-	-	-	-	-
260	11	14	24	33.46	5	35.71	5	35.71	-	-	7	10.41	1	10.41	2	14.29	+1	+3.88
265	4	5	13	30.50	2	40.00	0	0.00	-2	-40.00	4	9.30	0	9.30	0	0.00	0	-9.30

V-B-2-



App

Nonacademi

dix V-C

Problem Areas

Report to the Board of Trustees  
Office of Personnel & Employee  
Relations  
December 1982

NON-AC

Overview: Affirmative Action in t

The University has a 12-step a the hiring of non-academic employe units of underutilization and affi of applicants. The Department of and Employee Relations provide con affirmative action planning, in ad University and all its units are c achieve its affirmative action goa

The current non-academic workf utilization in the employment of w 32 show underutilization for women minorities. For minorities, 1981- groups, partially met in 2 job gro groups had 2 or less opportunities exceeded in 7 job groups, goals we groups had no opportunities, 7 job

During the past year, the Unive academic opportunities and a 5% de due to severe budgetary restriction limited the University's opportunit and is expected to have a continuu Thus, while the University has been achieve its affirmative action goal year will continue to be severely l

Several problem areas have been problem areas have been selected as is committed to focus remedial acti job groups are in one section, Tab 1 through B-7.

## MIC PROBLEM AREAS

### Non-Academic Personnel System

affirmative action monitoring procedure for . This procedure assists in notifying affirmative action goals prior to the screening Human Relations and the Office of Personnel Information to units regarding recruitment and retention to their monitoring functions. The University is committed to vigorous good-faith efforts to .

data indicates some degree of underutilization for men and minorities. Of the 86 job groups, 39 show underutilization for affirmative action goals were met or exceeded in 16 job groups, 5 job groups had no opportunities, 8 job groups had 1 or less opportunities. For women, 1981-82 goals were met or exceeded in 16 job groups, 8 job groups had 1 or less opportunities, 8 job groups had 2 or less opportunities.

The University has experienced a 25% decrease in non-academic workforce in the total non-academic workforce . This difficult economic environment has made it difficult for the University to achieve its affirmative action goals, but the University expects to have a positive effect during the next several years. The University is committed to vigorous efforts to increase opportunities during the 1982-83 plan period.

identified in the 1982-83 AAP. These are areas of concern about which the University is aware. All problem areas regarding targeted groups are listed in the following table. 7. Problem areas are contained in tabs B-

Problem Area: Recruitment of Pro

Problem Statement: Insufficient  
Protected classes are available f

Activities during 1981-82: Outsi  
in 1981-82 reflecting the lower t  
number of positions available wit  
the protected class applicants we  
job groups which were underutiliz

During 1981-82, the Office of Per  
study to determine which job group  
qualified protected class applicar  
targeted towards recruitment in th  
was developed and approved by the  
plan. In spite of the severe budg  
provided to this program in the 19

Meetings were held with unit repre  
underutilized positions to discuss  
recruitment activities. The Depart  
various Deans and Department Chair  
recruitment of protected classes.  
hints and materials from MESC, Min  
Urban League and Affirmative Action

The Department of Personnel and Emp  
reporting system to provide a weekl  
applicant pool who were members of  
centralized source for quick review

The Department of Personnel and Emp  
recruiting of handicappers and incr  
result.

The Future: Due to continuing econ  
opportunities to hire qualified app  
to continue in the future.

Action Plan: The Department of Pers  
assigned two staff members to carry  
Recruitment will be undertaken by a  
technical training schools, etc. pri  
Medical Technologists, Laboratory Te  
are the first areas of vigorous recr  
increased with new selection and rep  
qualified internal protected class e  
for available positions. Internal S  
encouraged at the unit level for all  
prepare these individuals for promot

### ected Classes

members of qualified applicants from underutilized positions.

minority applicants decreased by 16.5% turnover rate and continued decline in the University. A significant number of not minimally qualified for positions in

nel and Employee Relations undertook a were severely underutilized and lacking in , so that limited resources could be e areas. A minority recruitment proposal ard of Trustees as part of their budget ary constraints, special funding has been -83 plan year.

ntatives with projected opportunities in acruitment strategies and seek sources for ent of Human Relations held meetings with :sons to make them aware of the problems of packet of information containing helpful lity & Women Resource Guide, Contacts with egister were distributed.

yee Relations developed and implemented a update on all individuals in the current protected class. This provides a current f all protected class applicants.

yee Relations directed special efforts at sed the handicapper applicants as a

ic pressure, the downward trend in the ants from protected classes is expected

nel and Employee Relations has it the minority recruitment plan. ries of on-site visits to colleges, rily within the State of Michigan. nologists and Agricultural Technicians tment efforts. Efforts will also be ting techniques designed to identify loyees so they may be stimulated to apply ff development is being strongly embers of protected classes in order to nal opportunities.



MICHIGAN STATE UNIVERSITY

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PERSONNEL AND EMPLOYEE RELATIONS

STEPHEN A. NINBET BUILDING

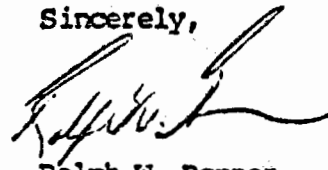
Dear

The position recently vacated or cre  
group which is underutilized for

A review of your department staffing  
affirmative action selection efforts  
position is assigned remains underut  
is requested, posting will be delaye  
The use of affirmative action bypass

If you need further assistance, plea

Sincerely,



Ralph W. Bonner  
Director  
Human Relations

-C  
5-

---

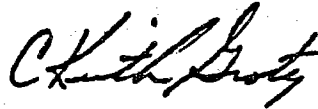
EAST LANSING • MICHIGAN • 48824

RE: Position Number

ed within your unit is currently in a job

as been conducted and your past  
ssessed. If the job group to which this  
ized at the time posting of the vacancy  
until recruitment efforts are exhausted.  
rocedure must be considered.

call 353-3720 (Employment Division).



C. Keith Groty  
Assistant Vice President  
Personnel & Employee Relations

TRACKING AND MONITORING

RELATING TO AFFIRMATIVE ACTION

In order to implement and monitor the following activities will be instituted:

1. Annually, a letter will be sent to those departments showing goal analysis report at the time the letter will list the job groups targeted and explain that the posting of the letter will be sent to the Provost.
2. When a position is vacated or when a new position is created, added to the record if both underutilized in the most recent code will indicate that a bypass is filled.
3. A memo will be sent from the Director of Human Relations, when the Affirmative Action notice is accompanied by a request to the person signing the requisition administrator. The Human Relations division will receive a copy.
4. Every posting requisition is available. At this time, the code is checked. If an AA bypass is that the job group remains underutilized this will be in the Employment Division staff minorities or either. If the code for this job group, the requisition assignment code is removed from the record.
5. When the PVR is prepared, when the notation "Posting delayed for the section labeled "Affirmative Action" is added to the record.

REVISED 10/82

# WORKING PROCEDURES

## AFFIRMATIVE ACTION BYPASS

Affirmative action bypass procedure the  
:

from the Human Relations Department  
underutilization, as indicated in the  
beginning of the AACP year. This letter  
ted for bypass in their unit, and  
y vacancies in those groups will be  
uiting protected classes. A copy of  
appropriate Vice President of the

ough promotion, transfer, termination,  
ted, a special assignment code will be  
e job group and the department are  
it monthly goal analysis reports. This  
s should be exercised when the vacancy

ch & Records, over the signature of the  
the department administrator notifying  
status of the position. When a vacancy  
osition, the memo will be immediately sent  
osition and copied to the department  
ions Department and the Employment  
all memo's.

nitored to verify that the position is  
pecial assignment code will also be  
dicated, the Records staff will verify  
rutilized. (AAGOALMATCH) If it remains  
cated on the requisition form to notify  
o take appropriate action for females,  
osition is not currently underutilized,  
tion is approved and the special  
the records.

ar recruitment succeeds or not, the  
ecruitment efforts" should be typed in  
e Action".

Problem Area: Evaluations bas

Problem Statement: The existi  
supervisors includes criteria  
supervisors were unaware of th  
under the Affirmative Action p

Activities During 1981-82: Th  
Relations provided additional  
to be used for evaluating affi  
held with unit administrators  
importance of the evaluation c  
affirmative action plan.

To assure that all supervisors  
their responsibilities, a lett  
University to all administrato  
University's committment to af  
all administrators and supervi  
for affirmative action.

A training module was develop  
Employee Relations dealing with  
action. Special funding was p  
part of their continuing commi  
presentations will be introduce

Action Plan: During 1982-83 th  
Relations, through its Human Re  
present training modules for s  
basis. Affirmative action tra  
presented. Affirmative Action  
primary objectives of this prog

The Department of Human Relatio  
Employee Relations will continu  
evaluation criteria to ensure t  
of their responsibilities under

Posters and other handouts were  
to Supervisors, Chairpersons, U  
placed in many visable areas in  
Building, Epply Center, Physica  
Graduate Center and other campu

# on EEO Efforts

performance evaluation form for  
evaluate their EEO efforts. Some  
criteria and their responsibilities  
gram.

Department of Personnel and Employee  
structions with regard to the criteria  
ative action performance. Meetings were  
r this purpose and to stress the  
teria and and its effect upon the overall

nd executive managers were aware of  
was sent by the President of the  
and supervisors, reaffirming the  
rmative action and stressing that  
as have an individual responsibility

by the Department of Personnel and  
supervisory training and affirmative  
vided by the Board of Trustees as a  
sent to affirmative action. These  
during 1982-83.

Department of Personnel and Employee  
urces Development Division, will  
rvisory personnel on a campus wide  
ng is one of the four modules to be  
d Equal Employment Opportunities are the  
m.

and the Department of Personnel and  
to provide instruction about the  
t all supervisory personnel are aware  
he affirmative action program.

obtained from OFCCP. Materials were disseminated  
: Administrators and Deans. Posters were  
ellogg Center, Student Union, Administration  
Plant, General Stores, Purchasing, Owen  
locations.

Problem Area: Targeted Areas of Und

Problem Statement: Certain sectors history of underutilization and/or f Recruiting problems have occurred in competing with employers offering hi force and continuing low turnover ex the number of promotional opportunit and catagories have been identified opportunities and past underutilizat.

Area

1. Clerical Promotional Opportunitie
2. Nurses
3. Entry Level Laboratory Techniciar
4. Upper Level Administrators
5. Data Processing Programmers/Analy
6. Entry Level Skilled Trades Positi
7. Medical Technologists
8. Motor Vechicle Operators
9. Materials & Stockhandlers
10. Senior Custodial Positions

\* minorities

\* women

In addition, the following job groups utilization, but little or no opportu year 1982-83.

Area

11. Public Safety Officers
12. Entry Level Operating Engineers
13. Clerical Supervisors

Activities During 1981-82: In spite workforce reductions, two job groups, now fully utilized. Within the remain eight (53%) of the specified job group counts and two (13%) had no opportunit exceeded their goals for minorities, w have been added for targeted efforts i

### utilization

Our workforce have experienced a decline in the marketplace because the University is experiencing salary reductions. The recent reductions in salaries experienced by the University have reduced the number of job groups available. The following job groups are targeted areas on the basis of projected utilization:

<u>Job Groups</u>	<u>Under For</u>	<u>Target 81-82</u>
C320	M*	Yes
A280, A285	M	Yes
C420, C430	M	Yes
A140, A145, A150	M & W*	Yes
s A260, A265	M & W	Yes
s 9550	M	Yes
A215	M	Yes
1620	M & W	No
1635	M & W	No
1610	W	No

and categories have historical underutilization. Categories for action are projected for the

<u>Job Groups</u>	<u>Under For</u>	<u>Target 81-82</u>
F610	M	Yes
5610	W	Yes
S320	M	Yes

the decline in opportunities and 10 and A220, targeted in 1981-82 are 15 job groups identified in 1981-82, experienced losses in their total salaries. Six (40%) job groups met or exceeded targets in one or both. Four additional job groups are targeted for 1982-83.



During 1981-82 the Department of Personnel and Employee Relations monitored goal achievement vs opportunities on a quarterly basis and provided comprehensive reports to the Department of Human Relations. Targeted job groups were the focus of these reports. Since March of 1982, the Department of Personnel and Employee Relations has provided the Department of Human Relations with monthly goal analysis reports by job group, department and major unit. These reports have assisted in the identification and evaluation of underutilized departments and major units as well as job groups relative to the 12 step hiring procedure and layoff procedures. Department reports were also sent to Departments and unit administrators in August, 1982.

Results of this enhanced reporting and monitoring by the Department of Human Relations and the Department of Personnel and Employee Relations is illustrated by the clerical job group achievements. Clerical job groups annual goals were exceeded in spite of the fact that opportunities declined by 50%.

Additional good faith efforts are described under other problem areas.

The Future: Economic pressures will continue. Consequently, reductions in workforce limiting the promotional and entry opportunities, non-availability of funds for higher competitive salaries, and lack of job security will also continue to seriously handicap the University's operations and reputation as an employer. Seniority provisions in some labor contracts will continue to impede our progress. A new employee information system has been purchased. After modification and installation, skills bank capability will enhance our efforts in internal recruitment.

Action Plan: The Department of Personnel and Employee Relations will continue to analyze personnel actions and identify existing or potential problems. Efforts will continue to recruit women and minority applicants and identify internal candidates for vacancies as they occur. The minority recruitment program will make special efforts in targeted job groups.

The Department of Human Relations and The Department of Personnel and Employee Relations will continue to seek methods of protecting our accomplishments found in the current workforce while working toward completion of goals.

Appendix V-D

Examples of  
Special Efforts Related to Women, Minority, and Handicapped  
Non-academic Personnel  
1981-82

Report to the Board of Trustees  
Department of Human Relations  
January 1983



Special Efforts Related to Women, Minority, and Handicapped  
Non-Academic Personnel, 1981-82

UNIT	ACTIVITY
Institute of International Agriculture	International Extension Training Program (at MSU and in the Caribbean) aimed at providing opportunities for women and minority extension staff as well as white males.
Department of Human Relations (Jointly with V.P. for Administration & Public Affairs)	<p>Review of exit interview questionnaires to identify any systemic discriminatory employment practices.</p> <p>Designed, published, and distributed a calendar of events of particular interest to minority staff (as well as faculty and students).</p> <p>Developed and conducted workshops on improving interpersonal staff relations (see Academic Personnel efforts).</p> <p>Developed and presented a promotional preparedness workshop focused on developing minority self-confidence, assessing employment skills, and assisting in acquiring job-seeking and promotional techniques; first session attended by 15 clerical-technical employees.</p> <p>Conducted several discussion series for female staff, faculty, and students: Noontime discussion series, brown bag lunches, First Thursday Lunch Group (for minority women), presentations on sexual harassment, and the Minority Women's Symposium.</p> <p>Of 83 programs conducted by the Division of Women's Programs, 23 were designed for non-academic staff members with total attendance of 466; another 10 programs involved staff and other groups with 165 additional people involved.</p>
Office of Admissions & Scholarships	<p>Presentation by Office of Handicapper Services to sensitize staff to needs, issues, services, and attitudes.</p> <p>Staff discussions of minority concerns and minority recruitment issues during regular meetings and annual retreat.</p>
Resource Development	Staff discussion regarding issues, dangers, and penalties of sexual harassment.
Medicine	Noon hour seminars held approximately monthly for women secretaries; topics such as stress management, time management, relaxation, and research projects.

Special Efforts, Nonacademic Personnel

V-D-2

<u>UNIT</u>	<u>ACTIVITY</u>
Lyman Briggs School	Training program for three clerical-technical employee one promoted internally, one internally upgraded, and one hired and trained during year; other support for secretarial staff in professional endeavors.
College of Social Science	<p>Clerical-technical employees have been counseled to be aware of the necessity of equal treatment of all persons in the various publics with whom they have contacts.</p> <p>The College has instituted a specific case approach to problems of discrimination and restraints on equal opportunity. If there are charges or rumors of discrimination, or restrictions on equal opportunity, or failure to follow affirmative action guidelines the individual alleged to have engaged in improper practices is invited to discuss the matter with the Dean of the College or with the appropriate administrator.</p> <p>Affirmative action policies in hiring are closely monitored by the College with demands being made upon units to follow all possible avenues in the recruitment of capable personnel. This effort extends not only to recruitment of tenure system faculty but also very strongly to temporary faculty and to administrative-professional and clerical-technical employees.</p>
Social Science Research Bureau	Work with MSU Department of Human Relations on interviews and questionnaires to minority staff concerning their job problems.
University Libraries	Workshop on human relations in the workplace was conducted by Department of Human Relations for 24 supervisors (both professional and para-professional) in the Library.
Administrative Data Processing	<p>All managers attended the Human Relations Workshop</p> <p>Several discussions were held at staff meetings concerning recruiting minorities and females.</p> <p>Actively recruited a black male, but he was a student soon to leave the community.</p> <p>Discussed opportunities in ADP with minority employees.</p> <p>Have written to Black Data Processing Associates for contacts.</p> <p>Recruited (unsuccessfully) a woman for Associate Director</p>

UNIT	ACTIVITY
Department of Public Safety	<p>Circulated President Mackey's June 4, 1982 memo with strongly supportive cover memo from Director on prohibited behavior.</p> <p>All new hires since July 1, 1981 have been women and a minority male.</p> <p>Employ and promote minority and non-minority women students in wide variety of functions.</p>
Intercollegiate Athletics	<p>Circulated President Mackey's June 4, 1982 memo with strongly supportive cover memo from the Director.</p>
Housing & Food Services	<p>Recruited entry level food supervisors at Tuskegee Institute and Morris Brown College.</p> <p>Four staff members attended series of workshops on increasing communication awareness of the media portrayal of minorities, women and handicappers.</p> <p>Food Stores conducted two sexual harassment workshops; total attendance was 48 employees, each receiving two hours of instruction.</p> <p>July 1982 food supervisor trainees included two Black women and four Caucasian women of nine trainees selected.</p> <p>Training Committee (18 members) plan a film review for department heads, unit managers, and University officials; expect to select about two of films reviewed to use to help sensitize staff to problems of racism and sexism.</p> <p>Recruited minority and female applicants for Manager of Residence Halls from all State-supported colleges and universities in Michigan, all Big Ten universities, and 28 predominantly Black colleges and universities across the country.</p>
Physical Plant	<p>Special training of a woman and a Black to accelerate progress in Boiler Operator Trainee program.</p> <p>Encouragement and support of protected-group employees to develop technical skills such as computer programming.</p> <p>Worked to increase protected-group representation in technical employment and promotional pools by training student employees in a variety of highly technical fields.</p>

Special Efforts, Nonacademic Personnel

V-D-4

UNIT	ACTIVITY
Vice President for Health Services & Facilities	<p>Administered questionnaire to managers and supervisors at Clinical Center and Olin Health Center' to assess knowledge and attitudes regarding affirmative action in employment; showed need for more information related to specific managers' roles and responsibilities, goal achievement per individual manager (which was developed and distributed)</p> <p>In-service training programs at Clinical Center aimed at promoting self-awareness for women staff members and addressing women's issues; eight programs offered.</p>
Intramural Sports & Recreative Services	<p>Distributed and formally discussed President Mackey's memo of September 22, 1982.</p>
Educational & Support Services	<p>Conducted staff development programs for staff of all department in Division on</p> <ul style="list-style-type: none"><li>--Understanding Handicappers (by staff of Office of Programs for Handicapper Students)</li><li>--Understanding Minority Students (by staff of Supportive Services and Minority Aide Programs)</li><li>--Sexual Harassment (by Dept. of Human Relations, Counseling Center, and Women's Advisory Committee to the V.P. for Student Affairs &amp; Services)</li><li>--Sexual Assault Awareness (by Coordinator of Counseling Center's Sexual Assault Crisis and Safety Education Program)</li></ul>
University Housing Programs	<p>Conducted, on behalf of women, handicappers, and minorities, 73 programs for Resident Assistants, 26 for senior staff, 60 for Caucus members, and 3 for Caucus advisors.</p>
Vice President for University Relations	<p>Following almost a year surveying resources and studying the issues, developed, sponsored, publicized, and conducted a series of workshops for faculty and staff responsible for preparing messages which project the University's image. 60 to 75 people attended each workshop; each was also videotaped for possible further utilization. Topics of the workshops included:</p> <ul style="list-style-type: none"><li>--Stereotyping, Sensitivity and Majority-Minority Perspectives</li><li>--Stereotyping in the Media: American Blacks and Females</li><li>--Language and Gender; Language and Power</li><li>--News Selection: A Male Bias?</li><li>--Truth vs. Stereotype--Images, Words and Identity</li></ul> <p>Subscribe to employment referral service of School of Communication at Howard University.</p>

Special Efforts, Nonacademic Personnel

V-D-5

<u>UNIT</u>	<u>ACTIVITY</u>
Vice President for University Relations (cont.)	Provide staff with materials to assist them in their communication efforts.  News Bureau is making and circulating a collection of columns and clippings that discuss or illustrate discrimination.
Cooperative Extension Service	Initiated Staff Development Opportunity Program to accommodate attainment of credit toward a baccalaureate degree which could lead to professional level CES employment. Includes flexible work scheduling, released time, and financial assistance. Current participants are five women of whom three are minorities.  All new staff members participate in the Racism-Sexism-Handicappism Training Program designed to 1) broaden sensitivity to and awareness of attitudes and problems associated with these "isms", 2) help develop a positive feeling for and understanding of affirmative action, and 3) provide awareness of the cultural differences of racial minority groups. 52 CES staff participated last year.  Intensive Civil Rights Compliance Reviews of 20 county program operations; all found in compliance with federal regulations.  An annual Equal Opportunity Awards Program has been implemented to recognize CES staff who have made outstanding contributions in promoting equal opportunity and affirmative action through their programming efforts; provides opportunity to share "Affirmative Action Success Stories" with other staff across the state for potential program modeling.





Appendix IX-A

Examples of Instructional Activities During 1981-82

Department of Human Relations  
Report for the Board of Trustees  
January 1983



DRAFT , 1/15/83

DEPARTMENT OF HUMAN RELATIONS  
REPORT TO THE BOARD OF TRUSTEES

## Appendix IX-A: Examples of Instructional Activities During 1981-82

Courses Including Content on Women and/or Women's IssuesInterdisciplinary Courses

IDC 233 Introduction to Women's Studies: Women's Consciousness

Agriculture and Natural Resources

PAM 453, EC 453 Women &amp; Work: Issues &amp; Policy Analysis

Arts and Letters

A L 380 Role of Women in America: Art &amp; Self

A L 381 Role of Women in America: Movement &amp; Ideology

ATL 181, 182, 183 Women in America

ART 350 Women in Modern Art

CLA 330 Greek Women: Myth &amp; Reality

ENG 342 Women and Literature

ENG 382 Masterpieces of Contemporary Literature

ENG 829 Twentieth Century Literature

HST 313 History of Black Women in America

HST 347 Women in Industrial Society

PHL 341 Philosophical Aspects of Feminism

Seminar Role of Women in Medieval Society as Related to the History of Music

Business

MGT 417 Minorities &amp; Women in the World of Work

MGT 817 Women, Minorities &amp; Management

Communication Arts and Sciences

COM 352 Nonverbal Communication

COM 399 Intercultural Communication

COM 828 Cross-Cultural Communication

COM 830 Nonverbal Communication

JRN 460 Women &amp; the Media

Education

EAC 415 Student Leadership Training: Women in Leadership Roles

EAC 870H Problems of the Professional in High Education Administration--Men &amp; Women

EAC Extern program for women

CEP 844F Sexism, Racism &amp; Alienation in the Therapeutic Process

Seminar Women and International Rehabilitation

HPE 882 Seminar in HPE: Women in Sports

T E 450B Equity, Stereotypes &amp; Teaching

Human Ecology

FCE 145 The Individual, Marriage &amp; Family

FCE 405 Work and the Family

FCE 445 Human Sexuality &amp; the Family

HFN 330 Nutrition in the Life Cycle

IX-A-2

Human Medicine

OGR 608,609,610,611 Obstetrics, Gynecology and Reproductive Biology courses

James Madison

M C 111,112 Introductory Writing Sequence (units on contemporary problems of women)

M C 282 Social Stratification, Class & Caste

M C 290 Race and Class in American Feminism

Natural Science

N S 325 Biological & Social Aspects of Human Reproduction

NSC 305 Women in Science

Nursing

N E 595 Women's Health in the U. S.

Confer. Women's Health Care

Workshop Breast Cancer Experience

Social Science

ANP 262 Status of Women in Culture & Society: A Comparative View

ANP 872 Seminar in Midwifery

ANP Colloquium: Anthropology: The Science of Man?

C J 425 Women in Criminal Justice

LIR 868 Equal Employment Opportunity & Occupational Safety & Health

PSY 139 Psychology of Women

PSY 439 Selected Topics in Psychology of Women

SOC 353 Sociology of Sex & Gender

SOC 886 Sexual Inequality

S W 482 Women's Needs & Social Services

S W 482 Aging & Social Welfare

Lifelong Education Programs

Workshop Women New to Management

Workshop Divorce and Remarriage

Workshop Balancing. . .Working Woman's Dilemma

Confer. Calculating Woman

Confer. The Woman Manager

Confer. Winter School for Women Workers 1982

Seminar The Women Manager in a Rapidly Changing Environment (Developing Executive Skills)

Seminar Management Skills for Women Supervisors & Administrative Assistants (Management of Duties & Personnel)

Seminar The Job of the Professional Secretary (Skill Building Techniques and Professional Business Practices)

## IX-A-3

### Courses Including Content on Minorities and/or Minority Issues

#### Agriculture and Natural Resources

PAM 431, R D 431 Law & Social Change

#### Arts and Letters

A L 332 Development of American Indians as an Ethnic Minority  
A L 333 Contemporary Problems of American Indians  
ATL 151, 152, 153 American Minorities  
ENG 201 The Nature of Language  
ENG 241 Introduction to Popular Culture  
ENG 302 Introduction to English Language Studies  
ENG 349 Afro-American Literature I  
ENG 350 Afro-American Literature II  
ENG 382 Masterpieces of Contemporary Literature  
ENG 845, 846 Approaches to Language  
HST 309 The Black Man in the Americas: Varieties of Slavery  
HST 310 The Black Man in the United States: Since Emancipation  
HST 311 Formation & Early History of the Black Urban Working Class  
HST 313 History of Black Women in America  
HST 329 History of American West  
HST 372A China & the Western Invasion  
HST 451 The Value of Black Intellectual Thought  
THR 413 Studies in Black Theatre

#### Business

EC 412 The Economics of Poverty  
EC 413 Urban Economics

#### Communication Arts and Sciences

ASC 444 Oral Language of Urban Areas  
COM 352 Nonverbal Communication  
COM 399 Intercultural Communication  
COM 828 Cross-Cultural Communication  
COM 830 Nonverbal Communication

#### Education

EAC 816L Teaching for Cross-Cultural Perspective  
CEP 844A Introduction to Urban Counseling  
CEP 844C Urban Counseling Practicum  
CEP 844D Urban Career Development System Analysis  
CEP 844E Urban Counseling in the Elementary School  
CEP 844F Sexism, Racism & Alienation in the Therapeutic Process  
T E 450B Equity, Stereotypes & Teaching

#### Human Ecology

FCE 442 Minority Families in America  
FCE 498 Field Study (in agencies dealing with minorities)  
FCE 840 Multicultural Experiences for Preschool Children  
FCE 844 Cross-Cultural Child Development  
HED 322 Human Needs in Housing  
HED 434 Culture, Society & Dress  
HFN 330 Nutrition in the Life Cycle

James Madison

- M C 111, 112 Introductory Writing Sequence (units on contemporary problems of Blacks)
- M C 200 Freshman Social Science Sequence (unit on race relations and affirmative action)
- M C 249 Historical Development of Urban Society
- M C 282 Stratification: Class & Caste in Intergroup Relations I
- M C 283 Stratification: Class & Caste in Intergroup Relations II
- M C 284 Immigration, Assimilation & Pluralism
- M C 285 Nonwhite Minorities and American Pluralism
- M C 290 Urban Politics
- M C 290 Race and Class in American Feminism

Natural Science

- N S 162 Race: The Evolution of an Idea

Social Science

- ANP 419 North American Indians
- ANP 469 Arctic People
- ANP 477 Urban Anthropology
- ANP 481 Cross-Cultural Relations in the Modern World
- ANP Colloquia: A Retrospective Look at the Uses of Anthropology--Applied Anthropology in the Ten U.S. "Relocation Camps" for 120,000 Japanese-Americans During World War II
- Algonquian Symbolism and Rock Art
- C J 409 Issues in Criminal Justice: concerns of urban poor
- GEO 201 Geography of Culture
- GEO 401 The Ghetto
- GEO 402 The Geography of the City
- GEO 805 Seminar in Urban Geography
- GEO 901 Problems in Cultural Geography
- LIR 868 Equal Employment Opportunity & Occupational Health & Safety
- PLS 337 Ethnicity, Race & Politics
- PLS 338 Politics & Inequality
- SOC 323 Sociology of the Family
- SOC 329 Urban Sociology
- SOC 333 Racial & Ethnic Inequality
- SOC 942 Urban Theory
- SOC 971 Race, Politics & Social Structure
- S S 202 Power in America
- S S 251 Human Perspectives on Urbanization
- S S 252 Historical Roots of Racism & Ethnocentrism
- S S 253 Minorities in American Cities
- S W 417, MGT 417 Minorities & Women in the World of Work

Lifelong Education

- HST 823 Readings in American History, Urban History (Grand Rapids)

Third World- and Foreign-Oriented Courses Indirectly Related to MinoritiesInterdisciplinary Courses

- IDC 255 Introduction to Contemporary China
- IDC 257 Contemporary Japan
- IDC 341 Contemporary Problems in South Asia

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IDC 384 Contemporary Problems of Japan  
 IDC 385A China & Western Invasion  
 IDC 393 African History from 1500 to 1875  
 IDC 395 The Traditional Middle East  
 IDC 400V India Oceanic Politics  
 IDC 427 Contemporary Issues in Global Interdependence & Change  
 IDC 447 Refugees, Displaced Persons, Exiles  
 IDC 448 Issues in Refugee Assistance  
 IDC 483 Studies in African History  
 IDC 838 Subsaharan Africa Seminar

Arts and Letters

H A 471 Art of China  
 H A 473 Art of Japan: Pre-Buddhist to the Momoyama Period  
 H A 474 Art of Japan: Momoyama to the Present  
 H A 475 Art of India  
 ENG 363 African Literature in English  
 HST 140 Introduction to the History of Japan  
 HST 286 The African Experience  
 HST 317 Rise & Decline of the Latin American Empires  
 HST 318A Latin America in the National Period  
 HST 318B Latin America in the Contemporary Period  
 HST 319 Latin America in World Affairs  
 HST 321 History of Mexico, Cuba, & Central America  
 HST 322 Economic History of Brazil  
 HST 328 History of Early American Frontier  
 HST 372B History of Twentieth Century China  
 HST 372C Rise of Chinese Communism  
 HST 385A Intellectual History of China  
 HST 385B Intellectual History of China  
 HST 387A History of Japan until Early 19th Century  
 HST 387B History of Modern Japan  
 HST 392 African History to 1500  
 HST 393 African History from 1500 to 1875  
 HST 394 Modern Colonial Africa  
 HST 397 The Modern Middle East  
 HST 398 Islamic History in the Classical Age, 500-1250  
 HST 426 Humanistic Perspective on Global Diversity & Interdependence  
 HST 428 Project in Global Studies  
 HST 435 History of Southern Africa since 1800  
 HST 436 West African in the Era of the Slave Trade  
 HST 446 Studies in Latin American History  
 HST 483 Studies in African History  
 HST 894 Readings in African History  
 HST 897 Readings in Asian History  
 HUM 291 Cultural Traditions of China  
 HUM 292 Cultural Traditions of India  
 HUM 293 Cultural Traditions of Japan  
 HUM 294 Cultural Traditions of the Islamic World  
 HUM 295 Cultural Traditions of Sub-Saharan Africa  
 AFR 101,102,103 African Languages--Elementary  
 AFR 201,202,203 African Languages--Intermediate  
 AFR 420 African Literature in Translation  
 AFR 450 African Languages--Advanced



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CHS 101,102,103 Elementary Chinese  
CHS 250 Chinese Calligraphy  
CHS 301,302 Readings in Modern Chinese Literature  
CHS 303 Readings in Classical Chinese Literature  
JAP 101 Elementary Japanese  
LIN 851 African Linguistics  
MUS 315 Music of Africa  
PHL 311 Indian Philosophy  
PHL 312 Chinese Philosophy  
ROM 310,311,312 Latin America Today  
THR 491 Theatres of China & Japan

Business

EC 361 Economic Development of Asia  
EC 362 Economic Development of Latin America  
EC 363 Economic Development of Tropical Asia

Social Science

ANP 275 Anthropology of Asia  
ANP 281 Africans & Their Cultures  
ANP 285 Global Interdependence  
ANP 350 Peasant Society  
ANP 411 Modern Japan  
ANP 411 China Culture & Society  
ANP 415 Studies in Anthropology of East Africa  
ANP 419 Indians of Mexico  
ANP 426 Global Diversity  
ANP 427 Global Interdependence & Change  
ANP 428 Projects in Global Studies  
ANP 469 Cultural Areas of the World  
ANP 473 Culture & Personality  
ANP 474 Culture & Economic Behavior  
ANP 490 Taiwan  
ANP Colloquia: Recent Developments in Archaeology of Mexico  
Earliest Humans in the Western Hemisphere: Assessing the  
Evidence  
The Influence of Traditional Foods on Nutritional Status in  
Mexico  
GEO 315 South America  
GEO 316 Middle America  
GEO 321 Africa  
GEO 322 Africa: Contemporary Problems  
GEO 365 China

Lifelong Education

PLS 495 Challenge of Latin America (Grand Rapids)

Courses Including Content on Handicappers and/or Handicapper Issues

Agriculture and Natural Resources

HRT Horticulture Therapy: Meeting the Needs of Special Populations

Communication Arts and Sciences

ASC Various courses dealing with communication handicaps

Education

CEP 882 Independent Living Rehabilitation

Seminar Women and International Rehabilitation

Human Ecology

HED 222 Basic Interior Design Synthesis (project on Rehabilitation Center)

HED 332 Human Needs in Housing

Social Science

PSY 428 Psychology of Physical Disability

Lifelong Education

ASC 832E Speech & Hearing Evaluation Theory (Traverse City)

ASC 874 Auditory Processing (Traverse City)

CAS 492 Communication with Handicappers (Warren)

ED 425D Manual Communication I (Jackson, Cassapolis)

ED 425E Manual Communication (East Lansing)

ED 853D Administration of Special Education Programs (Flint)

ED 818A Behavior Disorders in Children (Owosso, Birmingham)

ED 882 Learning Disabilities in the Regular Classroom (East Lansing)

ED 882 Learning Disabilities for the Regular Classroom Teacher (Saginaw)

ED 889K The Handicapped Student in the Regular Classroom (Birmingham)

PSY 482 Psychology of Physical Disability (Grand Rapids)

Confer. Sexuality, Sensibility and Disability

Confer. Art Therapy: Discovering Abilities

Confer. Michigan Association for Children with Learning Disabilities

Confer. Therapeutic Skating

Confer. Advanced Training for Rehab Personnel

Confer. Michigan Society for Autistic Children

Confer. Augmentative Communication

Other Instructional ActivitiesInstitute for International Agriculture

Support for MSU Women in International Development  
Office to promote relevant instruction, seminars, conferences, publications, etc.

Lifelong Education

Co-sponsorship with Michigan Women's Association  
of non-credit activities for women's programs

University Libraries

Organized library tours for ATL and other classes  
emphasizing women and minority subject matter  
Organized library tours for upper level women's  
studies classes

Arts and Letters

Certification of Women's Thematic Program  
Administration of Bi-lingual Education Program  
Departmental Competitive Women and Minority  
Doctoral Fellowship

## Philosophy

Developing course on history of the family with  
special attention to low-income families in  
Africa, Asia, and Latin America

## History

Business

## Marketing &amp; Transportation

Development of MTA 292--Black Entrepreneurship

Education

## Health &amp; Physical Education

Development of course on self-defense for women

Engineering

Office of Minority Student Education offers  
courses in precalculus mathematics and an  
introductory science course for students unable  
to begin chemistry sequence due to their mathematics level.

Human Medicine

## Pediatrics/Human Development

Variable credit elective in Grand Rapids on  
children with handicaps  
Faculty act as preceptors for CHM Migrant Clinic  
and Immunization Clinic

Social Science

## Criminal Justice

Developing course on Ethics addressing issues of  
racism and sexism

## Political Science

Preparing new segment of Political Socialization  
course on influence of women's socialization

Urban Affairs Programs

Developing graduate curriculum with assistance of  
many other units

Appendix IX-B

Examples of Special Services Which Supported  
Minorities, Women, and Handicappers  
1981-82

Department of Human Relations  
Report for the Board of Trustees  
January 1983



Appendix IX-B  
Examples of Special Services Which Supported  
Minorities, Women, and Handicappers  
1981-82

<u>UNIT</u>	<u>ACTIVITY</u>
Admissions & Scholarships	<p>Provides services to handicappers during Academic Orientation Programs</p> <p>School visitations directed toward informing minority students of educational opportunities and services</p> <p>Minority Day campus visitation</p> <p>Detroit-Area campus visitation day</p> <p>Expansion of recruitment networks through minority-focused professional groups and contacts with religious and fraternal organizations</p> <p>Developed special brochures for minority recruitment</p> <p>Developmental Program for Admissions for culturally, educationally, economically disadvantaged students</p> <p>National Achievement Scholarships for 10 high-achieving Black students</p> <p>Academic Scholarships for 5 top freshman Chicano students</p>
Registrar	<p>Hired temporary staff to assist handicappers through registration; special process for use of mail and telephone; assistance with transcript requests, readmission applications</p> <p>Work to assure comfortable schedules for handicappers with priority for requests</p> <p>Reschedule classes to accessible rooms for convenience of handicappers</p>
Assistant Provost for Undergraduate Education	<p>Acquired continuation funding from U.S. Department of Education to assist Offices of Supportive Services, Programs for Handicappers, and Upward Bound</p>
International Studies & Programs	<p>Funded reception for Asian American group honoring Asian American writer and poet</p> <p>Sponsored programs such as Japan Week, China Week, Korea Week, etc. which involved cooperation of international student groups</p>

<u>UNIT</u>	<u>ACTIVITY</u>
International Studies & Programs (cont.)	Hired assistants to serve as liasion between African Studies Center and campus minority groups Stipends to Ph.D. students for dissertation research on issues regarding women in international development
Lifelong Education Programs	Grants to minority students enrolled in MSU overseas study programs; research grants
Human Relations (joint with Vice President for Administration & Public Affairs)	Welcome Week receptions for Asian American, Native American, Black, and Hispanic students Participate in planning and coordinating orientation programs for new minority students Co-hosts orientation program for Minority Aides Cosponsors cultural activities such as Hispanic student dinner, Puerto Rican Discovery Day Minority Student Leadership Conference Cosponsored visitation day program for prospective Hispanic students Developed slide tape presentation on Hispanics at MSU for use in recruiting and orientation Cosponsored receptions to foster understanding and empathy between foreign students and U.S. minority faculty, students, and staff Developed cross-cultural workshop for residence hall advisors Ongoing Noontime Discussion Series for women Presentations to staff, students, and faculty on sexual harassment Three-part Minority Women's Symposium
University Libraries	Staffed booth at Black Freshman Orientation Conducted workshops for Office of Supportive Services on use of Library Conducted library workshop for Vetward Bound Program Conducted library workshop for Minority Aides Conducted library workshop for pre-vet. minority students
Dean, Agriculture & Natural Resources	Participate in Career Day activities in Detroit Public Schools to increase awareness of minorities of educational & career opportunities in agriculture Established communication network with Deans of Agriculture at 1890 institutions

<u>UNIT</u>	<u>ACTIVITY</u>
Biochemistry	Organizing Minority Recruiting Brochure Four G*POP fellows
Fisheries & Wildlife	Special research assistantship from Agricultural Experiment Station for minorities and women
Forestry	Planning for Natural Resource Days to bring minority youth to campus
Resource Development	Writing grant proposal to introduce rural Black high school students to MSU
Dean, Arts and Letters	54% (\$60,762) of regular fellowship/scholarship funds awarded to women and minorities; additional \$120,000 awarded for graduate student affirmative action support Paid recruiting costs for 2 candidates for Minority Competitive Doctoral Fellowship competition Support Chispa-Visitation day for recruitment and retention of campus Hispanic population Participation in Minority Recruitment Day, Black Orientation
English	Planning special issue of <u>Centennial Review</u> of essays on Indian affairs, Native American literature
Music	Organized a Handicapper Chorus and a Folk Dancing Club for handicappers; used in Music Therapy program
History	Individual letters, follow-up for prospective minority graduate students Recruitment fellowships, summer research grant for minority graduate students
Art	Participate in orientation program for minorities
Theatre	Recruitment and retention fellowships from College for three Black students Formed ad hoc committee to plan programs for Black Theatre including undergraduate and graduate students; search underway for faculty
Dean, Business	Support for Black Business Students Association Programs offered through Office of Supportive Services
Accounting	Assisted in creating student chapter of National Association of Black Accountants; sponsored attendance of 3 students at regional conference Participated in preparation of G*POP proposal; student currently supported by fellowship Offered special sections of ACC 201, 202 for minority students taught by minority instructor



<u>UNIT</u>	<u>ACTIVITY</u>
Dean, Communication Arts & Sciences	Participation in orientation meeting conducted by Supportive Services
Communication	Tutoring in basic Communication Skills (COM 299) for educationally disadvantaged students
Telecommunication	Recruited minority graduate students at Communications Conference at Howard University; resulted in 2 new minority M.A. students
Administration & Curriculum	Placement division attention to placement of women students Developed recruiting program for women interested in educational administration
Dean, Engineering	Office of Minority Student Education supports tutoring services for all engineering and technically related courses for groups or individuals Minority advisor helps all students, including freshmen and sophomores, set up academic schedules and programs Student Assistant peer advisor system for underclassmen Support Minority Students in Engineering and MSU chapter of National Society of Black Engineers
Dean, Human Ecology	Participate in Welcome Week program
Human Environment & Design	Black Caucus of HED students
Physiology	Summer research intern program for undergraduate minority students interested in biological sciences; goal is recruitment into graduate program Coordinating 10 week research experiences for students admitted to MSU medical schools with emphasis on minority students
James Madison	Support Madison Minority Alliance student organization Provision of role models to minority students via co-curricular programming, alumni career guidance activities and directory
Dean, Natural Science	Charles Drew Laboratory designed for minority or educationally disadvantaged students interested in science-oriented careers beginning freshman year Obtained Biomedical Grant to interest minority high school students in careers in medically related sciences. Offered 8 summer workshops in Detroit to interest prospective Drew students, improve problem-solving ability

<u>UNIT</u>	<u>ACTIVITY</u>
Physics & Astronomy	Offered teaching assistantship to every woman graduate student admitted Offered women admitted to graduate program expense-paid trip to visit campus
Mathematics	Special tutorial help for mathematics classes
Dean, Nursing	Individual and small group tutoring sessions in nursing and science courses
Dean, Osteopathic Medicine	Continued "Buddy System" and other advising activities to meet individual needs of minority students AMWA student organization holds regular meetings dealing with concerns of women in medicine Recruiting, visitations, etc. especially geared to minority women and disadvantaged students Special meeting with minority students to discuss and follow-up on their concerns Special meeting with women students to discuss and follow-up on their concerns Four special programs to assist new students in coping with academic demands of medical school
Community Health Science	Have women and minority faculty advise women and minority students
Dean, Social Science	Exploring with minority students ways college programs may best be presented to fulfill their needs Have enrolled minority graduate students talk with incoming students; goal is improved retention
Criminal Justice	Minority tutor and minority advisor available to pre-law minority students Brown bag lunches for undergraduates including "Women in CJ and Networking"
Social Work	Faculty member assigned as Coordinator for Recruitment with special emphasis on minorities Meeting of minority graduate students to facilitate academic and personal adjustment
Dean, Veterinary Medicine	Implemented Vetward Bound program: --Veterinary medicine awareness program for minority high school youth, including visitations for Detroit students to MSU Vet Clinical Center --Summer Early Enrollment Program for first time minority freshmen stressing clinical experience --Summer Research Apprenticeship Program to expose minority high school students to biomedical research careers

<u>UNIT</u>	<u>ACTIVITY</u>
Veterinary Medicine (cont.)	--Summer Enrichment Program focusing on learning skills, etc.; students receive per diem and some travel allowance Increased recruiting for minority postdoctoral training
Campus Park & Planning	Supported two woman landscape architect students
Grounds Maintenance	Women comprised 25% of student Grounds Attendants compared with 17% previous year
Personnel & Employee Relations	(See Section V for primary activities) Provision of temporary housing to newly hired minority employees relocating from out of the Lansing area Program with Placement Services to identify minority job candidates graduating with MSU Developed telephone vacancy posting service to provide minority and handicapper contact agencies with latest status on job opportunities Developed computerized list of all minority and handicapper applicants to provide data to employment representatives as job opportunities become available Developed monthly goal monitoring reports for each job group and department Developed quarterly analysis of achievement vs. opportunities to integrate net impact of all personnel actions and focus on targeted job groups Developed, disseminated, and collected data for questionnaire for handicapper self-identification sent to 5,000 nonacademic staff members
Placement Services	Minority Careers Program held annually; last year 92 organizations from business and industry, government and human service agencies, educational institutions, and graduate schools interacted with approximately 1,000 students at all levels from all majors, including conducting 676 interviews the following day Distribute complimentary copies of <u>Women Engineer</u> , <u>Business World Women</u> , <u>Black Collegian</u> , <u>Equal Opportunity</u> , and <u>Minority Engineer</u> Gave 18 workshops or programs targeted for women and/or minority students Gave 4 programs for MSU staff for or about women and/or minorities Identify and refer minority students (286 last year) for summer employment in companies seeking to meet affirmative action goals Among student employees of the Services, 30.5% are minority students

<u>UNIT</u>	<u>ACTIVITY</u>
University Services	See Section VI of the report
Housing & Food Services	Employed two Upward Bound high school students-- a Black woman and a Chicano man--at Kellogg Center for summer; both students will be enrolling at MSU and retained as Kellogg Center employees
Physical Plant	Handicapper accessibility improvements made in Morrill Hall, Student Services, Fee Hall, Olin Health Center, Van Hoosen Hall, Erickson Hall Berkey Hall, and the Computer Center
Vice President for Student Affairs & Services	<p>Held approximately 150 programs on cultural awareness in 26 residence halls</p> <p>Representation of minorities and women increased on student judicial boards</p> <p>Promoted establishment of integrated Greek Council</p> <p>Promoted establishment of new Asian-American student organization with representation on ASMSU Programming Board</p> <p>New fall orientation program for Asian-American students in addition to continuation of programs for Black, Hispanic, and Native American students</p> <p>Held "Minority Sports Fest" to encourage minority student participation in sports and recreational activities</p> <p>Conducting comprehensive review of use and distribution of student financial aid</p>
Counseling Center	<p>Presentations on women and careers, women in science, the Black woman, etc. for MSU courses</p> <p>Presentations to student groups on male-female relations, winter depression, interactions for minority couples, cultural/social issues related to sexual assault, dual careers/super woman, etc.</p> <p>Presentations on MECCA services to minority aides and Black, Asian, Hispanic, Native American Coalition Dinner</p> <p>Participate in Black Senior Recognition Day</p> <p>Developed conference on "Career and Personal Development: A Minority Agenda" for minority students</p> <p>Provided workshop for re-entering women</p>
Service-Learning Center	<p>Established two sites to serve population composed primarily of Blacks and one for Hispanic community (with Spanish-speaking volunteers) for Volunteer Income Tax Program</p> <p>Of the 45 community volunteer programs in which students (2,445 last year) are placed, 12 serve a high percent of low income or other special populations; 7 more are designed to help handicapped children and adults in the community</p>

<u>UNIT</u>	<u>ACTIVITY</u>
Service-Learning Center (cont.)	<p>Worked closely with Minority Aide office to publicize leadership and administrative positions for students as volunteer coordinators of community programs</p> <p>Promoted legislative and governmental internships for minority students</p> <p>Conducted 5 workshops for MSU volunteers to explore values, improve communication skills, and increase appreciation of persons different from themselves</p>
Student Activities	<p>Provided advisory assistance for ASMSU Programming Board departments whose purposes are to program for minority students and offer leadership growth opportunities for minority students: Women's Council, Office of Black Affairs, Chicano/Hispanic, North American Indian Student Organization, Ebony, Black Notes, Handicapper Council</p> <p>Advisory assistance for National Panhellenic Council--the Black greek social fraternities and sororities</p> <p>Provide intervention and programming on cultural awareness for Interfraternity Council and Panhellenic Council</p> <p>Assisted with Special Olympics</p> <p>Successfully encouraged ASMSU Student Board and Programming Board to adopt a formal Affirmative Action Policy</p>
Intramural Sports & Recreative Services	<p>Held two Minority Sports Fests</p> <p>Conducted exercise program for pregnant women students and staff members</p>
Financial Aids	<p>Minority Orientation for new graduate-professional students in the College of Human Medicine</p> <p>Held workshops for minority aides</p> <p>Held workshop for low-income hearing-disabled high school students on applying for financial aid for college</p> <p>Provided workshop for Vetward Bound Program</p> <p>Provided special materials for Developmental Program students</p> <p>Participate in activities of Minority Admissions and Recruitment Unit</p> <p>Determine needs of graduate students for EOP funds</p> <p>Held workshops for Chicano and Native American Orientation</p>
Educational & Support	<p>Survey of non-returning students is being examined for factors related to retention of minorities and women</p>

<u>UNIT</u>	<u>ACTIVITY</u>
Vice President for Research & Graduate Studies	<p>Minority High School Apprenticeship Program provided funds for 3 students to spend the summer in a research laboratory preparatory to beginning college</p> <p>Coordinates efforts for affirmative action graduate student recruiting and retention</p> <p>Participate in MSU Minority Career Day, Black Student Orientation, etc.</p> <p>Conducted graduate student recruiting trips to Washington, D.C. (Black students targeted), Texas and New Mexico (Chicano), and Oklahoma (Native American); 19 institutions, 202 student and 30 faculty contacts</p> <p>Review data on availability, application rates, admission rates, enrollment, and goal achievement of graduate students from protected groups</p>
Cooperative Extension Service	<p>Agriculture-Marketing Intern Program provided 18 minority youth work experience in Agriculture--possible future students and employees</p>



Appendix IX-C

Examples of Campus Cultural Activities Regarding and/or Involving  
Minorities, Women, and/or Handicappers  
1981-82

Department of Human Relations  
Report for the Board of Trustees  
January 1983





## Appendix IX-C

Examples of Campus Cultural Activities Regarding and/or Involving  
Minorities, Women, and/or Handicappers

<u>UNIT</u>	<u>ACTIVITY</u>
Asian Studies Center	Worked with Greater Lansing Korean community to bring Korean Classic Musicians to campus
Human Relations	Co-sponsored with Minority Aide Office conference on experience of Blacks and Hispanics in the U.S. during Hispanic and Black History Weeks Sponsored 7 events on campus for celebration of National Women's History Week
Kresge Art Gallery	Exhibitions of Art of China, works by Julia Suits and Helen Rumpel, work by Hmong People, Islamic Art, and by Philip Mason
Art	Student publication, <u>LightWriters</u> included four women, two minorities among 12 artists represented
Music	Co-sponsored a recital by E. George Osius in celebration of the International Year of Handicappers
Theatre	Support of production of <u>Talking Drums</u> , Fairchile Production of <u>Bus Stop</u> , <u>Summer Circle</u> ; directed by Black graduate student Hired Black visiting director for <u>No Place To Be Somebody</u>
Student Activities, Student Affairs & Services	Advisory assistance to ASMSU Programming Departments which sponsor films, concerts, art exhibits, newsletters, local television productions, craftwork classes, etc.
Museum	Exhibit of the art of the Hmong of Michigan Publication (with CES) of <u>Folkpatterns</u> --newsletter devoted to Black life in Michigan



Appendix IX-D

Examples of Research Projects Which Involve or Address Issues or Problems of  
Handicappers, Minorities, and Women  
1981-82

Department of Human Relations  
Report for the Board of Trustees  
January 1983



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Appendix IX-C

Examples of Research Projects Which Involve or Address Issues or Problems of Handicappers, Minorities, and Women

<u>UNIT</u>	<u>ACTIVITY</u>
Institute of International Agriculture	Supported work of Title XII Bean/Cowpea Collaborative Research Support Program which includes a number of women and minorities in four colleges
International Studies & Programs	Administers one of largest research programs in the nation on Africa, including the Black Diasporan studies
Women in International Development	Research Roundtable Discussions in WID topics
Dean, Agriculture & Natural Resources	Conducted survey to identify minorities enrolled in undergraduate and graduate programs in agriculture and/or natural resources in 1862 and 1890 institutions (potential graduate students and staff)
Food Science & Human Nutrition	Evaluated nutrient intake of handicapped residents of adult foster care homes in Michigan
English	Publication of 2 books, 16 articles (including reviews) on/of women's literature, 1 article regarding aging by faculty members; 2 editing assignments regarding women writers
Art	Ongoing research in Art Education on problems of handicapped children
Romance & Classical Languages	Papers on the Amazon myth, terms for women's roles, women novelists in Spain and Spanish America, etc.
Economics	Papers published on influence of class, race, and ethnicity on local public school expenditures; labor market competition among youths, white women, and others; Hispanics in the labor market; and race and sex discrimination in housing
Management	Research on career outcomes for dual career vs. single career women and sex differences in Type A behavior
Audiology & Speech Sciences	Research concerning communication handicaps Research on Black language Research on relationship of echolalia and body's lead content

<u>UNIT</u>	<u>ACTIVITY</u>
Communication	<p>Research with handicappers at artificial language laboratory supported by grant</p> <p>Research on communication with the handicapped, gender differences in nonverbal communication, environments of working and non-working women, women's communication in Mexican organizations, differential use of intense language by men and women in persuasive situations, interpersonal perception variables in groups comprised of Caucasian, Chinese-American, Japanese-American, and/or Hawaiian members, selection of persuasive strategies in multicultural groups, women and men as sources and targets of compliance-gaining strategies, use of media by Black Americans in major urban areas, evaluation of media sources by females and minorities, and most effective persuasive strategies for women</p>
Administration & Curriculum	Study of woman graduates of the department
Counseling, Educational Psychology & Special Educ.	Projects on recreation/health sports for handicappers, social justice for handicappers
Health & Physical Education	<p>Research on impact of girls' interscholastic sports participation on academic achievement, effects of competitive distance running on pre-teenage girls, I CAN project for handicapped children, grid pattern analysis of adults with acquired brain damage, verbal self-instruction strategies of children with gross motor dysfunction and model individualized physical education program to appropriately serve handicapped K-12 youth</p>
Computer Science	<p>Use of computer technology in communication enhancement projects for handicappers</p> <p>Project on "Impact of Microcomputers on Teaching Math and Science to Junior High School Students"</p>
Human Environment & Design	Consumer satisfaction among retirees
Family & Child Ecology	Reexamining Quality of Life data for effects by sex and ethnic origin
Office of Medical Education Research & Development	Research on men and women in medical school, institutional/organizational solutions to concerns of women (and men) in the medical profession
James Madison	Research on women's rights and human rights
Nursing	<p>Development of an instrument to measure coping responses in working mother</p> <p>Research on smoking behaviors and beliefs among pregnant women, minority patient contribution to care</p>

<u>UNIT</u>	<u>ACTIVITY</u>
Family Medicine	Assessment of reproductive knowledge in an inner-city clinic; study on Premenstrual Syndrome
Social Science Research Bureau	Studies of: service received by rape victims, service delivery systems in rural Michigan (special emphasis on elderly women and Hispanics), and foot patrol in high crime areas
Anthropology	Cross-cultural studies of birthing, women's beliefs and attitudes toward bodily functions, migrant agricultural laborer health, hypertension among Mexican-Americans, coping strategies of disadvantaged Black mothers, and hypertension among low-income Blacks
Criminal Justice	Report on police use of deadly force focused on racial and ethnic distribution of deadly force incidents
Labor & Industrial Relations	Research on costs of seeking redress for discrimination, comparative responses of rural/small town and urban women to industrial work
Psychology	Research on life stress and depression in lower socioeconomic Black females, sexual behavior and self-esteem in college women, cognitive processes and Braille reading strategies in the blind, mental health and support systems among urban Native Americans, and an experimental approach to increasing the utilization of health care services by Mexican Americans
Social Science	Research on political equality for U. S. women
Social Work	Research on adult children caring for aging parents, advocacy for the mentally ill, support systems for families with developmentally disabled children and cerebral palsied children, impact of federal court orders on urban school desegregation, difficulties of mothers in social work education and job re-entry, gender comparison of juvenile delinquency, processing of women in metropolitan courts, female offenders in Michigan, life service systems for developmentally disabled
Sociology	Research on the Black Diaspora, fertility in minority groups, Indian communities in Michigan, patterns of sexual inequality, sexism in language, occupational distribution of women in the labor force, urban fiscal crises, and development of sex roles among children



<u>UNIT</u>	<u>ACTIVITY</u>
Placement Services	Prepared special reports on unemployment rates, starting salaries, and percent staying in Michigan for women and minority MSU graduates
Museum	Project on "Art of the Hmong of Michigan" Proposal on museum accessibility
Vice President for Research & Graduate	Administers All-University Research Initiation Grant Program which encouraged submission of proposals to study minority issues for the Fall 1982 cycle
Family Living Education, Cooperative Extension Service	Study to identify unique characteristics and contributions of minority membership in the American Home Economics Association

Appendix IX-E

Examples of Public Service Projects Which Involve or Concern  
Women, Minorities, and Handicappers  
1981-82

Department of Human Relations  
Report for the Board of Trustees  
January 1983



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Appendix IX-E  
Examples of Public Service Projects Which Involve or Concern  
Women, Minorities, and Handicappers

<u>UNIT</u>	<u>ACTIVITY</u>
Asian Studies Center	Provided lecturers, demonstrations for Folk Arts Fair, Winter Holidays Program of International Institute in Flint
African Studies Center	Intern from James Madison College worked in Center bringing Africa-related activities to attention of Lansing-area minorities Co-sponsored conference on Women, Health and International Development Organized Group Project Abroad to Zimbabwe for 17 Detroit Public Schools teachers (12 women; 16 Afro-American) Sponsored in-service training in Multi-Ethnic and Multi-Cultural Studies in Lansing Public Schools and for teachers in multicultural schools in Zimbabwe Outreach Program to reverse negative stereotyping of persons of African descent
Women in International	Provide organizational internships with opportunities for women from Third World countries to develop leadership and management skills Consultant services to project personnel to explore possible impacts on women and their families and to encourage full integration of women in the developmental process
Lifelong Education Programs	Developing network for additional input on educational needs and opportunities of Hispanic community Seminars on women managers, management skills, and job of a professional secretary Established Hispanic Advisory Committee to Dean Acquire and make available to public library materials about women and career choices, entering job market, and continuing education; on transportation and access for handicappers; on aging and the aged Highway Traffic Safety Programs supports Education Director of Michigan Women for Highway Safety
WKAR Radio	Radio Talking Book for over 1,100 blind and physically handicapped listeners Produces Spanish-language programs Produces special news and public affairs reports dealing with issues about women and minorities Broadcasts many programs produced elsewhere of special interest to protected groups
WKAR-TV	Produced several shows for or about women, handicappers, and minorities (at least 8) Broadcast series and specials for or about protected groups (all or parts of 23 series, 55 specials) Broadcast 41 series closed or open captioned for

<u>UNIT</u>	<u>ACTIVITY</u>
Human Relations	<p>Presentation on improving work environment through improved human relations attitudes at Michigan College and University Personnel Association conference</p> <p>Presentations on cross-cultural communication, careers for minorities, and importance of higher education at two Intermediate School Districts</p> <p>Minority Women's Symposium</p>
Resource Development	Work with Hispanic, Black, Indian, and rural White women's groups to develop confidence, political awareness, and ability to organize and present positions
Kresge Art Gallery	Tours/visitations for senior citizens and mentally and physically handicapped individuals
Music	In-service training sessions in Ionia, Corunna for teachers and parents relative to special education for handicappers
Management	Stress seminar for women
Audiology & Speech Sciences	<p>Maintains full-scale Speech and Hearing Clinic serving people with communication handicaps</p> <p>Students and staff help serve the communicatively handicapped in 15 off-campus facilities</p> <p>Workshop on augmentative/alternative communication systems</p>
Communication	<p>Programs on newspaper use among Hispanics in the Southwest, communication among Spanish-speaking Americans, use and evaluation of media by Hispanics, Blacks and women, attitudes and behaviors of professional women and minority journalists</p> <p>Programs for women on body language, communication in the business organization</p>
Health & Physical	I CAN presentations in 14 cities--8 in Michigan, 6 out-of-state
Dean, Engineering	Office of Minority Student Education staff act as advisors for Detroit Area Pre-College Engineering Program and host 30 high school students on campus for 5-6 week summer academic program
Dean, Human Ecology	<p>Participation in CES's Career Day at Detroit high school</p> <p>Participation by college minority students in career presentation to home economics class at middle school</p>

<u>UNIT</u>	<u>ACTIVITY</u>
Family & Child Ecology	Teach at College Week for women Family Day Care Conference Employed Mothers Project Programs for women's groups on employed mothers, money management, small business Taped TV show on rebuilding financial security for women in transition
Pediatrics & Human Development	Pediatric and psychological assessment of developmentally disabled children for intermediate school district Directs Cystic Fibrosis Regional Center Participate in Focus Hope--food distribution program for low income elderly people Participate in campus for children with juvenile diabetes mellitum
Dean, Nursing	Developed proposal with people from Center for Handicapper Affairs for design of day care program for handicapper and non-handicapper children
Family Medicine	Provide health care for Community Health Service Provide health care to mentally retarded Provide health care for county family planning clinic Co-sponsored conference on Women, Health and International Development
* Criminal Justice	Attempted to assist Grambling State University in complying with consent decree by tracking minority faculty through CJ doctoral program Co-sponsored state-wide POW-WOW of American Indians Developed "Model Curriculum for the Study of Women in Criminal Justice" for Academic of Criminal Justice Sciences
Labor & Industrial Relations	Personnel management seminar on equal employment and affirmative action
Social Work	Consultation with Center of Handicapper Affairs Presentations on role of women in community organization, cross-ethnic implications for treatment of Hispanic clients,
Sociology	Sponsor speeches and colloquia on issues of sex and race inequality, women's role in society
Placement Services	Consultants to business, industry, human service organizations, government agencies, and graduate schools on effective strategies to implement affirmative action recruiting Cooperation with media to widely distribute place- ment data on minorities and women

<u>UNIT</u>	<u>ACTIVITY</u>
Counseling Center	Presentations to officers of Society of Women Engineers on stress management and networking Presentation to Holland Professional Women on handling stress for the career-minded woman Presentation on networking to Women Lawyer's Assn. Workshop on suicide among Blacks for Neighborhood Service Organization of Detroit Workshop at College Week for Women on self-control Presentation to Office of Black Affairs on the Black Woman Presentation at College Week on career planning
Service-Learning Center	Started the Council Against Domestic Assault Volunteer Program to provide battered women with counseling and legal assistance
Museum	Tours for the blind Special visits to exhibit for and about women for College Week Consultation with Director of Mainstreaming, CES
Cooperative Extension Service	Expanded Food and Nutrition Education Program to help low income families with young children 4-H Mainstreaming Project to foster integration of handicapper youths and adults in all facets of 4-H Youth Program 4-H Horseback Riding Program for Handicappers 4-H Urban Gardening Program Lenawee County Hispanic Leadership Development Program Lake County Extension Program extended to minorities, limited resource families, and senior citizens Berrien County Migrant Family Nutrition Program Kalamazoo County Indochinese Refugee Nutrition Program Kent County Stretchin' and Growin' Program for Black women Programs for Native Americans to develop skills in recognizing issues, challenges and opportunities for improving conditions affecting their welfare Learn and Lead events to develop leadership awareness and skills of members of Michigan Association of Extension Homemakers College Week program on Women and the Law Programs on women and money management Program for minorities on Clothing for Independent Living Study of members of women's organizations in Branch County